

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, April 8th, 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/844123456789>

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 March 11th, 2021 2. April 2021 Principal's Report 3. MVVS Winter NWEA Results 4. MVSD TSFR 2021 001 5. MVSD Projected Fund Balance 02/21 6. FY21 Cap. Reserve Trust Funds 7. Resignation Letter 8. MVSD March 2021 Facilities Report 9. Summer Title I Program Update 	03 11 2021 Draft Minutes April 2021 Principal's Report MVVS Winter NWEA Results MVSD TSFR 2021 001 Memo MVSD Projected Fund Balance FY21 Cap Reserve Trust Funds Not Included in Packet MVSD March Facilities Report Title I Memo
Board Goals Discussion	6:55 PM	Board to have initial discussion on Board goals for the upcoming year	None
Unassigned Fund Balance	7:10 PM	Board to review projected UFB and receive a list of possible year end projects	None
Public Comment II of II	7:30 PM		
Non-Public Session	7:35 PM	RSA 91 A:3 II ()	
Meeting Adjourned	7:40 PM		

Consent Agenda Item #1

1 Mont Vernon School Board
 2 Thursday, March 11th 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: Kim Roberge, MV Selectboard Member, Mont Vernon NH.

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

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 District 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- Visiting family out
52 of State and alone, St. Denis- Home and alone, Eckhoff- Home and alone.

53 II. Public Comment I of II

54 Ms. Lawrence asked Superintendent, Mr. Adam Steel, if there were any members of the
55 community that wanted to speak. There will be time later on in the meeting for a second Public
56 Comment.

57 No public comment.

58 III. Consent Agenda

59 Ms. Lawrence inquired if there were any items that the board wanted to pull for discussion.

60 Mr. O'Keefe replied items #4. MVSD Projected UFB for 01/31/21 #8. 8. MVSD Feb. Facilities
61 Report and #9. MVVS Academy Proposal.

62 Mr. O'Keefe noted that they can motion to approve all of them at once. He would like to quickly
63 ask questions.

64 Ms. Lawrence added that she had questions about item #4 MVSD Projected UFB for 01/31/21.

65 Superintendent Steel explained that the General Fund Expenditure Fund Balance shows a
66 shortfall of \$23,650 at this point. As the board is fully aware, it is illegal for them to spend even
67 one dollar over what the taxpayers have approved. This is a projection; this is an estimate and
68 they are conservative.

69 It is early in the year and some funds may not be expended, for example, some professional
70 development funds. Anything that is encumbered right now is not necessarily going to be spent
71 as they approach the end of the fiscal year. The expenditures will be monitored very closely.
72 Two things that they did at the last board meeting was not budgeted, the underground storage
73 tank for \$16k and the new mower for approximately \$4k. It is possible that if they are still in a
74 deficit, that they will ask the board to move those expenditures from the operating budget to the
75 capital reserve fund instead. They do not need to make that decision until June and only if funds
76 remain that tight.

77 Right now, their Tuition line is over budgeted by \$119k and so it is possible that they might want
78 to use up the tuition contingency reserve fund at the end of the year to help support that cost. At
79 this time, there is \$33k available in that fund.

80 Finally, the Food Service could have a loss of as much of \$40k due to low meal volume this
81 year. There is a possibility that they could get federal funding to cover that loss revenue and are
82 looking into it. This is the worst-case scenario.

83 Mr. O'Keefe added that his concern is with the \$119k on top of the other things that were
84 mentioned.

85 Mr. Steel noted that he will keep the board updated.

86 Mr. O'Keefe commented that he took a walk around the outside of the building. One of the
87 pillars is rusted, some doors are completely rusted at the bottom, siding is completely broken and
88 cracked, and there was a piece of metal sheathing that fell off in the roof top. He asked for
89 someone to do a true analysis of the building. Additionally, the air conditioner inverter for the
90 library was running and it was 20 degrees outside.

91 Ms. Lawrence added that she had forwarded some of the concerns to SAU #39 Facilities
92 Director, Mr. Roger Preston.

93 Mr. Steel noted that he has put Mr. Preston's responses in the chat in the zoom. He noted that the
94 they will check to make sure that it is not broken and follow up with the board.

95 Mr. O'Keefe inquired about the grant money for the Rescue America Bill.

96 Mr. Steel replied that they will be watching the Rescue America Bill.

97 Ms. Lawrence gave her support for the MVVS Academy Proposal.

98 Mr. St. Denis inquired about the testing protocols.

99 MVVS Principal, Dr. Kim Sarfde, explained that they heard feedback from teachers and want to
100 meet the needs of the students. What they decided to do was to shift the focus to include the
101 social and emotional needs of their students. The teachers are reporting that the students are
102 feeling isolated and inactivity has contributed to issues this year.

103 Assistant Superintendent, Ms. Christine Landwehrle, added that their proposal was really
104 requesting that the board allow them to use the enrichment stipends. For years they have had a
105 slightly different format. They also have an opportunity for a Running and Fitness Club. Time is
106 of the essence and they have been looking at student data. The proposal was to utilize those
107 stipends to support academics, social/emotional and fitness needs. They are still finalizing things
108 with teachers and are not sure if they will use all 15 stipends. They are happy to answer
109 questions.

110 Mr. St. Denis inquired about the two identification methods and how can they identify all
111 students that need this.

112 Principal Sarfde replied that is why they wanted to meet with teachers and get feedback. They
113 can make this engaging for all students. By making sure that they are adding more activity they
114 will be able to generate more interest. They want this to be fun and providing intervention where
115 it is needed.

116 Mr. Eckhoff asked if will be capped with capacity.

117 Principal Sarfde replied that as long as they can keep socially distanced, with masks. They have
118 teachers that want to tackle this after school program as a team. She does not want to steer
119 anyone away from those programs.

120 Mr. Eckhoff asked about the communication to the parents.

121 Principal Sarfde replied that they would address the parents first and see if it is something that
122 would interest them.

123 Mr. O'Keefe inquired about how this will complement the Title I program.

124 Ms. Landwehrle explained that they have looked at this as different phases of support for
125 students.

126 Ms. Hinckley inquired if there has been any consideration for remote students.

127 Principal Sarfde replied that they did plan for remote positions and it will depend on the
128 participation. Their goal is to incorporate remote students as well.

