

# 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

Monday, June 6, 2022 – 5:30 PM

The Brick School  
1 School Street  
Amherst, NH 03031

AGENDA ITEM	TIME	DESIRED ACTION	BACKUP MATERIALS
Call to Order	5:30 PM	<i>Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order</i>	None
Public Input	5:30 PM		None
Consent Agenda	5:35 PM	<ol style="list-style-type: none"><li><i>Draft Minutes – 05/05/2022</i></li><li><i>Principal Report</i></li><li><i>Spring NWEA Report</i></li><li><i>Board Goals</i></li><li><i>Draft Survey</i></li><li><i>Draft Survey Card</i></li><li><i>Facilities Report</i></li></ol>	MVSB Draft Minutes 05/05/22 Principal Report – June '22 Spring NWEA Report 2022 Board Goals Draft Draft Survey Memo Draft Survey Artwork Facilities Report – May '22
UFB & End of Year Projects	5:40 PM	<i>The Board to review the UFB and End of Year Projects</i>	FY22 MVSD Projection Notes – June FY22 UFB Project List
Committee Discussion	5:45 PM	<i>The Board to discuss the MV Middle School Study Committee</i>	None
Resignations and Nominations	5:55 PM		None
Math Update	6:00 PM	<i>The Board to receive a verbal update on Math Programming</i>	Math Program Recommendation
Meeting Adjourned	6:02 PM		None

1 Mont Vernon Village School  
2 Thursday, May 5<sup>th</sup>, 2022  
3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant  
6 Superintendent, Amy Facey- SAU #39 Business Administrator, Tom Lecklider- MVVS  
7 Principal, Jan Mattie and Laura Graham- MVVS Third Grade Teachers, Shakeh Dagdigian, and  
8 Kim Tighe- MVVS Second Grade Teachers.

9 Mont Vernon Village School Board: Chair- Sarah Lawrence, Secretary- Kristen Clark, Pete  
10 Eckhoff and George Torres

11 Board Minutes: Danae A. Marotta

12 Public: John Prescott, 23 Old Milford Road, MV, NH and MV Community Members

13 I. Public Hearing

14 **Mr. Torres motioned to open the Public Hearing at 5:50PM. Mr. Eckhoff seconded the**  
15 **motion. The vote was unanimous, motion passed.**

16 SAU #39 Business Administrator, Ms. Amy Facey, commented that we have two items for this  
17 public hearing. First, is unanticipated revenue for FY22 for the return of surplus funds from  
18 Healthtrust for medical and dental premiums. The second is unanticipated revenue for FY23 for  
19 a buyback of copiers in the Mont Vernon School District.

20 As best practice going forward, we will be looking to have public hearings to accept all  
21 unanticipated revenue that was not budgeted. This is important because the district is not able to  
22 spend more than what was legally appropriated even if there is offsetting revenue. To avoid  
23 potentially spending over the approved appropriations, grants and other unanticipated revenue  
24 should be accepted at a public hearing. Grants are now able to be expended over multiple years,  
25 going forward they will need to determine expected spending for the year. We will then ask the  
26 board to accept and expend the estimated amounts. Once approved to accept and expend the  
27 revenue, the budget may be amended so that the revenue and appropriations may be increased,  
28 and this public hearing is the first step to move towards that best practice.

29 On November 23, 2021, SAU #39 received a return of FY21 surplus funds for the Amherst  
30 School District, Souhegan Cooperative School District, Mont Vernon School District, and SAU  
31 #39. These funds include allocations for the return of medical and dental premiums. The SAU  
32 Office determined the allocation by district as well as the proportionate share by employee and  
33 employer. As such, the Mont Vernon School District has recognized unanticipated revenue in  
34 the amount of \$36,782.78. This Public Hearing is to authorize the Mont Vernon School Board to  
35 accept this revenue. This amount of \$36,782.78 will be able to offset the tax rate. Should the  
36 board approve to accept this revenue we will isolate the funds in their own account line so we  
37 can track the funds easily.

38 Second, over this past year it has become evident that many of the copiers in the school districts  
39 and SAU are at or nearing end of life. After a comprehensive review of quotes from three  
40 vendors by the Finance Director, Director of Technology, and Business Administrator, the  
41 proposal from Budget Document Technologies was determined to be the most competitive.  
42 Budget Document Technologies proposes replacing 20 district copiers with new Konica Minolta  
43 leases and 4 copiers will remain in service due to being newly purchased. This proposal also  
44 includes the PaperCut Solution to track and manage printing as a mechanism to reduce waste. In  
45 addition, Budget Document Technologies will buy back the old copiers for a total of \$28,000, of  
46 which \$4,200 is for Mont Vernon School District copiers. This Public Hearing is to authorize the  
47 Mont Vernon School Board to accept this revenue. These funds will be used to reduce costs  
48 associated with copier equipment during the FY23 school year.

49 Ms. Facey asked for questions from the public regarding this topic.

50 There were no questions from the public.

51 **Mr. Torres motioned to close the Public Hearing at 5:54PM. Mr. Eckhoff seconded the**  
52 **motion. The vote was unanimous, motion passed.**

53 Mr. Torres asked about the return on the premium, was that based on the head count?

54 Ms. Facey replied it is from HealthTrust as a whole and it goes to the employees and us the  
55 employer.

56 Mr. Torres inquired if it was an annual review?

57 Ms. Facey replied yes.

58 Mr. Torres inquired if it went the other way?

59 Mr. Steel responded that when it goes the other way what happens is that the rates are increased  
60 the next year. They are required every year to balance the books. It is an annual practice.

61 Mr. Eckhoff asked about the amount of \$36,700.

62 Ms. Facey replied that if the board approves it, it will go in as an increase in the budget amount.  
63 I would expect that the board would want to return that the taxpayers so they are isolating that in  
64 an account line so that they will be able to track it. If there is a deficit, you can potentially move  
65 that to deficit lines. They can talk more about that when they get to the UFB.

66 Ms. Clark inquired about the process of the lease with the copiers.

67 Ms. Facey replied that it is a 5-year lease, and they can take a look at it again. They are in  
68 disrepair, and they were having supply chain issues for toner. It is a big deal to go through this  
69 and it has been challenging. It has not been looked at comprehensively for the past 10 years.  
70 They are looking forward to using the PaperCut solution.

71 Assistant Superintendent, Ms. Christine Landwehrle, replied that this is for the revenue helps to  
72 offset the costs.

73 Ms. Facey added that next year it will be great for the offsetting revenue and then for FY 24 they  
74 will budget for it.

75 Mr. Eckhoff inquired about buying power.

76 Ms. Facey replied that they do have more buying power with the number of districts.

77 Ms. Lawrence asked about the board action.

78 **Mr. Torres motioned to accept and expend \$36,782.78 from the return of surplus from**  
79 **HealthTrust. These funds shall be accepted into the General Fund for FY22. Mr. Eckhoff**  
80 **seconded the motion. The vote was unanimous, motion passed.**

81 **Ms. Clark motioned to accept and expend \$4,200 from the sale of existing copier**  
82 **equipment. These funds shall be accepted into the General Fund for FY23. Mr. Eckhoff**  
83 **seconded the motion. The vote was unanimous, motion passed.**

84 The Board thanked Ms. Facey.

85 II. Call to Order

86 **Ms. Lawrence called the regular meeting to order at 6:02PM.**

87 III. Third Grade Teacher Presentation

88 Mr. Thomas Lecklider, MVVS Principal, noted that there are a couple of presentations tonight.  
89 They are going to start with grade three with Ms. Jan Mattie and Laura Graham. Writing is a  
90 cross content area of focus for us. We had good conversations around consistent language, and  
91 consistent expectations. Tonight, Ms. Mattie and Ms. Graham are going to talk about the writing  
92 process in grade 3.

93 Ms. Mattie noted that they have three different types of writing that they focus on in third grade,  
94 narrative, opinion, and informative. They have been using Lucy Calkins writing and reading  
95 units and it is in a writer's workshop format, a mini lesson and writing on their own and then an  
96 author's share. They have consistency across grade levels and across schools and promotes a  
97 love of reading and writing. They have some graphic organizers that they use, for the struggling  
98 writers it gives them an entry point for the kids that are already writers it helps them to improve  
99 their craft.

100 Ms. Graham discussed the Self- Regulated Strategy Development. Graphic organizers, TIDE- is  
101 for informational writing, topic, information, detail and ending. You are introducing your topic  
102 and then lists the three pieces that you are writing about. They start adding their details and then  
103 the ending and restating their topic sentence.

104 Ms. Mattie added that they were using TREE is for persuasive or opinion writing, which includes  
105 for their Topic, Reason (3 or more), Explain, and Ending. They use the concept of a hamburger,  
106 and it helps kids understand.

107 Ms. Graham introduced a student to discuss their writing on weather. They looked at books and  
108 various online resources.

109 Another student read about opinion writing.

110 The board thanked the students and teachers.

111 Principal Lecklider introduced MVVS second grade teachers, Ms. Shakeh Dagdigian, and Ms.  
112 Kim Tighe. He noted that he is proud of their work with the students.

113 Ms. Dagdigian commented that as you can see our kids worked on nonfiction writing. Their final  
114 product was books. To start the unit off we exposed the kids to a nonfiction author. They learned  
115 about different text features and the different types of structures that the author used. First was  
116 the how to structure, all about structure and narrative structure. They moved on to research and  
117 topics that the students enjoyed. The students used books and internet resources to do their  
118 research. They began to collect information, on World Book online and other places.

