

# Mont Vernon School Board Meeting

Monday, June 14th , 2021 – 4:30 PM

Daland Library- 5 N. Main Street, Mont Vernon, NH 03057

**This meeting is an in-person, outdoor meeting.  
Public comments must be made in-person.**

Agenda Item	Time	Desired Action	Backup Materials
Board Organizational Meeting	4:30 PM	Board to organize including the election of the Chair, Vice-Chair, Secretary, New Board Member and appointment of all committee responsibilities	FY 22 Board Meetings Memo
Public Comment I of II	4:45 PM		None
Consent Agenda	4:50 PM	<ol style="list-style-type: none"><li>1. May 5<sup>th</sup>, 2021 Draft Minutes</li><li>2. June 2021 Principal's Report</li><li>3. FY 21 Cap. Reserve Trust Funds 04 30 21</li><li>4. Unanticipated Revenue \$108.40</li><li>5. Projected UFB for Month End 04 30 21</li><li>6. Projected UFB of Month End 05 30 21</li><li>7. MVSD End of Year Projects</li></ol>	<ol style="list-style-type: none"><li>05 05 2021 Draft Minutes</li><li>June 2021 Principal's Report</li><li>FY' 21 Capital Reserve 04 30 21</li><li>Unanticipated Revenue Memo</li><li>Projected UFB 04 30 21</li><li>Project UFB 05 30 21</li><li>End of Year Project List</li></ol>
Public Comment II of II	5:05 PM		
Non-Public Session	5:10 PM	RSA 91 A:3 II ( )	
Meeting Adjourned	5:15 PM		

# 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



To: Stephen O'Keefe, Chair, SAU 39 Board  
Elizabeth Kuzsma, Chair, Amherst School Board  
Sarah Lawrence, Chair, Mont Vernon School Board  
Pim Grondstra, Chair, Souhegan Cooperative School Board

From: Adam Steel, Superintendent of Schools

RE: FY22 School Board Meeting Schedule

May 24, 2021

Dear Chairpersons of the SAU 39 Board, Amherst School Board, Mont Vernon School Board, and Souhegan Cooperative School Board,

Please find the proposed School Board Meeting dates for each district for FY22. The proposed schedule includes the Annual Meeting dates for each district, plus meetings with planning time for such events (Public Hearing, Deliberative Session, etc.) Special care was taken to ensure no board meetings conflicted with national holidays, school vacations, or religious observances.

A full school year calendar is provided on Page 4, in addition to the dates listed below by district.

## **SAU 39 Board Proposed Meetings Dates**

SAU	FY22	
<b><u>Meeting</u></b>	<b><u>Day of Week</u></b>	<b><u>Date</u></b>
August	Thursday	8/19/2021
September	Monday	9/20/2021
October	Wednesday	10/13/2021
SAU Public Hearing	Thursday	11/18/2021
December	Thursday	12/16/2021
February	Thursday	2/17/2022
April	Thursday	4/21/2022
May	Monday	5/16/2022
June	Monday	6/6/2022

**Amherst School Board Proposed Meeting Dates**

ASB	FY22	
<b>Meeting</b>	<b>Day of Week</b>	<b>Date</b>
August	Wednesday	8/25/2021
September	Tuesday	9/7/2021
October	Monday	10/4/2021
November	Tuesday	11/2/2021
December	Monday	12/6/2021
Public Hearing Planning	Monday	1/3/2022
Public Hearing + Board Meeting + Deliberative Planning	Wednesday	1/12/2022
Deliberative Session	Tuesday	2/8/2022
February	Monday	2/14/2022
April	Monday	4/4/2022
May	Monday	5/2/2022
June	Monday	6/6/2022

**Mont Vernon School Board Proposed Meeting Dates**

MVSB	FY22	
<b>Meeting</b>	<b>Day of Week</b>	<b>Date</b>
August	Tuesday	8/24/2021
September	Tuesday	9/14/2021
October	Thursday	10/14/2021
November	Thursday	11/4/2021
December	Thursday	12/2/2021
Public Hearing + Board Meeting + Deliberative Planning	Thursday	1/13/2022
Deliberative Session/Board Meeting	Wednesday	2/9/2022
April	Thursday	4/7/2022
May	Thursday	5/5/2022
June	Monday	6/6/2022

**Souhegan Cooperative School Board**

SCSB	FY22	
<b>Meeting</b>	<b>Day of Week</b>	<b>Date</b>
August	Thursday	8/26/2021
September	Monday	9/27/2021
October	Monday	10/25/2021
November	Monday	11/15/2021
December	Monday	12/13/2021
Public Hearing Planning	Monday	1/3/2022
Public Hearing + Board Meeting + Deliberative Planning	Wednesday	1/12/2022
Deliberative Session	Monday	2/7/2022
February	Monday	2/21/2022
April	Monday	4/18/2022
May	Monday	5/23/2022
June	Monday	6/6/2022

**Requested Board Action**

1. Motion: Accept all proposed meeting dates.

# SAU #39 2021-2022 School Calendar - DRAFT Meeting Dates

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Key

31 First/Last Day   
 15 No School   
 # Board Meetings   
 8 Late Start   
 \* Subject to Change

175

**Consent Agenda Item #1**

Mont Vernon School Board

Wednesday, May 5<sup>th</sup> 2021

Meeting Minutes- Not Approved

Attendees:

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

Mont Vernon Village School Board: Vice Chair- Peter Eckhoff, Secretary- Scott St. Denis, Stephen O'Keefe and Jessica Hinckley.

Board Minutes: Danae A. Marotta

Public: Pete King, MVSD Moderator, Mont Vernon NH.

I. Call to Order

**Vice Chair of the Mont Vernon School Board, Mr. Pete Eckhoff, called the Meeting to order at 6:00PM.**

II. Public Comment I of II

No public comment.

Mr. Eckhoff noted that they are holding their meeting tonight in the MVVS Library.

III. Consent Agenda

Mr. Eckhoff asked for questions on the Consent Agenda.

Mr. O'Keefe asked about the Principal's Report and what they are doing for transitioning students to the Amherst Middle School.

Dr. Kim Sarfde, MVVS Principal, replied that AMS Principal, Dr. Bethany Bernasconi, is spearheading that and they are participating in different activities. The middle school is lucky that they have past MVVS Principal Mr. John Schuttinger. He is mindful of making the transition as smooth as possible.

Mr. O'Keefe asked about the attendance of the after-school enrichment programs.

Principal Sarfde replied that the participation has been great. They did cap the numbers, at 26 for two teachers.