129 Mr. Eckhoff asked if they are ready and up and running for March 16th.

130 Ms. Landwehrle replied that it was an ambitious date.

131 Ms. Lawrence added that it looks like there are a lot of wonderful things happening at the
132 MVVS.

133 Principal Sarfde thanked all of the parents that have donated sleds. She gave her appreciation to
134 the MVVS PTA and their fundraising efforts. She participated in a podcast with the Town
135 Library discussing information from the MVVS.

136 Mr. Eckhoff inquired about the 2nd grade enrollment number from January to February. It is not
137 in line with the rest of the grades.

138 Principal Sarfde added that it could be a typo.

139 Mr. Eckhoff inquired if it was holiday related.

140 Principal Sarfde replied that she does think it was holiday related and happened for a short
141 amount of time. At this point she does not see a lot of students going back to remote from in
142 person.

143 **Mr. O'Keefe motioned to accept 1. Draft Minutes Feb 3rd, 2021, 2. March 2021 Principal's**
144 **Report, 3. Unanticipated Revenue \$500, 4. MVSD Projected UFB for 01/31/21, 5. October**
145 **2020 Treasurer's Report, 6. November 2020 Treasurer's Report, 7. December 2020**

146 **Treasurer’s Report, 8. MVSD Feb. Facilities Report, 9. MVVS Academy Proposal, and 10.**
 147 **Superintendent’s Proposed Start Times. Mr. Eckhoff seconded the motion. The vote was**
 148 **unanimous, motion passed.**

149 **Ms. Lawrence called a roll call: Eckhoff- Yes, St. Denis-Yes, O’Keefe- Yes, Hinckley- Yes**
 150 **and Lawrence- Yes.**

151 IV. Public Comment II of II

152 Mr. Steel remarked that there is no public comment at this time.

153 Ms. Lawrence thanked the public for watching.

154 Mr. O’Keefe added that as a board they are committed to supporting parents in anyway and
 155 navigate the changes in the school start times.

156 Ms. Lawrence agreed with Mr. O’Keefe.

157 V. Non-Public Session

158 **Mr. Eckhoff motioned to enter into Non-Public session RSA 91 A:3 II (a) and (c) at**
 159 **6:38PM. Ms. Hinckley seconded the motion. The vote was unanimous, motion passed.**

160 **Ms. Lawrence called a roll call: Eckhoff- Yes, St. Denis-Yes, O’Keefe- Yes, Hinckley- Yes**
 161 **and Lawrence- Yes.**

162 Ms. Kim Roberge, MV Selectboard Member, inquired if they will be coming back into public
 163 session afterwards.

164 Mr. Steel replied yes; he believes that there will be a motion after their Non-public session.

165 Ms. Roberge added that she has a question regards to using the MVSD funds for their CFG
 166 coaches. She will wait until they determine how much they will need from their enrichment
 167 stipend.

168 Discussions include the following: Conversations about teacher renewal as per state guidelines.

169 VI. Public Session

170 **Ms. Hinckley motioned to exit non-public session at 7:35PM. Mr. Eckhoff seconded the**
 171 **motion. The vote was unanimous, motion passed.**

172 **Ms. Lawrence called a roll call: Eckhoff- Yes, St. Denis-Yes, O’Keefe- Yes, Hinckley- Yes**
 173 **and Lawrence- Yes.**

174 Mr. Steel placed into re- nomination all of the teachers and the administrator discussed in non-
 175 public session.

176 **Mr. Eckhoff motioned to accept the nomination of the entire staff and administrator that**
 177 **was discussed in non-public session as presented by Superintendent Steel. Ms. Hinckley**
 178 **seconded the motion. The vote was unanimous, motion passed.**

179 **Ms. Lawrence called a roll call: Eckhoff- Yes, St. Denis-Yes, O’Keefe- Yes, Hinckley- Yes**
180 **and Lawrence- Yes.**

181 Mr. Eckhoff inquired about the idea of when the staff is eligible for staff vaccinations.

182 Mr. Steel replied that the Nashua Public Health Region is holding a vaccine clinic on either
183 March 20th or 27th in an undisclosed location that will be determined, and it will be for all of the
184 members of group 2A in the Nashua Region. They were given the option to host their own
185 vaccinations but that would not happen until mid-April at the earliest. They are collecting data
186 for the Nashua Public Health Agency. As of this point, about 15% of their staff has been
187 vaccinated. There will be a second clinic shortly after.

188 Mr. Eckhoff added that it will be on a Saturday.

189 Mr. Steel replied, yes.

190 Ms. Lawrence asked for other questions or comments.

191 There were no other questions or comments.

192 VII. Meeting Adjourned

193 **Ms. Hinckley motioned to adjourn the meeting at 7:40PM. Mr. St. Denis seconded the**
194 **motion. The vote was unanimous, motion passed.**

195 **Ms. Lawrence called a roll call: Eckhoff- Yes, St. Denis-Yes, O’Keefe- Yes, Hinckley- Yes**
196 **and Lawrence- Yes.**

197

MVVS Board Update

Consent Agenda Item #2

April 2021

YMCA Partnership

We are exploring the opportunity to partner with the Nashua YMCA. They offer an exciting program that includes academic support, social-emotional learning, and engaging enrichment activities. Students will receive daily and weekly doses of physical activity, wellness, nutrition lessons, arts, leadership development, global learning and inclusion, and more to help students become more well-rounded.



Program Highlights:

Financial Assistance

Through the generosity of the community, the YMCA assures that no child will be denied participation due to inability to pay. Financial Assistance is available on a sliding fee scale.

Free YMCA Membership

All students enrolled in the YMCA Academy will receive a free Youth Membership for the school year and families can upgrade to a Family Membership at a discount. Membership opens up new worlds with reduced rates on activities such as swim lessons, sports leagues, dance classes, summer camp, and more.

Extended Care

At No Additional Cost Y Academy will run on school vacation weeks, holidays, and snow days at no additional cost to families.

Special YMCA Membership Rates For Faculty/Staff

All school district staff would have access to a special membership rate to help them lead a healthy lifestyle.

YMCA ACADEMY PRICING

To allow for greater flexibility with parent/student need the YMCA will offer 2, 3 and 5 days a week options.