119 Ms. Tighe noted that the first step of the writing process was to choose the structure. They  
120 organized their subtopics, made a google slide template, inserted pictures and created a table of  
121 contents. She explained the rubric that they used.

122 She showed the board a video of several students reading their books they created.

123 Ms. Tighe mentioned that earlier in the year they made a personal narrative. The students loved  
124 the non-fiction unit and they loved creating the book.

125 Mr. Eckhoff gave his support. He inquired if they could show the progression.

126 Ms. Tighe replied that they are doing a writing evening and can start to see progression.

127 Ms. Landwehrle added that this all came from teachers this year. There was a focus on Math and  
128 there was a decline in writing among our students over the past few years. It is exciting to see the  
129 work they have done with writing this year.

130 Ms. Clark mentioned that writing is great to focus on the growth mentality.

131 Principal Lecklider added that it has been a good process this year.

132 The board thanked the teachers.

133 Ms. Lawrence asked to put the Consent Agenda on hold and move to a Public Comment time.

134 IV. Public Comment I of II

135 No Public Comment

136 V. School Nutrition Services

137 Ms. Facey introduced SAU #39 Nutrition Services Director, Ms. Krystal Gendreau. She will give  
138 the board an update on finances- revenues and expenditures, communication and the MVVS  
139 Kitchen.

140 Ms. Gendreau noted that as of 4/14/22 Mont Vernon Village School is projecting a \$3,348.00  
141 surplus in funds. Those funds will be rolled over to FY 22-23 in case of an emergency purchase

142 or to offset costs if needed. Second, we have two members in our kitchen, Café Manager, Ms.  
143 Sharon Colburn and Ms. Diane Norton. Ms. Norton is a good fit for the school and the students  
144 love her. This past week we catered the Wizarding Week and that was a lot of fun.

145 Some other updates, three new quotes are being processed by Singer-Kittredge, United  
146 Restaurant Equipment and Alternative Sales Corp for the approved purchase of a new steamer.  
147 This purchase is a FY23 purchase. Food Service will be utilizing USDA commodity food budget  
148 for SY22-23 to reduce food cost. \$500 of the budget was put towards the USDA FFAVORS  
149 (Fresh Fruit and Vegetable Order/ Receipt System) to help offset the cost of produce purchases.

150 The Kitchen is now using reusable trays instead of foam take-out containers. This will help with  
151 rising paper goods costs. There is only a small amount of foam containers left in inventory.  
152 Compostable trays were purchased to be used whenever disposable tray use is necessary.

153 Ms. Colburn and I have been working together to create fresh new menu options as well as  
154 utilizing more fresh produce. For example, students loved Ms. Sharon's Baked Potato Bar on  
155 3/25. So far in the 2021-2022 school year (139 school days), the Kitchen has served 4,169  
156 breakfasts and 15,732 lunches. Outside of DOE reimbursement, MVVS has brought in \$5,979 in  
157 sales thus far.

158 Ms. Gendreau continued, on May 2nd Communication sent to parents/guardians of Mont Vernon  
159 students explaining that the SSO Waiver decision as of June 30, 2022, is to not extend universal  
160 free meals for the 2022-2023 school year. That means that students will now have to pay for  
161 meals for the next school year. Parents regardless of financial status should fill out a free &  
162 reduced lunch application. This greatly impacts funding for not only our lunch program, but Title  
163 I funding as well. The less free & reduced students we have, the less government funding our  
164 programs receive. There is communication about how to navigate lunch account balances at the  
165 end of the year and what to do with balance rollovers if a student is not returning to the district  
166 next school year.

167 Ms. Gendreau asked for questions.

168 Mr. Eckhoff gave his support. He would like to publicize to parents and guardians the updates  
169 with the Café.

170 Ms. Clark gave her support for not using the Styrofoam containers. She asked about the steamer.

171 Ms. Gendreau replied that she will be able to order it July 1<sup>st</sup>, 2022.

172 Ms. Facey added that Ms. Gendreau has been talking to vendors.

173 Mr. Eckhoff inquired about the remainder of the equipment.

174 Ms. Gendreau responded that they will definitely need to replace equipment. She has put  
175 together a 5-year proposal and gave it to Ms. Facey. They will need an oven next and that will be  
176 their next big purchase. They are working with SAU #39 Facilities Director, Mr. Roger Preston.

177 Mr. Torres asked about the compostable trays vs the hard plastic trays.

178 Ms. Gendreau explained that they were using the Styrofoam clamshell containers. It may have  
 179 been covid related and additionally, Ms. Colburn was by herself for a while. They have switched  
 180 to a standard lunch tray.

181 Mr. Torres suggested that they use the expenditures to offset expenditures. He knows that it will  
 182 not be enough for an oven, he would support that.

183 Ms. Facey added that they can talk about that with UFB as well, they will have that for June.

184 Ms. Gendreau commented that July 1, 2021- December 31, 2021, reimbursement rates are the  
 185 following: breakfast \$2.46.25, and lunch \$4.3175. January 1,2022-December 31,2022  
 186 reimbursements rates are the following: breakfast \$2.605, lunch \$4.5625. Breakfast increase in  
 187 rate: \$0.1425 per meal and the lunch increase in rate: \$0.245 per meal

188 Ms. Facey added that Ms. Gendreau has made menu changes to add more fruits and vegetables.

189 Ms. Lawrence thanked Ms. Gendreau for doing that.

190 Ms. Gendreau added that she enjoys doing more hands-on things with the kids. She is happy to  
 191 be here.

192 Principal Lecklider noted that Ms. Gendreau's communication has been fabulous.

193 The board thanked Ms. Gendreau.

194 VI. Consent Agenda

195 **Mr. Torres motioned to approve the Consent Agenda items 1. April 7 th, 2022 Draft**  
 196 **Minutes, 2. MVSD April Facilities Update, 3. November 2021 Treasurer's Report, 4.**  
 197 **December 2021 Treasurer's Report, 5. January 2022 Treasurer's Report, 6. NHDOE**  
 198 **General Assurances-Authorization to sign. Mr. Eckhoff seconded the motion.**

199 Ms. Lawrence asked for discussion. There were no questions.

200 **The vote was unanimous, motion passed.**

201 VII. Principal's Report

202 Principal Lecklider noted that it is Teacher Appreciation Week. They have a whole wonderful  
 203 team that helps to make that happen. He noted their dedication to the students. He recognized the  
 204 PTA for their ongoing support. They did a breakfast and lunch and will do another lunch  
 205 tomorrow. He noted the three main focus areas of community, personalization, and social/  
 206 emotional learning.

207 Our music ensemble performed their concert this week. MVVS Music Teacher, Ms. Jacqueline  
 208 Ward brings a care and passion to her work with her students that is amazing to watch. Our  
 209 talented students showed incredible courage and pride in their performance. We were honored to  
 210 welcome artist Richard Haynes, from UNH, to MVVS on Thursday this week. He brought a  
 211 positive message to our students and told his amazing story. Thank you to Ms. Christie Valihura,  
 212 our MVVS Art Teacher, for coordinating this valuable experience for our students.

213 Mr. Lecklider continued; this is a busy month for assessments. We have our end of year  
214 assessment, the state assessment started this week, we have NWEA assessments for grades K-1  
215 and 2 and we are off to a good start. I want to thank our staff it is always as shuffle with devices  
216 and testing. There is a handbook where teachers have to be certified in order to proctor the state  
217 test. For the first week to go smoothly is a testament to the staff, thank you to them.

218 Ms. Lawrence asked about the upcoming Ecology School and if there was any collaboration with  
219 AMS students.

220 Principal Lecklider noted that the students are going next week with the AMS. The MV students  
221 integrate right in with the AMS students and staff.

222 Ms. Landwehrle added that Mr. Dan Farina, the school counselor at AMS, has worked hard to  
223 make sure that there is a higher level of integration. They could share a room with an AMS  
224 student.

225 Principal Lecklider added that they did a Parent Night last night and there is a real effort to start  
226 those relationships.

227 Ms. Lawrence commented that she would like to hear feedback.

228 Mr. Eckhoff inquired about the teacher absences, there are about 35 to 38 per month.

229 Principal Lecklider replied that includes everyone.

230 Mr. Torres asked if the numbers historically were the same.

231 Ms. Landwehrle added that they used to report on teachers, but the presentation is different.

232 Principal Lecklider noted that there was a large number of non-teacher personnel that were out.

233 Mr. Torres asked if the absences impeded the instruction .

234 Principal Lecklider replied no.

235 The board thanked Principal Lecklider.

## 236 VIII. Board Goals

237 Ms. Lawrence mentioned that there were two items on the Trello board one from Mr. Torres  
238 making sure that the reports are accessible to the public and making sure that things they want to  
239 highlight are out there.

240 Ms. Landwehrle added that she is happy to make notes.

241 Ms. Lawrence if they are looking at the current document. Literacy - Promote a literacy rich  
242 environment and encourage interest in reading for all students. The action steps are listed on the  
243 document. She inquired if that makes sense, it is a building goal. She wants to make sure that  
244 there is input.

245



246 Ms. Landwehrle noted that the teachers are interested in narrowing and focusing on writing.  
247 They can keep a broader literacy goal and keep some of the reading. They can add a bullet point  
248 on writing.

249 Ms. Lawrence suggested Ms. Landwehrle to connect with the teachers and Principal Lecklider  
250 and refine it at the next meeting.

