

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator



Mont Vernon School Board Meeting

Thursday, March 11th, 2021 – 6:00 PM

Due to current COVID-19 precautions, board meetings will be conducted via webinar.

Please click the link below to register for the webinar:

<https://sau39.zoom.us/j/8122222222>

| Agenda Item | Time | Desired Action | Backup Materials |
|--------------------------|---------|--|--|
| Call to Order | 6:00 PM | Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order. | None |
| Public Comment I of II | 6:05 PM | | None |
| Consent Agenda- Approval | 6:10 PM | <ol style="list-style-type: none"> 1. Draft Minutes Feb 3rd, 2021 2. March 2021 Principal's Report 3. Unanticipated Revenue \$500 4. MVSD Projected UFB for 01/31/21 5. October 2020 Treasurer's Report 6. November 2020 Treasurer's Report 7. December 2020 Treasurer's Report 8. MVSD Feb. Facilities Report 9. MVVS Academy Proposal 10. Superintendent's Proposed Start Times | 02 03 2021 Draft Minutes March 2021 Principal's Report Unanticipated Revenue Memo MVSD Projected UFB October 2020 Treasurer's Report Nov. 2020 Treasurer's Report Dec. 2020 Treasurer's Report Feb. Facilities Report MVVS Academy Proposal Start Time Memo |
| Public Comment II of II | 7:10 PM | | |
| Non-Public Session | 7:15 PM | RSA 91 A:3 II () | |
| Meeting Adjourned | 8:00 PM | | |

Consent Agenda Item #1

1 Mont Vernon School Board
 2 Wednesday, February 3rd 2021
 3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant
 6 Superintendent, Michele Croteau- SAU #39 Business Administrator, Meg Beauchamp- Director
 7 of Student Services, Dr. Kim Sarfde- Principal of the Mont Vernon Village School.

8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff,
 9 Secretary- Scott St. Denis, Stephen O’Keefe and Jessica Hinckley.

10 Board Minutes: Danae A. Marotta

11 Public: MVSD Moderator, Mr. Peter King and Mont Vernon Community Members

12 I. Call to Order

13 **Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, called the Meeting to order**
 14 **at 6:00PM.**

15 Today, we will be conducting a School board meeting of the Mont Vernon School Board.

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

18
 19
 20 As Chairperson of the Mont Vernon School Board, I find that due to the State of Emergency
 21 declared by the Governor as a result of the Covid-19 pandemic, and in accordance with the
 22 Governor’s Emergency Order Number 12, pursuant to Executive Order 2020-04 and its
 23 extensions, this public body is authorized to meet electronically. Please note that there is no
 24 physical location to observe and listen contemporaneously to this meeting which was authorized
 25 pursuant to the Governor’s Emergency Order.

26
 27 In accordance with the Emergency Order, I am confirming that:

- 28
 29 1. We are providing public access to the meeting by telephone, with additional access
 30 possible by video and other electronic means. We are utilizing Zoom for this electronic
 31 meeting. All members of the committee and selected legislative staff have the ability to
 32 communicate contemporaneously in this meeting through this platform. And the public
 33 has access to contemporaneously watch and or listen to the meeting on Zoom and via
 34 phone by following the directions and links provided on our website: www.sau39.org.
 35
 36 2. We have provided public notice of the necessary information for accessing the meeting.
 37
 38 3. We are providing a mechanism for the public to alert the public body during the meeting
 39 if there are problems with access. If anyone has a problem, please email
 40 awallace@sau39.org.

- 41
42 4. In the event the public is unable to access the meeting, we will be adjourned and
43 rescheduled.
44
45 5. Please note that all votes taken during this meeting shall be done by roll call vote.
46
47 6. Finally, let's start the meeting by taking a roll call attendance. When each member states
48 their presence please also state where they are and if anyone else is in the room with you
49 during this meeting, which is required under the Right-to-Know Law.
50

51 Roll Call: O'Keefe- Home and alone, Hinckley- Home and alone, Lawrence- Home and alone,
52 St. Denis- Home and alone, Eckhoff- Home and alone.

53 II. Public Comment I of II

54 Ms. Lawrence asked the public to please use the "raise your hand feature" to address the Board.
55 There will be a second Public Comment time later on during the meeting.

56 No Public Comment

57 III. Consent Agenda

58 Ms. Lawrence proposed to pull item #4 MVVS Early Start Time and asked to pull the 4. Early
59 Start Item and #7 Facilities Update.

60 **Mr. O'Keefe motioned to accept 1. Draft Minutes Jan 14th, 2021-PH, 2. Draft Minutes Jan**
61 **26th, 2021, 3. Feb 2021 Principal's Report and 6. MVSD Annual Financial Report. Ms.**
62 **Hinckley seconded the motion. The vote was unanimous, motion passed.**

63 **Mr. Lawrence called a roll call: Lawrence- Yes, Eckhoff- Yes, St. Denis- Yes, O'Keefe- yes,**
64 **and Hinckley- Yes.**

65 Ms. Lawrence went back to item #4 Early Start Time.

66 She added that Dr. Kim Sarfde, MVVS Principal, is in attendance.

67 Principal Sarfde added that there would be probably be a need for early morning and afterschool
68 childcare. That is something that she and CW Principal, Ms. Anna Parrill, have been looking
69 into. They have called, the YMCA, New Mornings etc., if they have enough participation, they
70 can offer different options to families.

71 Ms. Lawrence requested Principal Sarfde to explain the changes.

72 Principal Sarfde replied that the start times have not changed much, it is a 35-minute difference.
73 With regards to dismissal they are looking at 2:40PM. They are taking advantage of daylight
74 hours and can accommodate the changes at the Middle and High School.

75 Ms. Lawrence asked about the bussing in the morning.

76 Principal Sarfde replied that they would figure that out with the bus company.

77 Ms. Lawrence asked Superintendent Steel.

78 Mr. Steel replied that he does not have one at this time but is confident that they will.

79 Mr. O’Keefe asked about the types of supports they can offer the families and the feedback from
80 faculty and staff in regard to the changes.

81 Principal Sarfde explained that she worked with the President of the MVEA and it is
82 overwhelmingly positive. She has not heard of anything negative.

83 In regard to New Mornings, she has reached out to them and their program time would start at
84 7:00AM, the daily rate would be \$6.00 and that would include fun crafts and games. The after-
85 school time would go from dismissal time to 6:00PM and they would include crafts, gym games.
86 This would be if they had enough participation.

87 IV. Correspondence

88 Ms. Lawrence noted that she has an email to add to Correspondence.

89 “2/1/21

90

91 *Dear Mont Vernon School Board,*

92

93 *I am writing hoping for some clarification. I come to you from my parent hat, however as an*
94 *SAU employee, there will inevitably be some overlap. I have been a lifelong resident of Amherst,*
95 *I have 3 children (2 at SHS, and 1 at AMS), and consider myself to be well connected in our*
96 *community. I have read the studies and have an understanding as to the reasoning for the*
97 *proposed time change. I do however, have some other questions I was hoping you could help*
98 *answer for me. I have not been able to watch all the board meetings, or pore through all the*
99 *board minutes. I am a single mom, working full time AND part time, with 3 kids and often just*
100 *don’t logistically have the time or bandwidth do so. On top of this, as we are all aware, the*
101 *mental health needs of our schools have had a high acuity as of late, and much of my energy is*
102 *poured into addressing those needs. I only add this to express that because I have not been able*
103 *to watch meetings or speak out before, does not negate the fact that this is an issue I am*
104 *following, am interested in, and invested in. I rely on the elected members of the board to make*
105 *best decisions on my behalf, and so I am coming to you directly with some hopes for*
106 *clarification. I love this town, this community, and this school system. Because of that, I felt the*
107 *need to speak out, something I have never done before, as I have been so pleased with the work*
108 *done thus far!*

109

110 *I thought the best way to communicate my questions is to make a list, as I am trying to*
111 *understand where things stand on this issue, and what I can expect for myself as a parent and*
112 *employee for next year.*

113

114 • *Is this a “done deal”?* What exactly is the new proposed time? I am hearing different
115 *thoughts on this, and most people say they have no idea what is actually happening.*