Mr. O'Keefe asked about the School Psychologist. What have they done to reach out to the remote students.

32 Principal Sarfde replied their School Psychologist, Ms. Lauren Richie, works with them a couple  
33 of days a week. In terms of the remote students, that really falls on Ms. Ashley O’Keefe who is  
34 their School Counselor. She has been really great in terms of reaching out to remote families and  
35 offering services. They have a lot of kids that are experiencing different challenges because they  
36 are feeling a little bit isolated. She is offering regular services for students that need it and  
37 certainly they are available to all students, remote or in-person.

38 Mr. O’Keefe asked if it was possible to reach out to check in on the remote students and their  
39 families so that they feel included.

40 Principal Sarfde replied, yes, absolutely.

41 Mr. O’Keefe asked if she can give the board an update on that.

42 Principal Sarfde replied, yes.

43 Mr. Eckhoff asked for questions on the Consent Agenda.

44 Mr. O’Keefe noted that he is all set with what has been presented in the consent agenda.

45 Mr. Eckhoff asked about the Facilities Report.

46 Mr. Steel replied that Mr. Preston is working on an HVAC problem in the MPR as we speak. A  
47 couple of things that Mr. Preston called out are the bladder repair in the water tank. Everything  
48 else were items that the board members had mentioned around the building. The report links to  
49 other reports, such as the HVAC. He will be happy to answer any questions.

50 Mr. O’Keefe asked if the sludge was iron in the photos.

51 Mr. Steel replied, yes.

52 Mr. O’Keefe noted that Principal Sarfde has an incredible story about the Read Across America  
53 Program.

54 The Board thanked Principal Sarfde.

55 **Mr. O’Keefe motioned to approve the Consent Agenda items 1. Draft Minutes April 08th,**  
56 **2021, 2. May 2021 Principal’s Report, 3. Unanticipated Revenue \$410, 4. MVSD Projected**  
57 **Fund Balance 03/21, 5. FY21 Cap. Reserve Trust Funds 03/21, 6. Jan. 2021 Treasurer’s**  
58 **Report, 7. MVSD April 2021 Facilities Report, 8. MVSD General Assurances 2021, and 9.**  
59 **MVSD Policy Rescission Memo. Ms. Hinckley seconded the motion. The vote was**  
60 **unanimous, motion passed. (3-0)**

61 IV. Unassigned Fund Balance Project Approval

62 SAU #39 Business Administrator, Ms. Michele Croteau, remarked that there is an updated fund  
63 balance in the packet. The amount that is available for expenditure is about \$80k. You may recall  
64 that they were monitoring the balance and at that time they had to pull some funds aside for  
65 Special Education. She had a review with Student Services Director, Ms. Meg Beauchamp, and  
66 were able to release some funds. The revenue that is in excess of the budget is not available for

67 spending by the board prior to June 30<sup>th</sup>. That will go toward the fund balance at the end of the  
68 year. The Emergency Order money can shift as well. Right now, the projection is about \$9k that  
69 is being monitored.

70 Lastly, there is a projection for food service due to lower sales volume due to Covid. She did  
71 some research and because the loss is decreased revenues it is not an item for federal funding.

72 Mr. Eckhoff asked if the \$80k will stabilize.

73 Ms. Croteau replied that this does factor in the repair of the bladder, the underground storage  
74 tank and the new mower.

75 Mr. Eckhoff asked what happens to the dollars if they do not get spent.

76 Ms. Croteau replied that it goes to off set the tax rate.

77 Mr. Eckhoff inquired about the number from last year.

78 Ms. Croteau mentioned that the total on the side for the Emergency Order money was \$140k.

79 Mr. O'Keefe commented on the excess \$80k, what they are really talking about is \$20k. He  
80 noted that he is not comfortable spending and he would like to give it back.

81 He asked where is the deficit in the Food Service.

82 Mr. Eckhoff replied that it is in the grey box, four lines down.

83 Mr. O'Keefe inquired for clarification and the accounting.

84 Ms. Croteau explained that it is a federally funded program.

85 Mr. O'Keefe asked if it has nothing to do with the product. He asked if there was a thought to  
86 reduce hours.

87 Ms. Croteau replied that they had talked about reductions in hours and did not move forward for  
88 a few reasons.

89 Mr. O'Keefe asked about a surplus after the June 30<sup>th</sup> deadline.

90 Ms. Croteau explained that it is possible that they could have another \$12k or if they have  
91 additional Covid related expenditures it could be less.

92 Mr. O'Keefe asked about seeing additional funding.

93 Ms. Croteau replied that with the SR3 funds, the State has projected 2.3x's the SR2 money.  
94 There is a timeline and that is the first step, it may be a 60-day window.

95 Mr. O'Keefe asked when will the the \$101k be available.

96 Ms. Croteau replied that it will be available as soon as the State allocates it to them and accepts  
97 their reopening plan. The window of spending has not been clearly identified, possibly through  
98 2023.



99 Mr. O’Keefe added that it goes back to the HVAC project.

100 Ms. Croteau replied that it is a good question. She and Assistant Superintendent, Ms. Christine  
101 Landwehrle, have talked about reopening and future needs for supporting students. There may be  
102 a need for remote learning as well. These funds will be allotted to the school district they will be  
103 determining eligible expenses and what will be allocated for using these funds.

104 Mr. O’Keefe asked it for clarification.

105 Ms. Croteau explained that it is Covid related and how it responds and how it addresses Covid  
106 related issues. It will require additional conversation.

107 Ms. Landwehrle added that there is a requirement around using a certain percentage of the funds  
108 to support struggling students or students who need to accelerate their growth due to disrupted  
109 and/or remote learning. They need to make sure that they get their allocation, understand what  
110 the requirements are and make that determination as to what their greatest need is to reopen.  
111 They have been open but to continue to operate what is their greatest need.

112 Mr. O’Keefe asked if they will be getting a presentation in June or July. He is assuming that they  
113 will need additional staff to continue remote learning in the fall.

114 Mr. Steel replied, maybe, they start their reopening meetings soon.

115 The board thanked Ms. Croteau and Ms. Landwehrle.

116 V. Public Comment

117 Mr. Pete King, MVSD Moderator, asked if the warrant that they are voting on today is the same  
118 as the Public Hearing in January.