251 Ms. Landwehrle asked Ms. Mattie for her thoughts.

252 Ms. Mattie there has been lots of communication with Principal Lecklider and Ms. Landwehrle  
253 as far as what we are looking for and we can improve.

254 Mr. Eckhoff if there was a possible for a writer to come in and work with teachers and students.

255 Ms. Mattie added that they did that a few years ago.

256 Ms. Landwehrle noted that they used their Title IV funds.

257 Mr. Torres asked how the outcomes compare to their peer group and where do they fall in line.

258 Ms. Landwehrle added that their scores are high, and they did set reasonable but stretch goals.

259 Mr. Torres asked about student wellness. At the end of the day, it is great that they are pushing  
260 the students but how are they doing, mentally.

261 Principal Lecklider gave his support. They had discussions on Responsive Classroom but the  
262 social emotional needs of our students. They need to ask if their basic needs being met so that  
263 they can be the best students that they can be.

264 Ms. Clark asked if there was a framework for teachers.

265 Ms. Landwehrle replied that and that is there is a teacher professional development piece, and  
266 she can dig into that.

267 Ms. Lawrence asked if she could turn that into a goal.

268 Ms. Landwehrle replied yes.

269 Ms. Lawrence went to facilities. She would like to see feedback before budgeting season.  
270 Ensure proper use of existing facilities for all curricular needs (music, art, nurse, etc.).

271 Mr. Eckhoff added that for a while they were pursuing outdoor classrooms. He would like the  
272 students to be outside on a beautiful day.

273 Ms. Lawrence mentioned that it sounds like Mr. Eckhoff is looking for a way to incorporate  
274 learning outdoors.

275 Principal Lecklider commented they have had a lot of conversations in the fall when the weather  
276 was decent. The staff sees the need for students to be outside. Being more intentional might be  
277 more useful. Those types of things might be more useful as opposed to spending money on  
278 heaters. There are still some things that the staff would say would enhance learning outside.

279 Ms. Lawrence commented that even if gym class can be outside that would be great.  
280 Principal Lecklider suggested Morning Meeting outside.  
281 Ms. Clark added that it would require preplanning.  
282 Mr. Torres asked about pull-out and push-in intervention.  
283 Ms. Landwehrle added that they are lucky to have a Math Interventionist and she is amazing. She  
284 has worked closely with the teachers, and it has been wonderful. "Push in" means that she will  
285 go into the classroom and co-teach at the same time, or they can break the students in different  
286 groups. What is nice is that students do not feel singled out. It is a model that is very flexible.  
287 Ms. Clark commented that she added she has been thinking of ways including a potential survey  
288 for current level of engagement. She read the survey.  
289 Ms. Lawrence added that it is helpful and gives them a good foundation to start on.  
290 Mr. Eckhoff gave his support and suggested that they keep it simple without numerous  
291 platforms.  
292 Mr. Torres remarked that they should gauge how successful they are.  
293 Ms. Clark responded on how she created the survey. If they try one approach they can switch and  
294 then keep tracking that progress. There are ways that they can do this in a way that is not  
295 spreading ourselves too thin.  
296 Ms. Lawrence added that this is Ms. Clark's area of expertise. She noted that adding this to the  
297 board goal makes sense and help them to frame the goal. She inquired about the policy towards  
298 community engagement.  
299 Mr. Steel responded that the board could certainly do a community survey that the key is to have  
300 a link or qr code that is easily scannable and can be placed on different Facebook sites. Amherst  
301 is thinking about mailing a postcard with a QR code.  
302 Ms. Lawrence asked about the cost.  
303 Ms. Facey replied that it would be less than \$1,000.  
304 Ms. Clark asked if there are platforms.  
305 Ms. Lawrence asked if there were any questions that Ms. Clark did not capture. She would be  
306 comfortable to meet with Ms. Landwehrle and Ms. Clark.  
307 Ms. Clark commented that she will work on it.  
308 Ms. Lawrence asked about the funding for the postcards. She knows that they have line items for  
309 the board.  
310 Ms. Facey inquired if they wanted to do it out of this year's budget.  
311 Ms. Lawrence replied yes, this year.

312 Ms. Landwehrle added that it would be helpful to know where their kids are in the SAU.

313 Ms. Lawrence noted that the board goal should be Communication and Engagement with the  
314 Community. She inquired if there should be anything added to the board goals.

315 IX. Unassigned Fund Balance

316 Ms. Facey noted that you should have in your packet the May projections for the UFB a long  
317 with the FY 22 potential projects. We went through the line items in detail last month, we are  
318 down with the total UFB by about \$17k. It is not a huge drastic change from last month. I am  
319 happy to answer any questions on this along with the potential projects.

320 Mr. Torres asked for the quotes and if they are expired.

321 Ms. Facey remarked that she and Facilities Director, Mr. Roger Preston, did some prioritizing.  
322 The siding repairs she is a little worried about, waiting till the June meeting they should be ok.

323 Mr. Torres added that the supply chain issues are getting worse and the labor issues.

324 Ms. Facey mentioned that in June they will ask for a motion to approve up to a certain amount so  
325 they can lock in contracts before the end of the fiscal year.

326 Ms. Lawrence gave her support for the top 4 in Buildings and Grounds.

327 Mr. Eckhoff asked if they are out of compliance with the ramp.

328 Ms. Landwehrle added that there are sections of the grounds that are not accessible They are  
329 concerned with that for their students.

330 Mr. Steel responded they are out of compliance. Schools have to be ADA accessible if students  
331 are attending them.

332 Ms. Landwehrle added that they have put temporary ramps that have helped but it is definitely an  
333 issue.

334 Ms. Facey remarked when they have a number for that they will bring it back to the board.

335 Mr. Steel commented that he could not be prouder of the building with the state that it is in.

336 Ms. Facey reviewed the potential FY 22 projects.

337 Mr. Torres asked about the water system.

338 Mr. Steel commented that they operate as a public water system. When you look at the water  
339 system in place right now, it started with a simple well pump and then more got added on to it. It  
340 is a fragile system.

341 Mr. Torres asked about the water quality.

342 Mr. Steel responded that they have their water tested frequently, at least twice a year.

343 Ms. Facey added that they will do more work and have items ready for June.

344 Mr. Eckhoff asked if Mr. Preston can attend the June meeting.

345 Ms. Clark noted that the siding quote from March.

346 Ms. Lawrence commented that she would approve a motion to start the siding repairs.

347 **Mr. Torres motioned to approve the siding project using Unassigned Fund Balance up to**  
348 **\$21k. Mr. Eckhoff seconded the motion. The vote was unanimous, motion passed.**

349 The Board thanked Ms. Facey.

350 X. Nominations and Resignations

351 Ms. Landwehrle noted the resignation of Ms. Lauren Ricci, MVVS School Psychologist.

352 **Ms. Clark motioned to accept the resignation of Ms. Lauren Ricci, MVVS School**  
353 **Psychologist. Mr. Eckhoff seconded the motion. The vote was unanimous. Motion passed.**

354 Ms. Landwehrle placed into nomination Ms. Suzanne Mazak, MVVS Grade 6 Teacher, FTE 1.0,  
355 BA+30/MA Step 4 with a salary of \$50,911.

356 **Ms. Clark motioned to elect the nomination as presented. Mr. Torres seconded the motion.**  
357 **The vote was unanimous, motion passed.**

358 XI. Public Input II of II

359 Mr. Prescott asked for the depreciation of the kitchen equipment and if it needs replacement. He  
360 suggested they look at maintenance. He has some ideas for community engagement and perhaps  
361 consent to email use. He is working with Principal Lecklider for the snowshoes.

362 The board thanked Mr. Prescott.

363 XII. Meeting adjourned

364 **Mr. Torres motioned to adjourn the meeting at 8:08PM. Mr. Eckhoff**

365

# MVVS Principal's Report - 6/6/22

It takes a village to SOAR together....



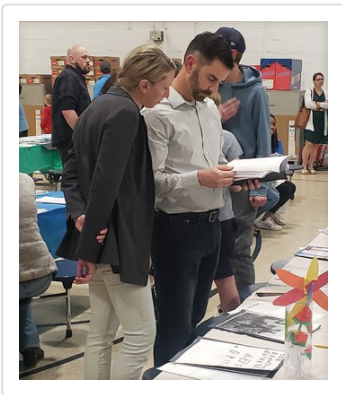
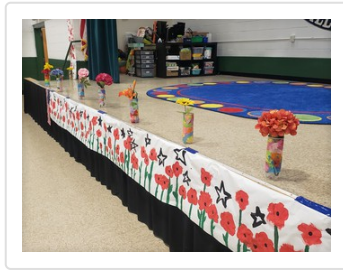
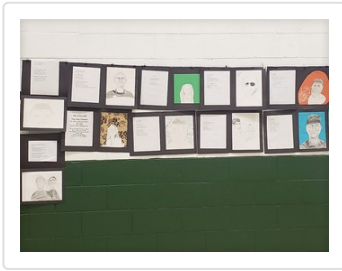
We will Engage, Challenge, and Support All Learners

June 6, 2022

Enrollment Update

Grade	MVVS	VLAC	HS w/Specials
K	26		
1	28		3
2	28	1	1
3	32		5
4	34		
5	32		1
6	30		
<b>Total:</b>	<b>210</b>	<b>1</b>	<b>9</b>
7	(33)		
8	(28)		

