

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent
of Elementary Education

STEVEN CHAMBERLIN
Assistant Superintendent
of Secondary Education

MARGARET A. BEAUCHAMP
Director of Student Services

AMY FACEY
Business Administrator

Mont Vernon School Board Meeting

Thursday, January 13th, 2022 – 6:30 PM

Mont Vernon Village School- Multi Purpose Room
1 Kittredge Road, Mont Vernon NH

For viewing only:

Please click the link to join the webinar

<https://sau39.zoom.us/j/81211534528?pwd=eU85WExJbVhNelJ1UkhOQzJsUXJiZz09>

Passcode: 605535

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:30 PM	Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order	None
Public Input I of II	6:30 PM		None
Student/ Teacher Presentation	6:35 PM	The Board to hear presentations from Second Grade Teachers and the MVVS Specials	None
Consent Agenda -Approval	6:45 PM	1. December 2 nd , 2021 Draft Minutes 2. MVSD Dec. Facilities Update	12 02 2021 Draft Minutes MVSD Facilities Update
Principal's Report	6:50 PM	MVVS Principal, Mr. Thomas Lecklider, to present his January Principal's Report	Jan. 2022 MV Principal's Report Dec. 2021 AMS Principal's Rpt.
First Reading Policy	7:10 PM	Board to review Policy BDD as a first reading	Policy BDD
Deliberative Session Planning	7:15 PM	Board to prepare for the Deliberative Session	None
Public Input II of II	7:55 PM		
Meeting Adjourned	8:00 PM		

1 Mont Vernon Village School

2 Thursday, December 2nd, 2021

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent (Remote), Christine Landwehrle- Assistant
6 Superintendent, Amy Facey- SAU #39 Business Administrator, Tom Lecklider- Principal
7 MVVS, Kim Deppen- MVVS Nurse, Ms. Lorin Philibotte and Ms. Megan Gallagan- MVVS
8 Kindergarten Teachers.

9 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff
10 (Remote) Secretary- Jessica Hickley, Kristen Clark (Remote), and Stephen O'Keefe.

11 Board Minutes: Danae A. Marotta

12 Public: None

13 I. Call to Order

14 **Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, called the meeting to order**
15 **at 6:05PM.**

16 II. Public Input I of II

17 No Public Comment

18 III. Kindergarten Presentation - Non-Fiction Lesson in Kindergarten

19 MVVS Principal, Mr. Thomas Lecklider commented that he first wanted to say a couple of
20 things about kindergarten. First of all, as we all know we are coming back this year into a more
21 normal situation. Being what last year was, with a mix of various things that occurred last year
22 for our students.

23 Coming in for kindergarten is a very interesting challenge that began the year. He has been in the
24 classrooms quite a few times and seen Ms. Lorin Philibotte and Ms. Megan Gallagan. I will tell
25 you when we talked about SEL and making them feel comfortable in the school, and the
26 protocols that you build on in the first weeks of school, these two have worked exceptionally
27 hard this fall. I have been really impressed with both of them, their interactions with kids,
28 positivity and our kindergarteners are doing really well.

29 Tonight, Ms. Philibotte and Ms. Gallagan are going to talk about non-fiction and some of the
30 things they are doing with the students.

31 Ms. Philibotte noted that they decided to share a non-fiction lesson. They try to get together a
32 couple of times a week as a whole group. We focus on our standards but in kindergarten I feel
33 like we do so many standards over and over. These are just a couple that we were going to focus

34 on during this. They started with the KWL chart. The students listed everything they knew and
35 everything they wanted to know.

36 Ms. Gallagan discussed that they went into a story about bears. They had them draw a picture
37 about what they learned about the story.

38 The teachers showed a chatter pic of the students' drawings.

39 Ms. Lawrence asked for questions from Ms. Gallagan and Ms. Philibotte.

40 Mr. O'Keefe asked about any obstacles.

41 Ms. Gallagan responded that there were a lot of challenges with the missing mom transition.
42 They have adjusted and gotten past that.

43 Mr. O'Keefe asked if there were any concerns with masks and reading capabilities.

44 Assistant Superintendent, Ms. Christine Landwehrle, added with Heggerty.

45 Ms. Philibotte replied that you can't always hear everyone or see if they are doing it with you.
46 We get into smaller groups, and it is better.

47 Mr. O'Keefe asked how do you divide the classes.

48 Ms. Landwehrle added that they have special education paras not regular education.

49 Ms. Gallagan noted that a Reading Interventionist comes in twice a week for each of us and then
50 Special Education comes in when the Reading interventionist is not there.

51 Mr. O'Keefe asked how do you break up the small groups.

52 Ms. Gallagan explained that they have "centers" they also do rhyming or other activities.

53 Mr. O'Keefe noted that the results that they are seeing in kindergarten are excellent and keep up
54 the good work.

55 Principal Lecklider remarked that the teachers are so collaborative, with working, planning, etc.
56 it is impressive.

57 Ms. Clark noted that she loves the creativity, thank you.

58 Ms. Lawrence thanked the teachers for their time and sharing the students' work with them.

59 IV. Consent Agenda

60 Ms. Lawrence asked if any board members wanted to pull any consent agenda items for
61 discussion.

62 Mr. O'Keefe pulled #11. 7th and 8th grade NWEA results.

63 Ms. Landwehrle noted that this is a very manual process, she double checked her work, and we
64 individually pull results then manually calculate. For 7th grade reading while their growth was
65 low their achievement is still fairly high. 7th grade is representative of 6th grade instructional

66 year, again, there is a big transition that our students go through when they leave Mont Vernon
67 and go to AMS.

68 This assessment is fairly early in the school year, it is hard to know what impact that might have.
69 On their professional development day, we were able to share these results and with speaking
70 with Ms. Sarah Millas, she is not sure how much of that transition impacts scores.

71 With Math, 50% did meet growth for the 7th grade math but the achievement percentile was
72 62nd. That has been the group that has struggled, they were probably some of the lowest 4th
73 grade math scores they have ever seen out of this cohort of students. For them to have that 50%
74 of students meeting target growth is huge even with that transition to the middle school. It might
75 be helpful to see the cohort data longitudinally. Overall, this was very fairly strong for math.

76 With 7th grade reading, we had lower growth, but they had high achievement, they are in the
77 82nd percentile. While the growth was lower it was hard to pinpoint. They were the most
78 disrupted last year and had the most quarantines. They did a lot of switching back and forth
79 between remote and in person. It is also hard to know if there is an impact with that transition to
80 AMS.

81 For 8th grade it was much lower growth than they would like to see. For some reason this was
82 consistent across that 8th grade. If you click on the link, she did include AMS results so you can
83 see that a full cohort of 8th graders have pretty low growth scores across the board. They cannot
84 quite figure out what that is, and she has not had the opportunity to meet with 7th grade teachers
85 to talk to them. When students were switching segments and modalities, they were getting
86 reorganized and did not have the same teachers. For the Amherst School Board meeting she
87 pulled out the remote versus in person data and there weren't that many trends. It is hard to know
88 exactly why the performance was consistent across the cohort and not necessarily the students
89 from Mount Vernon having a polar gap. They have excellent 7th grade teachers and excellent
90 curriculum, and they were surprised. They are also looking at individual growth targets to make
91 sure they are supporting students over at the middle school.

92 Ms. Lawrence asked for board questions.

93 Mr. O'Keefe added that they are failing these kids, with the amount of tuition they are paying
94 and the amount of trust that we put into that building to educate our 7th and 8th graders with
95 results like this it is unacceptable by every single stretch of the imagination. If we go ahead and
96 see more next results coming from NWEA and they are not improving significantly we really
97 need to rethink things in a major way. Their RIT growth it's not existent and not even on the
98 chart. We're clearly showing something's not working, what it is we don't know, we've got to
99 figure that out.

100 As we go throughout the year, we have to see improvement. I know that is not under the purview
101 of this school board, but we do owe that to the kids that we send down to that building. They
102 only get one shot at 7th and 8th grade before moving into the high school and we're actually
103 seeing problems in the 9th and 10th grade levels there as well. I don't know how we do it, but we
104 need to dive down deep and put our feet to the pavement and try to do something.

105 Ms. Landwehrle added that she is happy to meet with AMS Principal, Dr. Bethany Bernasconi,
106 Assistant Superintendent Chamberlin and talk to teachers as well. It will be critical to see the
107 winter results at the end of January and beginning of February. Students don't always realize how
108 important this data and how many groups are looking at this data. There were so many factors
109 that influence student achievement it is hard to untangle what caused this. She is happy to pull
110 more longitudinal data for these students just to see if there was a year where they made huge
111 growth and then another year where they made less growth. She was surprised by this because
112 our Mont Vernon students over the past few years have performed significantly well.

113 Mr. O'Keefe commented that they are setting these kids up for outstanding success. They saw
114 that last month when we discussed our results from this building, something is failing.