119 Mr. Steel replied, yes.

120 Mr. O’Keefe asked about the retirement of Ms. Charlotte Jameson and personnel changes.

121 Principal Sarfde replied that she will be leaving them soon and wish her the best of luck.

122 Mr. O’Keefe commented that transition was always eased by her warmth and they will wish her  
123 will.

124 Ms. Croteau remarked that \$50k went towards funding the warrant article for the Capital Reserve  
125 fund, \$180,503 was to reduce taxes and there was \$140k of Covid funding.

126 Mr. Eckhoff clarified that they gave back \$180k last year.

127 Ms. Croteau replied, yes.

128 Mr. Eckhoff asked for replacing Ms. Jameson.

129 Mr. Steel noted that she is officially retiring as of June 30<sup>th</sup>.

130 VI. Non-public Session

131 **Mr. O’Keefe motioned to enter into Non-Public Session RSA 91 A:3 II (a) and (c) at**  
132 **6:30PM. Ms. Hinckley seconded the motion. The vote was unanimous, motion passed.**

133 **Roll Call: Eckhoff- Yes, Hinckley- Yes and O’Keefe- Yes.**

134 Board Members present: Mr. O’Keefe, Ms. Hinckley and Mr. Eckhoff

135 Other persons present during Non-Public Session: Superintendent Steel, Assistant  
136 Superintendent Landwehrle, Business Administrator Ms. Michele Croteau and Business  
137 Administrator Elect, Ms. Facey.

138 Description of matters discussed, and final decisions made: Discussion of personnel issues

139 **Mr. O’Keefe motioned to exit the non-public session at 6:50PM. Ms. Hinckley seconded the**  
140 **motion. The vote was unanimous, motion passed.**

141 The meeting was adjourned at 6:50PM.

142

143

Draft

Consent Agenda Item #2

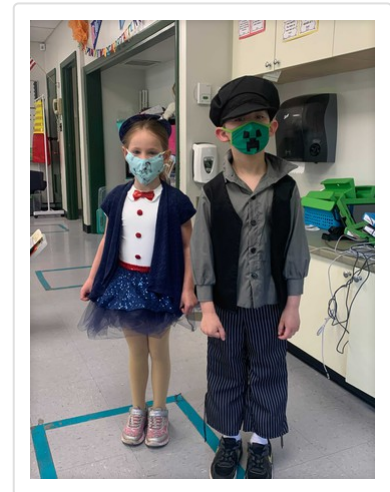
# MVVS Board Update

June 2021

## Classroom Visits

Total Classroom Visits: 280

Observations Recorded in Frontline: 8



### **ENROLLMENT**

#### **MVVS**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
<b>K</b>		21	21	21	20	20	21	21	21	21	21
<b>1</b>		23	23	23	22	23	23	23	23	23	23
<b>2</b>		20	19	19	18	18	18	21	24	24	24
<b>3</b>		30	28	28	27	29	28	29	30	30	30
<b>4</b>		23	25	24	23	23	22	25	26	27	26
<b>5</b>		20	20	20	19	19	20	21	25	25	25
<b>6</b>		27	27	26	25	24	26	28	26	27	27
Total		164	163	161	154	156	158	168	175	177	176
Family		143	143	143	143	143	144	145	145	145	145

#### **Remote**

K-4		27	29	30	34	34	28	23	20	18	19
Gr.5-6		14	12	13	16	17	14	12	10	9	9

#### **Homeschool Students**

K-6		11	12	12	12	12	13	12	11	12	12
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**\*\*UPDATED NUMBERS---5/18/21**

**4<sup>th</sup> grade student transitioning to remote 5/31/21 till EOY**



## Read Across MVVS

All students celebrated Read Across MVVS in May with multiple read-aloud stories daily by Mont Vernon community members. This year's theme was *Celebrating Diversity with Multicultural Stories*. Students also completed author studies focusing on authors Patricia Polacco, Marty Kelley, Laura Numeroff, Mo Willems, and Jory John.

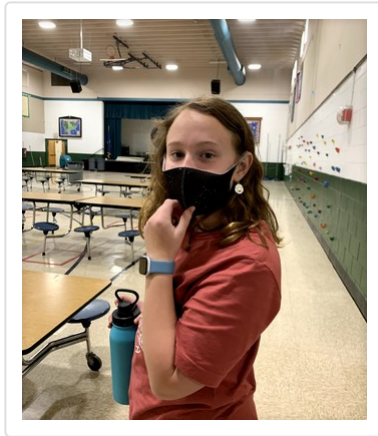


## MVPD Presentation

We welcomed Chief Furlong from the Mont Vernon Police Department to present information about enhanced safety procedures. Chief Furlong discussed the importance of maintaining a secure campus and using critical thinking skills in an emergency situation. Feedback from staff members were overwhelmingly positive. We are grateful for the partnership with our local first responders. As a result of the presentation, we have also updated our emergency handbooks that can be found in every room at the Mont Vernon Village School.





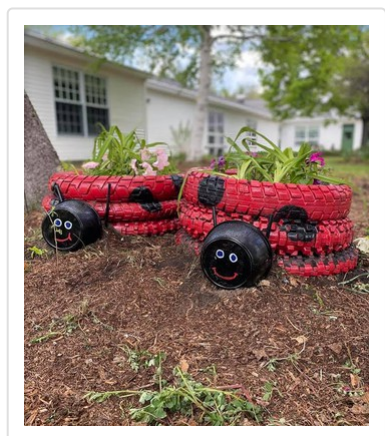
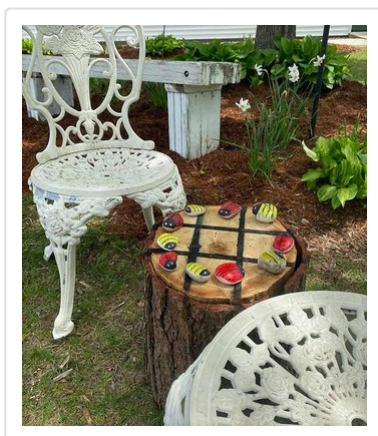
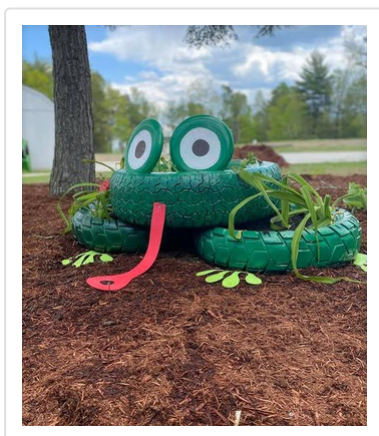
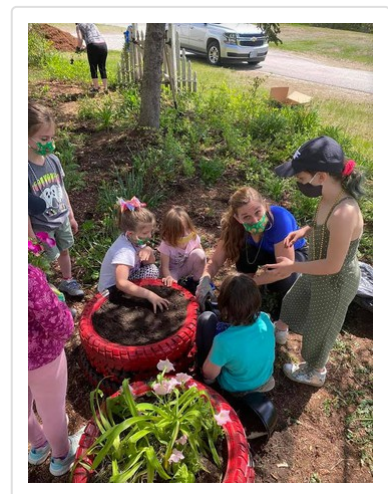


## Girl Scouts

Shoutout to the Girl Scouts!