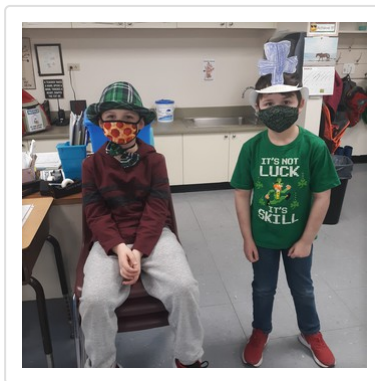
5 Days per week: \$80

3 Days per week: \$60

2 Days per week: \$40

A Message from the Director:

As we shared this morning, our YMCA has taken COVID-19 very seriously and we have shown that we can provide memorable experiences for people of all ages while keeping them safe. With the exception of a one-week break last March, we have been serving hundreds of children in our Early Education Center, Summer Camps, and Educational Academy (program to support remote learners) throughout the pandemic and have not had a single case of COVID transmission in those programs. Additionally, the YMCA branches re-opened in June for fitness, sports, swim lessons, and more and similarly have not had any cases of known transmission.



Classroom Visits and Observations - February

Formal Classroom Visits & Observations in Frontline: 7

Informal Classroom Visits: 524



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	21			
1		23	23	23	22	23	23	23			
2		20	19	19	18	18	18	21			
3		30	28	28	27	29	28	29			
4		23	25	24	23	23	22	25			
5		20	20	20	19	19	20	21			
6		27	27	26	25	24	26	28			
Total		164	163	161	154	156	158	168			
Family		143	143	143	143	143	144	145			

Remote

K-4		27	29	30	34	34	28	23			
Gr.5-6		14	12	13	16	17	14	12			

Homeschool Students

K-6		11	12	12	12	12	13	12			
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**Following the holiday break, we had a 2-week schoolwide remote learning period. During that time, the Grade 2 remote students were absorbed into the remote classes of Mrs. Tighe and Mrs. Dagdigian. When the in-person students returned to school, the Grade 2 remote students returned to Mrs. Brown and Dr. Holm's classes.

Updates

American Heart Association Donation

Our school donated **\$1,353.22** to the Kids Heart Challenge (KHC)/American Heart Challenge event. We would like to extend special thanks to Mrs. Knickle for all of her hard work. Shoutout to our students and families for supporting this important cause!



MVVS Talent Show for Grade 4, 5, & 6

We are hosting an MVVS Virtual Talent Show in May! Students in **Grade 4, 5, & 6** may submit videos anytime until May 28. Videos should be no longer than 3 minutes. Showcasing all talents is encouraged...that includes magic tricks, singing, dancing, comedy routines, etc.

Girls on the Run Update

The Girls on the Run program will start the week of April 5th. This is an 8-week program, meeting 2x a week, for girls in 3rd, 4th and 5th grade. The program will meet Tuesdays and Thursdays, 3:30-5:00p. Each meeting will include dynamic discussions, team-building activities, and games that will involve running/moving your body, and having fun! The lessons teach specific skills and strategies such as how to manage emotions, helping others, and resolving conflict. There will be a celebratory 5k (walk or run) at the end of the season—a great way to finish the season and to give them a tangible sense of accomplishment! This program

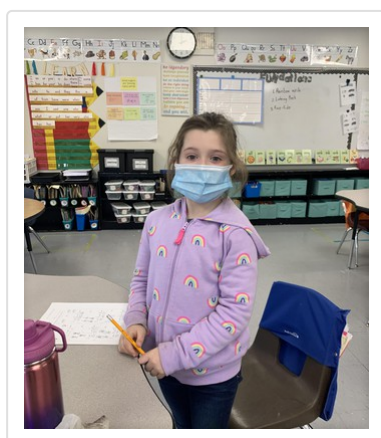
will run in a Covid-safe environment and be held outdoors when weather permits. In-person and remote students are encouraged to participate. To register, please visit <https://www.girlsontherunnh.org/> 4, 3, 2, 1 – Girls on the Run is so much fun!

Read Across Mont Vernon

MVVS will be celebrating reading with our annual event Read Across MVVS from May 3rd - 7th. This year's theme is Celebrating Diversity with Multicultural Stories. One of the most enjoyable activities during this week has been having community members share a favorite story. This year, like last year, we will be holding our celebration virtually.

Donations

Shoutout to Miss Joann and the Daland Memorial Library for the generous donations of supplies for our teachers and students!



School Psychologist Update

Special education evaluations are proceeding smoothly and efficiently. A few initial referrals to special education are in process to assess whether specialized instruction may be required to best support these students. Comprehensive re-evaluations of student needs are also being conducted to ensure IEP teams can plan services appropriately. Evaluation teams have worked with parents of remote students when necessary to ensure safety measures are in place so that evaluations may occur in person. Teams have worked collaboratively to ensure high-quality evaluations are provided to students while adhering to all safety guidelines.



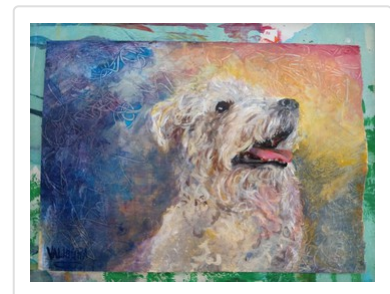


Special Education Update

The Special Education team has continued to provide services via remote and in-person modalities. Spring is approaching, which means that the team is beginning preparations for transitions and Extended School Year services. The upper-elementary team has had preliminary discussions with Amherst Middle School regarding students who will be transitioning there in the coming year. The two schools are working together to ensure a smooth transition for our students. The special education team is also working with families to discuss Extended School Year opportunities available to students. At this time, to ensure continuity of services in the most supportive environment, the team is working on developing an ESY program that will be housed at Mont Vernon Village School. In the past, students had been sent to Amherst schools for ESY, so we are excited about offering opportunities here at MVVS, where students are most comfortable. More information regarding ESY programming will be available as determinations are made regarding student eligibility. In the meantime, the special education team is thrilled with the student progress made, as evidenced by the most recent NWEA scores.

Music Update

During the month of February, music classes for grades 3-6 focused on the Blues. Students learned about the structure of the 12 bar blues chord progression, wrote their own blues lyrics following an AAB pattern, and then had a chance to create an improvised solo using the blues scale over the 12 bar blues, all performed on boomwhackers. Grades K-2 explored the many varying sections of Camille Saint-Saens' Carnival of the Animals, exploring the different elements of music, instruments, and musical forms represented in each short segment. In March we are kicking off a two-month exploration of Jazz in celebration of Music in Our Schools Month (March) and in preparation for Jazz Appreciation Month (April).