115 Ms. Landwehrle inquired what other additional data with the school board like to see.

116 Mr. O'Keefe replied they have identified problems in this building that through discussions with
117 administration have adjusted and changes to improve and coach and it was clearly reflected in
118 the results that we saw. This right here to the Mont Vernon taxpayers and to the parents of the
119 7th and 8th grade kids, it's just not acceptable.

120 Ms. Landwehrle noted that she will report more at the next board meeting.

121 Mr. Eckhoff remarked that he agrees with Mr. O'Keefe's comments. How are they
122 communicating back to the students and parents about the scores and corrective action that they
123 can be taking. It is imperative for the students, teachers, and parents to take proactive action and
124 say this is how we can help fix it. How are we communicating back to the students, not in a
125 negative way, but these are the steps and programs available to help you get where we need you
126 to be, we will support you 100%. He is struggling with the fact that this is simply a teacher and a
127 school problem, this is a societal problem that we need to let people know what is available out
128 there to help them catch up.

129 Ms. Landwehrle replied in Amherst they used their ESSER funds to purchase a program called
130 Reading Plus. It is a program that they used at AMS and Souhegan in the past just with our
131 students who needed intervention and some additional supports, it is a high-quality reading
132 program that helps students practice reading comprehension. It gives them eye exercises to
133 practice their tracking to ensure the eyes are moving fluidly, helps the eyes become more
134 efficient while reading, helps with pacing with reading and vocabulary. It is a strongly research
135 based and effective program. They used ESSER funds to buy a school wide license at AMS.
136 They are seeing impacts in reading scores. All of the MV students in 7th and 8th grade, do have it
137 in the classroom but also at home. They did not renew Dreambox due to student feedback, but
138 there are other math programs, it is a great thing to communicate out to parents as well as other
139 schools.

140 Ms. Landwehrle added that this was good to do.

141 Ms. Lawrence asked Mr. Eckhoff and Ms. Clark if it was not feasible for them to attend the
142 meeting and if they were alone.

143 Mr. Eckhoff and Ms. Clark noted that they were not able to attend the meeting and are home and
144 alone.

145 **Mr. O’Keefe motioned to approve the Consent Agenda items. 1. Nov 4th, 2021, Draft**
146 **Minutes, 2. Budget Transfer 2022 001, 3. March 2021 MV Treasurer’s Report, 4. April**
147 **2021 MV Treasurer’s Report, 5. May 2021 MV Treasurer’s Report, 6. June 2021 MV**
148 **Treasurer’s Report, 7. July 2021 MV Treasurer’s Report, 8. August 2021 Treasurer’s**
149 **Report, 9. Policy BCB-Revised for MVSD and ASD, 10. MVSD November Facilities Report**
150 **and 11. Grade 7 and 8 NWEA Results. Ms. Hinckley seconded the motion. The vote was**
151 **unanimous, motion passed.**

152 **Ms. Lawrence called a roll call: Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, Clark- Yes**
153 **and Eckhoff- Yes.**

154 V. Principal’s Report

155 Principal Lecklider thanked the Board and the SAU for the lunch they had on their PD Day.
156 They dedicated that day to work that is important to them. It was a productive day with a jam-
157 packed agenda. They talked about goals and that was a conversation here at the last board
158 meeting. They had a good conversation around reading. One teacher has a passion for writing
159 and would like to host a Literacy Night in Spring. They want to foster a love for reading and
160 math. In both cases, Math and Literacy, they want to foster that love and curiosity. There were
161 things like Bookopoly. It was a celebration of literacy with a gaming component. The
162 conversation about the goals was good. They also reviewed NWEA data and broke out into grade
163 level groups so that they can discuss, prior years, current year, and students. Not only are they
164 digging into grade level data they also look at individual students and their RTI model that they
165 have a nice process that they are working through. When they flag a student, they see that they
166 are below proficiency. Those conversations were happening on that day, and it was great to see.
167 There were a couple of different rotations. It was a good day and I want to thank the staff for all
168 their work.

169 They had their 3rd SOAR assembly and highlighted what students are doing well and showing
170 respect and acting safely, etc.

171 The mascot is still on order. He is hoping that it will arrive soon.

172 Regarding community, Operation Pumpkin went well and thank you to the Souhegan students
173 that helped.

174 There were two Coffee’s with the Principal, and people can drop in, ask questions. Attendance is
175 low and he will try to promote that differently.

176 The Girls on the Run final race happened. He thanked the coaches and parent volunteers. Our
177 Spirit Club cheered them on, and it was great to see the students accomplish that.

178 With MTSS, they have a team (Multi-Tiered System of Supports) that meets weekly. They are
179 going through the referral process. It can be for academic, behavioral, for any challenges that
180 they are seeing. For next year, they will launch with the whole process already in place.

181 Principal Lecklider recognized Ms. Deppen and the numbers she has been seeing, she has done a
182 great job. They have had a couple of positive cases and when that happens it is an overwhelming
183 amount of work with tracing and phone calls. He has met with office staff, and they came to an
184 agreement that Mr. Steel unveiled some overtime funding that they can provide. Last month,
185 they have not had to tap into that. Their covid numbers have been stable. That does not mean that
186 they were not busy, they just did not have to tap into that resource. It is something that they are
187 paying attention to.

188 MVVS Nurse, Ms. Kim Deppen, commented that she put together a google sheet with all the
189 questions that the Department of Health will ask. They want more information from what they
190 did originally.

191 Principal Lecklider added that they have the Avenue of Lights on Saturday evening from 5-7PM.
192 Thank you to the PTA. Chorus is moving forward and their Music teacher will be getting the ball
193 rolling.

194 Mr. Eckhoff inquired if they have the resources that they need with the volume of cases that they
195 have. This is not going away, and they are headed into the winter season with the cold and flu.
196 They are headed into a critical stage in the next 4-5 months.

197 Principal Lecklider replied that it is hard to predict and if they needed to reach out for support
198 Superintendent Steel and the SAU are aware. They have a pretty good plan in place. The
199 spreadsheet is not only tracking numbers and the resources and the need. They will follow the
200 trends. Both of administrative assistants are willing and able to jump in. The tracking and calls
201 are overwhelming all the while students are coming in the office. It is almost two worlds
202 colliding.

203 Ms. Landwehrle added that they have a good intermediate with the office supporting. If things
204 get band, they can certainly bring in a sub nurse. They are challenging to find, but it would be
205 something that they can look to as a next step.

206 Mr. O'Keefe asked if they could ask Amherst Fire/Rescue to come in for a day. They can
207 proactively reach out.

208 Ms. Deppen added that it is district wide, and it is a matter of juggling.

209 Mr. O'Keefe noted that they are

210 They are trying to think out of the box

211 Mr. O'Keefe mentioned that they can ask Superintendent Steel for a about that.

212 Ms. Deppen commented that she does not know what that would look like.

213 Ms. Landwehrle added that they would have to be a sub and sign a confidentiality agreement.

214 Ms. Clark inquired about what are the recommendations for their process with the home rapid
215 tests.

216 Ms. Deppen replied that they do accept home tests now, the only issue is if it was used correctly.
217 They are asking for a picture with the tests.

218 Mr. Eckhoff mentioned that they should continue to recruit to get some staffing support on the
219 clerical side. Maybe they have someone in the community that is willing to work 6 hours a week
220 and has the clerical skill set. This is not going away, and they need to be proactive. It is critically
221 important.

222 Ms. Deppen added that she appreciates all the support.

223 Mr. O'Keefe asked about the census so that they can see updated numbers and look for patterns.
224 He thanked the New Boston Grange for the dictionaries. He asked if they could invite them to a
225 SOAR assembly to thank them.

226 Principal Lecklider responded that was a great idea and it would be great to involve the
227 community.

228 Mr. O'Keefe questioned if they can get an update on Music, Arts and Spanish. He would like to
229 have insight on how that is going.

230 He inquired about the math sessions on the 15th to the 22nd.

231 Ms. Landwehrle replied that it was enrichment experience after school. She is a curriculum
232 coordinator and felt that it was part of the bigger picture school-based work. Doing two Zoom
233 sessions would be a fun experience.

234 Mr. Eckhoff asked about the staff absences and if they can put it in a spreadsheet similar to their
235 attendance.

236 Ms. Landwehrle clarified that it is all staff and not just teachers.

237 Mr. Eckhoff replied that he would prefer to see it as teachers and then other. It is important that
238 they keep tracking that on a holistic perspective.

239 Mr. O'Keefe added that in the past administration would give them information and it was
240 quarterly and random.

241 He asked if they were mixing classes when someone called out sick.

242 Ms. Landwehrle replied that there was one time where a teacher had a meeting at the middle
243 school and they did mix classes for two hours, they have been ok with subs.