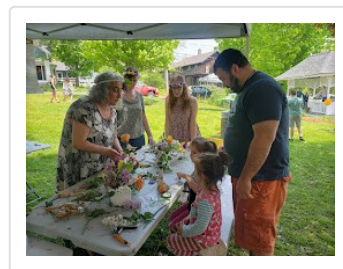




# MVVS CELEBRATION OF WRITING



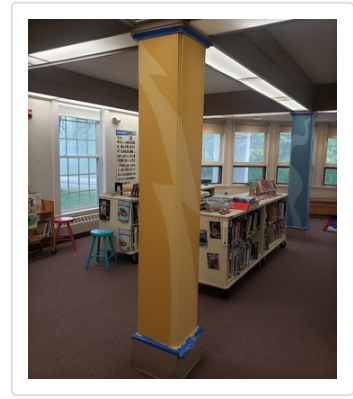
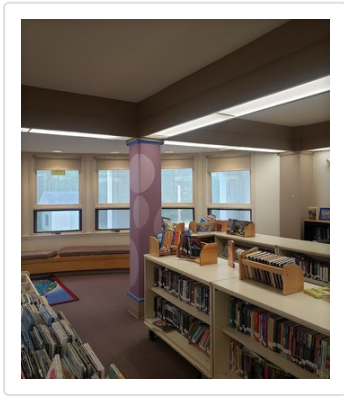
Our MVVS community came together to celebrate writing and literacy with our Writing Festival on Thursday, May 19th. A big thank you to Ms. Lawrence (grade 5 Humanities) for coordinating this event and our amazing MVVS staff for their work! We had an incredible turnout at our family night.



## Mont Vernon Spring Gala

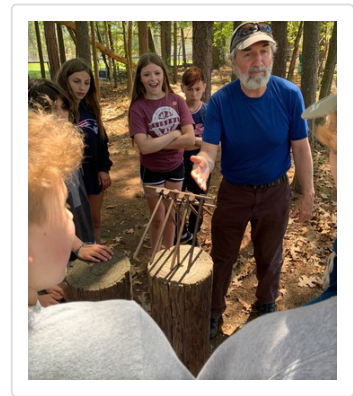
MVVS was a strong presence at the Spring Gala on Saturday, May 21st. We had a terrific turnout in the Kids' Run and 5k. Our PTA ran a craft table on the Village Green, and our 6th Grade Float, Hawaiian Theme, took second place in the parade. It was a great day to be a MVVS Falcon!

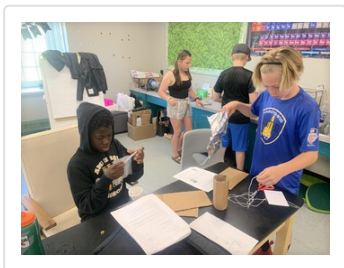
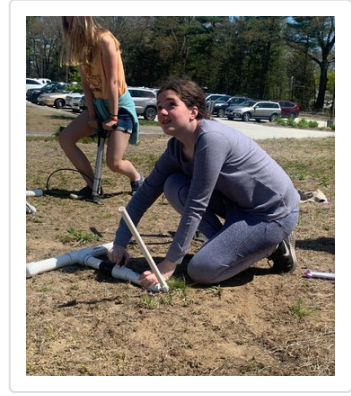
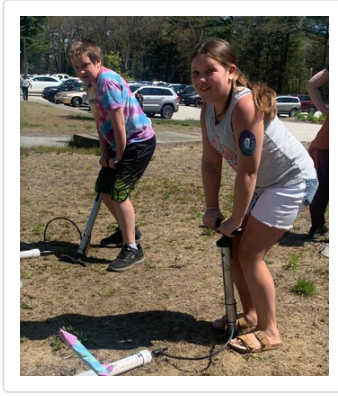
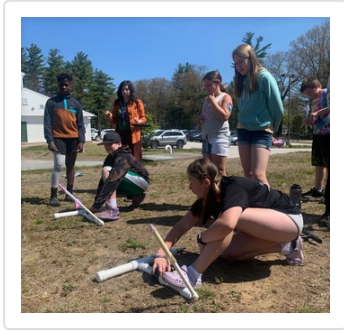




## MURAL CLUB

A big shout out to our Mural Club students for their work. They have painted the columns in the library and will be adding artwork very soon. Thank you, Miss Christie, for your work with our group!

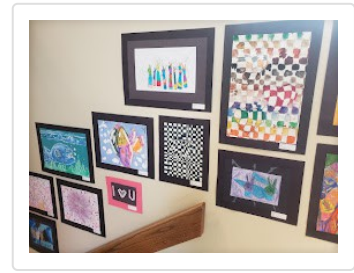




## GRADE 6 EXPERIENCES

Though the cancellation of Ecology Camp was a big curve ball for our 6th graders, I am so proud of the amazing work of Mrs. Hargreaves and Ms. Anderson to assure our students of a positive experience at school that week. There were many smiles and positive responses to the activities our students were engaged in this week, including rocket building/launching, the SHS adventure experience, kickball, and hiking. Thank you to our students for their positive mindset this week!

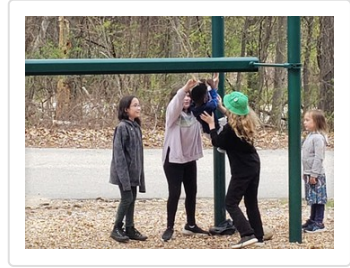
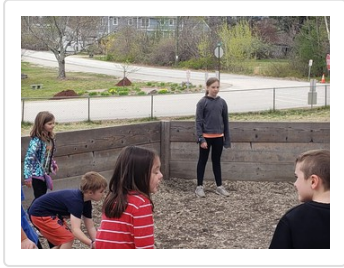




## STUDENT ART SHOW

The Friends of the Amherst Town Library hosted the SAU 39 Student Art Show in early May. We are very proud of our MVVS students and their amazing work that was on display! Also, a big thank you to Miss Christie for her hard work in teaching our students.



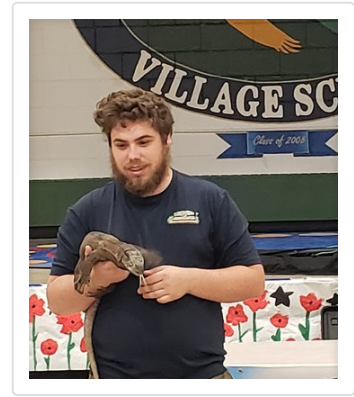
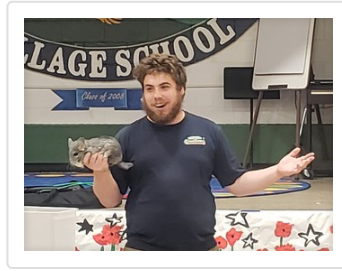


## Grade 5 Mentors are SOARing

A big thank you to our 5th grade recess mentors. We have been very impressed their incredible kindness and care for our K-3 students!

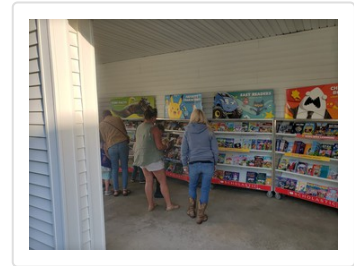
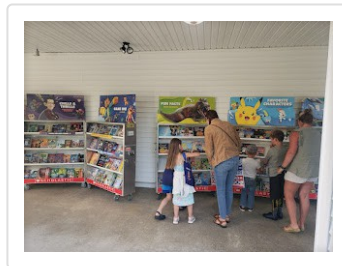






## K-3 Live Animal Show

Wildlife Encounters visited MVVS on May 24th with a live animal show. Our K-3 students were captured by the amazing animals we learned about!



## PTA Book Fair Family Night

A big thank you to our PTA for coordinating our spring book fair. We kicked off the event with a family night on May 24th and a great turnout!



## Items of Note

- **Grade 6 Ecology School**
  - The Ecology School came onsite on May 23rd to AMS to provide a full day of programming. MVVS and AMS students were able to participate together in a variety of ecology activities.
  - The Ecology School will be offering our students the opportunity to attend a week long summer camp together, July 17-23. This overnight camp typically costs \$950 for the week but they are offering a significant discount and will only charge our families a rate of \$362 for our students. While there may be others attending this camp, they have assured us that our students will get to room together and experience a program similar to our planned school year program! While students will be together and have a similar experience as our school sponsored event, this experience is directly through The Ecology School and their staff. We are awaiting registration information from The Ecology School and expect to send that to you later this week.
  - We have worked with The Ecology School to secure overnight dates for our students to attend onsite in Saco, ME this coming fall. Any sixth grade student who was unable to attend this spring, will be able to attend next school year, September 12th - 14th. More details regarding payments and refunds will be coming later this week.
- **Kindergarten Screenings and Experience Day**
  - Our Kindergarten screenings are complete and our Experience day was a success! We had great turnouts for both events. Thank you for our families and staff for a super start to their MVVS journeys!
- **MTSS (Multi-Tiered System of Supports) Update**
  - We are reviewing our protocols and procedures for this year and preparing for next year. Also, we are reviewing end of year data and plans for students.
- **All Staff Attendance Update**
  - November Absences - 32
  - December Absences - 16
  - January Absences - 37
  - February Absences - 35
  - March Absences - 41
  - April Absences - 25
  - May Absences - 57 (2 Leave of Absences, Non-Teaching Staff)
- **Late Arrival - May**
  - May - Critical Friend Groups
- **Individual Student Plans**
  - We have a template that we are piloting with a group of students.