- 116 *People are saying they feel blindsided and without a voice. The only time change I see*
 117 *is 8:45-3:45, but I am hearing people say there may be other options.*
- 118 • *When was the last time you surveyed individuals about their interest in the time change?*
 119 *I am under the understanding it was 2-3 years ago? I believe in the minutes I read that*
 120 *the last survey showed 45% in favor. Would that mean that 55% (or majority) were*
 121 *against it? What population was surveyed? Our world looks so different than it did*
 122 *even just one year ago. I'd be curious if we are using the current pulse on where*
 123 *people are at. We also have had many new employees in that time that didn't have an*
 124 *opportunity to weigh in and capture their thoughts.*
- 125 • *Is there just a focus on SHS? Is this primarily driven by the SHS schedule? In all that I've*
 126 *been reading, it only seems to reference SHS – what about the other schools in the*
 127 *SAU as they will also be greatly affected?*
- 128 • *When was AMS staff asked about how they felt about the time change? Where does*
 129 *Clark/Wilkins fit into this? Mont Vernon Village School? How does this affect their*
 130 *daily schedule?*
- 131 • *I am hearing of a schedule at SHS that would incorporate a “flex” period at 3pm to*
 132 *allow for students who need to work, sports, etc to be able to leave at this time, but it*
 133 *would allow all students to use the time as they see fit- whether that is staying for extra*
 134 *help or going home to work on things. Is this the case? Do we propose that most*
 135 *students will stay until 3:45 (aside from those that have to because of transportation*
 136 *issues)? Would students be allowed to leave at 3 to get to a job when it's actually*
 137 *considered academic time? Wouldn't that be a conflict with the DOE “rules”? If this is*
 138 *the case, my daughter will lose her 3-6pm job at the Boys and Girls Club which will*
 139 *certainly negatively affect her college resume. Yikes. So many repercussions in that*
 140 *alone.*
- 141 • *If the SHS students can potentially leave at 3, how does this affect AMS students who may*
 142 *rely on siblings for rides home after school?*
- 143 • *I am hearing that clubs can be held before school. Can you explain how this differs from*
 144 *students coming in early for school to attend clubs? If a student wants to be in a club*
 145 *they have to come in early, thus starting their day at the earlier time we are trying to*
 146 *avoid?*
- 147 • *Has Community Council been told this is a “done deal” and they are only now having a*
 148 *voice in voting on the proposed schedules? My son is on Community Council and has*
 149 *this understanding. Is he wrong?*
- 150 • *Are the students in favor of this? Have they been surveyed recently – not about the*
 151 *schedule change- but about the time change specifically?*
- 152

153 • *What is the information with minutes vs days based? Is there an option that we have*
 154 *shorter days and extend the school year? Our SAU gets out at least one week earlier*
 155 *than surrounding districts. Is this a potential compromise? Certainly, there are studies*
 156 *about gaps that develop over long breaks in instruction.*

157 • *Do you feel 3:45 is a fair time for students to get out of school and get home? Will the*
 158 *Mont Vernon students who can have up to a 45-minute bus ride be home around 4:30*
 159 *when during daylight savings has it dark at that point? Again, many studies on*
 160 *daylight and mental health. Perhaps a later release works in other parts of our*
 161 *country. We live in the Northeast where it is cold and dark and need to account for*
 162 *this.*

163 • *What about staff that may have a second job in the afternoon/evening? I have a second*
 164 *job a couple of nights a week where I am on call for local hospitals doing psych*
 165 *assessments. Having a later start/end time may impact this, and I wonder about other*
 166 *staff or parents who may be in a similar position? (On another note I have seen an*
 167 *uptick in activity there as well with increased hospital visits for mental health needs*
 168 *thus showing the overall acuity of needs at this time during the pandemic.)*

169
 170 *Given my career path, my lens always has been and always will be mental health, and in this*
 171 *case that of our students and staff. I understand the data about sleep cycles. Certainly, sleep is a*
 172 *large factor in our mental health – that evidence is clear. However, I do have some concerns*
 173 *about later release, as it does not give the students a large opportunity for a “break” from*
 174 *school to evening. Some students need this time to decompress, get outside, participate in*
 175 *preferred activities, be with family, etc. The nature of daylight plays a large factor in our mental*
 176 *health. There is something to be said about the correlation of the uptick in mental health needs*
 177 *during the winter months - especially in the Northeast.*

178
 179 *I would also like to emphasize my main concern in all of this: and this is for people’s ability to*
 180 *sustain another large change. This pandemic has changed all of our lives. We are all longing for*
 181 *a return to “normalcy”. We await it each day. There seems to be hope with talk of vaccines and*
 182 *changes in trends of the virus. To add in another big change at this time has me concerned. I*
 183 *work within the school and have a pulse on the staff. People are really struggling. Teachers are*
 184 *stretched thin. They have risen to a demand like no other. And they have done exceedingly well.*
 185 *But I am hearing that people are not in favor of the change right now, and just feel helpless and*
 186 *burnt out to be able to speak up about it. I have heard things from “I had no idea this was*
 187 *happening now”, to “I hate it”, to “there’s nothing we can do about it now”. In fact, a staff*
 188 *member used the word “defeated” to me recently. I have seen some in tears.*

189
 190 *I have not yet met any staff or parent that is excited about this. In fact I have heard parents*
 191 *talking about looking for alternative schools for their children and staff looking for other jobs*
 192 *that better fit their already taxed schedules. In my professional opinion and “boots to the*
 193 *ground” experience, people cannot handle another big change right now. Please understand that*
 194 *people are at their breaking point. This is why we may be seeing different reactions from*
 195 *indifference to anger. People are burnt out.*

196 *Other large topics have been deferred. Can this possibly be revisited as well? We are all*
 197 *collectively grieving the loss of what was once familiar. It's difficult to make good decisions*
 198 *during times of grief. I think you would relieve the unnecessary pressure on parents and staff to*
 199 *plan for significant changes in the face of a current uncertain world, allow for some space for a*
 200 *sense of return to normalcy, and truly help assuage the rising mental health needs across our*
 201 *schools and community – ultimately you'd be doing what is in the best interest for our students at*
 202 *this time, which is what this is all about to begin with.*

203
 204 *Your hard work on these difficult topics and decisions has not gone unnoticed. As I mentioned*
 205 *earlier, I rely on the board members I have elected to make best decisions for our school*
 206 *community. I, in turn, ask you rely on those of us who are living this daily and reporting back to*
 207 *you about our concerns based on what we are seeing and experiencing. Let's work together and*
 208 *come up with a good plan. There is time. There is no rush to make changes right now in the*
 209 *midst of a global crisis. In times such as this, our focus needs to be on the mental health and*
 210 *safety of our community. I feel right now this change will negatively affect that. I appreciate your*
 211 *time and consideration.*

212
 213 *Sincerely,*

214
 215 *Kim Wyborney”*

216
 217 Mr. O’Keefe noted that our four school boards began research into a change of our school start
 218 times in 2018 after a parent raised the issue at one of our board meetings. As a result of that
 219 feedback, we formed a school start time committee which subsequently presented its findings to
 220 the SAU School Board on Oct 2, 2018. (<https://youtu.be/KojKRJoEuBc?t=3300>).

221
 222 After the presentation, the board then directed our administration to move forward with next
 223 steps in the process.
 224 ([https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9038&](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9038&FileName=2018-10-02%20SAU%2039%20Approved%20Meeting%20Minutes.pdf)
 225 [FileName=2018-10-02%20SAU%2039%20Approved%20Meeting%20Minutes.pdf](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9038&FileName=2018-10-02%20SAU%2039%20Approved%20Meeting%20Minutes.pdf)) pages 6-8

226
 227 On January 24, 2019, the SAU Board received an update from the Superintendent and voted to
 228 request the district administration review logistical issues and report back to the full board no
 229 later than November 2019.
 230 ([https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9025](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9025&FileName=2019-%2001%2024%20SAU%2039%20Minutes-%20Approved.pdf)
 231 [&FileName=2019-%2001%2024%20SAU%2039%20Minutes-%20Approved.pdf](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9025&FileName=2019-%2001%2024%20SAU%2039%20Minutes-%20Approved.pdf)). Pages 4-5

232
 233 On October 22, 2019 our Superintendent presented his findings to the full SAU School Board
 234 where the board voted to implement the start time changes effective for the 2021-2022 school
 235 year.
 236 ([https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9564](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9564&FileName=10%2022%2019%20SAU%20Draft%20Minutes-%20Approved-%20with%20NP%202.pdf)
 237 [&FileName=10 22 19 SAU Draft Minutes- Approved- with NP 2.pdf](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=9564&FileName=10%2022%2019%20SAU%20Draft%20Minutes-%20Approved-%20with%20NP%202.pdf)). Pages 4-6

238
 239 On November 19, 2020 the SAU School Board voted to “set” the new school times for next
 240 year.

241 (<https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=10653>
242 [&FileName=11_19_2020_SAU_Minutes_Draft1.pdf](https://www.sau39.org/site/handlers/filedownload.ashx?moduleinstanceid=3823&dataid=10653). Page 14-17)

243

244 That vote also requested the Superintendent review and research "interconnected factors" and
245 report to the SAU School Board at the February 2021 meeting. That vote also stipulated an
246 option to repeal the decision to change the school start times if needed. (See page 17 of the
247 above link)

248

249 Ms. Lawrence added that the Amherst School Board will discuss it on the 8th and the Souhegan
250 on the 15th. She expects it to be discussed at the SAU Board meeting. The wheels have been
251 turning for several years and there was a lot of opportunity for staff and community input.

252 She asked Principal Sarfde if the students were polled.

253 Principal Sarfde replied that she does not know if the students were polled. It is a proposal and
254 did not want to send the message that this was definitely happening.