We had mulch delivered at the school Saturday morning. We have some projects keyed in for this weekend and a few for the future. One example would be the pergola - It is a project we may or may not be completing this weekend. We have a contractor who is creating new benches that we will be painting. We also intend to add bird houses and other items in the near future.

We will continue to take pictures and send along to you!



## Engaging Remote Families

The Mont Vernon Village School is committed to engaging remote families. At the request of the school board, we reached out to all of our remote parents to receive feedback about what

went well during remote learning and what we could have done better. We understand that feedback helps us to improve our practice. Although there is much to be proud of during this unprecedented year, we are committed to continuous improvement.

Here is the feedback we received:

### Positives

- Loved it. Fantastic teachers.
- Very well; Great, education-wise; Teachers went above and beyond.
- Teacher was great, but we sent our child back to in-person school recently because she really needed the social interaction.
- Teachers were phenomenal.
- Miss Anderson is awesome and didn't miss a beat.
- MVVS has done a great job. Miss Anderson is amazing.
- 3rd grader chose not to return to in-person when discovered he wouldn't be taught by Mrs. Brown anymore, but will have no problem returning in the fall.
- It's been fine; No improvements needed.
- Remote learning has been great.
- Smaller groups in remote learning class was a benefit; more 1:1 time with teachers made for a better learning experience.
- She's thriving and engaged; Mrs. Brown & Mrs. Holm are amazing and they feel lucky to have had the remote option, as Mom is immunocompromised (and potentially daughter too); Felt we have done what is best for everyone with providing choices for remote and in-person learning; No complaints.
- Overall, experience with remote learning has been great; Advantages being the freedom of a more fluid schedule allowing more time together; the teachers have been great for the most part at teaching remotely.
- Really positive experience; Felt welcomed into the remote group.



### Challenges

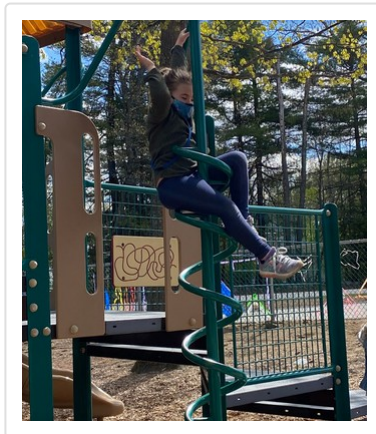
- A social challenge with no friends around.
- Both kids missed the social interaction with the larger mix of students.
- No social interaction; Engagement over remote/zoom was difficult.
- Socially, no connections were made with in-school students, eg. only 2 zooms with whole class; curriculum in-school vs remote was not the same, making it too difficult to transition back and forth between remote & in-person; Equitability was not the same as in-person, eg. no Spanish, science was self-taught; too much independent work time putting the burden on parent.
- Independent work was a struggle, especially with no parent home to help keep him on track, but he enjoys the flow.



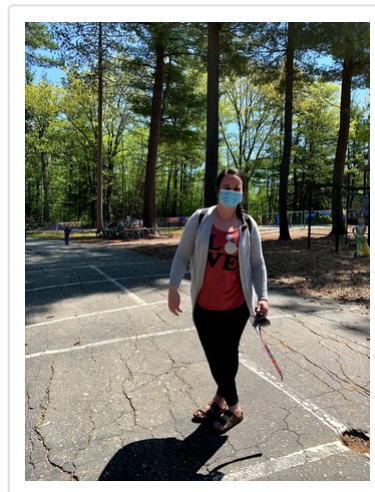
- Independent work style of remote was not the best fit for either student because they did not apply themselves.
- Daughter misses social interaction with peers.
- Wished for more time in zoom classes (longer periods).
- Getting a quick response from some teachers with questions she has regarding assignments; Internet issues/zoom issues seemed to happen at times, but for the most part we have really enjoyed remote learning.
- Not enough science or specials - family supplemented for these.

### Suggestions for Return to In-Person Learning

- Tours of the schools would be helpful over the summer to mix with students.
- Some kids may feel "dropped back into school" and may need extra emotional support when returning to in-person.
- Worried about 6th grader transitioning to AMS due to missing out on connections with in-person peers.
- Concerned the energy level may be an issue when returning to in-person (getting back on track with the new routine); Suggests doing lots of group projects at the beginning of the year because the remote students will want as much time with their peers as possible to re-acclimate.
- Worried about 6th grader being able to transition to AMS, experiencing social anxiety after being remote for so long.
- Suggests meeting with teachers and classmates, and maybe touring the building, to familiarize before coming back in the fall.
- If no remote option in the fall, they will homeschool.
- Daughter does not want to go back to regular school next year; She is new here and she does not have friends yet.
- Hoping for emotional awareness and support for anxiety when returning to in-person school.



Kindergarten screening - May 24 and May 27  
 Grade 6 Picture Day - May 25 at 10:00am  
 Memorial Flowers/Green Lawn Cemetery (Gr. 6) - May 26 (Rain date May 27)  
 Kindergarten Info. Meeting via zoom - June 1  
 Daland Memorial Library field trip - June 2 (Rain date June 4)  
 P MEC Hike (Gr. 6) - June 7 (Rain date June 8)  
 Field Day-June 9 (Rain date June 10)  
 GOTR 5K - June 12 at 8:00 - 9:30am  
 Step-up to AMS day (Gr. 6)- June 14 at 12:30 - 2:00  
 Promotion Ceremony (Gr. 6) - June 14 at 5:15 - 6:15pm.