244 Mr. O'Keefe added that type of knowledge and depth but maintaining confidentiality is
245 important.

246 Ms. Lawrence thanked Principal Lecklider for all of the insight.

247 Mr. O'Keefe asked to see what their tuition agreement is going to do between their transition and
248 integrating with AMS.

249 Ms. Lawrence asked for clarification.

250 Mr. O’Keefe replied that he would like to see the transition in accordance with our tuition
 251 agreement between the joint classes and PD between our sixth-grade teachers and the AMS
 252 teachers and the joint class that is required as part of the contract.

253 Ms. Landwehrle replied that they did some summer PD. Assistant Superintendent Chamberlin
 254 did a brief overview, but it would be helpful to collaborate with a transition update. They are
 255 happy to do additional if needed.

256 Mr. O’Keefe added that they did this because of the Spanish program. They were under the
 257 impression that they were doing well and then found out that they are starting from scratch. They
 258 want to make sure that it is creating a better transition.

259 VI. FY’ 23 Budget Discussion

260 SAU #39 Business Administrator, Ms. Amy Facey, remarked that she did create an updated
 261 budget presentation.

262 She noted the budget review process:

- 263 • 10/14/2021: Board Presented with Superintendent’s Proposed Budget
- 264 • 10/15-10/30/2021: Budget Review Meetings and Questions Submitted
- 265 • 11/4/2021: School Board Meeting Budget Review
- 266 • 12/2/2021: School Board Moves Budget, Warrant Article, Default to Public Hearing
- 267 • 1/13/2022: Public Hearing
- 268 • 2/9/2022: Deliberative Session
- 269 • 3/8/2022: District Voting

270

271 She noted the summary of changes after the 10/14/2021:

- 272 • Net Tuition Reduction -\$74,478
- 273 • Replacement Furniture Phase 1-UFB -\$ 6,700
- 274 • Salary Adjustments-Math Interventionist, Food Service, Treasurer \$ 9,604
- 275 • Primex Not to Exceed/Rates \$ 3,106
- 276 • Misc. Corrections/Adjustments -\$ 220
- 277 • SAU Apportionment, \$ 2,942
- 278 • Fuel Cap Cost Projection, \$ 3,000
- 279 • Restore Admin. Assistant days to current schedule, \$1,354
- 280 • Kitchen Safety Items-Knife Sharpening Service for the Kitchen and Non-Slip Shoes,
- 281 \$600.
- 282 • Add \$1.00 to Transfer to Food Service Account.

283 All those changes total: -\$60,791

284 Mr. Eckhoff asked about the fuel cap cost projection, it seems really light at \$3k.

285 Ms. Landwehrle replied that the bus company is responsible for up to \$2.75 per gallon.

286 Ms. Facey replied that it is beyond \$2.57, this is an increase over and then that is apportioned out
287 to the three districts. They can certainly budget more.

288 Mr. Eckhoff added that he appreciates Ms. Facey's work.

289 Ms. Facey noted the Executive Summary:

- 290 • FY' 23 Proposed Budget-> .23% increase, \$13,499 over FY' 22 Operating Budget
- 291 • FY' 23 Default-> -1.19% decrease, -70,441 less than FY' 22 Operating Budget
- 292 • Difference between FY23 Default and FY23 Proposed is \$83,940, or 1.4% *Excluding*
293 *Special Warrant Article*
- 294 • FY' 23 Proposed Budget-> -.62% decrease, \$36,501 less than FY22 Total Budget
295 *Including Special Warrant Article*

296 She added the appropriation comparison.

297 Mr. Eckhoff questioned if they are fully protected against any abnormal cost increases. He is
298 concerned with the way things are trending.

299 Ms. Landwehrle replied that the bus company pays the first \$2.57 per gallon we pay any costs
300 above that. She does not know how many gallons they use per day. They can add more but it
301 would be a board decision.

302 Mr. Eckhoff thanked them for hearing his concerns.

303 Ms. Landwehrle remarked that MV has a small budget. They are keeping the taxpayer in mind,
304 there is a balance.

305 Ms. Lawrence suggested they investigate that further.

306 Mr. O'Keefe added his concern with asking for that type of increase in this community. If they
307 end up with a default budget, then they have to worry about the bussing contract because it is not
308 allowed to be included in the default budget. They will have sizeable and significant cuts
309 somewhere. I don't think we can finalize this tonight as they have more examining to do.

310 Ms. Facey mentioned that the difference between the default and the proposed is 1.4%.

311 Ms. Landwehrle commented that she did reach out to the DOE, and they did advise her that it
312 should be permissible for us to remove the new math materials from the budget for \$15k and put
313 it in the ESSER grant. They will only over email give you guidance they'll never give you an
314 approval because that approval has to come through the actual activity that you're writing in the
315 grant and then submit to them. They anticipate getting it we just don't have it yet. There is not a
316 supplanting issue in ESSER so in most of our grants we can't take something out of the budget
317 and put it in the grant because ESSER is a grant that allows you to back date. This is as long as it
318 is helping to support the students and respond to Covid, our disrupted learning and some gaps in
319 Math about implementing a new program. They felt strongly that it would be an approvable
320 activity, we hesitated pulling it out until we had official approval. They hope to have that soon
321 and pull that piece out, it is \$15k.

322 Mr. O'Keefe asked about the bussing and the default.

323 Mr. Eckhoff remarked that he agrees but disagrees with Mr. O'Keefe. 1.4% is a nice percentage
324 if they can find funding to get it lower that is great, given the success of the school, the results
325 academically, and the budgets they have delivered year over year he is not sure that they should
326 pare this down to the bare bones. He applauds the 1.4%, would he be comfortable with a 0%
327 increase, absolutely.

328 Ms. Landwehrle asked the board wanted to review the default budget.

329 Mr. O'Keefe added that he respectively disagrees with Mr. Eckhoff. He does not believe that the
330 town can absorb the costs they need to keep it as lean as they possibly can.

331 Ms. Facey added that some of it is special education transportation, and it is legally required. She
332 can do an analysis of that.

333 Mr. O'Keefe inquired where they are accounting for the bus contract and the increases in that.

334 Ms. Landwehrle asked for clarification.

335 Mr. O'Keefe added that he wants to make sure that they are clear.

336 Ms. Facey explained that she spoke to the Finance Director and the bus contract amount for the
337 middle school was over budgeted. She questioned why that happened and was not able to get an
338 answer.

339 Ms. Lawrence commented that the \$83,940 could be reduced.

340 Ms. Landwehrle replied yes, they just did not receive official approval. They have no budget this
341 year for technology and are using their ESSER funds to purchase laptops that died early due to
342 covid. They are looking at 28 laptops, but they had no technology budget.

343 Mr. O'Keefe asked if it was higher than other districts.

344 Ms. Landwehrle responded that she is not sure that it is higher than other districts. There were 28
345 laptops that were not fixable, but our laptops have been heavily used. It will be a concern moving
346 forward. They are just replacing what is broken. Typically, they buy close to two class sets to
347 replace as they move up with their 5-year replacement plan. They are getting behind with that 5-
348 year replacement plan with zero funding in that technology line. She would worry about cutting
349 technology too much, but they can remove some amount to make that budget more tolerable for
350 taxpayers. That number looks so big because it is going from 0 to \$50,927k.

351 Ms. Lawrence asked if they could use ESSER funds.

352 Ms. Landwehrle replied that they are using ESSER funds for the 28 laptops that were damaged.
353 The laptops were home and overused. She could check with the DOE, for more clarification on
354 more than just the replacement laptops.

355 Mr. Eckhoff asked about the covid funding for the laptop replacement, are they tapping into
356 every resource available.

357 Ms. Landwehrle replied that they have Title IV funding, that is for Well Rounded Education
358 which includes technology. They have iPads that are so old that the operating systems can no
359 longer be updated, and the apps cannot be updated. She had spoken to Principal Lecklider about
360 using that Title IV funding to run an afterschool robotics club. They have the Dash and Dot
361 robots, but they are using the older iPads. They can tie it into that grant funding, and it was a
362 pretty strong need this year. Some of those lines they do need to fund, for example the projector.

363 Ms. Lawrence inquired what is the \$50k.

364 Ms. Landwehrle replied that is to get them back on track for a 5-year replacement plan. There is
365 a projector or two or with at least 30 laptops, there may be more.

366 Mr. O'Keefe noted that the amount for staff laptops is \$14,300.

367 Ms. Landwehrle remarked that the staff laptops are \$1,600 but the iPad's

368 Principal Lecklider added that there are 37 outdated iPads.

369 Ms. Landwehrle inquired about the 13 staff laptops. She does not have the inventory in front of
370 her. She knows that SAU #39 Technology Director, Mr. Brian Miller, is trying to catch up for
371 next year.

372 Mr. O'Keefe inquired if they could use the UFB to offset the costs, they can stay on top of
373 replacement and if they have nothing left at the end of the year to defer till another year.