255 Mr. Steel added that the one thing that ties them together is the bus transportation. The process
256 was well detailed by Mr. O'Keefe and it was a multi-year process. The Principals will be
257 presenting their plans and each board can adopt the new schedule. They will discuss it at the
258 SAU Board and then begin the process.

259 Ms. Lawrence asked for questions from the Board.

260 She added that the one piece that is the wild card is the bus transportation.

261 She asked for other Board Member comments.

262 Mr. Eckhoff added that he is not 100% sold, there are a lot of family, sporting and family
263 logistics to consider. He does not want to surprise anyone. Everyone has done their job with a lot
264 of research and polling, although he is not 100% in.

265 Mr. O'Keefe added that he believes that this is in the best interest of the students.

266 Mr. St. Denis echoed Mr. O'Keefe. Their goal as a community, as a Board and an educational
267 system is to do what is best for the students. It will provide them more opportunities in the
268 afternoon for enrichment, and activities.

269 Ms. Lawrence added that she believes that it is the right thing and the end times are aligned. Kids
270 need to be kids in the afternoon. She is behind it and the wild card is the bussing.

271 Ms. Hinckley added that she is on board with the change in time. She can see the way the timing
272 impacts them, and it will be a positive change for the kids.

273 Mr. Steel inquired if they are on board. He is looking for objections and asked if they are in favor
274 if proposed and support it if it becomes the final plan.

275 Mr. O'Keefe added that he wants to be able to provide resources to ease them into the school
276 year.

277 V. Public Comment for Proposed Start Times

278 No Public Comment

279 **Mr. O’Keefe motioned to accept consent agenda item #4. Early Start Times. The Board**
 280 **supports the Superintendent’s Proposed Start Times. Mr. St. Denis seconded the motion.**
 281 **The motion passed (4-1)**

282 **Mr. Lawrence called a roll call: Lawrence- Yes, Eckhoff- No, St. Denis- Yes, O’Keefe- yes,**
 283 **and Hinckley- Yes.**

284 Ms. Lawrence went to #5 FY’ 21 Cap. Reserve Trust Funds- Dec and #7. Dec. Facilities Update.

285 Mr. O’Keefe asked Mr. Roger Preston, SAU #39 Facilities Director, if he could review the
 286 timeline and how the Capital Reserve Fund helps fund the repairs to the roof.

287 Mr. Preston replied that they have reached out to a consultant. They have sent this out to three
 288 bidders and opened it up to the public. They wanted to make sure the bidders had a good
 289 reputation. They had a site walk through on Dec 8th and answered any questions that that they
 290 had.

291 They have a specific design that calls out all aspects of the roof, how they are going to take it
 292 apart and how they are going to put the valleys back together. They are reviewing the
 293 specifications as it pertains to them. They are adding gutters in certain areas. If you look at where
 294 the additions are done, you can see where it is put together. They will correct that by removing
 295 the plywood staggering so that is not visible anymore. The last time the roof was done, the
 296 venting was not removed. In the design detail of the specification, there are a bunch of pictures
 297 that show the existing conditions. The roof is not breathing up the eaves and they will remedy
 298 that. It is a 40-year shingle with red copper in the valleys and included unit pricing for certain
 299 parts in the roof.

300 Mr. Steel added that he had a chance today to run the bid by the Mont Vernon Building
 301 Inspector. They had six questions that they wanted answered.

- 302 1. Confirmation that they are removing all of the existing roofing- Answer is yes.
- 303 2. Are they using Ice and Water Shield al the way up- Answer is yes.
- 304 3. How many courses of Ice and Water Shield are they using in the bid- Answer is 2.
- 305 4. What are they doing in the valleys- Answer is open valley with copper.
- 306 5. What is going on in the venting and is there existing ridge venting- Mr. Preston spoke
 307 about that earlier.
- 308 6. What shingle product shingle underlay, and they are using the proper underlay for the
 309 warranty- Answer is Yes, 40-year Certainteed Landmark Pro 2-piece laminated asphalt
 310 shingles or equivalent.

311 He has forwarded the answers to the Building Inspector and they will continue to engage with
 312 them to ensure that the project is completed well. They wanted to make sure that they descoped
 313 the bid and that they are holding them to a tight contract and to their specifications. The contract
 314 will include the specifications, the RFP and their bid so there will be no confusion.

- 315 Mr. O’Keefe inquired about the bidders and if there are any concerns with the one they are
316 proposing.
- 317 Mr. Steel replied that they are having a bid bond and a performance bond provided by this
318 bidder. They would do that with any large project.
- 319 MVSD Moderator, Mr. Peter King, provided historical context regarding the roof via the Zoom
320 chat feature.
- 321 Ms. Lawrence thanked Mr. King.
- 322 Mr. Lawrence inquired about the other questions.
- 323 Mr. O’Keefe inquired about the timeline.
- 324 Mr. Preston replied July 1st-August 20th. They want it to be completed before school starts.
- 325 Mr. St. Denis asked about the materials available.
- 326 Mr. Preston replied that they have been in touch with the bidder and the consultant and the
327 materials are available down to the copper.
- 328 Mr. Eckhoff inquired if they are rushing into this.
- 329 Mr. Preston replied that this is being proposed for FY 22 and they are right on track. The roof is
330 not leaking at this time. They are showing signs of shingles being removed and the laminate as
331 well. It is time, or else they are asking for trouble. He feels confident with this.
- 332 Mr. Eckhoff asked if the consultant has ever completed work on other schools and if they ever
333 looked at metal roofing.
- 334 Mr. Preston added that the consultant has worked with many schools. He has used this consultant
335 in this past district and that is why he thought of bringing them here. He does not know if metal
336 would be the best option. They would be dropping the snow load near exterior doors and
337 windows whereas the shingles provide a slow melt and they are not having the safety concerns.
- 338 Mr. O’Keefe asked about the CRF having \$311k and they can potentially go forward with the
339 second project.
- 340 Mr. Steel added that the HVAC upgrades in classrooms. He will pull up the facilities plan.
- 341 Mr. Preston noted that roof mounted solar was not a viable option because of the roof line was
342 facing North. He has not had a chance to look into it but prefers the pedestal mount and it may be
343 an option.
- 344 Mr. Eckhoff agreed that the roof line is facing the wrong direction and not provide any financial
345 benefit.
- 346 Mr. Steel added that the ventilation in classrooms were targeted for FY’ 25, the playground was
347 added and the Fire Sprinkler System. They will not need to add a fire sprinkler system as long as

- 348 they maintain the exterior doors to the classroom and do not complete any significant
349 renovations, per code.
- 350 Mr. O’Keefe inquired if they can accelerate some of that stuff and do the ventilation systems in
351 gradually starting with the older wing.
- 352 Mr. Preston gave his support with the gradual phasing of the HVAC.
- 353 Mr. Steel inquired if they should engage with the HVAC consultant to design a specification.
- 354 Mr. Preston replied yes.
- 355 Mr. Steel asked about the order of magnitude.
- 356 Mr. Preston replied that it is about \$20-25k design and specification.
- 357 Mr. Steel asked the Board if they were interested in starting that process.
- 358 Mr. O’Keefe replied that he would like the savings of the roof to get applied to a meaningful
359 project. He would like to get it in motion.
- 360 Ms. Lawrence agreed with Mr. O’Keefe. She is fully on board to do the job the way Mr. Preston
361 knows how to do it and in a manner that makes the most sense.
- 362 Ms. Hinckley supported it.
- 363 Mr. Eckhoff questioned if they can stagger the duct work and playground work.
- 364 Ms. Lawrence noted that the HVAC was important to the staff and she would be happy to do the
365 playground too.
- 366 Getting the ball rolling.
- 367 Ms. Lawrence asked about the #5 and #7
- 368 **Mr. O’Keefe motioned to approve Consent Agenda Items #5 FY’ 21 Cap Reserve Trust**
369 **Funds- Dec, #7 Dec. Facilities Update, approve the request for Ridge Runner Construction**
370 **for the amount of \$210,152.00 for Roof Replacement and start the process to research**
371 **enhancements in FY’ 21 for HVAC system (seek grants) and begin to put feelers out**
372 **playground equipment. Mr. Eckhoff seconded the motion. The vote was unanimous,**
373 **motion passed.**
- 374 **Mr. Lawrence called a roll call: Lawrence- Yes, Eckhoff- Yes, St. Denis- Yes, O’Keefe- yes,**
375 **and Hinckley- Yes.**
- 376 Mr. Steel noted that he just wanted to remind the Board of the update with the underground
377 storage tank repairs (\$16k) and the new mower.
- 378 He asked the Board for questions.
- 379 Mr. O’Keefe asked about the UFB.