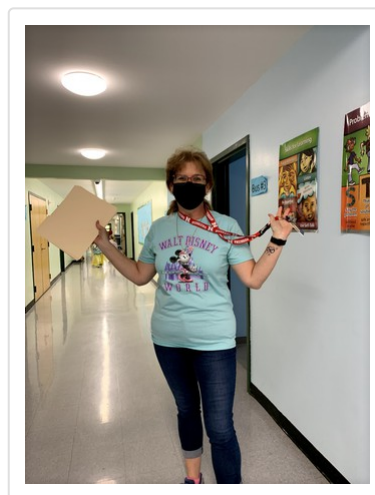
## Art Update

Grades 5-6

Students took part in the music/art integrated unit celebrating Jazz history month by looking at Cubism! Art created during the 1920's was greatly inspired by the Jazz movement spreading across the country, and influenced even international artists like Picasso! By looking at Picasso's "Three Musicians" painting we talked about it's style, and how it was created. We also looked at other cubism paintings by Picasso to inspire our own works of art. We are creating our own paintings with acrylics and learning about gradients and how value is made using white or black.

Grades 2-4

Printmaking on the art cart has happened! Students completed their jazz collagraphs and linocuts by inking their plates and printing them. They learned about brayers/rollers and how to correctly transfer their stamps. Mixed media collages were encouraged and various papers and materials were made available for students to visually represent jazz. Students also had the option to paint a background. Optional music note symbols and skat words were





demonstrated as an additional layer of visual texture to enhance their artwork and build the connection to our jazz theme.

### Grades K-1

Our jazz lesson was completed by learning how to rip paper, and cut out music notes to create a collage for our background. Students cut out their watercolor instruments and glued everything together. Students also practiced writing, by using skat to respond to the instruments and the music being played. Doo be doooo be doo! We also moved into a spring inspired lesson and learned about Forsythias. To learn more about this plant, we went on a hunt for this yellow flowering bush and, once identified, we spent time with it to understand its shape, colors, even smell (not much) so we could better draw it. To finish this composition, students learned about warm and cool colors and practiced their knowledge by painting in their drawings. Next week we will complete the paintings and add the yellow flowers.

## Library and Technology

Students celebrated Earth Day in April with a variety of activities including learning about the history of our National Parks and how they were established, read-alouds, and discussions about Reducing, Reusing, and Recycling, and how we can all be good stewards of the earth.

Kindergarten – 2nd graders completed several nonfiction research studies on endangered animals, narwhals, monarch butterflies, and foxes. They listened to read-alouds and utilized library technology sources such as PebbleGo and Worldbook Online to find information and report on their findings in class.



Learning how to use Google Drawing and detailed writing skills were developed by 3rd graders with the Monster Exchange Project. Students created a monster in Google Drawing, wrote a detailed description of the process of drawing their monster, then took turns drawing each other's monster by following the written directions. They will be learning about the story of the Statue of Liberty, and its symbolism and significance to the millions of immigrants who came to our country.

While completing a research project, 4th graders learned about the importance of crediting sources and citations. They studied female and male inventors including Margaret E. Knight, a young girl who worked in the Amoskeag Mills in Manchester more than 100 years ago and created 87 patents including safety equipment that saved lives in the mills and the flat-bottomed paper bag still used today.

Developing and expanding word choices, 5th graders completed a word challenge and learned how to use a Thesaurus to improve their writing. Wrapping up poetry month in April, 5th and 6th graders learned about how to create Blackout Poetry virtually using Google Slides and an online poetry generator. They will be working on more Google applied digital skills in the coming weeks.

In the study of different cultures, 6th graders learned about food choices, budgeting, and currency converting. They also learned how to create a simple budget in Excel and convert it into visuals such as pie and bar charts. In the coming weeks, students will be learning about cloud computing, and continue with their keyboarding, coding, research and technology skills.

## School Psychologist Update

All special education evaluations are proceeding smoothly and in a timely manner. Evaluations are all expected to be completed before the end of the school year.



## Special Education Update

The special education team has been working to ensure that all testing accommodations for NH SAS have been implemented, as outlined in student IEPs. As a result, NH SAS testing has gone smoothly, students are engaged, and there are very few make-ups that will need to happen in the coming weeks. The team has also met to map out accommodations for students taking NWEA, and have designed a schedule that offers minimal impact to instructional time. We are so proud of the effort our students have put forth, and are looking forward to seeing the results of their hard work.



Special education team members who work with 6th grade students have now completed all AMS transition meetings. Families of special education students were able to meet AMS team members, and were provided a clear description of all services that will take place at the middle school. Families had additional opportunities to have questions answered, and noted that they appreciated the efforts of both schools throughout this process. We will miss our 6th grade students, but are excited for the opportunities for growth that they will experience at Amherst Middle School.

With only a few weeks left of school, the special education team is wrapping up some evaluations for students, as well as continuing to provide services in both in-person and remote modalities. Looking ahead, the special education team has also been working to develop the plan for Extended School Year services here at MVVS. This program is offered to students who meet the qualifications of ESY, as determined by student teams, and will be offered from 7/13-8/12 at MVVS. Last year, the special education team noted increased engagement in ESY services, as the program was based around a theme and included project-based learning opportunities. To continue that pattern of engagement, this summer's program will follow a similar format, with opportunities for project based learning. This year's ESY theme is Roblox, and families are excited for their students to participate.

## Grade K

In kindergarten, we continue to work on our Plant Unit. We have planted seeds and are observing them as they grow. Students are listening to nonfiction texts and pulling information to be able to write about what they learned. In Math, we continue to measure using non standard measurements (cubes, bears, and paper clips). Students are also reviewing skills previously learned.

Students continue to build foundational phonics skills and are working on practicing on identifying digraphs and blends. Kindergarteners are writing complete sentences with three to five words and proper punctuation.



## Grade 1

First grade readers continue the hard work of learning to comprehend and pay attention to the story elements of the books they are reading. We have been focusing strongly on studying our characters in books. We have done this by focusing on the main character, noticing their relationships, rereading and becoming our character. This has been a lot of fun as most students are now reading books with some silly and fun characters in them. Our last writing unit is off to a great start as students learn to write about their opinions.

Students have learned and practiced skills such as stating their opinion and giving reasons, explaining their judgments in convincing ways, expecting disagreement, and bolstering arguments. They have enjoyed writing about some mini toy collections and awarding one toy a best in show prize. Unit 10 of Foundations has recently come to an end. Students learned how to segment and blend up to 5 sounds, add suffixes -s, -ing, and -ed to unchanging base words and closed syllables, and about the vowel team sounds: oa, oe, ou, ow, oo, ue, ew, au, aw. We have also begun our last math unit. Students are building on their knowledge of place value to add, subtract and compare numbers. They are focusing on the role of place value in the addition and subtraction of numbers to 120, as well as the addition and subtraction of tens and using familiar strategies to add two-digit and single-digit numbers.