374 Ms. Landwehrle added that they can utilize grant funds.

375 Mr. O'Keefe emphasized that the next three years are vital to keep the budget as close as
376 possible to the default.

377 Ms. Landwehrle asked Ms. Lawrence where the board would like to be as far as the amount.

378 Ms. Facey added that hopefully \$15k can come out and the technology to UFB.

379 Mr. O'Keefe asked about the classroom supplies and materials.

380 Ms. Landwehrle noted that she did not know about the \$6k amount. She is guessing that the math
381 workbooks that they purchase every year, there is an increased cost.

382 Mr. O'Keefe suggested that they reduce the technology budget by \$20k.

383 Ms. Lawrence commented that \$15k is coming out of the second line.

384 Ms. Lawrence noted that the difference is from \$83k to \$49k.

385 Mr. Eckhoff suggested that they look at the computer companies for refurbished laptops

386 Ms. Landwehrle added that she is happy to bring that to Technology Director, Mr. Brian Miller.

387 Ms. Lawrence noted that it is lean already and they need to be fiscally responsible. She is
388 comfortable with that and probably cannot finalize it tonight.

389 Mr. O’Keefe added they do not have a budget committee.

390 Ms. Facey remarked that they can make changes after the public hearing.

391 Ms. Clark mentioned that they are skimming away where it will cost them more in a next budget.

392 Mr. O’Keefe responded that they are planning on using the UFB for the technology.

393 Ms. Lawrence added that they are making the most of the already budgeted funds.

394 Mr. O’Keefe suggested what is presented tonight, getting community feedback, and making the cut at that time.

395

396 Ms. Landwehrle asked if the board is approving this as presented or with your amendments.

397 Mr. O’Keefe inquired what if they do not get the grant after the public hearing can they add to the budget.

398

399 Ms. Landwehrle replied no, only if you bring a proposal forward at the deliberative and the community votes on that increase. You would have to bring it forward as a motion and have it pass.

400

401

402 Ms. Lawrence noted that they should leave it as is.

403 Ms. Facey asked so we are not taking out the \$15k or the \$20k.

404 Ms. Lawrence added that they are saying that this is our highest case scenario.

405 Ms. Landwehrle mentioned that they can safely go down \$20k in technology. They have started a list in the Trello Board, called “FY 22 UFB Project List”.

406

407 Ms. Facey added that they do have one with Replacement furniture, and then technology.

408 Ms. Landwehrle noted that those are the only two items.

409 Mr. O’Keefe added that he believes that they can pull out \$26k from the UFB.

410 Mr. O’Keefe commented that he is comfortable reducing the technology budget by \$20k.

411 Mr. Eckhoff if they can do 50% of technology needs, buy new and 50% buy refurbished from the computer company. Not every piece of equipment needs to be brand new there is money to be saved by exploring the opportunity.

412

413

414 Ms. Lawrence asked if Ms. Clark was comfortable with the reduction.

415 Ms. Clark replied yes.

416 Ms. Facey went to article #3.

417 Mr. O’Keefe commented that they want to make sure that article #3 is fine-tuned with the matrix at the public hearing.

418

419 Ms. Facey added that this is for the original presentation and the public hearing slides. This is for
 420 the HVAC and then the playground and fire alarm system. You clearly need the \$50k to
 421 complete that project.

422 Ms. Landwehrle noted that you can also use ESSER funds to begin that project.

423 Ms. Facey replied yes.

424 **Mr. O’Keefe motioned to move Warrant Article #2 and #3, as amended. Ms. Hinckley**
 425 **seconded the motion. The vote was unanimous, motion passed.**

426 Ms. Lawrence called a roll call: Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, Clark- Yes
 427 and Eckhoff- Yes.

428 **Article 2. Shall the Mont Vernon School District raise and appropriate as an operating**
 429 **budget, not including appropriations by special warrant articles and other appropriations**
 430 **voted separately, the amounts set forth on the budget posted with the warrant or as**
 431 **amended by vote of the first session, for the purposes set forth therein, totaling five million,**
 432 **eight hundred and forty -eight thousand, two hundred fifty dollars**
 433 **(\$5,848,250.00)? Should this article be defeated, the default budget shall be five million**
 434 **eight hundred twenty-four thousand, three hundred ten dollars (\$5,824,310.00), which is**
 435 **the same as last year, with certain adjustments required by previous action of the Mont**
 436 **Vernon School District or by law; or the governing body may hold one special meeting, in**
 437 **accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget**
 438 **only? Majority vote required.**

439 **Article 3. Shall the Mont Vernon School District raise and appropriate fifty-thousand**
 440 **dollars (\$50,000) from the year-end unassigned fund balance (surplus) if available on June**
 441 **30, 2022, to be added to the School Property Maintenance Expendable Trust Fund**
 442 **established in March 2007? Majority vote required.**

443 Ms. Facey remarked that they did hire a Food Service Director that is starting on Monday. They
 444 also filled the vacant part time position in the Kitchen they are starting on the 13th. It worked out
 445 very well. Ridership on the late bus has been minimal and they will be suspending it for the year.

446 Mr. O’Keefe asked for the details.

447 Ms. Facey added that it was minimal and then with the later start time it is dark.

448 Ms. Landwehrle added that with most sports teams don’t not end with enough time. Most
 449 students are not willing to leave their activity and will usually get a ride home wit another
 450 family.

451 Ms. Facey mentioned that geographically it is difficult.

452 Mr. O’Keefe inquired if they do decide to bring the Late Bus back that they keep the MV
 453 community engaged in that conversation.

454 VII. Non-Public Session

455 **Mr. O’Keefe motioned to enter Non-Public Session RSA 91 A:3 II (a) and (c) at 8:07PM**

456 **Ms. Lawrence seconded the motion. The vote was unanimous, motion passed.**

457 **Ms. Lawrence called a roll call: Lawrence- Yes, O’Keefe- Yes, Hinckley- Yes, Clark- Yes**
458 **and Eckhoff- Yes.**

459 VIII. Meeting Adjourned

Draft

Mont Vernon Village School

December Facilities Update

Vendor Maintenance Completed

- Troubleshooting septic system low water alarm
- Well and water system maintenance
- Repair shade in room E2
- Temporary facilities cleaning services
- Waste management services weekly schedule
- Monthly pest services monitoring program

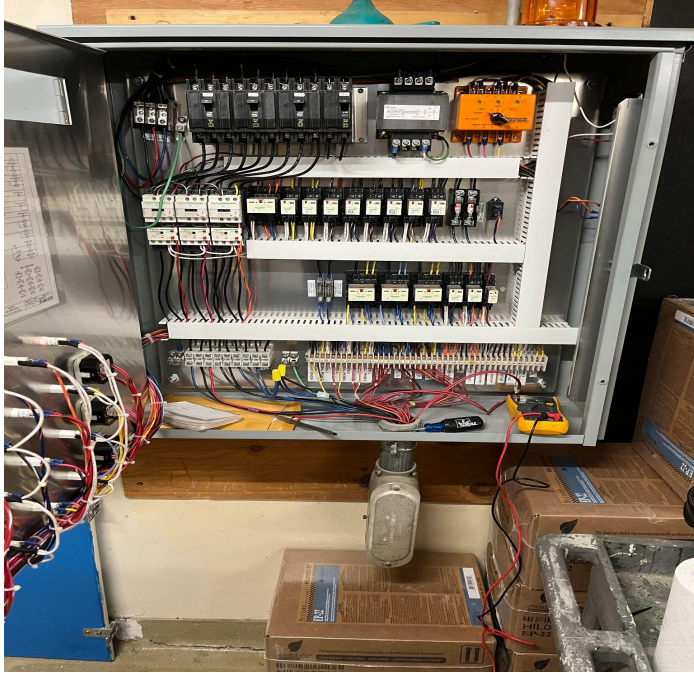
MVVS Facilities Staff Projects Completed

- Troubleshooting septic system low water alarm
- Setup Library for school event
- Repaired door handle on freezer
- Installed conduit from main electric room to server closet for fiber line
- Installed light sensors in main hallway
- Installed bulletin board in foyer
- Replaced thermostat in room E11 and installed proper size wiring to electrical panel
- Installed new door stopper for room E1
- Replaced boiler pressure gauges and water feed valve
- Installed proper induction fuses for MPR unit ventilator
- Replaced RIB on MPR HVAC unit
- Repaired crack cover on MPR exhaust fan
- Troubleshoot and repair low pressure on boiler system
- [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

- External and internal door repairs
- Exterior painting and minor wood repairs
- Installation of chimney cap and indoor cleanout