## Kindergarten Update

Kindergarteners are continuing their fairy tale unit. They are looking for clues on how to identify a fairy tale including things happening in 3's, royalty, good and evil, magic, once upon a time, and happily ever after. Students are continuing to review character traits and story elements. Kindergarteners are working on persuasive writing, making sure to state their

opinion and give reasons for their opinion. Students are reviewing letter and digraph sounds. They are writing CVC words, CCVC words and CVCC words. Kindergarteners are reviewing math skills learned throughout the year. They continue to practice strategies to solve word problems including drawing a picture, writing an expression, or using words to show their thinking. Students are continuing to practice adding and subtracting within 5. They are practicing ten buddies and how to use a ten frame. Student's are skip counting by 2's, 5's, and 10's. They continue to practice writing numbers to 20 and counting to 100 by 1's. Kindergarteners are learning about Memorial Day and the changes that happen in summer.

## Grade 1 Update

First grade finished the year strong. We just recently finished our last math unit of the year. In this unit, students put together their understanding from throughout the year to cap off major work and fluency goals of the grade. We reviewed skills such as adding and subtracting within 20, story problems, and numbers to 120. In writing students also finished our unit on opinion writing. Students completed many reviews, stories, about different topics. They were able to write their opinion and give many reasons that supported their opinions. During reading we worked to finish our last unit about story elements, characters, and lessons we learn as we read. We were also able to finish units 12 and 13 from our Foundations curriculum. Students continued to read and write multisyllabic words, add suffixes to them and learning our last group of trick words. We had a wonderful year together!

## Grade 2 Update

In math, second graders have been working on telling time in 5-minute intervals and associating "a.m." and "p.m." with their daily activities. During literacy, students have been reading primarily fiction. They have also been developing strategies for reading more fluently, by paying close attention to punctuation marks and monitoring their reading pace. Likewise, they have learned to recognize dialogue and practiced reading with inflection to match the mood of a story. In addition, they have been learning to identify and interpret figurative language. Our second grade writers are becoming poets. They have been reading various types of poetry and writing some of their own. In science, we have been talking about taking care of our earth.

## Grade 3 Update

The final unit in reading, Research Clubs, consists of students using nonfiction text to research an animal and complete a written project. Students are working hard to research the animal they chose to then write an informational essay using the graphic organizer, TIDE. Students will be integrating technology by typing their essays, as well as creating a slide of related pictures. In Foundations, students are studying the final syllables -le and its exceptions, -tion, -sion, and words with a schwa sound as the final syllable.

In science, students are continuing with the animal theme, but looking at Animals Through Time. In this unit, students develop an understanding of how animals and their environments change through time. Students will also examine animal environments and how it can affect inherited traits and survival rates over time.

In math, students are continuing to work on the classification of quadrilaterals. We have finished with a review of area and an introduction to perimeter and how it relates to area. Students will be working towards their final unit in math this year which will review most concepts taught by putting it all together.

## Grade 4 Update

### STEM:

In fourth grade math, students have been learning about decimals by making connections to fraction concepts and place value concepts. Students have been successful in writing fractions with denominators of 10 and 100 as decimals, comparing decimals based on place value concepts as well as ordering decimals from least to greatest and applying their decimal knowledge to real world problems. In science, we have continued our exploration of energy, energy transfer, and electricity. Students continued to experiment with our paper models of a roller coaster to build a deeper understanding of the connection between hills and energy.

### Humanities:

Students practiced finding the theme and evidence of that theme in *Number the Stars*. Students also practiced finding examples and evidence of themes that they didn't necessarily come up with themselves in the text. We practiced strengthening our interpretations of various texts by building interpretations of the poem *Things* by Eloise Greenfield. We practiced identifying points of view and explaining why texts had different points of view. We also looked at different perspectives of the story and looked at how the story might have been different if it were written from the perspective of other characters in the novel. We continued to practice writing this month and adding evidence to our writing. We also wrote and responded to *Number the Stars*, which we finished. We learned about the long a and long e vowel teams in Foundations this month. In Social Studies, we continued to learn about the Industrial Revolution. We also learned a little about the State of NH and about our state government to prepare for our trip to the State House at the end of the month. We also completed our NH SAS testing this month.

## Grade 5 Update

### STEM:

Fifth graders have been busy in math working through geometry concepts. Students learned how to plot points on a coordinate grid, how to generate patterns of numbers to plot, and how to interpret graphs in the first quadrant to solve problems involving money, area, and perimeter. In addition students learned how to sort and identify quadrilaterals based on their attributes. In Science class, students learned about the components that make up the geosphere and hydrosphere. We explored the layers of the earth, and the causes of erosion, weathering and



deposition. Students also learned about the availability of water on earth, the water cycle and how the geosphere and the hydrosphere interact each day. Fifth graders also had a fun-filled field trip to Boston yesterday where they were able to learn all about the events that led to the Revolutionary War.

#### Humanities:

In reading, students are continuing to practice identifying main idea and supporting details of a nonfiction text. They are still participating in Literature Circles, applying the reading skills they've learned throughout the year. In writing, students continue to write informational pieces. We have been particularly focusing on ensuring each paragraph stays on topic. They are currently researching a variety of influential people from the Revolutionary War. Students will pretend to be their person and present their findings to other classes. We look forward to taking our field trip to Boston, which will support what we have learned in social studies.

## Grade 6 Update

#### STEM:

We finished up the year in math with a variety of topics. We completed our unit on algebraic expressions, equations, and inequalities. We then began working on geometry, which covers a lot of unique topics to prepare them from middle and high school mathematics. Students learned how to calculate the area of triangles, parallelograms, trapezoids, and circles. They determined the circumference of circles, as well. Then, using these skills, they were able to apply them to three-dimensional shapes in order to determine the surface area of rectangular prisms, triangular prisms, and trapezoidal prisms. Area was also helpful in finding the volume of these types of three-dimensional shapes, as well. After this, we learned about statistics; specifically, students learned how to represent data using dot plots, histograms, and frequency tables, as well as how to interpret data presented using these diagrams. Then, students were able to calculate the measures of central tendency (mean, median, and mode - with range as a bonus) and use the median to examine or draw box and whiskers plots. Students are in a great position to be well-prepared for middle school next year!

In this final quarter, we began learning about the life sciences, specifically looking at the role of organisms in their ecosystems and the connections between living and nonliving things.

Students learned about the transfer of energy and matter within an ecosystem and food webs, including the movement of carbon, nitrogen, oxygen, and water. They learned about photosynthesis and cellular respiration, two complex but important processes that allow for carbon dioxide and oxygen to cycle. They also learned about interactions between organisms like symbiosis, predation, and competition. They explored biodiversity, carrying capacity, and the factors that limit biodiversity. Even though we didn't get to attend Ecology School as planned, we still enjoyed a day with the educators of the Ecology School at AMS. We concluded the year with our Bio-Alert project, where students synthesize everything they have learned about ecology. affect population growth. We can't wait for Ecology School and to share the amazing things we learn there!

#### Humanities:

In 6th grade Humanities, students are finishing their exploration of Ancient Greece. They edited and revised their news article for Mt. Olympus. The students completed the novel *Percy*

*Jackson The Lightning Thief*. They discussed the hero's journey, created a plot diagram of the novel, and will watch the film adaptation. Furthermore, the students reflected on their experience at MVVS and created an "I Remember" poem which was included in the schoolwide Writing Festival. They look forward to the end of the year activities to help them celebrate and transition to AMS.

## Art Update

K-5 is working on their clay pottery unit, each with a scaffolded lesson. Kindergartners are learning how to build different forms with intention to apply it to the lesson's prime objective- a pinch pot. Example challenges teach students how to roll evenly sized as well as a variety of sized balls, roll coils and learn basic techniques to increase fine motor skills. First and second graders are doing a similar challenge to explore the clay and tools before they begin building their final pinch pot creations in order to build their "skills toolbox". After completing basic skill challenges, students are then ready to create a stacking toy made from pinch pots that vary in size and are given agency as to what their stacking pots will become; students also discuss their thoughts on what the first ever pinch pots were used for.

Third through fifth graders are learning about coil pots, its many uses as well as decorative techniques. 3rd grade is focusing on basic coil pot techniques, where 4th and 5th are expanding into complex coils and building techniques. The Sixth graders are working on stop motion animations and subjects are taken from either their Social Studies assignment: News from Olympus, or their Science assignment: BioAlert, a new organism discovered in NH. Students are learning about frame rates, how to set up their shot, build a short film using a storyboard for staying on script and reinforcing parts of a story. 6th grade's last class will be an in class film screening.

Looking forward to the final days of school for the rest of the grades, students will have fun participating in digital art challenges. Kindergartners and first graders will explore Scratch Jr with the challenge to make a fish tank at Sea World. Second and third graders will be exploring Dash Wonderbots and basic coding. Fourth and fifth will have the choice to explore either Monster Mash- a 3D modeling and animation app, or Brush Ninja for digital illustration and animation.

## Spanish Update

Students in grades 4 through 6 have finished reading the book, "Brandon Brown Quiere un Perro" by Carol Gaab (all 79 pages!). They are currently working on a year end project of a Brandon Brown book trailer where they are using Spanish to showcase parts of the book and entice readers.

Students in grade 3 have finished their units on "la casa" as well as "muebles y objetos" (furniture and objects). They are currently using the vocabulary that they have learned in producing a final project of their own home or their ideal home with a paragraph summary written in Spanish about their home.