380 Mr. Steel replied that he does not have that at this time however it is a good amount.

381 Mr. O’Keefe and Ms. Lawrence added that they had no questions.

382 The Board thanked Mr. Steel and Mr. Preston.

383 VI. Public Comment

384 No Public Comment

385 VII. Meeting Adjourned

386 **Mr. Eckhoff motioned to adjourn the meeting at 7:11PM. Ms. Hinckley seconded the**
387 **motion. The vote was unanimous, motion passed.**

388 **Mr. Lawrence called a roll call: Lawrence- Yes, Eckhoff- Yes, St. Denis- Yes, O’Keefe- Yes,**
389 **and Hinckley- Yes.**

390

Draft

MVVS Board Update

March 2021

February was an exciting month! We celebrated Valentine's Day and Kindness week. We also distributed Dreambox awards for math achievement, and we enjoyed February break!



NWEA MAP

All students in Grades K-6 took the NWEA MAP assessment. NWEA MAP is a trusted assessment for measuring achievement and growth in reading and math. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

Data Meetings

Grade-level and content-area teams continue to meet with Miss Kim to review student data and identify overall trends. Goals are set, and instructional practices are identified to support goals. Each team then plans logistics of implementing practices.

Social-Emotional Health

Over the past month, we have collaborated with mental health professionals from across SAU 39 to put proactive measures in place in order to best support the social-emotional needs of our students. Every morning, students complete a short survey about how they are feeling. They are also afforded an opportunity to write a note if they have anything to share. In addition to supporting students who are having a difficult day, the notes also provide an opportunity for students to celebrate the amazing things happening in their lives!

Classroom Visits and Observations - February

Formal Classroom Visits & Observations Recorded in Frontline: 6

Informal Classroom Visits: 140

ENROLLMENT

MVVS (* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

| Grade | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | Jun. |
|---------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|
| K | | 21 | 21 | 21 | 20 | 20 | 21 | | | | |
| 1 | | 23 | 23 | 23 | 22 | 23 | 22 | | | | |
| 2 | | 20 | 19 | 19 | 18 | 28 | 14 | | | | |
| 3 | | 30 | 28 | 28 | 27 | 29 | 28 | | | | |
| 4 | | 23 | 25 | 24 | 23 | 23 | 21 | | | | |
| *5 | | 20 | 20 | 20 | 19 | 19 | 20 | | | | |
| 6 | | 27 | 27 | 26 | 25 | 24 | 26 | | | | |
| Total | | 164 | 163 | 161 | 154 | 166 | 152* | | | | |
| Family | | 143 | 143 | 143 | 143 | 143 | 144 | | | | |

Remote

| | | | | | | | | | | | |
|---------------|--|----|----|----|----|----|----|--|--|--|--|
| K-4 | | 27 | 29 | 30 | 34 | 24 | 36 | | | | |
| Gr.5-6 | | 14 | 12 | 13 | 16 | 17 | 14 | | | | |

Homeschool Students

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

**total does not include 6 homeschooled students

Congratulations, Miss Graham

Miss Graham, a third-grade teacher at MVVS, has been nominated for the Excellence in Teaching Award sponsored by NH Society of Professional Engineers.

Miss Graham graduated from Keene State College with degrees in General Science and Education with a certification in grades K-6. She had the opportunity to begin her teaching career right out of college at the Mont Vernon Village School as a 6th grade STEM teacher. She has served MVVS students as a 3rd grade teacher for the last three years.

Miss Graham has been trained by Dr. Yeap Ban Har, one of the leading experts in professional development for teachers in Singapore Mathematics. Since that training, she has been practicing his pedagogy in the math classroom. Miss Graham states that she has truly seen a difference in how students, with the proper foundational skills can extend their minds to problem solve. The end result has been the high growth she has seen in her student's state test scores, for both low and high achievers.

Along with hosting STEM activities in her classroom to foster teamwork and build a community within the class, Miss Graham has also helped after school math clubs for students in grades 4-6.

She is a firm believer that students who participate in STEM or STEAM activities develop teamwork and leadership skills, and practice real world applications. The sciences provide an incredible hands on approach to learning, pushes students to problem solve, and better prepares students for success in the future, as our economy rapidly shifts from industrially¹⁴ based to technologically based.

Update from Mrs. Redway & Mrs. Whitney (MVVS Paraprofessionals)



In anticipation of continued COVID related safety guidance, GOTR program delivery has been modified to accommodate a variety of scenarios. We know from our experience during the Fall 2020 season that the modifications create a safe, flexible and accessible team environment.

About Girls on the Run

At Girls on the Run, we inspire girls to recognize their inner strength and celebrate what makes them one of a kind. Each session is led by trained volunteer coaches who guide and mentor the girls through dynamic discussions, activities and running games. Lessons are fun and engaging and teach specific skills and strategies such as how to manage emotions, help others, make intentional decisions, and resolve conflict. Girls can then use these strategies at home, at school and with friends. The program culminates with all participants walking or running a celebratory 5K event, which gives them a tangible sense of accomplishment, as well as a framework for setting and achieving life goals.

Girls on the Run at MVVS

The 8-week program is for girls in 3rd, 4th and 5th grades of all fitness abilities.

Six-Month Snapshot at MVVS

School Counselor Update

The MVVS School Counselor has had a busy school year so far! Each of the 13 classes receives weekly, age-appropriate guidance lessons. Lessons are also posted on the School Counseling Google Classroom so remote students can access them as well. The majority of guidance lessons are driven by the SAU39 chosen social and emotional learning curriculum, Second Step. Second Step is an evidence-based program that utilizes different teaching tools to engage students and cover topics such as empathy, bullying, emotion management, working in groups, respect, and diversity. Other lesson topics, such as personal space, are also delivered to classes or grades which have displayed a need for further education in a certain area. In addition to guidance lessons, the School Counselor provides individual counseling, manages 504 Plans, responds to behavioral and mental health crises, consults with families about social and emotional concerns, and collaborates with staff on academic, behavioral, social, and emotional concerns. The School Counselor puts great effort into making a connection with each student and prioritizes relationship-building throughout every day.

Library Media Update

Library and Technology classes are offered to both in-school and remote students via Google Classroom. Students have studied digital citizenship topics such as internet safety, media balance, and how to be a good digital citizen. Research skills have focused on obtaining reliable unbiased sources online and students have created brochures, presentations, and

videos to deliver their research using a variety of Microsoft and Google applications. All students celebrated Computer Science Education Week by participating in the Hour of Code worldwide event. This spring, students will study folk and fairy tales, participate in Read Across MVVS and other events, read-aloud stories, and author studies, hone their research skills with a variety of projects, continue keyboarding and coding, and explore new technology. Both in-school and remote students have been checking out books and checkout limits have been increased for all students this year.

Music Update

Music at MVVS during the 2020/2021 school year is focused on making music, creating and composing, and learning about music from around the world. Students have particularly enjoyed using desk and body percussion to build on their understanding of beat and rhythm and using Boomwhackers to expand their pitch reading skills. A month-long exploration of musical instruments included a discussion of how the sounds are made and how size impacts the pitch range. We then applied that knowledge while learning about musical instruments from around the world and unique experimental instruments. Future units will include blues and jazz and build on students' pitch and rhythmic knowledge with musical composition activities. The MVVS band program is continuing strong with a small group of dedicated new and returning fourth, fifth, and sixth-grade students who are building a foundation of knowledge about embouchure, breath control, and note production through Thursday afternoon and evening virtual lessons.

Spanish Update

We are so fortunate to include weekly Spanish instruction for our students at MVVS! Our youngest students start their language journey by gathering and practicing essential vocabulary words through songs, manipulatives, and games. In the middle grades, we explore subjects that we encounter on a daily basis such as the calendar, foods, and weather, often creating projects to expand our knowledge. Upper grades focus on preparing for middle school with increased responsibility, independence, and beginning conversation skills. Aspects of culture are mixed into all grade levels as students develop an understanding of other countries and start to compare and contrast their own traditions with those of other nations. Watching our students grow and progress in their Spanish language skills from Kindergarten through sixth grade is so impressive!

PE Update

Students across all grades did a great job participating in remote P.E. activities and the feedback was overall positive! These activities included stretching, fitness, dance, game videos, and physical challenges such as throwing, balance, flexibility, and strength. As we return to in-person P.E., K-2 students will review locomotor skills and work on practicing their throwing/catching skills during organized games. We will then move into an introduction to striking activities and experiment with a variety of striking implements/objects.

Students in 3-6 will be introduced to handball with a focus on teamwork, offensive/defensive strategies, and refereeing. We will then move into a review of proper striking techniques using a variety of implements and begin organized, tournament-style games of badminton, pickleball, etc. Offensive and defensive strategy, proper game scoring and refereeing will also be a focus."

Grade 1 Update

First grade can be described as the year of energy, rapid growth, and enthusiasm for learning. First graders begin their year having an understanding of what it means to be a student. It is an age marked by tremendous growth. One of the most fulfilling ways we see a first grader grow is by watching them learn to read. Most first graders love school and are very social. It is a time where they form friendships and enjoy being around their peers. They are very kind and thoughtful and will go out of their way to help others. They have an enthusiasm like no other and love to share their knowledge. First graders enjoy completing their work and collaborating as they learn. First graders jump into their learning with both feet, make big plans, and don't want to miss a thing. Their pure joy and zest for life are infectious.