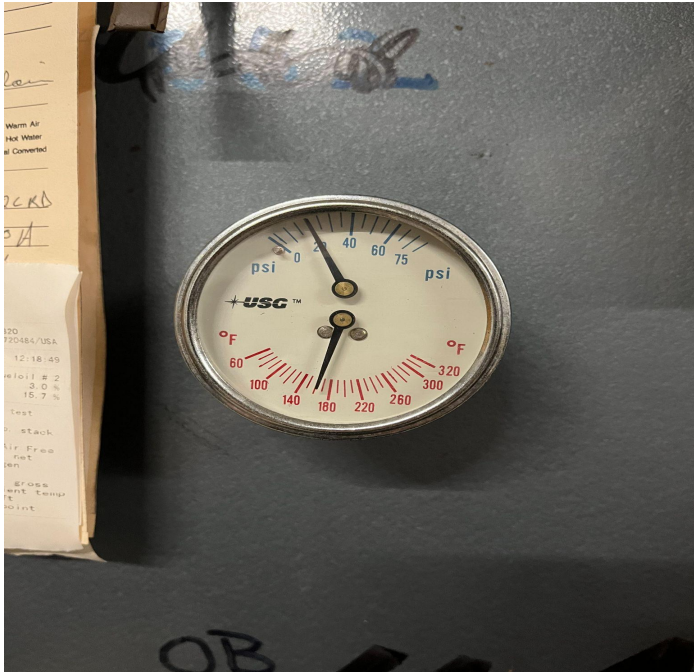
Troubleshooting septic system low water alarm



Troubleshooting septic system low water alarm



Replaced boiler pressure gauges



Replaced boiler water feed valve



MVVS Principal's Report - 1/13/22

It takes a village to SOAR together....

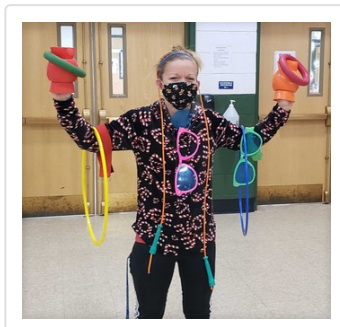
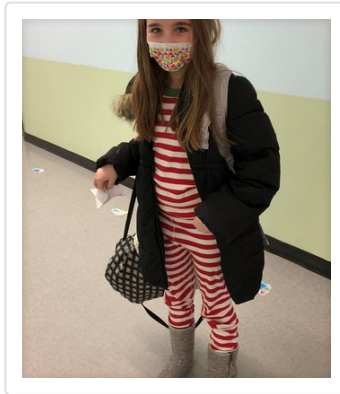


We will Engage, Challenge, and Support All Learners

January 13, 2022

Enrollment Update

Grade	MVVS	VLACS	HS w Specials
K	26		
1	28		
2	30 (+1)	1	2
3	33		1
4	34		5
5	32		
6	30		2
7	(33)		
8	(28)		
Total:	214	1	10



MVVS Spirit Week

We have had a spirited week here at MVVS! I feel so fortunate for our amazing staff and students and the positive vibes in our school.



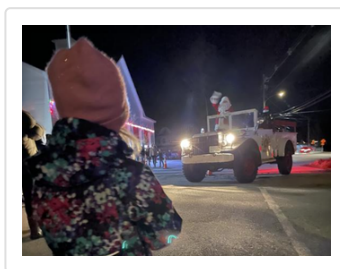
SOARING WITH SPIRIT

Our MVVS community came together around doors, decorated doors. And, we had a cast of MV judges this week including MV Police, MV Fire, MV Rec, MV Village Store, Daland Library, and MV Selectman. After much deliberation, our winners are:

Overall Best Door - Ms. Lavoie, Grade 1
Most Creative - Ms. Cournoyer, Grade 6
Best Winter/Holiday Theme - Ms. Garrity, Library
Honorable Mention - Office

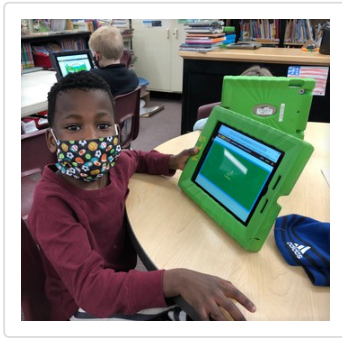
Please enjoy this [video](#) of our doors and enjoy a little holiday spirit!

A big thank you to Ms. Soucy and family who constructed the Falcon trophy. Winning rooms will have the prestigious honor of keeping this esteemed trophy until our next "SOARING with Spirit" contest. Congrats to our winners



MONT VERNON TREE LIGHTING

Our MVVS staff is so grateful and proud of the honor of being selected for this year's tree lighting at the Village event last weekend. Thank you to the Mont Vernon community for your support and your recognition of the work that has been happening here at our school over the past 15 months.



HOUR OF CODE

Our students were involved in the Hour of Code event in early December. A big thank you to Souhegan students who worked on this event with Ms. Garrity. This was a terrific experience for our students to design, code, and program.

Reading to SOAR!

BOOKOPOLY

Ways to earn entries:
 Complete a color set.
 Complete all four corners.
 Complete the mystery challenges.
 Complete the entire board for TWO bonus entries!

MYSTERY CHALLENGES
 Check with Mrs. Garrity to get one of your mystery challenges!

BOOKOPOLY SET CHECK LIST

NAME: _____
 GRADE: _____
 TRACKING SHEET

Reading to SOAR!

BOOKOPOLY

Ways to earn entries:
 Complete a color set.
 Complete all four corners.
 Complete the mystery challenges.
 Complete the entire board for TWO bonus entries!

MYSTERY CHALLENGES
 Check with Mrs. Garrity to get one of your mystery challenges!

Reading to SOAR!

BOOKOPOLY

Ways to earn entries:
 Complete a color set.
 Complete all four corners.
 Complete the mystery challenges.
 Complete the entire board for TWO bonus entries!

MYSTERY CHALLENGES
 Check with Mrs. Garrity to get one of your mystery challenges!

1. Read a book with a book cover.
 2. Read a book with a book cover.
 3. Read a book with a book cover.
 4. Read a book with a book cover.
 5. Read a book with a book cover.
 6. Read a book with a book cover.
 7. Read a book with a book cover.
 8. Read a book with a book cover.
 9. Read a book with a book cover.
 10. Read a book with a book cover.

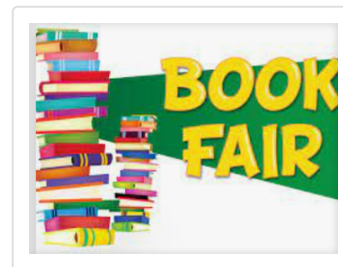
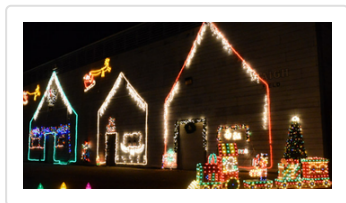
Bookopoly

We continue to celebrate literacy at MVVS over the next few months. MVVS is Reading to Soar with our Bookopoly Game! Starting this week through March 8th, students will have the opportunity to complete challenges, win prizes, and enjoy reading with this fun game. The 22 ways to earn entries, the rules, and a reading log are included on the game board. Mrs. Garrity

and Mrs. Holm are available to review this game and offer book suggestions for students. Students who do not read independently, can work with their families to complete these challenges. Prizes have been drawn weekly since December 1st and ending with the Grand Prize Drawings on Friday, March 11 during Read Across MVVS Week. Happy reading!

Items of Note

- **MVVS Drama Club Sign-Ups**
 - Ms. Christie and Ms. Anderson are kicking off the Drama Club as we move into the new year.
- **MVVS Chorus**
 - Ms Ward will be kicking off our choral program in January.
- **Chess Club**
 - Our PTA will be kicking off the MVVS Chess Club in January.
- **MTSS (Multi-Tiered System of Supports) Update**
 - Our team met weekly in December. We have been using this process with our referral team and are developing plans and meeting the needs of our students through these protocols. A big thank you to our team and their tremendous support of our students.
- **Student Leadership**
 - We have 8 new recess mentors for the month of December. They continue to do a fantastic job of helping our students SOAR at recess.
- **All Staff Attendance Update**
 - November Absences - 32
 - December Absences - 16
- **Emergency Management**
 - Evacuation Drills - 12/13/21
 - Met with MV Fire, Police, DPW to discuss off site evac route
- **Late Arrival - December**
 - SAS modular review
 - Math Pilot
- **Observations**
 - 80+ Classroom walk-throughs (drop-ins)
 - 32 Evaluations out of 92 completed
- **Individual Student Plans**
 - We are reviewing templates for our ISPs at MVVS. As we continue to work through the MTSS process, we will focus in on the format that will meet our needs.