Students in grade 2 have spent extensive time learning the phonetic pronunciation of consonants and vowels in Spanish. They have learned about the “tricky” letters as well as the sounds produced by consonants and vowels and the diphthong sounds made by two vowels. This has given students the confidence to be able to read words in Spanish much more accurately and with improved pronunciation. I am so incredibly proud of their progress.

Students in grade 1 have mastered counting up to 30 (and continue to practice counting backwards). They have also mastered the days of the week and months of the year and have started practicing answering questions such as what day of the week it is today, what day it was yesterday and what day it will be tomorrow. Students have also been learning the alphabet and sounds of consonants and vowels together. They are working on being able to recognize blends and patterns in basic two syllable words.

Students in Kindergarten have mastered counting up to 30 (and continue to practice counting backwards). They have also mastered the days of the week and months of the year. We continue to practice introductions and greetings. They are working on prepositions of place in order to learn “left” and “right” and be able to describe where an item is located. They love using brain breaks and movement games where prepositions are used as well.

## Music Update

Music classes have been enjoying time together singing and playing instruments as well as learning about an important function of music: Chords! When we can both hear and see how music works it helps our enjoyment and understanding. The students have really grasped the differences between notes and chords and how putting them together makes the songs we know and love! To wrap up our active listening activities with the “Song of the Week” I am picking the remaining week's songs so we can hit all of the genres we have yet to learn about but the 6th graders had such a fun time and were wonderful leaders for our school when they were in charge of that. We are beginning to learn more formally about the piano and how the keyboard is laid out. The scaffolding of our notation unit and comprehension of the scale and now chords, has been helpful in order to grasp music theory in general and how it connects to the piano especially. My goal before the end of the school year is to have each student get a chance to play the piano on their own as well and enjoy some musical games and movement activities that will send them off with a smile for the summer.

What a joy it's been to teach these awesome kiddos in music class!

## Physical Education Update

During the month of May, students continue to work on their throwing and catching skills while playing a variety of dodgeball games. It is amazing to watch how involved these games can be! Students are sprinting, jumping, diving, twisting, and turning their bodies to make a catch or dodge a ball. We are improving our eye hand coordination, strength, stamina, flexibility, and reaction time. Likewise, we continue to focus on team building and sportsmanship. We are

our favorite outdoor games: kick ball, ladder ball, washer toss, frisbee toss, and bocce ball. We are enjoying the warmer weather and can't wait for our upcoming field day in June. It has been a great year of fitness and fun!

## Library & Technology Update

Kindergarten students took a virtual field trip to the San Diego Zoo, completed research on their chosen animal using the PebbleGo database, and shared what they learned with the class. They enjoyed their author study of Laura Numeroff, author of *If You Give a Mouse a Cookie* and other books. They learned about Narwhals after researching and hearing both a fiction and nonfiction story about these fascinating animals.

1st graders completed an author study of one of their favorite author/illustrator, Mo Willems. They learned about persistence, listened to a related read-aloud, and then completed a difficult challenge to test their own persistence.

1st, 2nd, and 3rd graders will learn about the immigrant journey to America and the many reasons this journey was made as well as what new arrivals experienced at Ellis Island in preparation for the Living Voices presentations.

2nd graders learned how to incorporate loops in their coding and practiced this technique by completing several coding puzzles using this tool. Students discussed how to be safe online and the differences between personal and private information and which types are safe to share online.

3rd graders completed and presented their book trailer videos, learned about the history and symbolism of the Statue of Liberty, were introduced to the new database, FactCite, completed a mini research assignment and shared the results with the class. They will practice coding and learn about the classifications of seashells using field guides.

4th graders learned about how to create Stop Motion videos and completed and presented their passion projects using their choice of Microsoft Powerpoint, Google Slides, or Stop Motion Studio.

4th, 5th, and 6th graders will learn about the immigrant journey to America, the importance of the Statue of Liberty, the purpose of Ellis Island, living conditions and jobs held by new Americans, and the Triangle Shirtwaist Factory Fire in preparation for the Living Voices presentations.

5th and 6th graders created blackout poetry using a variety of tools and techniques. They also learned about women's suffrage in preparation for the Living Voices presentations. 6th graders will complete a personal budget in Excel and learn about tips and technology tricks to help them succeed in middle school.

All students will participate in a field trip to the Daland Library where they will learn about the summer reading program and 6th graders will have the opportunity to join the teen program. During the last week of school, students will use their critical thinking skills during a hands-on Makerspace in the library.

## School Counselor Update

This month, students in the lower grades have completed the Bullying Unit of the Second Step Curriculum. Students first identified rules for the classroom that focused on safety and

respect. They then moved on to learn how to recognize bullying, report bullying and finally refuse bullying. Students were given practice scenarios in which they needed to identify whether an encounter was bullying or a disagreement. Students were able to identify trusted adults in their homes, schools, and communities that they could report a bullying concern to. The upper grades (4 and 6) have completed the Emotion Management Unit. This includes an introduction to emotion management, learning to manage strong feelings, calming down anger, managing anxiety and not jumping to conclusions. Fifth graders completed the DARE Program and graduated on 5/25/22. They engaged in review of the Second Step Curriculum skills they have learned this year. Students have been given opportunities to practice Second Step skills throughout daily instruction.

## 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. 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**

The Snap report summary is as follows (Jan 4-Jan 31):

- Injury 98
- Illness 100
- Management 29

- Other Health 124
- Screenings 5
- Scheduled Medication Administration 60
- **Total 416**

The Snap report summary is as follows (Feb 1-Feb 28):

- Injury 107
- Illness 129
- Management 14
- Other Health 179
- Screenings 6
- Scheduled Medication Administration 61
- **Total 496**

The Snap report summary is as follows (March 1 - March 25)):

- Injury 75
- Illness 79
- Management 10
- Other Health 148
- Screenings 1
- Scheduled Medication Administration 57
- **Total 370**

The Snap report summary is as follows (March 26-April 22):

- Injury 122
- Illness 195
- Management 12
- Screenings 0
- Scheduled Medications 67
- **Total 396**

The Snap report summary is as follows (April 23-May 23):

- Injury 146
- Illness 76
- Management 8
- Screenings 0
- Scheduled Medications 60
- **Total 384**

## Special Education Update

The special education team has been working over the past month to outline and provide testing accommodations for students who require accommodations per IEPs, as well as those who are provided accommodations as designated supports. At this time, all NWEA benchmarking is complete, and we are in our final week of NH SAS testing. We will be working

to review data to inform decisions for next year. Students have been making wonderful progress, and we are excited to celebrate their successes with them.

The special education team has been working closely with the MTSS team to finalize any referrals that will be made to special education. The special education team is completing several evaluations at this time, and will be working with individual teams to determine special education eligibility for those students. The team is also reviewing student needs to assist with classroom placement decisions.

As of now, the team has reviewed Extended School Year eligibility with families. Extended school year programming is being designed and developed to meet the needs of students. As it has been in the past couple of years, the ESY programming will be theme-based, and will provide project-based learning opportunities each week. The families are excited for these extended learning opportunities.

## Reading Specialist Update

May has been a busy month, with NWEA and SAS testing. All intervention teachers have divided their time between supporting class groups and students in testing and facilitating make-up sessions as needed. As time has permitted intervention and enrichment groups have met to continue working on their reading skills. Kindergarteners have been working on CVC words and fluency. Grade 1 students have been working on recognition of long vowel sound spellings and 2 syllable words with short vowels and VC-e spelling patterns. Grades 2 and 3 have continued their work on words with vowel teams, and words with 2 and 3 syllables with taught spelling patterns. Grades 4 -6 have been working on nonfiction comprehension skills and a review of taught spelling rules. End of year progress checks to measure their reading growth will begin the week of 5/23.

## Math Specialist Update

Things have been a little different in the realm of math intervention during the last five weeks of school. Importantly, I have provided support to teachers as they administer the NHSAS testing. Unfortunately, this means that students and classrooms have had to be flexible about the times that we are able to do additional math. In some cases, I have pushed into classrooms and provided enrichment and fun problem solving. I have really enjoyed these sessions because it is phenomenal to see our students come alive with excitement in mathematics. Additionally, this has allowed me to touch base with more students, promoting grit and stamina. I have also enjoyed working with our afterschool enrichment group. In all, 21 invitations went out to students to participate in this activity. Remarkably, all 21 students returned their permission forms. One other student was invited to participate after the start of the program based on a "grass roots" effort led by students. It was discovered that a group of students was continuing work with the problems outside of our weekly session. As a staff, we were impressed by their commitment and energy to being problem solvers. It is clear that there is a distinct need for additional enrichment opportunities and we are working together to build

a plan moving forward. Thank you for your support of mathematics in the Village School. You have helped to create capable, enthusiastic learners who find joy and beauty in numbers!