Grade 2 Update

Second grade is a year of expansion and refinement. A large focus is fostering independent and self-directed learners. Students build upon prior concepts to deepen their understanding and application of addition/subtraction, reading comprehension strategies, scientific inquiry, and geography skills. Even though this year is atypical, students are still able to engage in "normal" activities such as creating dioramas, conducting experiments, and collaborating with peers.

Grade 3 Update

Third grade is a year of transition. Up until now, students have been "learning to read". We still support and teach the encoding of words and sentence structures, but we now delve deep into comprehension. Students are taught many strategies to find the main idea and supporting details, character traits, and research skills in both nonfiction and fiction texts. Third grade is the year they "read to learn". Independent reading is an important part of their reading because this is when they practice the skills taught.

Math is also a time of transition. Place value, number bonds, fact families, and composing and decomposing numbers are still part of our routine. But now the fact families (related numbers) are represented in multiple ways. In addition and subtraction, (3,8,11) is a family that can be represented with two addition and two subtraction equations. With the introduction of multiplication and division, (3, 8) has a new member in their family. It is now (3,8,24). Once again, this set of numbers can be represented with two multiplication and two division equations. This may not seem like a big transition, but it changes the mindset of our students.

Even handwriting is a transition. Third grade is the year they change from manuscript to cursive writing. Each year, students are so excited to learn cursive. It is a great day for each student when he or she is able to write their name in cursive.

Even though this year is anything but normal, we still want to ensure students experience normal rites, traditions, and routines of third grade. We found a way to have all of our parties - Halloween (complete with our traditional parade), winter holidays party (with an independent study and sharing of holidays around the world). It is essential that students feel like this is a normal year and are provided the structures. Friendships are very important.

A growth mindset is a discussion we have with our students. Students are encouraged to be responsible, self-directed, creative, communicate effectively, and collaborate with peers. For example, science experiments are a great way to practice collaboration and self-direction. Students are required to listen and follow directions to set up experiments. Then the students work in pairs or small groups to carry out the activity. We have had fun practicing these skills with our Power of Flower and Weather units this year.

We are excited to have the opportunity to continue our year in person, being able to have face-to-face connections for students and teachers alike. Although this looks like a difficult task for students to deal with all these transitions, please know they do a great job stepping up to the task.

Grade 4 Update

Despite the many changes to our school routines, the fourth graders have been able to build a fun learning community while welcoming a handful of new students to the group. To build our community and enter school again after a long break, students have spent a lot of time together as a whole grade outside. Along with spending time learning and building our community outside, students have been hard at work in the classroom focused on our curriculums.

In math, fourth-graders have become true mathematicians while studying place value, addition, subtraction, multiplication, and division. We spend a lot of time talking about our thinking, problem-solving, and proving our strategies to be correct. In science, students have explored the human body and how our systems work together, the processes that shape the Earth's surface, and geotechnical engineering.

In Social Studies, students are learning about the regions of the United States: climate, economy, land, natural resources, and landmarks. Students have been using songs and games to identify the location of the fifty states and their capitals. Students have been reading fiction and nonfiction focusing on reading strategies: such as questioning, making connections, predictions, summarizing, and seeking clarification when reading unknown words. Students have focused on character development, noticing changes in character, and gathering evidence to support their thinking. Students also made several comparisons between texts including the concept of theme, author's purpose, and text structures. During word study, students reviewed types of syllables, spelling rules, and the meanings of common prefixes and suffixes to expand vocabulary with new multisyllabic words.

Grade 5 Update

So far, the fifth-grade students have read and listened to many fiction and nonfiction texts. Students have practiced identifying themes, main ideas, writing summaries, making inferences, citing evidence, and analyzing how point of view impacts how a story is told. They have written narratives that include dialogue, figurative language, and sensory details. They are currently learning how to write an effective persuasive essay. By the end of the year, students will have also learned how to write an informational essay. In Math, students have been focusing on numbers and operations, and geometry. In the future, they will be learning about fractions. In Science, students have studied astronomy, matter, and are currently learning about earth's systems. Students will also learn about ecosystems. In Social Studies, they have completed a unit on early exploration and are currently learning about Native American life and

events related to Native Americans' history. In the future, they will be learning about the American Revolution and the events that led up to it.

Grade 6 Update

Here's a snapshot of the amazing work our students have engaged in! In math, we have spent the last few weeks on our integer unit. This started with reviewing number lines and the placement of numbers, both positive and negative, including fractions and decimals. We discussed negative numbers and their application in real-world situations, as well as the concept of an integer's absolute value. We are now moving onto coordinate graphing in all 4 quadrants using both positive and negative coordinate pairs.

In science, we are finishing up our unit on plate tectonics and earth's changes. We discussed the types of plate boundaries and the land features that exist at these boundaries. We are taking our assessment this week, and the students will spend the next week working on a research project about earthquakes, volcanoes, and tsunamis.

In Language Arts, we have been reading *A Long Walk to Water* by Linda Sue Park. We are focusing on looking at why the story is being told from two different perspectives in two different time periods. As we progress through the book we will be focusing on how our main character makes an impact on his society. Students are practicing answering text-dependent questions using the CER Model (Claim, Evidence, Reason), but they are doing this more independently now.

In Social Studies, we are continuing our study of Mesopotamia and the students have begun working on a culminating project, where they are creating their own civilization based on the factors of civilization that helped the Mesopotamian civilization be successful in developing the first advanced civilization.

K-4 Remote Update

As this year has gotten off to its unconventional start, teachers have been hard at work to support unfinished learning in literacy. Beginning with robust review in all grades informed by coordination with prior year's teachers to make sure lessons began at the right place in the curriculum. Grade 3 has begun their first year of Foundations implementation and reports that things are going smoothly. Foundations has retooled to offer a variety of virtual materials which have been very helpful this year. Teachers in K-4 are using Teachers' College Units of Study materials to support their literacy instruction in reading and writing. This has been enhanced by newly developed virtual resources. Grades 5 and 6 have collaborated extensively in Humanities in order to provide consistent and substantial instruction for all students in all modalities. Despite the challenges that this year has presented, it has also been an opportunity to try out new tools and resources and explore new strategies for student engagement. Knowledge and tools gained will continue to benefit students as we move forward.

5-6 Remote Update

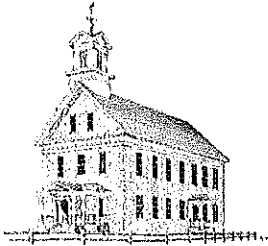
At the beginning of this school year, I could tell everyone (including myself) was nervous about what remote learning would look like. For various reasons, families had to keep their kids

home, and I am sure they wrestled with the idea of being remote. Would students learn anything? Would they end up further behind the rest of the students? Would the students be completely isolated and have no social interaction?

I feel I speak for my group of fifth and sixth graders and the community we have built when I say that those fears have been put to rest. Every day, my fifth and sixth graders get to work and participate in live Zoom lessons with me. They participate, they interact, they have fun, and they learn. When it is time to go off and work on their own, they do so, and if they need help, they know they are able to reach out for extra support. They communicate with their friends during their lunch break just like at school and play games together. They participate in small groups of work targeted to their needs. When new students come into our class, they are immediately welcomed by the students who have been here since the beginning of the year. The kindness and acceptance displayed by these students have been inspirational.

So, yes, students who are learning remotely this year, or who temporarily enter remote learning, learn something new every day - academically and socially. We have a classroom community just as anyone might see if they entered a school building (and with some extra classmates in the form of pets every now and again). We just make ours on a screen.

MEMO



School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

Date: 03/11/2021
To: Adam Steel, Superintendent of Schools
From: Sarah Jardim-Lee, Accountant
Re: Unanticipated Revenue

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

Requested Board Actions

1. Motion: To accept unanticipated revenue of \$500.00 from HealthTrust to be used for teacher and staff wellness programs. These funds shall be accepted into the Special Revenue Fund.