PTA Updates

- Our PTA Holiday Store was an overwhelming success. A big thank you to our PTA and the volunteers who came in to run this spirited event!
- The PTA is hosted a Scholastic Book Fair from December 1st - December 4th. The fair was open to students from Wednesday 12/1-Friday 12/3, and open to families during the PTA Avenue of Lights Event on 12/4/21. We saw a great turnout and many a book purchased.
- Our 2nd Annual PTA Avenue of Lights was held on Saturday, December 4th from 5-7. This was a wonderful event with great turnout from our school community. Thank you to MV Police and Daland Library for their contributions!

Kindergarten Update

Kindergarteners are working hard in the New Year! We are starting to write personal narratives and are continuing to look at sentence structure. Making sure sentences start with a capital letter, have spaces between words, and end in punctuation. Students are working on sounding out words and writing the sounds they hear. Kindergarteners are continuing to review letter sounds and are writing uppercase letters. We are working on tapping out and writing CVC words. We are also practicing reading sight words. We are continuing to build our reading muscles and are learning strategies to help us to be super readers. Strategies include, pointing to each word as we read, using pictures to help us to figure out unfamiliar words, noticing patterns in our stories, and recognizing sight words.

In Math Kindergartener's are adding sums to ten and counting objects to 20. We are counting forward and backward to 20 and are practicing counting to 50 by 1's. Student's will also look at the greater than, less than, and equal to symbols. In science we are learning about animals in winter. Learning how they adapt to their climate and what some animals do to survive the cold weather. We will be talking about animals that hibernate, migrate, and animals that adapt to their environment.

Grade 1 Update

Before the break first grade completed their training and earned their Word Detective badges. They are now full fledged members of the SSDA and work hard to solve hard words as readers. Students are just beginning our new nonfiction unit and will be learning ways to become super smart about nonfiction topics. We have finished units 5, 6, and are now beginning unit 7 of Foundations. This unit mainly focuses on learning the new glued sounds ang, ing, ong, ung, ank, onk, unk. Students work on blending, reading, segmenting, and spelling words with these sounds.

We continue to work on Unit 4 of our math pilot. This unit focuses work on the number line. Throughout the unit closed and open number lines are used both as models of our number system, as well as models for beginning operations with addition and subtraction. Students locate numbers on a number line, use their reasoning skills and number sense to determine unknown values that correspond to empty boxes, and explore addition and subtraction.

Grade 2 Update

Second graders have completed a math unit on adding and subtracting 2 digit numbers, solving and writing word problems, and showing their work on a number. Likewise, during calendar time they learned about plane shapes which included symmetry and vertices.

During literacy we completed a non-fiction reading unit. Students became “experts” on a topic and used multiple sources to gather information. Students are working on a final copy and “publishing” their first personal narrative. They have been learning to use Google docs in this process. In social studies, students completed landform map projects where they designed an island with various landforms.

Grade 3 Update

11/15 Third grade students have started their second unit of reading - Reading to Learn. We are learning to determine importance in expository texts. During this section of our unit, we are recognizing text features and structure (content, titles, subtitles, pictures, captions), and our approach to reading this type of text. We are also finding the main idea and supporting details using a graphic organizer called boxes and bullets. In writing, students have finished their personal narratives. As a celebration to end this unit, students read their stories aloud to classmates. During Foundations, students continue learning about suffixes and applying them to closed syllable words. Students are learning to double the consonant of the base word of a 1-1-1 word (one syllable word-one vowel-one consonant after the vowel) when adding a vowel suffix (shop - shopping).

Students continue to work on the second unit in math (Foundations of Multiplication). We continue to practice the strategies to solve equations. Students are also learning how to approach and solve word problems, determining relevant versus extraneous information, the operation to use to solve, setting up equations using a letter for the missing information, and solving the equation. We continue to use Work Places to reinforce strategies taught.

Throughout the month of November, students are determining the area of an array based on $h \times l = a$.

Grade 4 Update

STEM:

In fourth grade math, we've been working on modeling division and dividing multi-digit numbers. Students have been using arrays, area models, open area models, and partial quotients to represent division equations. We've also made connections between multiplication and division concepts. In science, we have finished our exploration of geotechnical engineering by conducting experiments using the Engineering Design Process and writing persuasive speeches to convince Nepal's village elders to choose the location students think is safest for their tarpul bridge.

Humanities:

In reading, we practiced tackling tricky vocabulary and understanding statistics in our nonfiction texts. We spent time writing summaries and finding the main idea and supporting details of informational texts, continuing to practice identifying the text structures we learned previously. We completed our first group research projects on extreme weather events, such as hurricanes or tsunamis. Students planned these projects, learned to synthesize information from multiple sources, learned to write to grow research-based ideas, and presented as a group.

In writing, we've learned freewriting strategies and used elaboration strategies to grow ideas. We formed our thesis statements for our personal essays. We spent time coming up with reasons to support our thesis statements that we wrote, and have revisited essay writing to make sure we have a solid understanding of the structure before we started our own personal essays. We have composed mini-stories and parallel lists to use as evidence to back up our reasons in our personal essays. We organized our reasons and evidence onto index cards to allow us to move the pieces around into the strongest order, and began building a cohesive draft.

In social studies, we learned about New Hampshire's three early industries, fish, fur and the forest. We all spent time learning about the forest industry, and then students chose to research either fish or fur with a partner and then were grouped to teach another partnership about the industry. We also compared and contrasted varying perspectives of early settlement, allowing us to bring in the comparing and contrasting skills we learned in reading into social studies. We looked over the Wheelwright Deed as a primary source document and discussed land ownership in early settlements.

Grade 5 Update

STEM:

The month of December was a busy one in 5th grade STEM classes. In math we continued our unit on decimal place value and decimal operations. The class practiced rounding and

comparing decimals and ordering decimals on a number line, as well as adding and subtracting decimals. The students also learned a lot of new games that we are using regularly in class to practice these concepts. As we return from winter break, we will continue reviewing these concepts and hopefully the students will be ready for the unit test in the next couple weeks.

In science class, students began their Matter unit. This unit started with a study of atoms and their particles. Students learned that a build up or loss of electrons causes static electricity and they had fun taking part in a statically charged lab using balloons to do lots of hairy experiments. We studied some of the basic properties of matter such as mass, volume and physical state, and we learned about how the particles move differently in solids, liquids and gases. Next we will move onto the difference between physical and chemical changes and the Law of Conservation of Mass.

Humanities:

Students completed the unit on writing narratives by thinking of their own story idea. We have now begun the persuasive writing unit. They started the unit by having to put together an essay that had been shredded (so that they could begin to identify patterns in an essay). Students were introduced to various writing tricks and have had a few debates on various topics. They designed an Elmo doll and wrote a persuasive essay convincing someone to purchase it. We finished reading *Restart* (students took an assessment individually) and then worked with a group to write a persuasive essay convincing a “production company” to make it into a movie. They made a book trailer to go along with their presentation. Students have worked on identifying main idea and details as well. In social studies they are studying Native American culture.

Grade 6 Update

STEM:

In math, students have been working hard on understanding dividing fractions and recognizing the process in context. They have been practicing analyzing word problems in order to understand what is being asked. This is a difficult but important skill that promotes critical thinking and application of mathematical practices. In January, we are going to be working on operations with decimals, including being able to multiply and dividing decimals by decimals. In science, students wrapped up their cumulative Earth Science project in which they researched a volcano, earthquake, tsunami, or submersible device, created a model to represent their selected topic, and presented in front of an audience. Students collaborated with others and benefitted from Mrs. Garrity’s support in preparing for the presentation. Moving forward, students will begin to learn about Physical Science, including topics such as chemical reactions and transfer of heat energy.

Humanities:

In Language Arts, we started diving into Unit 2- R.E.S.P.E.C.T- Self, Society and Culture. Students have tackled several informational texts to learn about Malala Yousafzai and her impact on the world in regards to everyone having equal rights to an education. Students are ²⁷ learning how to research and take notes about the individual’s we are learning about, so that at

the end of the unit they will be able to write an argumentative essay discussing which person they believe had the biggest impact on their society. We will be beginning January with reading the novel *A Long Walk to Water*. In Social Studies, we have completed our study of Ancient Mesopotamia and the features of civilization and we have compared how these features are still important today. Students enjoyed presenting a play about Mesopotamia as well as acting out court cases in King Hammurabi's court.

Art Update

Students have been working hard on their family portraits with the inclusion of a makerspace day to celebrate the oncoming winter vacation. For this lesson we had grades 2-6 makerspace challenges: 1. The largest winter sculpture 2. Snowflake mobile 3. Most cheery greeting card, and 4. Unique. The transferable skills for this include: confident makers and responsible artists. Students were provided with various materials and minimal instruction (examples, specific project directions) and one-on-one instruction depending on students interest. K-1 students discussed family traditions and crafted 3D paper snow globes depicting their traditions. Transferable skills: telling a story with imagery/illustration, spatial awareness concepts.

As for our special family portraits- most K-1 students have completed their watercolor resist and pattern portraits. 2-3 grade students will need another week to develop their blending with chalk pastels skills, and 4-6 will need another week to complete their shading for form on their portraits.

