

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent  
of Elementary Education

STEVEN CHAMBERLIN  
Assistant Superintendent  
of Secondary Education

MARGARET A. BEAUCHAMP  
Director of Student Services

AMY FACEY  
Business Administrator

## Mont Vernon School Board Meeting

Wednesday, February 9<sup>th</sup>, 2022 – 6:00 PM  
Mont Vernon Village School- Multi Purpose Room  
1 Kittredge Road, Mont Vernon NH

*For viewing only:*

*Please click the link to join the webinar*

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

*Passcode: 605535*

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order	None
Public Input I of II	6:00 PM		None
Consent Agenda -Approval	6:05 PM	1. January 13 <sup>th</sup> , 2022 Draft Minutes 2. January 13 <sup>th</sup> , 2022 Draft Minutes- PH 3. MVSD January Facilities Update	01 13 2022 Draft Minutes 01 13 2022 Draft Minutes MVSD January Facilities Update
Principal's Report	6:15 PM	MVVS Principal, Mr. Thomas Lecklider, to present his February Principal's Report	Feb. 2022 MV Principal's Report
MVVS Room Space Study	6:30 PM	Board to review the MVVS Room Space Study	MVVS Room Space Memo MVVS Map
Public Input II of II	6:50 PM		None
Deliberative Session	7:00 PM	Board to hold their Deliberative Session for the FY23 School Year	
MV Middle School Study Committee Presentation	8:00 PM	The MV Middle School Study Committee to Present their findings	MVSSC Memo
Non-Public Session	9:00 PM	RSA 91: A 3 II ( )	
Meeting Adjourned	9:05 PM		

1 School Street P.O. Box 849 Amherst NH, 03031-0849 Phone: 603-673-2690 Fax: 603- 672- 1786

1 Mont Vernon Village School

2 Thursday, January 13<sup>th</sup>, 2022

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant  
6 Superintendent, Tom Lecklider- Principal MVVS, Katharine Montalbano- MVVS Spanish  
7 Teacher, Christie Valihura- MVVS Art Teacher, Jacqueline Ward- MVVS Music Teacher,  
8 Patricia Garrity, MVVS Library/Technology Teacher, and Amy Simberg, MVVS Physical  
9 Education Teacher

10 Mont Vernon Village School Board: Chair- Sarah Lawrence, Secretary- Jessica Hickley, Kristen  
11 Clark, and Stephen O'Keefe.

12 Board Minutes: Danae A. Marotta

13 Public: None

14 I. Call to Order

15 **Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, called the meeting to order**  
16 **at 5:30PM.**

17 II. Specialist Presentation

18 MVVS Principal, Mr. Tom Lecklider noted that they have a specialist presentation for the board  
19 and introduced Ms. Katharine Montalbano- MVVS Spanish Teacher, Ms. Christie Valihura-  
20 MVVS Art Teacher, Ms. Jacqueline Ward- MVVS Music Teacher, Ms. Patricia Garrity, MVVS  
21 Library/Technology Teacher, and Ms. Amy Simberg, Physical Education Teacher are here to  
22 present.

23 Ms. Montalbano reviewed her background. She explained that she is looking for the following:  
24 K-1- vocabulary acquisition, song based, short learning activities, Grade 2- building vocabulary,  
25 developing comprehension, and speaking in basic topics, Grade 3- begin asking and answering  
26 questions and Grades 4-6- develop confidence in speaking through cognates and high frequency  
27 verbs. When they are not learning about language they are learning about culture- different  
28 civilizations, travel to beautiful places, learning a different perspective/ compare and contrast to  
29 life in the US.

30 The board thanked Ms. Montalbano.

31 III. Discussion about the Public Hearing

32 Ms. Lawrence asked for thoughts on the Public Hearing.

33 Mr. O'Keefe noted that it is a minimal increase and relating to the public that they are cognizant  
34 about the community. The rest is presenting the budget.

35 Ms. Clark asked about the confluence with the Middle School Tuition Committee.

36 Ms. Lawrence responded that they did not have any feedback from that committee yet. She asked  
37 if the board wanted to speak.

38 Superintendent, Mr. Adam Steel, noted that there are two things that you should do before the  
39 Public Hearing, first is to revise your default budget. The default calculation previously included  
40 a fuel cost increase that cannot be included in the default. Second, the \$15k removal for the new  
41 math program to be moved to ESSER III. The slide deck now assumes that you will do the  
42 change after the public hearing.

43 Mr. O'Keefe asked if they fund the math program successfully.

44 Assistant Superintendent, Ms. Christine Landwehrle, replied that they are feeling really confident  
45 about that and did get preliminary approval. They also get REAP funds that are the very flexible.