VOID

Citizens Bank
New Hampshire
011401533

VOID

77660

Accounts Payable
PO BOX 617
CONCORD, NH 03302-0617

DATE
Jan 28, 2021

Pay Five Hundred Dollars and 00 Cents

AMOUNT
\$500.00

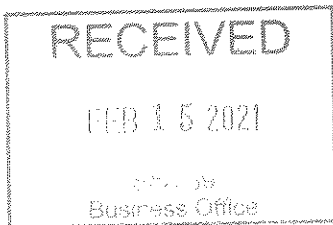
TO THE ORDER OF **Mont Vernon School District**
PO Box 849
Amherst, NH 03031-0849



Accounts Payable

77660

| Vendor ID | Vendor | Check Date | |
|----------------|-----------------------------|---------------|----------|
| 853 | Mont Vernon School District | 01/28/2021 | |
| Voucher Number | Invoice Number | Document Date | Amount |
| 90356102 | WCOORD-1467 | 01/27/2021 | \$500.00 |



TOTALS: \$500.00



Accounts Payable

77660

| Vendor ID | Vendor | Check Date | |
|----------------|-----------------------------|---------------|----------|
| 853 | Mont Vernon School District | 01/28/2021 | |
| Voucher Number | Invoice Number | Document Date | Amount |
| 90356102 | WCOORD-1467 | 01/27/2021 | \$500.00 |

TOTALS: \$500.00

Consent Agenda Item #4

Mont Vernon School District
 Projected Unassigned Fund Balance
 FY 21
 For the Month Ended 1/31/2021

| | | | |
|---------|---|---------------------------|---------------------|
| | Anticipated Amount Remaining at Year End | | Adopted Budget |
| Revenue | \$ 34,350 | | |
| Expense | \$ (23,650) ** | General Fund: | |
| EO#38 | \$ 45,300 | Operating Budget | \$ 5,339,703 |
| | <u>\$ 56,000</u> | Special Article - Reserve | \$ 50,000 |
| | | Total General Fund | <u>\$ 5,389,703</u> |
| | | Food Service Fund | \$ 84,439 |
| | | Grant Fund | \$ 88,000 |
| | | Total Budget | <u>\$ 5,562,142</u> |

** It is still early to predict where some of the accounts will be at year end. There are potential shifts in both Special Ed. and Food Service. Additionally, this estimate factors in covering the cost of the UST and the new mower (totaling \$20k+). The expenditure accounts will continue to be monitored. The ETFs for maintenance (for the UST and mower) and for tuition (for a budget overage of \$119k) may be options for consideration to support cost if need be.

General Fund: *

| | Budget | YTD 1/31/21 | Anticipated YTD @ Year End | Anticipated Year End Excess / (Shortfall) | | | |
|---------|-----------|-------------|----------------------------------|---|-------------------------------------|------------------------------------|---|
| Revenue | 5,389,703 | 2,843,439 | 5,424,053 | 34,350 | | | |
| | | | | | Total Expended and Encumbered | Anticipated Total @ Year End | Anticipated Year End Excess / (Shortfall) |
| Expense | 5,389,703 | 2,445,848 | 2,632,112 | | 5,077,960 | 5,413,353 | (23,650) |
| Net | - | | | | | | |

* Excluding SPSFR #1 & #2 and EO#38

COVID Funding:

| | Grant | Expected Expenditure @ Year End | |
|----------|------------------|---------------------------------------|--|
| CARES | \$ 10,135 | \$ 10,135 | Allocation based on Free & Reduced Lunch participation rates |
| SPSRF #1 | \$ 50,800 | \$ 50,800 | \$200/student |
| SPSRF #2 | \$ - | \$ - | Competitive grant process; no submission |
| | <u>\$ 60,935</u> | <u>\$ 60,935</u> | |

| | Approval | Anticipated Total Expenditure @ Year End | Anticipated Amount Remaining @ Year End |
|--------|------------|--|--|
| EO #38 | \$ 140,449 | \$ 95,149 | \$ 45,300 |

Consent Agenda Item #5

Mont Vernon School District
Treasurers Cash Journal - October 2020

| Treasurers' Cash Journal | | | | | |
|---------------------------------|-----------------------|--|-----------------------------------|--|--|
| DATE | DESCRIPTION | DESCRIPTION | | BALANCE | |
| | | People's United Acct #502003822 AMOUNT | | People's United Acct #502003822 AMOUNT | People's United Acct #502003822 AMOUNT |
| 10/01/20 | Beginning Balance | \$0.00 | | \$0.00 | \$881,669.64 |
| | | \$0.00 | EFT IRS | \$20,925.57 | \$860,744.07 |
| | Treasury Deposit | \$15,934.80 | Retirement 457 | \$2,640.07 | \$874,038.80 |
| | | \$0.00 | Payroll CK#'s 5055770-5055775 | \$1,360.69 | \$872,678.11 |
| | | \$0.00 | Payroll DED CK# 5055776 | \$317.50 | \$872,360.61 |
| 10/12/20 | Project Reimbursement | \$3,688.61 | | \$0.00 | \$876,049.22 |
| | | \$0.00 | | \$0.00 | \$876,049.22 |
| | | \$0.00 | | \$0.00 | \$876,049.22 |
| | | \$0.00 | | \$0.00 | \$876,049.22 |
| 10/13/20 | | \$0.00 | Direct Deposit | \$55,693.72 | \$820,355.50 |
| | | \$0.00 | EFT IRS | \$17,919.52 | \$802,435.98 |
| | | \$0.00 | Retirement 457 | \$2,588.02 | \$799,847.96 |
| | | \$0.00 | | \$0.00 | \$799,847.96 |
| | | \$0.00 | | \$0.00 | \$799,847.96 |
| 10/15/20 | | \$0.00 | Payroll CK#'s 5055777-5055780 | \$1,186.61 | \$798,661.35 |
| | | \$0.00 | Payroll DED CK# 5055781 | \$317.50 | \$798,343.85 |
| | | \$0.00 | Payroll DED CK#'s 5055782-5055783 | \$650.89 | \$797,692.96 |
| | | \$0.00 | | \$0.00 | \$797,692.96 |
| | | \$0.00 | Expense CK#'s 5055784-5055811 | \$82,869.35 | \$714,823.61 |
| | | \$0.00 | | \$0.00 | \$714,823.61 |
| 10/23/20 | State of NH | \$2,595.07 | | \$0.00 | \$717,418.68 |
| 10/27/20 | | \$0.00 | Direct Deposit | \$54,389.55 | \$663,029.13 |
| | | \$0.00 | EFT IRS | \$17,607.28 | \$645,421.85 |
| | | \$0.00 | Retirement 457 | \$2,417.15 | \$643,004.70 |
| | | \$0.00 | | \$0.00 | \$643,004.70 |
| | | \$0.00 | | \$0.00 | \$643,004.70 |
| | | \$0.00 | | \$0.00 | \$643,004.70 |
| 10/29/20 | | \$0.00 | Payroll CK#'s 5055812-5055816 | \$1,376.67 | \$641,628.03 |
| | | \$0.00 | Payroll DED CK# 5055817 | \$317.50 | \$641,310.53 |
| | | \$0.00 | | \$0.00 | \$641,310.53 |
| | | \$0.00 | Expense CK#'s 5055821-5055851 | \$220,097.54 | \$421,212.99 |
| | | \$0.00 | | \$0.00 | \$421,212.99 |
| | | \$0.00 | Payroll DED CK's 5055818-5055820 | \$90,331.59 | \$330,881.40 |
| | Food Service | \$200.00 | | \$0.00 | \$331,081.40 |
| | Interest | \$59.08 | | \$0.00 | \$331,140.48 |
| | TOTALS | \$22,477.56 | | \$573,006.72 | |

| | |
|---|--------------|
| Accounts Payable Voucher - October 2020 | |
| Oct-20 | \$302,966.89 |
| Payroll Voucher | |
| Oct-20 | \$103,504.19 |
| Payroll - Direct Deposit & Taxes | |
| Oct-20 | \$166,535.64 |
| TOTAL | \$573,006.72 |

10/31/2020 \$ 669,010.04

Outstanding A/P CK #

| | | | |
|-----------------|----|------------|----------------------------------|
| 1022523 | \$ | 210.00 | Cari Knuckles |
| 5055720 | \$ | 1,123.87 | GH Shaw and Son |
| 5055757 | \$ | 345.56 | Literacy Resources LLC |
| 5055787 | \$ | 400.00 | Rebecca Carle |
| 5055789 | \$ | 175.00 | Empower Learning LLC |
| 5055796 | \$ | 272.95 | Learning A-Z |
| 5055797 | \$ | 20,096.30 | Learning School, Inc. |
| 5055801 | \$ | 629.27 | Rays Refrigeration Services Inc. |
| 5055802 | \$ | 351.50 | Kim Sarfde |
| 5055811 | \$ | 853.29 | William Macgill & Co. |
| 5055821-5055851 | \$ | 220,097.54 | Expense CK's |

AP Total \$ 244,555.28

Outstanding P/R CK#

| | | | |
|-----------------|----|-----------|-------------------|
| 5055711 | \$ | 38.12 | Eric Bouldin |
| 5055812-5055815 | \$ | 527.42 | Payroll CK#'s |
| 5055818-5055820 | \$ | 90,331.59 | Payroll DED CK#'s |
| | \$ | 2,417.15 | Retirement 457B |
| P/R Total | \$ | 93,314.28 | |

Total Outstanding \$ 337,869.56
Book Balance \$ 331,140.48
Adj Book Balance \$ 669,010.04