Looking forward we have colors and emotions with K-1 in conjunction with guidance. Upper grades will be celebrating African American artist Richard Haynes art process and concepts and Valentines day (aligns with MVVS integrated arts thematic curriculum). 6th grade will be developing clay skills to make cartouches in conjunction with their social studies unit on Egypt.

Spanish Update

This month, students in grades 3-6 have become familiar with three (3) of the seven (7) "super siete" high frequency verbs. Students have been mastering these verbs by utilizing them in conjunction with Spanish cognates in order to speak in complete sentences when describing themselves and their peers. Students are continually building on their ability to deduce the meaning of unfamiliar Spanish words by recognizing a root word in the Spanish word and using contextual clues to make educated guesses. I have been so proud to see students take risks in class and continue to welcome Spanish immersion in class. Students in grade 2 are currently practicing writing out dates in Spanish, carefully formatting the dates correctly and paying close attention to detail. Students are also currently learning about what the weather is outside and deciding whether it is cold, cool or hot outside. In addition, we continue to review the seasons of the year, days of the week, months of the year, colors, and numbers. Students in grade 1 are learning how to visually recognize the spellings of numbers and colors in Spanish. Additionally, they are learning about what the weather is outside and deciding whether it is cold, cool or hot outside. I have introduced the days of the week and months of the year, and

we continue to practice these. Students in kindergarten have been introduced to the Spanish alphabet. In addition, they are learning the days of the week in Spanish. They are also continually reviewing numbers and colors with frequent songs, videos and games to reinforce these concepts.

Music Update

The students in music class had a great time this month playing instruments and learning about different musical styles!

The lower level elementary students identified the audible differences of instruments during active listening experiences and played the corresponding pitches for G, C, and D chords with Boomwhackers while learning a new song. They were then instructed to play their specific pitches during the song's final performance.

The upper elementary students listened to a new song with an unfamiliar style while identifying 3 musical facts about it and then had the opportunity to share about the newly introduced genre. Ukuleles were introduced and students learned how to care for and tune their instruments. They also learned how to play a new chord each week (G, C, and D chords) to correspond to a new song in preparation for a final performance to wrap up the unit.

Physical Education Update

This past month in PE, students in all grade levels completed a festive unit on 'Winter Wonderland'. The winter-themed activities involved various standards-based games and incorporated social and emotional learning. Cooperation games were played to encourage team building, communication and trust. Some of the challenges included students building 'ice castles' by stacking cups and a 'decorate a tree' relay race. Health and Fitness games (ice climbing, snow shoeing, and elf training camp) were fun activities where students learned about strength, endurance, and balance as they traversed across the rock wall and balanced on stilts. Target games (snow bowling, snowball toss and wreath toss) involved multiple stations that focused on judging distance, aim and throwing skills. With each activity, students were encouraged to regulate emotions and behaviors, work towards personal and team goals, and assess strengths and limitations with a growth mindset.

Library & Technology Update

The Bookopoly Game continues to be popular with students and many of them are completing the challenges. Students voted for their favorite NH Ladybug Book and the award-winning book has been announced.

Students in K-2 grades were introduced to library online resources such as PebbleGo and World Book Online. They will begin learning and honing their research skills this month. They have also been learning the differences between fiction and nonfiction books. Students in 3rd-6th grades are learning about the differences between Google and Microsoft applications and

will be completing assignments in each of these programs. They have also been learning how to be more discerning when online as they explored Internet Safety, Fake News, and Fact Vs. Fiction.

The focus for 5th graders over the last few weeks has been learning how to create and present a book trailer video to promote the book *Restart* by Gorman Korman. They learned how to find royalty free images and music, cite their sources, and shoot their own videos. Then, they combined their work in a Powerpoint presentation adding transitions and exporting it into a video format. The Earth Science project has been the focus for 6th graders. Students learned presentation skills, utilized vetted online resources and cited them, found royalty free images and music, and presented their project in a variety of ways.

All students were introduced to coding with Scratch and Scratch Jr., celebrated the Hour of Code with our high school Programming club, and continued their lessons in digital citizenship, coding, typing and monthly Makerspace activities.

In the coming weeks, K-2 students will continue their research skills, learn about parts of a book and the differences between fiction and nonfiction, as well as story elements—characters, plot, and setting. Students in 3rd-6th grade will be working on Microsoft Word, Publisher, and Powerpoint projects. 4th graders will learn about the basics of good design and how to work in Microsoft Powerpoint. They will research one of the National Parks and will then create their own Powerpoint presentations to promote their park and present to the class. 5th and 6th graders will begin new research projects and complete a genre study where they were able to identify and read books in different genres.

School Counselor Update

This month, in the lower grades the students have almost completed Unit 2, Empathy, of the Second Step program. Thus far in this unit, the students learned how to Identify Feelings, specifically- scared, surprised, excited, frustrated, and curious. They have also been learning how to identify feelings based on body language and facial expressions. They have started to learn Other's Perspectives, what Conflicting Feelings are and whether a feeling is Comfortable or Uncomfortable. The lower grades participate in individual or group activities to reinforce these new skills. Next month, the lower grades will start to learn about Emotion Management. They will identify their Own Feelings, what Strong Feeling Are, Ways to Calm Down Anger, and Ways to Use Self- Talk to Calm Down. They will continue to practice these skills through individual, partner and group work. The upper grades have completed or are close to completing their Empathy Unit. To solidify their learning the upper grades are working on or going to start a Kindness, Gratitude and Empathy Escape Room. This is in reinforcement activity that includes a combination of puzzles that reinforces their learning and challenges them to use their skills to show empathy, kindness, gratitude and compassion. The upper grades will complete their Empathy, Kindness and Gratitude Escape rooms and the move on to Emotion Management. This entails learning about Managing Strong Feelings, Calming Down Anger, Managing Anxiety and not Jumping to Conclusions. The classes will continue to be given opportunities through partner and group work to practice and refine these skills

Health Office Update

Covid 19 has brought school nurses and the health office to the forefront. The nurse's role, within the educational setting, historically is to manage acute and chronic illnesses, that would preempt a child from accessing an in-person education.

Covid 19 has changed things and permeated what and how we do it. SNAP Health Centers, is an electronic health record used for documentation, placing entries into designated categories. From October 27- November 22, a total of 37 days of school, there have been 370 office visits. These unprecedented visits, along with dismissals and absences, are all being tracked and unfortunately lead to time out of the classroom.

In an attempt for a quicker return, to the classroom setting, the nurse's role has also included contacting parents/guardians via emails and phone calls regarding protocol, answering questions/concerns, providing New Hampshire Department of Health and Human Services (NH DHHS) guidance, for isolation, quarantine, and self-observation, and working directly with NH DHHS with positive cases.

The Snap report summary is as follows (Oct 27-Nov 22):

- 108 Injury Events (includes all minor complaints)
- 77 Illness Events
- 19 Management
- 85 Other (assist with care/emotional)
- 3 Screenings
- 78 Medication
- **Total 378**

The Snap report summary is as follows (Nov 23- Jan 3):

- Injury 150
- Illness 128
- Management 27
- Other Health 130
- Screenings 5
- Scheduled Medication Administration 77
- **Total 517**

Special Education Update

The special education team has been working over the month of December to continue to deliver services in both the special education and general education settings. By offering flexible service settings to our students, all students were able to participate in the various holiday festivities, while still receiving their specialized instruction. December was filled with such holiday and team spirit!

Alongside the MTSS team, the special education team has worked to provide recommendations for accommodations for several students. As a result of the process, we have begun the special education referral process with two students. While those referrals are in process, several student IEPs have been updated this month, and teams have been happy to report wonderful student progress.

December Late Start was a productive time, as upper elementary case managers were able to meet with regular educators to collaborate. This process allows for students of all abilities to better access the general curriculum. Paraprofessionals were provided specialized training in the area of Autism, including an overview of the medical diagnosis, review of the educational disability, and an opportunity to review specific needs of students at MVVS. The team was also able to review reading instructional resources, and preschool needs, as we support students with related services needs starting at age 3. This time is invaluable to our team, and it only further strengthens the services available to students.

While December was a busy month, January is shaping up to be just as busy for Speech and Occupational Therapy services. Lori Meader, Speech and Language Pathologist, will be embedding telling time into her language and social skills lessons. Lori has done a wonderful job weaving classroom skills into language lessons, providing an engaging cross-curricular approach that resonates with students. Also, Amanda Stahl, Occupational Therapist, will be working with Mr. Lecklider, Anna Girard, and Melanie Mondor to develop a sensory space within a classroom, as well as a sensory path within the building- a very exciting endeavor! Finally, NWEA Winter benchmarking will be conducted in the month to come. Special educators are working to ensure all accommodations will be met per student IEPs. We are excited to see the growth made from students, and look forward to a great start to the new calendar year!