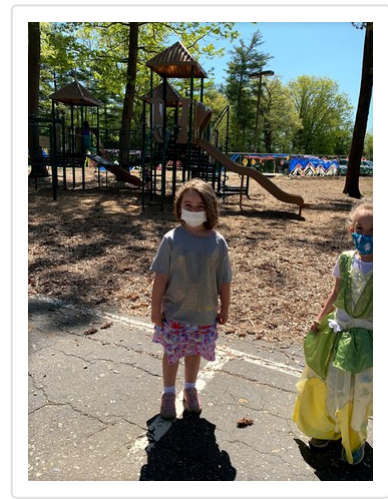


## Grade 2

Second graders have been enjoying reading and talking about characters in series books. The focus has been on understanding the main character(s) and noticing how there are similarities in characters across a series. In math, they finished up a unit on money which involved adding coins, calculating change, and solving word problems. They are currently working on identify fractions, partitioning shapes into halves, thirds, fourths, etc., as well as recognizing plane and solid shapes and their attributes. In science, students are writing animal research reports. <sup>19</sup>

Each student chooses an animal that he/she wants to learn more about





## Grade 3

We completed our New Hampshire state assessments (NH SAS) last week in Mathematics, Reading, and Writing. Our students never cease to amaze us with the grit and great problem-solving skills they use during these tests. We are so proud of them!

Our math unit is Place Value and Problem Solving with Units of Measure. Students are learning strategies to calculate elapsed time. Students are also solving estimation problems using clues and rethinking the reasonableness of their answers based on each new clue.



Third grade is continuing our animal research unit in reading. This unit builds upon a prior unit this year – Reading to Learn. Students are using the strategies and tools they have acquired this year to research, compare, and contrast two animals. They are creating a booklet on an animal of their choice.

In Foundations, our main topics are the r-controlled vowels (ar, er, ir, or, ur) and r-controlled syllables. Students should be able to easily decode words with these patterns, however, spelling can be a challenge.

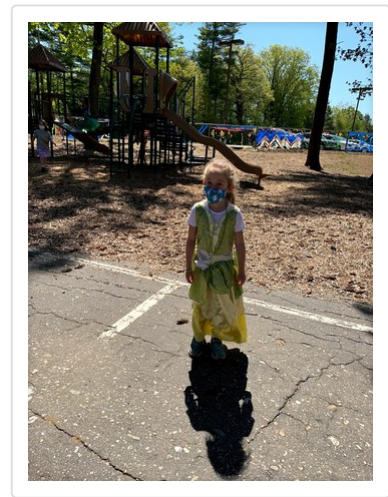
Our science unit is Animals Through Time – Animal Survival and Heredity. In this unit, students will develop an appreciation for how animals and the places they live (their habitats) are not constant – they have changed over time. Fossils give us a window to the animals and habitats of the past. Selective breeding shows us not only how some animals of the past became domesticated but allows us to imagine how they might look in the future.

## Grade 4

Grade 4 has started working with decimals by relating them to fractions and place value. We have been practicing writing fractions in decimal form, as well as writing decimals in fraction

form. Students have started to compare decimals. In science, students have continued to investigate energy, motion, and electricity.

Grade 4 also took NHSAS assessments this week for reading, writing and math. Prior to that, students were focusing on an informational writing task. Students read two texts and viewed an informational video about archaeology and used the three sources to write an informational essay.

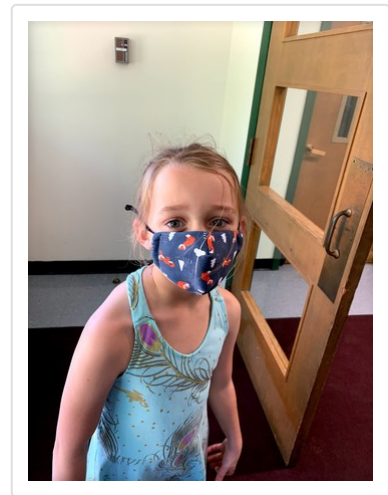


## Grade 5

Math: Students are completing the fraction unit.

ELA: Students are working on various projects that review the skills that have been taught this year.

Social Studies: Students are continuing to learn about the American Revolution (the battles at Concord and Lexington, Declaration of Independence, Bunker Hill, and the contributions of women, children, and spies during the war).



## Grade 6

In Language Arts, students have learned about the purpose of myths and how they are different from fables. They are learning about the 12 Olympian Gods and Goddesses and how myths are used to tell different types of stories, from heroes and the creation of the world to teaching about morals. They are seeing common themes in the myths and learning about narrative writing. They have been coming up with some unique narrative stories of their own. We are learning about the Hero's Journey and how we can find it in most novels and movies that we watch. They are learning how stories are created using the Hero's Journey Matrix. We are beginning our final novel study of the year- Percy Jackson and the Lightning Thief. As a culminating project, students will be creating a Greek Newspaper where they will create news stories about the various myths.



In Social Studies, students have been learning about the Ancient Greek culture, the governments and their influence on society today. They are learning about the uniqueness of the geography of Greece and how it plays a role in Greek society. They are entering the favorite topic of the Persian Wars and we will finish the year out with the students making a Travel Brochure to highlight their understanding of Ancient Greece

In Math class, 6th graders finished their unit on rates and began learning about percentages. We have practiced converting between percents, decimals, and fractions, finding the percent of a quantity and solving real-world problems using percent. We also spent some time reviewing math concepts from the start of the year, including work with fractions and integers. We should be ready to take the assessment on percents within the next week and then we will move onto a study of basic algebra concepts.

In Science class, 6th graders finished up their ecology unit with a large, culminating project called Bio-Alert, where they were asked to create their own new animal species. They then spent a couple of days in class presenting their organisms to their peers. We have now moved onto our chemistry unit. The unit started with a basic overview of the properties of matter. We have now moved into a study of atoms and their particles, molecules and compounds, and covalent and ionic bonds.

## Miss Anderson's Update

Remote and in-person 5th graders have been continuing to work hard. 5th graders took the NH SAS in math, reading, and writing last week, and this upcoming week, they will finish with the science assessment. I would like to praise them for their hard work and their perseverance. It is a long series of tests, but they powered through it. I admire their tenacity in tackling that challenge. In math, we are wrapping up our unit on operations with fractions, finishing with division of unit fractions by whole numbers and division of whole numbers by unit fractions. In ELA, we wrapped up our fairy tale unit, during which we focused on the use of visuals and audio in literature and interpretations of literature. Students enjoyed reading many different and diverse versions of Cinderella, Beauty and the Beast, The Princess and the Pea, and Rapunzel.