-

Consent Agenda Item #6

Mont Vernon School District
Treasurers Cash Journal - November 2020

| DATE | DESCRIPTION | People's United Acct #502003822 | | DESCRIPTION | People's United Acct #502003822 | | BALANCE |
|----------|--------------------|------------------------------------|--|------------------------------------|------------------------------------|--|--|
| | | AMOUNT | | | AMOUNT | | People's United Acct #502003822 AMOUNT |
| 11/01/20 | Beginning Balance | \$0.00 | | | \$0.00 | | \$331,140.48 |
| | | \$0.00 | | | \$0.00 | | \$331,140.48 |
| 11/03/20 | State of NH | \$193,695.00 | | | \$0.00 | | \$524,835.48 |
| | | \$0.00 | | | \$0.00 | | \$524,835.48 |
| | | \$0.00 | | | \$0.00 | | \$524,835.48 |
| 11/10/20 | | \$0.00 | | Direct Deposit | \$61,397.68 | | \$463,437.80 |
| 11/12/20 | | \$0.00 | | EFT IRS | \$21,403.15 | | \$442,034.65 |
| | | \$0.00 | | Retirement 457 | \$2,551.47 | | \$439,483.18 |
| | | \$0.00 | | Payroll CK#'s 5055852-5055856 | \$3,092.92 | | \$436,390.26 |
| | | \$0.00 | | Payroll DED CK#'s 5055857-5055858 | \$1,313.08 | | \$435,077.18 |
| | | \$0.00 | | | \$0.00 | | \$435,077.18 |
| | | \$0.00 | | | \$0.00 | | \$435,077.18 |
| | | \$0.00 | | | \$0.00 | | \$435,077.18 |
| 11/12/20 | State of NH | \$50,800.00 | | Expense CK#'s 5055859-5055880 | \$55,521.23 | | \$430,355.95 |
| | | \$0.00 | | | \$0.00 | | \$430,355.95 |
| 11/20/20 | | \$0.00 | | Expense CK#'s 5055881-5055906 | \$28,925.58 | | \$401,430.37 |
| | | \$0.00 | | | \$0.00 | | \$401,430.37 |
| 11/23/20 | Void CK# 1022523 | \$210.00 | | | \$0.00 | | \$401,640.37 |
| | Deposit CK# 400730 | \$90.00 | | | \$0.00 | | \$401,730.37 |
| | | \$0.00 | | | \$0.00 | | \$401,730.37 |
| | | \$0.00 | | | \$0.00 | | \$401,730.37 |
| 11/23/20 | | \$0.00 | | Direct Deposit | \$53,685.85 | | \$348,044.52 |
| | | \$0.00 | | | \$0.00 | | \$348,044.52 |
| 11/24/20 | State of NH | \$17,995.53 | | | \$0.00 | | \$366,040.05 |
| 11/25/20 | | \$0.00 | | EFT IRS | \$17,946.13 | | \$348,093.92 |
| | | \$0.00 | | Retirement 457 | \$2,381.62 | | \$345,712.30 |
| | | \$0.00 | | Payroll CK#'s 5055907-5055912 | \$2,785.23 | | \$342,927.07 |
| | | \$0.00 | | Payroll DED CK#'s 50558913-5055915 | \$2,154.90 | | \$340,772.17 |
| | | \$0.00 | | | \$0.00 | | \$340,772.17 |
| 11/30/20 | | \$0.00 | | Payroll DED CK#'s 5055916-5055918 | \$77,932.30 | | \$262,839.87 |
| | Food Service | \$168.00 | | | \$0.00 | | \$263,007.87 |
| | Interest | \$37.50 | | | \$0.00 | | \$263,045.37 |
| | TOTALS | \$262,996.03 | | | \$331,091.14 | | |

| | |
|--|--------------|
| Accounts Payable Voucher - November 2020 | |
| Nov-20 | \$84,446.81 |
| Payroll Voucher | |
| Nov-20 | \$92,211.52 |
| Payroll - Direct Deposit & Taxes | |
| Nov-20 | \$154,432.81 |
| | |
| TOTAL | \$331,091.14 |

11/30/2020 \$ 382,187.41

Outstanding A/P CK #

| | | | |
|---------|----|-----------|----------------------------------|
| 5055720 | \$ | 1,123.87 | GH Shaw and Son |
| 5055802 | \$ | 351.50 | Kim Sarfde |
| 5055832 | \$ | 36.24 | Sarah Knickle |
| 5055860 | \$ | 93.13 | Rebecca Carle |
| 5055865 | \$ | 113.94 | Patricia Garrity |
| 5055871 | \$ | 19,038.60 | Lighthouse School |
| 5055878 | \$ | 325.00 | Kim Tighe |
| 5055881 | \$ | 3,968.65 | ACP Facility Services Inc |
| 5055884 | \$ | 6,245.00 | Caring Hands Transportation |
| 5055886 | \$ | 300.00 | Classic Signs Inc |
| 5055887 | \$ | 150.00 | CPI Institute |
| 5055888 | \$ | 783.28 | First Western Equipment Finance |
| 5055892 | \$ | 449.18 | Mohawk USA |
| 5055895 | \$ | 90.75 | Ashley O'Keefe |
| 5055896 | \$ | 1,541.28 | Powerschool Group |
| 5055897 | \$ | 81.10 | Print & Information Technologies |
| 5055898 | \$ | 250.00 | Kim Sarfde |
| 5055901 | \$ | 155.70 | Silver Strong & Associates LLC |
| 5055902 | \$ | 56.25 | Surplus Distribution |
| 5055903 | \$ | 3,459.38 | The Booksource, Inc. |
| 5055904 | \$ | 314.83 | United AG & Turf |

AP Total \$ 38,927.68

Outstanding P/R CK#

| | | | |
|-----------------|----|-----------|---------------|
| 5055858 | \$ | 995.58 | MVEA |
| 5055910 | \$ | 221.64 | Danae Marotta |
| 5055911 | \$ | 69.26 | Joanna Perron |
| 5055915 | \$ | 995.58 | MVEA |
| 5055916-5055918 | \$ | 77,932.30 | Payroll DED's |

P/R Total \$ 80,214.36

Total Outstanding \$ 119,142.04
Book Balance \$ 263,045.37
Adj Book Balance \$ 382,187.41

-

Consent Agenda Item #7

Mont Vernon School District
Treasurers Cash Journal - December 2020

| Treasurers' Cash Journal | | | | | |
|---------------------------------|-------------------|-----------------|-----------------------------------|-----------------|-----------------|
| DATE | DESCRIPTION | People's United | | People's United | |
| | | Acct #502003822 | DESCRIPTION | Acct #502003822 | BALANCE |
| | | AMOUNT | | AMOUNT | People's United |
| | | | | | Acct #502003822 |
| | | | | | AMOUNT |
| 12/01/20 | Beginning Balance | \$0.00 | | \$0.00 | \$263,045.37 |
| | | \$0.00 | | \$0.00 | \$263,045.37 |
| | | \$0.00 | | \$0.00 | \$263,045.37 |
| | | \$0.00 | | \$0.00 | \$263,045.37 |
| 12/08/20 | | \$0.00 | Direct Deposit | \$58,381.73 | \$204,663.64 |
| 12/10/20 | | \$0.00 | EFT IRS | \$19,371.54 | \$185,292.10 |
| | | \$0.00 | Retirement 457 | \$2,430.90 | \$182,861.20 |
| | | \$0.00 | Payroll CK#'s 5055919-5055922 | \$1,351.89 | \$181,509.31 |
| | | \$0.00 | Payroll DED CK#'s 5055923-5055925 | \$2,845.77 | \$178,663.54 |
| | | \$0.00 | | \$0.00 | \$178,663.54 |
| | | \$0.00 | | \$0.00 | \$178,663.54 |
| | | \$0.00 | Expense CK#'s 5055926-5055953 | \$67,357.49 | \$111,306.05 |
| 12/19/20 | Deposit CK# 23981 | \$357,753.00 | | \$0.00 | \$469,059.05 |
| | CK# 2545 | \$7,970.00 | | \$0.00 | \$477,029.05 |
| | CK# 400829 | \$3,188.75 | | \$0.00 | \$480,217.80 |
| | CK# 24044 | \$357,753.00 | | \$0.00 | \$837,970.80 |
| | CK# 150774 | \$100.00 | | \$0.00 | \$838,070.80 |
| | CK# 400758 | \$490.86 | | \$0.00 | \$838,561.66 |
| | CK# 400806 | \$1,838.75 | | \$0.00 | \$840,400.41 |
| | | \$0.00 | | \$0.00 | \$840,400.41 |
| 12/22/20 | | \$0.00 | Expense CK#'s 5055954-5055974 | \$63,228.10 | \$777,172.31 |
| | | \$0.00 | | \$0.00 | \$777,172.31 |
| 12/22/20 | | \$0.00 | Direct Deposit | \$56,381.90 | \$720,790.41 |
| | | \$0.00 | EFT IRS | \$19,037.50 | \$701,752.91 |
| | | \$0.00 | Retirement 457 | \$2,562.08 | \$699,190.83 |
| | | \$0.00 | | \$0.00 | \$699,190.83 |
| 12/24/20 | | \$0.00 | Payroll CK#'s 5055975-5055979 | \$2,371.39 | \$696,819.44 |
| | | \$0.00 | Payroll DED CK#'s 5055980-5055981 | \$1,294.73 | \$695,524.71 |
| | | \$0.00 | Payroll DED CK#'s 5055982-5055985 | \$81,151.75 | \$614,372.96 |
| 12/31/20 | State of NH | \$297,190.13 | | \$0.00 | \$911,563.09 |
| | | \$0.00 | | \$0.00 | \$911,563.09 |
| | Food Service | \$115.00 | | \$0.00 | \$911,678.09 |
| | Interest | \$25.59 | | \$0.00 | \$911,703.68 |
| | TOTALS | \$1,026,425.08 | | \$377,766.77 | |