Spanish Update

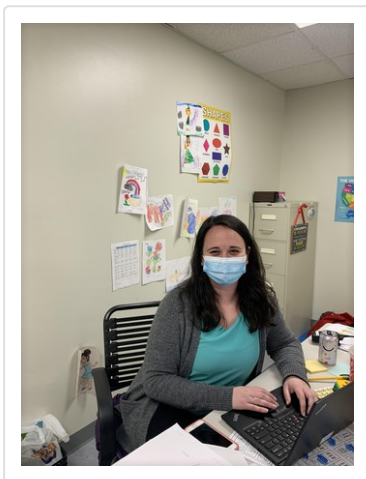
Kindergarteners and first graders continued to work with parts of the face and body. We made heart people to celebrate Valentine's Day and moved on to begin a unit on transportation. As we learn about different vehicles, we will also begin talking about places around town and practice "driving" our Matchbox cars to different stores and buildings.

Second graders learned winter vocabulary including basic winter weather terms and outdoor clothing. We created snowmen, labeling the different vocabulary terms such as hat, scarf, boots, and snow, and discussed that different climates have different weather during the winter. This will lead us into our new clothing unit for March.

Third graders finished up a weather unit and we had plenty of great examples just looking out the window. Next, they will be moving to a new unit covering school supplies and classes. We look forward to labeling all the different items we use in school and learning about different subject areas in Spanish.

Fourth graders wrapped up a unit on adjectives and descriptions, following a song about Mr. Blue and his friend Bob. We learned a basic chart to figure out how to change endings to match the gender and number of adjectives, and students are hoping to meet Mr. Blue's girlfriend later in the year if we have time to incorporate frequently used verbs.

Fifth and sixth-grade students completed a unit on the calendar including days of the week, months of the year, and are beginning to ask and answer questions including, "What day is today?" "What day is tomorrow?" "What day was yesterday?" and "When is your birthday?" This leads nicely into the next unit in which we will expand our question and answer practice to include personal data such as address, email, and phone numbers. Conversational Spanish is still new and feels slightly awkward to them, but progressing forward as students gain confidence.



Grade K

Kindergarten has begun the Fairy Tale unit. We are talking about the characteristics of a Fairy Tale. We will be reading different versions of Fairy Tales and will be comparing and contrasting the stories. This week we are focusing on Goldilocks and the Three Bears. Next week we will be reading The Three Little Pigs. We are continuing to practice reading and writing CVC words. In math, we are working on teen numbers. We can identify the number tens and ones in a two-digit number. We are continuing to practice addition and subtraction number sentences and word problems. We are practicing numbers plus 10. In science, we are focusing on Force and Motion.

Grade 1

First-grade students have continued their studies on unit 4 of our reading units with a focus on fluency, phonics, and comprehension. Students continue to work on becoming the boss of their reading by implementing the strategies taught in our daily reading lessons. We are in the middle of unit 7 of Foundations which focuses on the following new glued sounds: ang, ing, ong, ung, ank, ink, onk, unk as well as building on our knowledge of suffix-s. We are also

building on our trick word vocabulary as we go. We continue to work on our subtraction unit and look to finish it up in the next week. We will then move on to our measurement unit.

Grade 2

Second graders have been learning to recognize and understand figurative language such as alliteration, onomatopoeia, and similes. Likewise, they have been learning strategies to use when reading longer texts, to help keep track of important details. In math, they have been working on 2- and 3-digit subtraction with regrouping. During science, through hands-on activities, students are discovering the properties of different materials and their uses.

Grade 3

Third grade has been working to zone in on stories to follow a character's journey. We have been working with a read-aloud as well as in book club groups. Students have been studying the main character's problems and how they react to them, also noticing how the characters are being tested and how they resolve their biggest problem(s). Finally, students are working towards determining what lessons the character has learned throughout their journey. Third graders have also started their writing unit of opinion writing. We have begun by opening the conversation about opinions and turning those opinions into persuasive "in-the-air" speeches that will then be turned into writing. Currently, our focus is for students to focus on instances of "what is there" into "what could be there".

In Foundations, students are focused on the schwa sounds within words and naming the types of syllables or syllable exceptions, especially in multisyllabic words.

In Math, students have worked towards naming fractions, making equivalent fractions, turning whole numbers into fractions, and ordering and comparing fractions. Students will start to work towards looking at fractions of a set and adding and subtracting like fractions. Students continue to surprise us with their math problem-solving skills as we move into these more difficult concepts.

In science, students are continuing to work through the Forces in Motion unit. We will be implementing some nonfiction reading within this unit as well as working through the mystery science labs.

Grade 4

Grade 4 STEM

Fourth-grade STEM students have started working on fractions by relating them to whole numbers on a number line and using pictures. We have worked on finding equivalent fractions as well as comparing fractions using multiple strategies. Students have applied their understanding of fractions to real-world situations. In science, fourth-grade students have started investigating sound waves and vibrations.

Grade 4 Humanities

This week 4th-grade students have been learning about the Iditarod Race that takes place each year on the first Saturday of March. They have read several different texts learning about the history of the race, the state of Alaska, and the training and determination necessary to compete in the race.

Grade 5

Math: Students will be assessed on the order of operations and dividing with a double-digit divisor on 3/5/2021. Then, they will be learning about fractions. We continue to spiral back on past concepts as well.

ELA: Students are continuing to practice writing persuasive essays. They have written an essay trying to convince me to invest in a company they have started. They also have written an essay directed to a character, Winnie, in *Tuck Everlasting*, trying to convince her whether or not she should drink the water that can give her eternal life.

Social Studies: Students have found evidence in texts to support both sides of the argument as to whether or not schools/teams should have Native Americans as their mascots. Students have written about the challenges that Native Americans have had to face. We have begun talking about the causes of the American Revolution by learning about the French and Indian War.

Science: Students are learning about different biomes.

Grade 6

Language Arts- we have finished our last book in our unit of people who have made an impact on their societies. *The Boy Who Harnessed the Wind*, by William Kamkwamba is the story of a boy from Malawi who can't afford to go to school but uses resources at his village library to learn how to make a windmill. Students have completed a debate where they argued their many points about their person and supported their thinking with evidence. Students are now working on completing a five-paragraph argumentative essay where they have to focus on either Malala Yousfzai, Salva Dut, or William Kamkwamba. In this essay they also have to create a counterclaim where they have to acknowledge what one of the other people did to create an impact on their societies.