## Upcoming Events:

### May:

- 25 - DARE Graduation, Grade 5
- 25-27 Book Fair
- 26 - Memorial Day Assembly
- 27 - AMS Connection Day, Grade 6
- 31 - Grade 4 Field Trip to NH State House

### June:

- 2 - Living Voice Presentation
  - 3 - Talent Show
  - 6 - Grade 6 Hike
  - 7 - Field Day
  - 9 - Grade 2 Field Trip, SEE Science Center
  - 10 - Grade 6 Promotion Ceremony, 6:30p, Outside at MVVS
- 
- 10 - Grade 6 Graduation (6p)



## Mont Vernon Village School

 Facebook

 1 Kittredge Road, Mont Vernon,...

 tlecklider@sau39.org

 (603) 673-5141

 sau39.org/mvvs





# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: School Administrative Unit 39

Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Spring 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 29 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

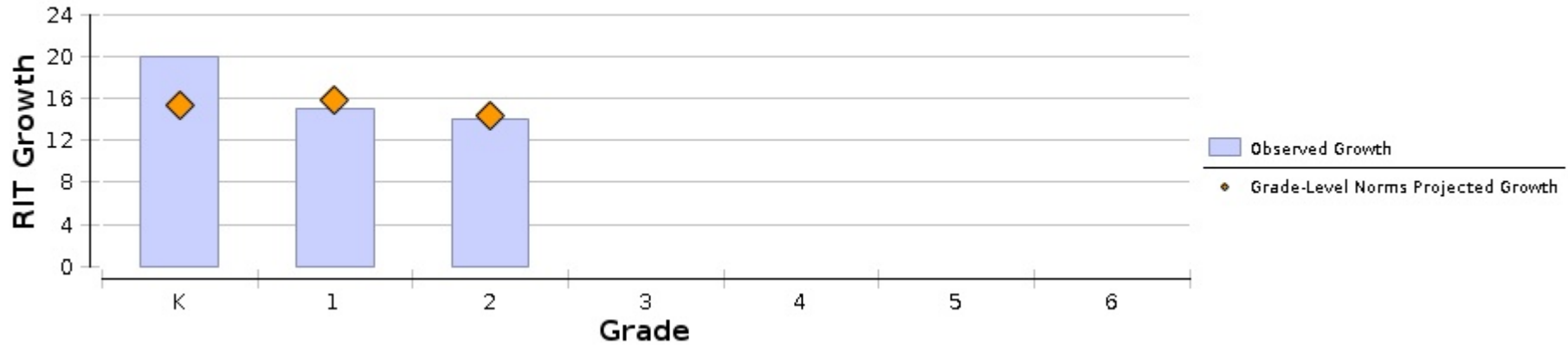
Consent Item #3

### Mont Vernon Village School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	24	151.2	13.3	99	170.9	10.7	99	20	1.1	15.3	2.04	98	24	23	96	74
1	27	172.7	9.6	99	187.4	11.4	98	15	1.3	15.8	-0.45	33	27	13	48	45
2	27	186.6	7.8	99	200.1	8.4	97	14	1.0	14.4	-0.40	35	27	15	56	51
3	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			

### Math: Math K-12



#### Explanatory Notes

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

**Term:** Spring 2021-2022  
**District:** School Administrative Unit 39

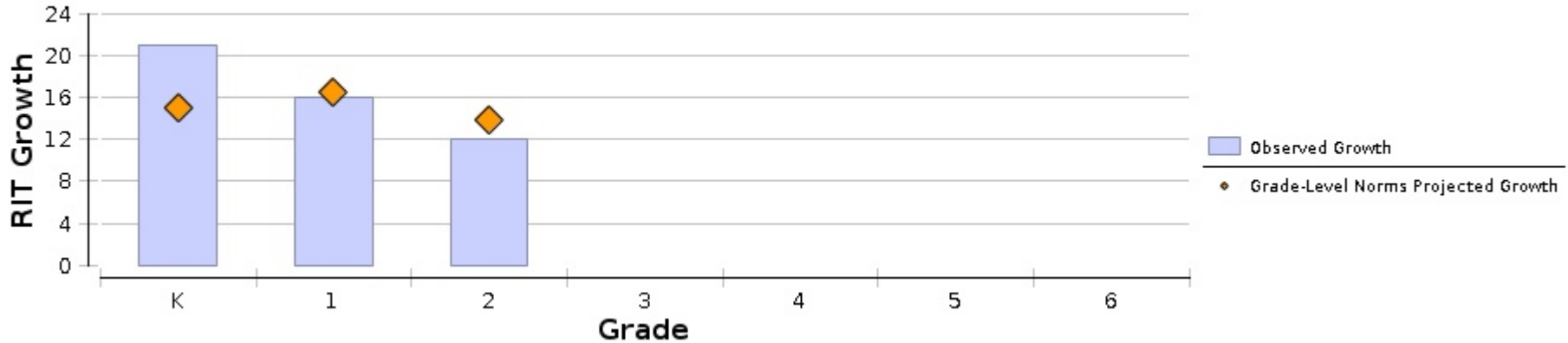
**Norms Reference Data:** 2020 Norms.  
**Growth Comparison Period:** Fall 2021 - Spring 2022  
**Weeks of Instruction:** Start - 2 (Fall 2021)  
 End - 29 (Spring 2022)  
**Grouping:** None  
**Small Group Display:** No

### Mont Vernon Village School

Language Arts:  
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	26	144.8	11.7	96	165.6	10.9	99	21	1.6	15.0	2.50	99	26	22	85	84
1	28	165.1	12.2	98	181.3	10.1	96	16	1.4	16.4	-0.10	46	28	18	64	57
2	28	178.3	9.2	87	190.6	8.6	80	12	1.2	13.8	-0.62	27	28	12	43	43
3	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			

### Language Arts: Reading



**Explanatory Notes**

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

## Consent Item #4

### Board Goals Mont Vernon Village School

#### **Literacy:**

Goal: Promote a literacy rich environment and encourage interest in reading for all students.

#### Action Steps:

- Implement Foundations phonics instruction with fidelity (30 minutes daily) in Grades K-3.
- Implement Heggerty phonemic awareness instruction with fidelity (10 minutes daily) in Grades K and 1.
- Access Newsela (Grades 2-6) on a routine basis to provide students with challenging and complex text across the content areas.
- Support a school-wide reading challenge during and after the book fair. Support a school-wide writing showcase.

#### Outcomes:

65%-75% of Grades K and 1 students will meet target growth as measured by NWEA MAP assessment.

60%-70% of Grades 2-6 students will meet target growth as measured by NWEA MAP assessment.

#### **Math:**

Goal: Support the development of mathematical thinking by continuing to encourage interest and excitement in math for all students.

#### Action Steps:

- Pilot math resources that support development of deep conceptual understanding (K-5).
- Provide math professional development to all math teachers including math pilot training, implementation meetings, and targeted professional development sessions.
- Continue with a school-wide math initiative including sorting students into houses, posing math/STEM challenges, and hosting math club carnival.

#### Outcomes:

70%-80% of K and 1 students will meet target growth as measured by NWEA MAP assessment.

65%-75% of 2-6 students will meet target growth as measured by NWEA MAP assessment.

#### **Facility Review:**

Goal: Ensure proper use of existing facilities for all curricular needs (music, art, nurse, etc.).

#### Action Steps:

- Review current student and staff instructional needs and align curricular needs to existing spaces.
- Collaborate with the Director of Facilities on current space needs and best utilization.
- Develop a draft plan by December for space use for the 22-23 school year with feedback from staff.

Outcome: Finalized facility map for 22-23 school year with most effective use of learning spaces by March 2022.

### Engagement

Option 1:

Do you currently have a child who attends Mont Vernon Village School?

- Yes
- No, but I have in the past
- No, I have never had a child who attended Mont Vernon Village School

Do you currently have a child who attends Amherst Middle School?

- Yes
- No, but I have in the past
- No, I have never had a child who attended Amherst Middle School

Do you currently have a child who attends Souhegan High School?

- Yes
- No, but I have in the past
- No, I have never had a child who attended Souhegan High School

Option 2:

Do you have any children who attend school in the SAU39 district (select all that apply)?

- Yes, attend Mont Vernon Village School
- Yes, attend Amherst Middle School
- Yes, attend Souhegan High School
- No

### Overall modalities of engagement

How important is it to you to be informed about what is happening at the Mont Vernon School Board meetings?

- 1 – Not at all important
- 2 – Low importance 3– Neutral
- 4 – Moderately important
- 5 – Extremely important

How do you currently stay up to date on what is happening at the Mont Vernon School Board meetings (select all that apply)?

- I watch the recordings on Youtube
- I read the posted minutes
- I read Facebook conversations
- I do not currently review what happens at the school board meetings

What do you find most challenging about keeping informed on the Mont Vernon School Board meetings (select all that apply)?

- Difficult to attend on person
- Difficult to access zoom link to attend online
- Did not know a zoom link to attend online was available
- Difficult to review Youtube recordings because of length
- Did not know that Youtube recordings were available
- Schedule of meetings doesn't fit my schedule
- Too much information to sift through
- Not enough time to stay informed

Which of the following communications would you prefer to stay up to date on what happens at Mont Vernon School Board meetings (select all that apply)?

- No change needed, current methods are adequate
- A Facebook page dedicated to the Mont Vernon School Board
- A newsletter summary sent along with the Principal's Sunday Night Reminders
- A newsletter summary sent separately from the Principal's
- Another method of communication (open text response)

**The following questions are related to ongoing efforts to evaluate Mont Vernon's current contracts and available options related to transition to middle school**

Which of the following options would you be most likely to engage with to offer input and learn about the progress of the middle school committee?

- A Facebook page dedicated to the Mont Vernon School Board
- A newsletter summary
- Facebook live question and answer sessions
- Zoom Meetings
- In person sessions
- No change needed, current methods are adequate
- Another method (open text response)

Is there a particular scheduling of in person or online events that would be most convenient for you to attend (select all that apply)?