Remote 6th graders have been working on percentages in math class, including finding the percent of a whole number, determining the percent when given two quantities, and using percentages to make calculations based on real world examples. They have been fascinated learning about taxes (as well as tips and discounts at restaurants and stores). We will wrap up that unit shortly before moving on to algebraic expressions to finish off the year. In ELA, students have continued to read a variety of Greek myths and analyze the ways that the ancient Greeks interpreted the world. They studied the hero's journey, viewed as the monomyth of literature upon which many of today's stories are built. Next, we will wrap up the year by reading *Percy Jackson and the Lightning Thief*, which is always well-received. Hard to believe the year is almost done!

## Music Update



The month of May brought the start of a new unit focused on music in movies. We discussed that there are two types of music in movies, the type that the characters are aware of (musicals where the characters begin singing, or when the characters attend concerts or hear music on the radio or tv) and examples of when the music is just for the viewer. We discussed the use of music to communicate emotions in the Pixar short “Piper”, and then watched how changing the music accompanying the opening scene of “The Lion King” completely changed the type of movie that you think you will be watching. Following that introduction, we will be exploring the music of John Williams, Hans Zimmer, Danny Elfman and others over the future weeks. In grades 3-6 we will talk about the composers, their most popular works, their frequent use of leitmotif (a constantly recurring musical phrase that connects with a particular person, place, or idea) in movie scores, and the composition and recording process. The great part of movie music is that many songs have become part of our larger culture (such as the two note Jaws theme), so they can provide a connection for students independent from the movie. They also provide a pathway for reviewing rhythmic, pitch, and instrument family concepts covered throughout the year in a fun, relatable way. Grades K-2 are continuing their quest to find the location of the Secret Chicken each week by decoding the rhythmic clues and learning about music from different locations around the world in the process.

## Spanish Update

Kindergarten and first grade students finished a short unit covering springtime. We read a short story about a hibernating bear, decorated pots with vocabulary words and brought home seeds to plant in them. Hopefully our flowers are starting to grow! This month we began our animal unit which is a favorite! Students are learning vocabulary along with animal noises in Spanish and we enjoyed having a “zoo” full of stuffed animals visit classes. We used them to play a fun guessing game entirely in Spanish. It’s exciting to see how much students are able to understand.

Second grade students also participated in the springtime unit with similar activities. We made it a bit more challenging by having students listen to the hibernation story and then pictures of it in the correct order to retell the story. They did a great job. We have now moved on to the alphabet, starting with vowels. Students really enjoyed the song this unit and a fun game that combined elements of drawing and guessing the letters. We will soon move on to spelling our names and other simpler words in Spanish.

Third graders learned vocabulary for the home and some began learning some simple verbs associated with the rooms. For example, “I cook in the kitchen, I eat in the dining room, and I read in the living room.” We wrapped up the unit with a fun dream home project. Students were challenged to include more vocabulary words than the teacher and a few of them did! We have now moved on to our final unit of the year learning more about the culture of Mexico and Frida Kahlo, and shortly we will wrap up the year with a big review.

Fourth graders have been working diligently on their Spanish speaking countries project! Each student researched general information about their country, such as traditional foods, sports, tourist attractions, famous people, and important facts to know. The progress they made from

rough draft to final presentation is amazing and they are well prepared to move on to a higher level of Spanish next year.

Fifth and sixth graders have been working with vocabulary based on hobbies and pastimes, as well as the verb "gustar". We have practiced asking and answering questions about likes and dislikes and tried to guess who each classmate was based on descriptions of their interests. We have our final quiz of the year next week, and then we'll wrap up the year with a big review.



### Consent Agenda Item #3

Mont Vernon School District  
 Report of Fund Balance  
 As of 4/30/2021

	Beginning Balance	Month to Date		Year to Date		Ending Balance
		Income	Disbursements	Income	Disbursements	
<b>Expendable Trusts or Capital Reserve Funds</b>						
ETF MVVS Property Maintenance Fund (March 2007)	\$261,067	\$5		\$50,185		\$311,257
CRF MVVS Educate Students with Disabilities	\$31,709	\$1		\$21		\$31,730
ETF MVSD Tuition Contingency Fund	\$33,111	\$1		\$22		\$33,133
	<b>\$325,887</b>	<b>\$6</b>	<b>\$0</b>	<b>\$50,227</b>	<b>\$0</b>	<b>\$376,121</b>

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

# MEMO



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

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**Date:** 06/14/2021  
**To:** Adam Steel, Superintendent of Schools  
**From:** Sarah Jardim-Lee, Accountant  
**Re:** Unanticipated Revenue

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Unanticipated revenue in the amount of \$108.40 has been awarded to the Mont Vernon School District this month.

### Requested Board Actions

1. Motion: To accept unanticipated revenue of \$108.40 from BoxTops for Education to be used on various school needs. These funds shall be accepted into the Special Revenue Fund.



Thank you for participating in the Box Tops for Education™ program! Attached is a check for your school's earnings for the last submission period (November 2, 2020 - March 1, 2021).

While we realize that many schools are in various stages of reopening, we're still sending checks on our regular schedule to ensure that funding can get where it is needed.

Please remember to thank your school's Coordinator who has been volunteering their time and talents to manage the program and rally community support for your school. Also, be sure to have a Coordinator lined up for next school year.

Congratulations on this check's earnings and thank-you for supporting your school with Box Tops!