In Social Studies we have started learning about Ancient Egypt. They are learning about pyramids, mummification, the kingdoms of Ancient Egypt, the geography of the area, and the people who made up this amazing civilization. Students are also working on researching a topic of their choice within the Ancient Egyptian realm. This will end in a 5 paragraph informational essay and a poster or 3D model that they will then use to help them present their research to their classmates. Students will also be creating an Egyptian Death Mask and we will be making Canopic jars and try to dry out apple slices.

In Math class, 6th graders finished a short unit on GCF, LCM, Squares, and Cubes. They took their final assessment just before February vacation. They have now started a new unit on ratios. So far they have learned what ratios are, and how they can be used to describe and compare quantities. Students have also learned how to simplify ratios and find equivalent ratios. We will soon move on to using ratios in order to solve real-world problems.

In Science class, 6th graders are deep into their study of Ecology. Over the past couple of weeks, we have focused on the relationships between organisms in an environment, including symbiotic relationships, where organisms work together, predator-prey relationships, and interspecific and intraspecific competition. Most recently, students have learned about populations and factors in an environment that might limit population growth. The students then completed a lab examining how an increase or decrease in a specific population can affect the populations of other species.

K-4 Math Remote

The last few weeks in remote math learning have been full of experiential learning. In third and fourth grades, students are well into their fraction study. We have been using digital geoboards to demonstrate planting vegetable gardens. Organically, students are discovering equivalent fractions such as knowing that $\frac{1}{4}$ of the garden is the same as $\frac{2}{8}$, $\frac{4}{16}$ or $\frac{8}{32}$. Within the same project, students are learning how we add fractions with unlike denominators in order to determine how much of the garden is planted and how much remains to cultivate. From this work, we are now creating a variety of expressions using mixed numbers, improper fractions and proper fractions. Our calculations include addition, subtraction and multiplication of fractions. In second and first grades, students continue their study of measurement. We are learning about the tools that are required to measure different units – time, temperature, weight, length, height, money, etc. Students have engaged in an escape room challenge where they needed to stop a nefarious time monster for rearranging time. They helped our friend, Mole, discover how much money was hidden underground and how to report it as cents or dollars (using decimals). These children are showing just how skilled they are becoming with problem-solving. Kindergarten students are continuing their deep understanding of place value by focusing on the tens and ones place. They are learning how to compose and decompose numbers in many ways in order to make adding and subtracting more efficient. They even critiqued an instructional video where a presenter counted sixteen objects one-at-a-time, telling me that the creator needs to learn to count by 2s, 5s, or 10s to find the sum more efficiently. During our "Math Menu Friday" sessions, students are participating in digital STEM challenges and enhancing their skill set by engaging in some learning extensions. In some of our "off class time" (end of day and morning meeting), we are observing animals on live webcams around the country. Students are keeping tabs on the great cats, pandas, naked mole rats, and elephants from the National Zoo. They also head to the west coast and observe the piranha, otter, and ray tanks at the Monterey Bay Aquarium. These are some of our favorite times of the day as we become like Jane Goodall, observing animal behavior and taking data in real-time. We encourage you to check out the Smithsonian's Panda Cam as a mother and son duo keep us very entertained!

5-6 Remote

The remote students continue to work hard, especially after being rejuvenated with February break! In fifth grade, we have continued reading *Tuck Everlasting* and analyzing the elements of fantasy. This book is wonderful and has allowed for really complex and exciting discussions. We will continue with it for the next couple of weeks. In math, we have spent some time working on division and order of operations for the past few weeks and are transitioning to fractions next week. We will be spending quite a bit of time on this complex topic that is critical for fifth graders!

In sixth grade, we finished reading our last book on our final real-life hero, William Kamkwamba. Students are now deciding which of our heroes (Iqbal Masih, Malala Yousafzai, Salva Dut, or William Kamkwamba) made the greatest impact on their society and analyzing how they did so. Hopefully, this unit has inspired them to make a change in the world, too! In math, we have been learning about ratios, a critical skill in sixth grade, and have been making and finding equivalent ratios, even with missing terms.

Library - Media Update

Library and Technology classes covered Black History Month in February and are covering Women's History Month in March by exploring the stories and accomplishments of exceptional but often little-known inventors, doctors, scientists, and others. All students are learning about traditional stories, folk, and fairy tales while studying multiple versions of these tales.

Kindergarten – 2nd graders are learning about story elements—characters, setting, plots, problem, solution, and the beginning, middle, and end of the story. All 3rd and 4th graders have created tables in Microsoft Word, and are learning about the differences between Fact and Opinion.

Research skills continue to be the main focus of 5th and 6th graders with upcoming projects on Native Americans and Ancient Egypt. Students are learning how to cite their sources, find reliable sources of information, and the differences between fact and fiction when conducting their research. All students have had the opportunities to design their presentations using both Microsoft Powerpoint and Google Slides.

In the coming weeks, students will celebrate National Poetry Month in April, Read Across MVVS in May, and continue learning new tech programs, keyboarding, coding, and research skills.

PE

Kids Heart Challenge: Thank you to everyone who supported the Kids Heart Challenge! MVVS raised over \$1200 for the American Heart Association. Students also had a great time



participating in heart-healthy jump rope activities this month during our Kids Heart Challenge Celebration Day!

K-2: Students have started a striking unit where they will experiment using a variety of implements (foam paddles, noodles, racquets) to hit different types of objects (balloons, various sizes of balls) to self, partners, and in gameplay. This develops hand-eye coordination, teamwork, and a growth mindset.

3-6: Students have started a badminton unit and are learning basic shots (overarm, underarm, serve, clear, drop, smash). As we refine our shots, we will begin to focus on elements of gameplay such as boundary lines, how to keep score, and singles vs. doubles strategy. We will wrap up our unit with a fun, class-wide, tournament! Thank you to AMS for lending us their equipment so our students could experience a badminton unit!

Persuasive Essay from Grade 5, Miss Lawrence's Class

NightmareBox

Do you want your child to be miserable and not learn or have fun and learn? We know you think DreamBox will improve our test scores, but we feel that it is actually a waste of our precious time and money. Please, eliminate DreamBox. We are currently required to complete 90 minutes of DreamBox a week. However, we feel there are other resources we can use to improve our math skills. The fifth grade class of MVVS believes that we should no longer use DreamBox because it is frustrating, boring, and not beneficial.