Reading Specialist Update

Reading learning continues across the grades. Many intervention students are showing strong growth in their reading skills. Two students in grade 1, and one in grade 2 have been moved from intervention to the "watch list", opening slots for additional students. Push-in instruction in K-2 includes support for classroom lessons, small group work, and opportunities to meet with 2-4 enrichment students in each grade.

Grant funds have provided an opportunity to use Reading Plus as a supplemental tool for Reading Support students in grades 4-6, allowing for additional guided practice during WIN time. The program focuses on comprehension, vocabulary and for some students, development of visual tracking skills. Initial assessments for placement are nearly complete.

Math Specialist Update

Things are moving along in the realm of math intervention at MVVS. We are midway through our second cycle of intervention. Currently, there are 33 students who receive pull-out intervention. The current cycle should end at the end of January, just before students take the winter NWEA. We had a slight snag in the plan for remote enrichment. We had hoped to do some enrichment centered on fun math related to the holidays. This was meant to coincide with kicking off the math houses again. In preparation for sorting new students, we ordered some items to support this endeavor. As evidenced by many reports in the news lately, these

items were delayed in shipping. Though temporarily derailed, we are looking forward to instituting a new plan in the new year. Stay tuned for more information.

Upcoming Events:

January:

11 - Late Start

17 - MLK Day - No School

21 - First Semester Ends

22 - Second Semester Begins

24-28- Winter NWEA



Mont Vernon Village School

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Principal's Report

Amherst School District

Amherst Middle School

December 2021

Bethany Bernasconi, Ed.D., Principal

Middle School Excellence.

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

- **Keep it Going & Homework Club-** Beginning on Tuesday, December 7th, AMS will be offering 2 academic supports for students after school on Tuesdays and Thursdays. “Keep it Going” is a twice weekly intervention for students who need extra academic support beyond the school day. Students are asked to participate in this program as a result of our Problem Solving MTSS meetings. Homework club is an open opportunity for students who need a quiet space to complete work after school or receive a little extra help on an assignment. We have been working with Souhegan to staff a homework club with SHS students who are being trained as tutors. Both programs will take place in the library and will offer a great opportunity to help set all our students up for success!

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

- **Culture Club-** Culture club at AMS continues to go strong and has generated a number of activities and ideas to carry us into the new year. In November, notes of thanks and appreciation appeared on staff desks and we hosted an incredible Baked Potato lunch! In December, we are looking forward to a Board and Brush evening, cookie swaps, and secret gift swap.
- **School-Wide Assemblies-** Our November community assembly focused on the “S” in SOAR, success! We’ve been talking about what success looks like in a number of different venues and that success can be defined in many ways by individuals. We’ve spent time talking about our local Veterans and ways that we can support our community during the month of November. Several Launchpads and clubs made cards to send to veterans and as a community we raised \$1601.20 to purchase gas and Walmart gift cards which will then be donated to the Manchester Veterans Hospital to be distributed this holiday season. Since AMS began supporting our Veterans In 2014, our community has raised over \$15,000 for this cause! Amherst Middle School observed Veterans day on November 9th at the SHS track where the entire AMS community walked to honor our local veterans. The recognition ceremony also included Taps, a student performance of the Star Spangled Banner, as well as information about our Pledge of Allegiance and the history of Veteran's Day.



- **Theater Club Update-** Several candidates applied and were interviewed for the role of Theater Director. At this time we have two candidates we look to hire for the vacancy and will quickly get them acclimated to AMS and announce our next steps.

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

- **Progress Reports and Parent Teacher Conferences-** Q1 progress reports were made available to families through the Empower Parent Portal on November 10th. Since then, an in-progress Semester 1 progress report has also been made available for parents to view students' current progress as we move towards the end of the semester in January. All scores continue to roll through the school year with a final report card being issued in June. Teachers also had several productive and positive days of parent teacher conferences across the month of November. We continue to encourage parents to reach out to their students' team if they have any concerns, academic or other, for their student. Counselors, Learning Specialists, Teachers, and Leadership all work together as a larger team to support overall growth of the whole child at AMS.
- **November Late Start-** A number of personalized pathways for learning were available to staff during the November Late Start. Thanks to one of our school nurses, Sue Sarraf, we were able to offer CPR training to all our classroom paraprofessionals! Teacher teams continued work in the area of curriculum development, SEL planning and instruction, and specific training in our specialized programs. Math teachers in grade 5 were able to leverage the time to further deepen their work with the Bridges pilot materials and planning. Grades 6-8 math met with Assistant Superintendent Steve Chamberlin, to continue to discuss mathematical processes and discuss the continuation of a math program review with these grades during the spring and into next school year.
- **Student Success Plans-** Two AMS teachers will be piloting AMS Student Success plans with their Launchpad students this year. Ms. Plank and Ms. Lougee have been working in collaboration with leadership to provide feedback on the layout of the plan, information included, and the timeline for implementation with students. Their feedback over the course of the pilot will be invaluable in planning for a larger scale implementation in the future.

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

- **JFAC and Planning for the Future-** AMS Leadership was pleased to host the JFAC meeting on November 8th with Banewell Architects. The meeting was available to the public and also streamed for those who wished to attend from home. Mr. Schuttinger and Dr. Bernasconi provided a full building tour after the meeting to any members of the public that wished to participate. Leadership has also put together a video highlighting the building needs and sharing out what the building project means for teaching and learning at AMS.

Facilities, Finance, and Operations

- **Enrollment**

Grade	Aug.	Sept.	Oct.	Nov.	Ave class size
5	149	150	149	148	21
6	133	134	134	134	19
7	175	178	178	178	22
8	190	187	187	185	23
Total	647	649	648	645	

- **November Staff Absences- 265**

Upcoming Events

December 1: Food drive kicks off to support local food pantries

December 3: Festive Friday (wear festive sweaters, sparkles, etc.)

December 4: Lion's Club Craft Fair, 9am-3pm

December 8: K-5 Math Program Review, 5pm

December 10: Festive Friday

December 14: LATE START, School begins at 10:30AM

December 14: Chorus Concerts at SHS Theater (6pm-5&6, 7pm-7&8)

December 17: Festive Friday

December 20: Chorus Concerts Snow Date

December 21: Band Concerts at AMS (6pm-5th, 6:30pm-6th, 7pm-7th, 7:30pm-8th)

December 22: Band Concerts Snow Date

December 24-31: Holiday Break, NO SCHOOL

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BDD- BOARD-SUPERINTENDENT RELATIONSHIP

The adoption of policies is a primary function of a Board and the execution of policies is a primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and rules of the State Board of Education.

The Board will:

1. Give the Superintendent full administrative authority for properly discharging their professional duties, holding them responsible for acceptable results.
2. Act upon matters of employment or dismissal of school personnel only on the recommendation of the Superintendent.
3. Hold all meetings of the Board in the presence of the Superintendent (or their designee) except when their contract and salary are under consideration, or by mutual agreement.
4. Refer all complaints to the Superintendent and discuss such complaints only at a Board meeting as required.

ROLES AND RESPONSIBILITIES	
BOARD	SUPERINTENDENT
1. To select a competent, educational leader as Superintendent.	To administer effectively and provide the professional leadership necessary.
2. To serve as a policy-making body.	To recommend sound policy and implement adopted policies by formulating and enforcing rules and regulations.
3. To grant authority to the Superintendent to administer the schools.	To make Board policy effective through efficient administration.
4. To exercise sound judgement in business affairs of the school district.	To keep the Board informed on financial matters, do sound long- range planning, and keep expenditures within the approved budget.
5. To deal always in an ethical, honest, straight- forward, open-and- above- board manner with the Superintendent, staff, students, and community.	To deal always in an ethical, honest, straight-forward, open- and-above board manner with the Board, staff, students, and community.
6. To provide within budget limitations, necessary personnel.	To present personnel needs to the Board.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

BDD- BOARD-SUPERINTENDENT RELATIONSHIP

ROLES AND RESPONSIBILITIES	
BOARD	SUPERINTENDENT
7. To approve an organizational pattern for the administration.	To make assignments for each position with the Board's authorization.
8. To take legal action required by law.	To recommend to the Board all action required by law.
9. To examine and approve an annual budget.	To recommend an annual budget with necessary supporting data.
10. To function as a Board, rather than as individuals.	To deal with the Board as a whole, rather than with individuals members.
11. To carry on communications with staff members through the Superintendent.	To see that the staff can have necessary communication through the Superintendent with the Board.
12. To hold the Superintendent accountable for results.	To accept responsibilities for results.
13. To remember that schools exist for the benefit of students and the community.	To remember that schools exist for the benefit of the students and the community.
14. To fulfill other duties required by regulations of the State Board of Education and State Law.	To fulfill such other duties required by regulations of the State Board of Education and State Law.