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11ZMV



FOR DEPOSIT ONLY  
DO NOT CASH

CITIZENS ALLIANCE BANK  
LAKE LILLIAN BRANCH  
CLARA CITY, MN 56222

CHECK NO. 4539787  
CHECK DATE: April 16, 2021

75-1131  
919  
1796686

VOID AFTER 180 DAYS

PAY TO THE ORDER OF: Mont Vernon Village School  
One Hundred Eight dollars and 40 cents

NOT GOOD FOR MORE THAN \$108.40

\$ \*\*\*\*\*108.40

Memo: Box Tops for Education April 2021 Payout

{GENERAL MILLS}



## Consent Agenda Item #5

**Mont Vernon School District**  
 Projected Unassigned Fund Balance  
 FY 21  
 For the Month Ended 4/30/2021

	Anticipated Amount Remaining at Year End		Adopted Budget
Revenue	\$ 44,485	General Fund:	
Expense	\$ 71,753 **	Operating Budget	\$ 5,339,703
EO#38	\$ 59,100 ***	Special Article - Reserve	\$ 50,000
	\$ 175,338	Total General Fund	\$ 5,389,703
		Food Service Fund	\$ 84,439
		Grant Fund	\$ 88,000
		Total Budget	\$ 5,562,142

\*\* This month's report reflects a slight reduction in the projected expenditure savings primarily due to increases in the long-term and regular sub cost plus estimated benefit payouts from staffing changes. The current projection factors in covering the cost of the UST (\$16k), the new mower (\$4k), the Wessel bladder repair (\$13k), and a \$30k loss in the Food Service program. The expenditure accounts will continue to be monitored. The ETFs for maintenance ( for the UST and mower) and for tuition (over budget by \$119k) remain as options to support cost at year end. \*\*\* Yeaton cost have been moved to ESSER II grant creating an increase in the year end estimate. Possible additional \$6k could be remaining at year end.

General Fund: \*

	Anticipated		Anticipated YTD		Year End Excess / (Shortfall)
	Budget	YTD 4/30/21	@ Year End	@ Year End	
Revenue	5,389,703	4,526,090	5,434,188	<b>44,485</b>	
					Total Expended and Encumbered
Expense	5,389,703	3,846,797	1,461,098	5,307,895	5,317,950
Net	-				<b>71,753</b>

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

COVID Funding:

	Expected Expenditure @		
	Grant	Year End	
CARES / ESSER I	\$ 10,135	\$ 10,135	Coronavirus Aid, Relief, and Economic Security Act (CARES) passed by Congress on 3/27/2020; Governor's Office for Emergency Relief and Recovery (GOFERR)- Competitive grant process; no submission
SPSRF #1	\$ 50,800	\$ 50,800	
SPSRF #2	\$ -	\$ -	
	\$ 60,935	\$ 60,935	
CRRSA / ESSER II	\$ 43,728	\$ 24,750	From \$156m Federal COVID funding Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act; eligible expenses from 3/13/2020 through 9/30/2023 (ESSER II). Expenditure includes Yeaton HVAC design work
ARP ACT / ESSER III	TBD		American Rescue Plan Act 2021; ESSER III, Anticipate \$101K
			Total Expended and Encumbered
EO #38	\$ 140,449	\$ 53,730	\$ 21,658
			\$ 75,388
			\$ 81,349
			\$ 59,100

# Consent Agenda Item #6

**Mont Vernon School District**  
 Projected Unassigned Fund Balance  
 FY 21  
 For the Month Ended 5/31/2021

	Anticipated Amount Remaining at Year End		Adopted Budget
Revenue	\$ 51,500	General Fund:	
Expense	\$ 106,300 **	Operating Budget	\$ 5,339,703
EO#38	\$ - ***	Special Article - Reserve	\$ 50,000
	<u>\$ 157,800</u>	Total General Fund	\$ 5,389,703
		Food Service Fund	\$ 84,439
		Grant Fund	\$ 88,000
		Total Budget	<u>\$ 5,562,142</u>

\*\* This month's report reflects an increase in the expenditure savings. As we get closer to the end of the year, funds that were held for possible use during the school year can be released. The projection factors in covering the cost of the UST (\$16k), the new mower (\$4k), the Wessel bladder repair (\$13k), and a \$43k loss in the Food Service program. The ETFs for maintenance (for the UST and mower) and for tuition (over budget by \$119k) remain as options to support cost at year end. \*\*\* Yeaton cost have been moved to ESSER II grant. The remaining EO funds will be used to complete as much HVAC repair and maintenance work as possible.

General Fund: \*

	Budget	YTD 5/31/21	Anticipated @ Year End	Anticipated YTD Year End Excess / (Shortfall)			
Revenue	5,389,703	4,870,739	5,441,203	<b>51,500</b>			
					Total Expended and Encumbered	Anticipated Total @ Year End	Anticipated Year End Excess / (Shortfall)
Expense	5,389,703	4,128,444	1,131,373	5,259,817	5,283,403	<b>106,300</b>	
Net	-						

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

COVID Funding:

	Grant	Expected Expenditure @ Year End				
CARES / ESSER I	\$ 10,135	\$ 10,135	Coronavirus Aid, Relief, and Economic Security Act (CARES) passed by Congress on 3/13/2020 through 9/30/2023 (ESSER II). Expenditure includes Yeaton HVAC design work			
SPSRF #1	\$ 50,800	\$ 50,800				
SPSRF #2	\$ -	\$ -				
	<u>\$ 60,935</u>	<u>\$ 60,935</u>				
CRRSA / ESSER II	\$ 43,728	\$ 24,750	From \$156m Federal COVID funding Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act; eligible expenses from 3/13/2020 through 9/30/2023 (ESSER II). Expenditure includes Yeaton HVAC design work			
ARP ACT / ESSER III	\$ 98,246		American Rescue Plan Act 2021; ESSER III, Allocated 5/24/21 (DOE est.); Phase I issued = \$64,842			
	Approval	YTD Expended	Encumbered	Total Expended and Encumbered	Anticipated Total Expenditure @ Year End	Anticipated Amount Remaining @ Year End
EO #38	\$ 140,449	\$ 61,535	\$ 18,061	\$ 79,596	\$ 140,449	\$ -

Mont Vernon School District						
Year End Project List						
FY 2021						
Priority	Item	Estimated Cost	FY Planned	Quoted cost	Notes	
1	Technology - Server	\$16,000	Discussed during FY22 Budget		Infrastructure server replacement.	
2	Retaining Wall Repair	\$20,000	Discussed during FY22 Budget		Repair retaining wall by basketball court. Possible funding from Skenderian #4, Whipple-Shedd Trust, and Bancroft-Long	
3	Exterior metal doors, replace (X4)	\$10,000	FY20		From MVVS Facilities Plan	
4	Card reader access	\$10,000	FY24		Suggest moving this sooner.	
5	Doors and door frames, replace (x8)	\$4,000	FY21		From MVVS Facilities Plan	
6	Exterior metal doors, replace (X4)	\$10,000	FY21		From MVVS Facilities Plan	
		\$70,000				
	Removed from prior list:					
	Bathroom remodel (x2)	\$10,000	FY21		From MVVS Facilities Plan; current bathrooms ok after review	
	Glycol	\$13,500	Discussed during FY22 Budget		Remove and add glycol to closed loop system; add closed loop inhibitor. Postpone until HVAC system renovation.	