First, the fifth grade class of MVVS believes that we should no longer use DreamBox because it is frustrating. One way it can create frustration is that it can be glitchy for a majority of students. For example, it randomly signs you out when you are in the middle of a problem, says you are incorrect when you are not, and won't log time correctly or reward you with the star you've earned. To add on, we are already overwhelmed with the other work that we have to do. It is important for you to take this off our plate since we can focus on schoolwork and creating memories, like playing with our friends.

Second, the fifth grade class of MVVS believes that we should no longer use DreamBox because it is boring. It is boring since it doesn't allow for teamwork. If we used a resource that allowed us to work with others, it would produce far greater results. When working with others it creates the opportunity to learn from others, we could make a friend, and it helps us with learning how to work with others. Also, it's not fun and when things are not fun, we become less engaged. This, therefore, defeats the purpose because if we aren't engaged, we aren't learning. Prodigy is one example of a more engaging resource since it has a balance of fun and learning. It also allows us to set goals and make choices on what skills to focus on, which are good life skills.

Finally, the fifth grade class of MVVS believes that we should no longer use DreamBox because it is not beneficial. One way it is not beneficial is that it just tells us the answer and doesn't show how to accurately solve a problem if we get something wrong. How are we

supposed to learn from our mistakes this way? Furthermore, DreamBox is not challenging. Imagine having a child in the fifth grade that is willing to be challenged, but when they log on to DreamBox, it is having them do simple addition and subtracting. What a waste!

Some people might say that DreamBox has proven to have successfully improved test scores. However, according to a John Hopkins University study, "Math achievement increases with just 60 minutes of Prodigy per week." That means less screen time! Also, Prodigy is free. If you want to help the taxpayer, then this is the way to go. Money is going down the drain when you spend it on DreamBox. We know the value of a taxpayer's dollar!

It's not just us. We surveyed the 6th grade class and 23 students said they did not like DreamBox (only 1 liked it, 1 liked it a little, and 2 had no opinion). We appreciate your time and consideration in hearing our declaration. We hope we were helpful in providing feedback in order for you to make a more informed decision. We ask that you not make a decision immediately as we know the importance of thinking things through to make the best decision.

Remember, some of you have children in the fifth grade and of course you want them to be happy.

Sincerely,

Miss Lawrence's Class

Works Cited:

<https://prodigy-mathgame0.medium.com/4-key-findings-from-prodigys-johns-hopkins-university-study-9279d3c8b7a>

<https://www.edsurge.com/product-reviews/prodigy#:~:text=Prodigy%20is%20free%20for%20students,month%20or%20%2459.88%20per%20year.>



Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
 District: School Administrative Unit 39

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2020 - Winter 2021
 Weeks of Instruction: Start - 1 (Fall 2020)
 End - 18 (Winter 2021)
 Grouping: None
 Small Group Display: No

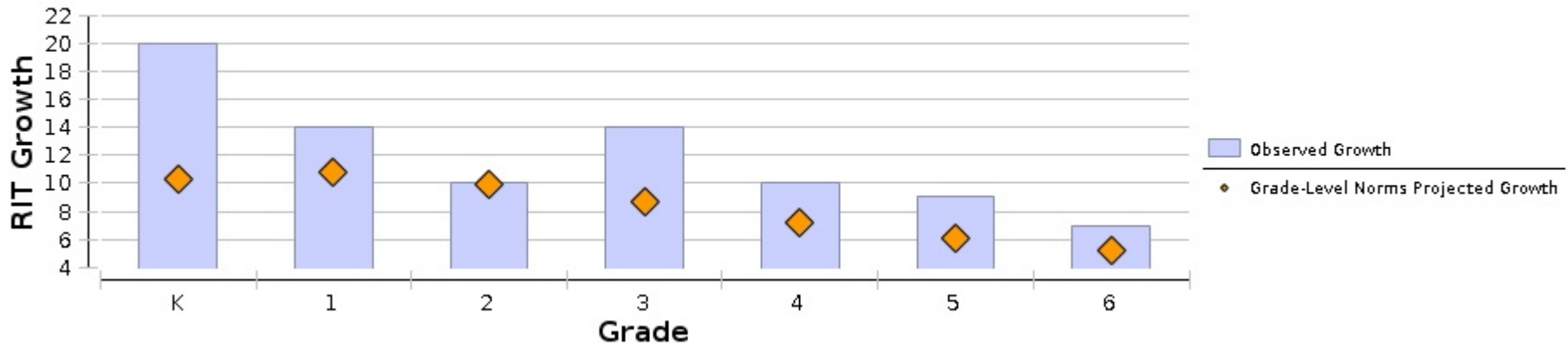
Consent Agenda Item #3

Mont Vernon Village School

Math: Math K-12

Grade (Winter 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	26	150.1	9.7	99	169.9	9.2	99	20	1.6	10.3	7.08	99	26	24	92	95
1	28	167.3	9.5	94	181.4	11.2	98	14	1.4	10.8	2.14	98	28	21	75	67
2	23	176.9	8.9	74	187.2	7.7	76	10	1.1	9.9	0.27	61	23	11	48	42
3	32	195.7	8.2	93	209.4	9.8	99	14	1.0	8.7	3.93	99	32	26	81	88
4	30	202.5	10.2	74	212.6	9.8	85	10	1.1	7.2	2.43	99	30	20	67	74
5	25	211.2	12.3	67	220.2	13.3	79	9	1.1	6.1	2.03	98	25	17	68	66
6	31	216.9	10.0	66	223.9	10.8	73	7	1.2	5.3	1.29	90	31	22	71	64

Math: Math K-12



Explanatory Notes

[‡]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: Winter 2020-2021
 District: School Administrative Unit 39