Accounts Payable Voucher - December 2020

Dec-20 \$ 130,585.59

Payroll Voucher

Dec-20 \$94,008.51

Payroll - Direct Deposit & Taxes

Dec-20 \$ 153,172.67

TOTAL \$ 377,766.77

12/31/2020

\$ 1,077,755.76

Outstanding A/P CK #

| | | | |
|-----------------|----|-----------|-------------------------|
| 5055720 | \$ | 1,123.87 | GH Shaw and Son |
| 5055802 | \$ | 351.50 | Kim Sarfde |
| 5055832 | \$ | 36.24 | Sarah Knickle |
| 5055860 | \$ | 93.13 | Rebecca Carle |
| 5055904 | \$ | 314.83 | United AG & Turf |
| 5055932 | \$ | 431.59 | Datafinch Technologies |
| 5055941 | \$ | 210.00 | Cari Knuckles |
| 5055943 | \$ | 17,980.90 | Lighthouse School, Inc. |
| 5055946 | \$ | 311.95 | Neveretts Sew and Vac |
| 5055951 | \$ | 104.83 | Kim Sarfde |
| 5055954-5055974 | \$ | 63,228.10 | Expense CK's |

AP Total \$ 84,186.94

Outstanding P/R CK#

| | | | |
|-----------------|----|-----------|------------------|
| 5055919 | \$ | 415.57 | Erin Colaizzi |
| 5055977 | \$ | 297.82 | Danae Marotta |
| 5055982-5055985 | \$ | 81,151.75 | Payroll DED CK's |

P/R Total \$ 81,865.14

Consent Agenda Item #8

SAU #39

3/1/2021

Mont Vernon Village School

February Facilities Update

Vendor Maintenance Completed

- [Quote for replacement of failed domestic pressure tank bladder \\$12,069.00](#)
- [HVAC design in progress, HVAC design project notes/timeline](#)
- [Air quality testing](#)
- Stage lift inspection
- Water testing
- Weekly temporary custodial services (Service on hold for February vacation)
- Waste management services weekly schedule

MVVS Facilities Staff Projects Completed

- Preventative maintenance on custodial equipment
- Deep cleaning of all the bathrooms including red pad scrubbing
- Paint touch up of the bathroom and the enameled floors
- Clean and polished the MPR and hallways
- 2/2/21, 2/7/21, and 2/23/21 snow removal
- [Tool Inventory](#)
- [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](#)

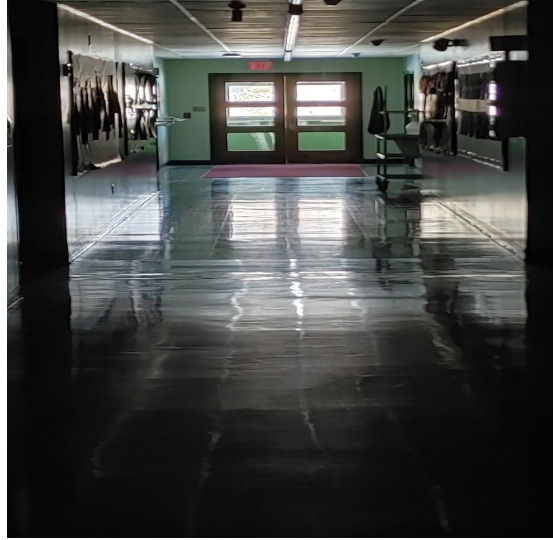
Upcoming Work

- Pest monitoring services (March)
- UST repairs identified from NHDES inspection (April)
- New mower delivery (April)
- Video inspection of chimney prior to cleaning
- Repair of failed heating valve in ceiling HV (room W8)

Cleaned and polished MPR



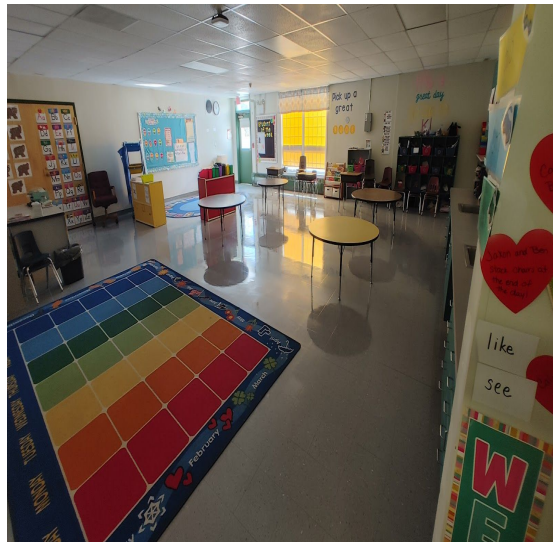
Cleaned and polished hallway



Paint touchup



Clean classroom



Program Goals

The MVVS Academy is a targeted after school program designed to positively impact student achievement and elevate student engagement.

Student Identification

Students will be identified for this program if they:

- are projected to be at risk of not meeting grade-level expectations (NWEA projected proficiency ELA and Math)
- indicate a willingness to work hard and demonstrate a growth mindset (teacher recommendation)

Program Details (schedule/timeline)

3-Week Programs for students in grades 3-6 held on Mondays, Tuesdays and Thursdays

Math Academy - March 16 - April 1

ELA Academy - April 6 - April 22

Math Academy - May 4- May 20

Time: 3:15pm-4:30pm (includes dismissal)

Measures to Demonstrate Success

We will use student spring NHSAS scores to determine how many students made progress.

We will NWEA projected proficiency scores as a beginning score and NHSAS scores as an ending score. This will allow us to determine how many students made progress and which students are now able to meet benchmark / grade level expectations for ELA, math and grade 5 science.

Cost

5 teachers will be needed for each three-week academy - 4 in-person teachers (one per grade level) plus one remote teacher. We will need one enrichment stipend of \$400 for each teacher with a cost per content area academy of \$2,000

The complete nine week program would be \$6,000

There are currently 10 enrichment stipends already budgeted for and outlined in the MVEA agreement. We have additional stipend funds that have not been used this year (CFG coach stipends of \$4,668 plus additional funding from the camp stipends). We would need board approval to utilize the current 10 enrichment stipends for this program and add an additional 5 stipends.

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



ADAM A. STEEL
Superintendent of Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

MICHELE CROTEAU
Business Administrator

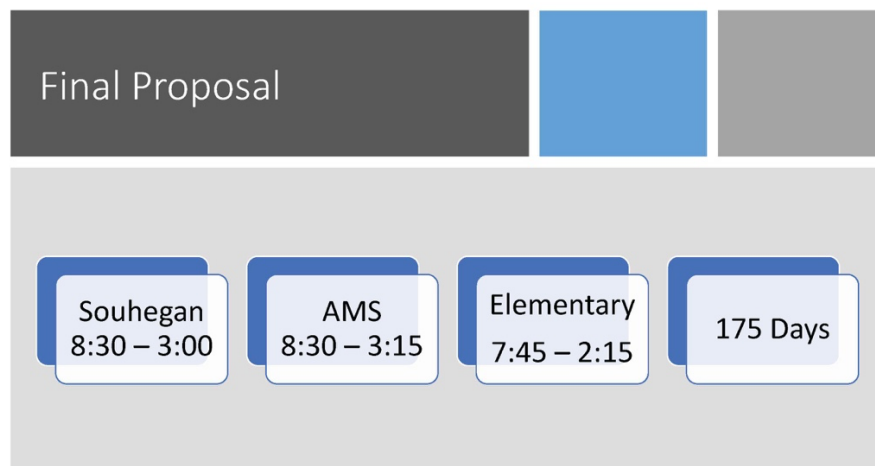
Consent Agenda Item #10

To: The Mont Vernon School Board
From: Adam Steel, Superintendent of Schools
RE: School Start Time Approval

March 3, 2020

Executive Summary

On February 18, 2021, the SAU Board approved the proposed changes to school start times, effective for the 2021-2022 school year. The times proposed were determined after extensive collaboration between staff, faculty, the various school boards, and ample community input. The Mont Vernon School Board must now vote in public to approve the respective changes in school start times. The final proposed times are as follows:



Recommended Action

1. Motion: to approve the proposed school daytime (effective for the 2021-2022 School Year):
 1. Mont Vernon Village School- 7:45 AM to 2:15 PM