46 Mr. Steel noted that the new default is \$5,829,579. The proposed operating budget is \$5,888,250,  
47 the new proposed is \$5,873,250. The difference between the previous proposed and the new  
48 proposed is \$15k and then the proposed from the default change goes from \$58k to \$43k. They  
49 can present this slide deck and then discuss it during the presentation, or he can make that change  
50 right now.

51 Mr. O'Keefe suggested that they make the change right now.

52 Ms. Lawrence agreed.

53 Mr. Steel recommended that they make a motion for both.

54 **Mr. O'Keefe motioned to change the proposed budget to \$5,873,250 Ms. Hinckley seconded**  
55 **the motion. The vote was unanimous, motion passed.**

56 No discussion

57 **Mr. O'Keefe motioned to modify the new default calculation to \$5,829,579. Ms. Hinckley**  
58 **seconded the motion. The vote was unanimous, motion passed.**

59 Mr. Steel explained that the fuel cap and bus transportation increases cannot be included in the  
60 default calculation the legislature changed the law a few years ago.

61 IV. Board to Recess for Public Hearing

62 **Ms. Lawrence recessed the meeting at 5:59PM for the Public Hearing.**

63 V. Board to Resume Meeting

64 **The Board resumed their meeting at 6:28PM after the Public Hearing.**

65 VI. Specialist Presentation

66 Ms. Patricia Garrity, MVVS Library Media Specialist, discussed some different activities that  
67 the students do such as an Hour of Code with Souhegan students, writing a story with Scratch Jr.

68 Digital citizenship is very important they talk about being respectful online, and there is balance  
69 with creative.

70 Presentation and research skills are other things that she teaches here. The assignment is given in  
71 the classroom, and they have sources that they know are good. The students give credit to their  
72 sources. She does review the websites for the students. They read the book *Restart*- Gordon  
73 Korman. They did the creepy carrot story and she showed it in their art class and gave it a voice.  
74 They also have a lot of Ozobot. They have a Bookopoly game promoting the love of reading,  
75 student focused active learning, tech integration and collaboration.

76 Ms. Christie Valihura, MVVS Art Teacher, introduced herself and noted that she will give the  
77 board a high-level overview of the Art Program. There is a lot of creative chaos going on in the  
78 art room and her goal is that artists are all confident makers always being safe and respectful in  
79 the room, those are the foundational goals. There are expectations on the board and when it is  
80 time to start creating, they are able to take ownership of their time and clean up at the end.

81 She showed examples of the students' artwork with family portraits. Communication is really  
82 important in every avenue in life, and there are many skills that you learn in a art room. They  
83 look at the process, evaluate those aspects. For grades 2 and 3 it is called Show and Share. For  
84 grades it is 4-6 group critique.

85 Ms. Amy Simberg, MVVS PE Teacher, commented that the students are having a great year and  
86 are constantly in motion. MVVS students experience a wide variety of activities that incorporate  
87 the skills and movement concepts from the movement wheel. Movement is medicine for creating  
88 change in a person's physical, emotional, and mental state. She is a firm believer in all aspects of  
89 wellness and building confidence.

90 With yoga, they did independent work and at they did a unit called Winter Wonderland.

91 Ms. Jacqueline Ward, MVVS Music Teacher, mentioned that she has more experiential content  
92 for tonight's presentation. She starts off with the students by using her singing voice, it gets their  
93 attention very quickly. She noted that her bulletin board has a QR code for a guided experiential  
94 imagery video. She demonstrated a class using music and motion. Her class includes  
95 improvisational singing, composing, self-regulation, and following directions.

96 Mr. Steel commented that he is impressed with the group, they are elevating the quality of these  
97 programs.

98 Assistant Superintendent, Ms. Christine Landwehrle, replied that they are so lucky to have this  
99 strong specialist team.

100 Principal Lecklider remarked that this team is very collaborative and are meeting the students'  
101 needs in a number of modalities.

102 Mr. O'Keefe mentioned that this is a passionate group. He thanked them for their time and all of  
103 their work. He inquired if anything surprised them about the students this year.

104 Ms. Montalbano replied that the challenge is weaving in the lesson with the right balance of fun.

105 Ms. Simberg noted that in February she will focus on the Kids Heart Challenge with lessons  
106 related to cardiovascular health. She would like to do a Field Day and wants to do a Red Sox  
107 opening day with a wiffle ball unit.