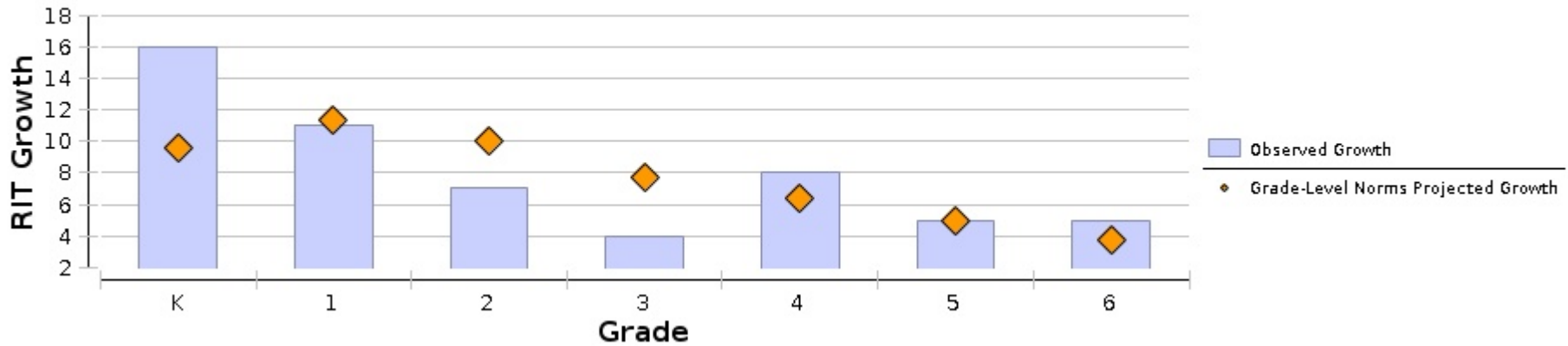
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2020 - Winter 2021
 Weeks of Instruction: Start - 1 (Fall 2020)
 End - 18 (Winter 2021)
 Grouping: None
 Small Group Display: No

Mont Vernon Village School

Language Arts: Reading

Grade (Winter 2021)	Growth Count‡	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	26	145.8	9.8	98	161.2	10.8	99	16	1.4	9.5	4.01	99	26	22	85	91
1	28	161.9	10.1	94	173.2	11.9	93	11	0.9	11.3	-0.03	49	28	14	50	46
2	23	177.8	14.3	88	184.9	13.6	75	7	2.3	10.0	-1.92	3	23	10	43	29
3	33	203.6	11.1	99	207.5	10.3	98	4	1.2	7.7	-2.96	1	33	10	30	36
4	28	202.9	11.3	85	211.3	12.7	91	8	1.8	6.4	1.60	95	28	19	68	71
5	25	213.8	13.0	93	219.0	10.6	93	5	1.7	5.0	0.20	58	25	13	52	52
6	32	221.4	11.4	95	225.8	9.5	96	5	1.5	3.7	0.67	75	32	21	66	57

Language Arts: Reading



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

**MONT VERNON SCHOOL DISTRICT
SCHOOL BOARD BUDGET TRANSFER REQUEST**

Consent Agenda Item #4

REQUEST FOR BUDGET TRANSFER NO.:

2021-001

DATE:

3/15/2021

TRANSFER FROM:

TRANSFER TO:

Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.	Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.
10.1100.610.10.000000	General Supplies	\$16,886.00	(\$550.00)	\$16,336.00	10.2630.735.10.000000	Replacement Machinery- Grounds	\$0.00	\$3,874.00	\$3,874.00
10.2410.610.10.000000	Office Supplies	\$1,000.00	(\$500.00)	\$500.00					
10.2220.641.10.000000	Library Books	\$5,000.00	(\$2,824.00)	\$2,176.00					

TOTAL TRANSFERRED FROM:

(\$3,874.00)

TOTAL TRANSFERRED TO:

\$3,874.00

JUSTIFICATION: Purchase mower as approved by Board at Feb 3, 2021 meeting.

Director of Finance

3/15/2021

REQUESTOR: DIRECTOR/DATE

APPROVED BY MONT VERNON SCHOOL BOARD ON:

Michele Croteau, Business Administrator

Consent Agenda Item #5

Mont Vernon School District
 Projected Unassigned Fund Balance
 FY 21
 For the Month Ended 2/28/2021

	Anticipated Amount Remaining at Year End		Adopted Budget
Revenue	\$ 34,350		
Expense	\$ 13,976 **	General Fund:	
EO#38	\$ 4,900	Operating Budget	\$ 5,339,703
	<u>\$ 53,226</u>	Special Article - Reserve	<u>\$ 50,000</u>
		Total General Fund	\$ 5,389,703
		Food Service Fund	\$ 84,439
		Grant Fund	<u>\$ 88,000</u>
		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. This month's estimate reflects reduced encumbrances for contracted services (Medicaid billing) and Special Ed. tuition. It also 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 (over budget by \$119k) may be options to support cost at year end if need be.

General Fund: *

	Budget	YTD 2/28/21	Anticipated YTD @ Year End	Anticipated Year End Excess / (Shortfall)			
Revenue	5,389,703	3,521,528	5,424,053	34,350			
					Total Expended and Encumbered	Anticipated Total @ Year End	Anticipated Year End Excess / (Shortfall)
Expense	5,389,703	2,748,839	2,408,031	5,156,870	5,375,727	13,976	
Net	-						

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

COVID Funding:

	Grant	Expected Expenditure @ Year End	
CARES / ESSER I	\$ 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>	
CRRSA / ESSER II	\$ 43,728	\$ 24,750	Funding for eligible exp. from 3/13/2020 to 9/30/2023; Includes Yeaton HVAC design work.
	Approval	Anticipated Total Expenditure @ Year End	Anticipated Amount Remaining @ Year End
EO #38	\$ 140,449	\$ 135,549	\$ 4,900

Consent Agenda Item #6

Mont Vernon School District
 Report of Fund Balance
 As of 2/28/2021

	Beginning Balance	Month to Date		Year to Date		Ending Balance
		Income	Disbursements	Income	Disbursements	
ETF MVVS Property Maintenance Fund (March 2007)	\$261,067	\$5		\$50,175		\$311,247
CRF MVVS Educate Students with Disabilities	\$31,709	\$0		\$20		\$31,729
ETF MVSD Tuition Contingency Fund	\$33,111	\$1		\$21		\$33,132
	\$325,887	\$6	\$0	\$50,215	\$0	\$376,108