- Mornings (9-11am)
- Lunch time (11 am-1pm)
- Afternoons (1pm-3pm)
- Evenings (6pm-8pm)
- Late Evenings (8pm-9pm)
- Weekends
- Online events only
- Written material only as I cannot attend online or in person events

If there were multiple methods to stay informed on the conversation related to the middle school committee (*e.g.*, newsletter, Facebook live), how likely are you to engage with one or more methods of communication?

- 1 – Extremely unlikely
- 2 – unlikely
- 3 – Neutral
- 4 – likely
- 5 – Extremely likely

The Middle School Committee put forward a report with possible options for Mont Vernon to consider. The committee will be asked to evaluate the feasibility, costs, and further details about some of the options they provided.

Which of the following options would you like to be included in their evaluation process (select all that apply):

- Mont Vernon students remaining at AMS (re-negotiating current agreements)
- Mont Vernon Village School extending to operate 7<sup>th</sup> & 8<sup>th</sup> grades by adding a full middle school and allowing students from outside Mont Vernon to attend (tuitioning in)
- Mont Vernon Village School extending to operate 7<sup>th</sup> & 8<sup>th</sup> grades by building on to accommodate extra grades
- Negotiating a new agreement for Mont Vernon 7<sup>th</sup> & 8<sup>th</sup> grade students to attend another middle school in the area (students would return for high school at Souhegan)
- Offering tuition to Mont Vernon parents to send 7<sup>th</sup> & 8<sup>th</sup> grade students to other school of their choice (students would return for high school at Souhegan)
- Incorporation of 7<sup>th</sup> & 8<sup>th</sup> grade into the Souhegan Cooperative
- Another option (open text response)



## Let's Talk Schools

Calling all Mont Vernon residents!

We need your input. Please fill out this brief survey about:

- Priorities in future discussions on the middle school
- How we can engage with you

---

Type this address into your browser or scan the image below  
<https://forms.gle/BriR77J9YnJn1TVdA>



**SCAN ME**

Contact [kclark1@sau39.org](mailto:kclark1@sau39.org) with any questions, concerns, or difficulty with the survey

**SAU #39**

**Mont Vernon Village School**

**May Facilities Update**

**Vendor Maintenance Completed**

- Fire panel trouble call for device mapping error
- Spring cleanup, mulch, and flowers
- Waste management services weekly schedule
- Monthly pest services monitoring program

**MVVS Facilities Staff Projects Completed**

- Replaced tripped fuses in MPR air handler
- Received new washing machine
- Installed key switches for hall lights
- Emergency exit light inspection and repair
- Setup and breakdown for multiple school events
- Installed knock out seal in water room electric panel
- [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**

- Kindergarten room cubbies, cabinet bases, and bench (June, July 2022)
- Installation of chimney cap and indoor cleanout (June 2022)
- External and internal door repairs (June 2022)
- Duct board replacement project (June, July 2022)
- Siding repairs (June 2022)
- Septic tank cleanout (June 24, 2022)
- Gym equipment inspection (June 14, 2022)



Fire panel trouble call for device mapping error



Installed knock out seal in water room electric panel



Received new washing machine



Emergency exit light inspection and repair





Mont Vernon School District FY22 Potential Projects

June 2022

		Mont Vernon Village School		
Priority	Location	Project	Proposed Cost	Notes
		<b>Facilities</b>		
1	Building	Siding repairs	\$21,000	<a href="#">Quote received 3/3/22</a>
2	Building	Chemical treatment and NHDES testing for building water system	\$8,000	<a href="#">Quote received 5/25/22</a>
3	Building	Fintube control upgrade	\$40,000	<a href="#">Quote received 4/5/22</a>
4	Grounds	ADA Ramp (Survey and Design)	\$10,500	<a href="#">Quote received on 4/19/22</a>
5	Storage	Outdoor Shed for grounds equipment	\$15,000	<a href="#">Quote recieved 5/26/22</a>
6	Building	Electronic Door Access (3 Doors, 2 side hall and bus entrance near library)	\$13,500	<a href="#">Quoted \$10,549.79 on 1/17/22; anticipated increase</a>
7	Building	Water System Design	\$30,000	Estimate
8	Classroom	Replacement Furniture	\$12,000	\$6700 Pulled from budget; added student desks/chairs/tables
9	Art Room	Art Tables	\$1,800	Specials Request
10	Office/Lobby/Conference	Foyer Furniture; Conference Room Chairs	\$5,500	Delapidated Foyer Furniture; Nearing end of life
		<b>Subtotal</b>	<b>\$157,300</b>	
		<b>Technology</b>		
1	Classroom	Student and Staff Laptops	\$20,000	Pulled from Budget
2	Classroom	34 iPads for K-1 (obsolete equipment)	\$10,166	Impacted NWEA testing
		<b>Subtotal</b>	<b>\$30,166</b>	
		<b>Food Service</b>		
1	Kitchen	Convection Oven	\$9,712	Price includes removal of old oven and all warranties
2	Kitchen	Range	\$10,436	Price includes removal of old oven and all warranties
3	Kitchen	Dishwasher	\$25,932	Price includes removal of old dishwasher, installation and all warranties
		<b>Subtotal</b>	<b>\$46,080</b>	
		<b>Specials Requests</b>		
1	Library	New cushions in the library seating area	\$4,887	Quote from School Furnishings
2	MPR	Stage Divider	\$3,000	Noise Buffer and Safety Screen for Music Class
3	School	Podium; White Board Easel; Flexible Student Seating	\$500	Quote from Amazon
4	Gym	Banners	\$1,700	Estimate; possible PTA contribution
5	Physical Education	Snow Shoes	\$4,000	Estimate
		<b>Subtotal</b>	<b>\$14,087</b>	
		<b>TOTAL</b>	<b>\$247,633</b>	

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



ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent –  
Elementary Education

STEVE CHAMBERLIN  
Assistant Superintendent –  
Secondary Education

MARGARET A. BEAUCHAMP  
Director of Student Services

AMY FACEY  
Business Administrator

To: Adam Steel, Superintendent of Schools

From: Christine Landwehrle and Steve Chamberlin, Assistant Superintendents

RE: Math Program Recommendation

May 31, 2022

**Executive Summary**

Based on our five year curriculum review cycle, math was up for review starting in the 2020-2021 school year. Due to COVID, we held off beginning our full program review process and started with a modified materials review and pilot process for K-5. This modified process allowed us to meet our most significant math need of an updated resource at the K-5 level. As previously discussed with the board, we piloted two programs this year and collected data from teachers. That teacher feedback was reviewed by the Math Descriptive Review Committee who provided recommendations and insights. Based on committee feedback, both quantitative and qualitative, the math leadership team is recommending the adoption of the Bridges in Mathematics program.

**K-5 Math Pilot**

Last school year, all possible programs that met expectations for alignment to standards were reviewed and rated using this [rubric](#). Three programs met expectations for alignment to standards and with our rubric criteria including Bridges in Mathematics, Illustrative Math, and Into Math. We then convened a Math Descriptive Review Committee to deeply evaluate the three programs using a [descriptive review protocol](#). The committee moved two resources forward to pilot including Bridges and Illustrative.

We worked with math specialists for both programs to determine a pilot plan. It was recommended that we begin with Bridges in Mathematics for the first half of the year and then pilot Illustrative Math for the second half. Over the summer, we ordered materials and developed [pilot scope and sequences](#) to ensure all standards were met and all topics covered with the two resources. We held professional development for pilot teachers for each program including training from Bridges and Illustrative. In addition, teachers had time on in-service day to continue learning the program and preparing to teach their first unit. We provided professional development and support during our late starts throughout the school year.

After each pilot, we gathered data from teachers and students including a teacher feedback survey, student surveys, and notes from focus group meetings. All of the information gathered about each pilot was reviewed by our Math Descriptive Review Committee. That committee met for a half day to review and synthesize all of the data collected from each program. After that meeting, the committee met again for an after school meeting to review warms and cools for each program and develop implementation plans. Math Descriptive Review Committee members then submitted final

recommendations through a Google form to help inform the math leadership team's recommendation for a math program.

**Key Feedback from Math Descriptive Review Committee:**

While committee member preference was evenly distributed between the two programs, a deeper review of subcategory data helped to inform our decision. The following are a few highlights from our data:

- More committee members indicated that the Bridges in Mathematics program showed a stronger alignment to current research in mathematics (50% Bridges, 33.3% Illustrative, 16.7% both equally strong). In addition, the committee members did not find any concerns related to the research base for Bridges from the pilot data collected.
- More committee members indicated that the Bridges in Mathematics program was stronger instructionally (66.7% Bridges, 33.3% Illustrative). Committee members also listed a concern around common student experience with Illustrative where 50% of the program is dependent upon teacher development.
- While most of the other subcategories were equally split between the two programs, committee members indicated a stronger preference in the area of ease of use for Illustrative.

**Math Leadership Team Recommendation:**

After a deep review of all of the pilot data collected and the feedback from the Math Descriptive Review Committee, the math leadership team is pleased to recommend the adoption of the Bridge in Mathematics program K-5. As a comprehensive program with a strong research base and tight alignment to standards, Bridges will support our teachers in delivering a consistent and equitable experience for our students.

**Next Steps:**

The math leadership team will be developing an implementation plan based on the feedback from the Math Descriptive Review Committee. The plan will include training and ongoing professional development for leadership, classroom teachers, and math specialists. We will also review our daily schedules including time for math and preparation time for teachers. Our leadership team will develop a draft scope and sequence for the year along with assessment cover sheets to support our grading and reporting work. We will also plan parent/guardian math information sessions to support parents in understanding our new math program.