March 16, 2007

ARTICLE 3 To see if the school district will vote to discontinue the Mont Vernon School Maintenance Expendable Trust Fund established March, 1997, said funds with accumulated interest to the date of withdrawal are to be transferred to the School District's general fund, and further to establish the School Property Maintenance Expendable Trust Fund under the provisions of RSA 198:20-c for the purpose of maintaining, repairing and upgrading both the inside and outside of Mont Vernon school properties, and to raise and appropriate the sum of \$38,287.22 (which is the total amount of funds in the discontinued expendable trust fund plus an additional \$10,000) to be placed in this fund and authorize the use of that amount from the year-end undesignated fund balance (surplus) if available on July 1, 2007, and further to name the School Board as agents to expend this fund. **The school board recommends the passage of this article. Majority vote required to pass.**

March 12, 2010

ARTICLE 6 To see if the Mont Vernon School District will vote to create an expendable trust fund under the provisions of RSA 198:20-c, to be known as the Tuition Expendable Trust Fund, for the purpose of paying Amherst Middle School tuition for Mont Vernon students. Furthermore, to raise and appropriate \$1.00 toward this purpose and to name the Mont Vernon School Boards as agents to expend from this fund.
Majority vote required to pass.
The Mont Vernon School Board does not recommend the passage of this article by a vote of 2 - 3.
The Mont Vernon School District Budget Committee does not recommend the passage of this article by a vote of 1 - 3 with one abstention.

March 8, 2016

Article 3
 Shall the Mont Vernon School District vote to establish a capital reserve fund under the provisions for RSA 35:1-b to be known as the Mont Vernon School District fund for educating students with disabilities for the purpose of covering the costs of educating students with disabilities and name the Mont Vernon School Board as agents to expend this fund and further raise and appropriate up to **\$30,000** from year-end undesignated fund balance (surplus) if available on June 30, 2016 to be placed in this fund?
Majority vote required to pass.
The Mont Vernon School Board unanimously recommends the passage of this article by a vote of 4 to 0.
The Mont Vernon School District Budget Committee unanimously recommends the passage of this article by a vote of 4 to 0.
The estimated tax impact of passing this article is an increase of \$0.12 per \$1000.

YES NO

Consent Agenda Item #8

SAU #39

3/30/2021

Mont Vernon Village School

March Facilities Update

Vendor Maintenance Completed

- [PFC water testing results](#)

The PFOA Standard is 12, which is shown on the lab report under "Limit". Right now NHDES is only requiring that systems monitor PFAS chemicals for 4 quarters, of which Mont Vernon has done two. The NHDES will be making decisions on the next steps for PWS after the rounds are completed. PFAS chemicals are relatively new, so they will be determining what they want to do based on toxicological data that comes out and test results. So far we have seen them require treatment immediately, but only when the levels highly exceed the standards.

- [Site inspection for HVAC system/ductwork design](#)
- Troubleshoot/repair of fire panel fault (heat detector in conference room replacement)
- Troubleshoot/temporary repair/final repair of water heater oil burner controller
- Troubleshoot boiler fuel issue
- Repair of failed heating valve in ceiling HV (room W8)
- Replace IT closet HVAC unit control boards
- Replace IT closet HVAC compressor
- Weekly temporary custodial services
- Waste management services weekly schedule
- Monthly pest services monitoring program

MVVS Facilities Staff Projects Completed

- Assessment of exterior door condition for repairs
- Assessment of siding condition for repairs (Georgia Pacific Double 4" Traditional 8"x150" Model 531651 Item 56639) Product has a lifetime warranty
- Assessment of exterior painting and minor wood repairs
- Adjustments of exterior door locking hardware (locks, pins, and hinges)
- Troubleshoot/temporary repair/final repair of water heater oil burner controller
- [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

- Exterior painting and minor wood repairs
- Siding repairs (Purchasing samples of siding from Lowe's to confirm match)
- Exterior door painting and minor repairs (Also following up with the architect)
- Repair to failed domestic pressure tank bladder (April or June)
- UST repairs identified from NHDES inspection (April)
- New mower delivery (April)
- Video inspection of chimney prior to cleaning

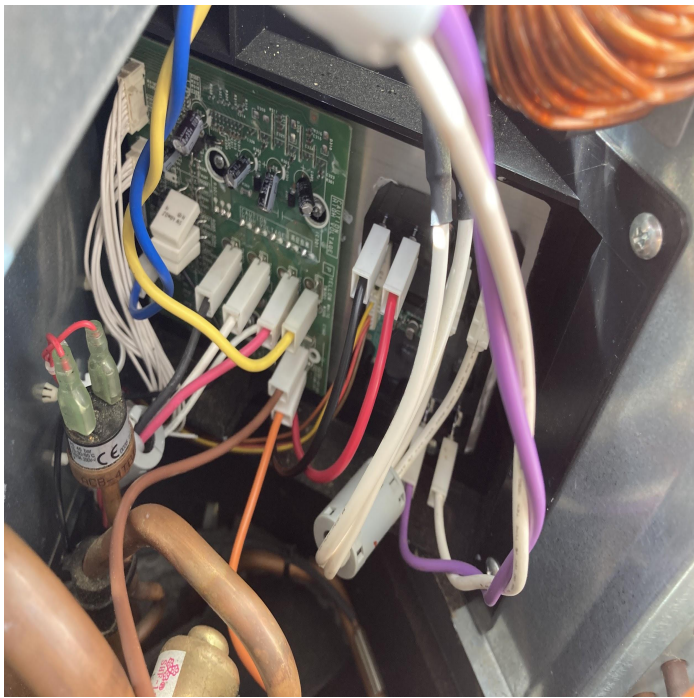
Water heater controller



Fuel piping risers removed



IT HVAC split system control boards



IT HVAC split system compressor



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 #9

To: Adam Steel, Superintendent of Schools

From: Christine Landwehrle, Assistant Superintendent

RE: Title I Summer Program Update

April 1, 2021

Title I Summer Programming Update

Christine and Kim have met along with building leadership across the SAU to begin brainstorming summer program details. MVVS will be holding a summer Title I program for incoming kindergarten through sixth grade students. This program will be for students that have not yet met grade level expectations in English language arts or math. We are in the process of finalizing dates and times but would like to meet with staff to collaboratively design the Title I summer program based on student need. We have a meeting with staff scheduled for Friday, April 9th to design the program. Once we meet with staff, we will be able to finalize program details, determine staffing needs, and outline our budget. Once our program is finalized, we will be posting for our Title I teachers.

After our Title I planning, we will begin exploring additional summer programming options. We are interested in providing enrichment programming through Title IV for students who may be interested in a hands-on experiential learning option.

Requested Board Action

- 1. None: Information only.**