108 Mr. O'Keefe asked about the other resources Ms. Garrity has.

109 Ms. Garrity replied that she does work part time at the New Boston Town Library and works  
110 closely with the Mont Vernon Town Library. She has a lot of learning communities that she  
111 reaches out to and is a member of. It is a good collaboration. She enjoys working with the  
112 teachers

113 Mr. O'Keefe asked the teachers for a top ten wish list.

114 The Board thanked the teachers.

115 IV. Consent Agenda

116 Ms. Lawrence noted that they have two items on the consent agenda 1. December 2nd, 2021,  
117 Draft Minutes and 2. MVSD Dec. Facilities Update.

118 She asked the board if there were any questions.

119 Mr. O'Keefe asked for an update on the water situation.

120 Mr. O'Keefe asked for the septic system.

121 Mr. Steel replied that he will get back to the board.

122 **Ms. Hickley motioned to approve consent agenda items 1. December 2nd, 2021, Draft**  
123 **Minutes and 2. MVSD Dec. Facilities Update. Mr. O'Keefe seconded the motion. The vote**  
124 **was unanimous, motion passed.**

125 V. Principal's Report

126 MVVS Principal, Mr. Tom Lecklider, discussed that they had their Avenue of Lights, with  
127 thanks to the Fire Department and the Police Department, it was a good turnout.

128 As they look ahead, they are preparing for their NWEA assessment, it will happen the last week  
129 of January the beginning of February. Things are off to a good start. He has plans for spirit events  
130 and they will begin the discussion soon.

131 Ms. Lawrence asked about the Health Office support and how MVVS Nurse, Ms. Kim Deppen is  
132 doing.

133 Principal Lecklider replied that they continue to provide support, some of the office staff have  
134 helped out and it is a daily conversation. Not much has changed from last month, and it depends  
135 on the day. There have been some community members offer to assist and help. If she needs  
136 more time that is available, it is an ongoing challenge. In terms of staffing, it is manageable. The  
137 numbers have spiked as well, they were at 35 and are now at 20.

138 Ms. Lawrence asked how is the transition coming back into the classroom.

139 Principal Lecklider replied that it is a case-by-case basis, and it depends on the student. The  
 140 teachers have been flexible with working with the families. There is a lot of sensitivity to  
 141 transition students back in especially with the upper grades. The teachers have done a nice job  
 142 with being aware of that.

143 Mr. O’Keefe noted that in light of what is going on with 35 students are out, what are the steps  
 144 that they are taking to help the students socially and emotionally.

145 Principal Lecklider replied that a lot of the focus is on managing yourself and managing your  
 146 anxiety. It is a team effort and not just the counselors and the teachers are aware.

147 Mr. O’Keefe clarified that he was meaning about the social and emotional support for the  
 148 students that were remote last year with the amount of students that are absent due to covid.

149 Principal Lecklider explained that they touch base with kids and frame the day and springboard  
 150 into learning.

151 Ms. Landwehrle added that with the smaller class sizes kids know to bring up items during  
 152 morning meeting and will speak openly. School Counselor, Ms. Anna Girard, has built a strong  
 153 relationship with all of the teachers. Kids know that they can go to Ms. Girard for any concerns.  
 154 She has not seen a lot of what Mr. O’Keefe is concerned about and Ms. Girard is doing such a  
 155 great job. They will definitely keep an eye on it.

156 Mr. O’Keefe suggested that they mention it to the parents.

157 Mr. O’Keefe inquired about the final count for enrollment to build the tuition.

158 Ms. Landwehrle noted that she will get that to him.

159 The Board thanked Principal Lecklider.

160 VI. Policy BDD- Board Superintendent Relationship

161 **Mr. O’Keefe motioned to approve Policy BDD as presented. Ms. Hinckley seconded the**  
 162 **motion. The vote was unanimous, motion passed.**

163 No discussion

164 VII. Deliberative Session Planning

165 Mr. O’Keefe asked if there were any actions for the board.

166 Mr. Steel replied that the board has to move the warrant articles to the Deliberative Session.

167 **Mr. O’Keefe motioned to move Warrant Article #2 Operating Budget and Warrant Article**  
 168 **#3 Special Warrant Article, as presented, to the Deliberative Session. Ms. Hinckley**  
 169 **seconded the motion. The vote was unanimous, motion passed.**

170 VIII. Public Input

171 No Public Comment

172 VII. Non-Public Session

173 **Mr. O’Keefe motioned to enter into Non-Public Session RSA 91A:3 II (a) at 7:36PM. Ms.**  
174 **Clark seconded the motion. The vote was unanimous, motion passed.**

175 **Ms. Lawrence called a roll call: Clark- Yes, Hinckley- Yes, O’Keefe- Yes and Lawrence-**  
176 **Yes.**

177 Other Persons Present: Superintendent Steel, Assistant Superintendent Landwehrle and Principal  
178 Lecklider.

179 Description of matters discussed and final decisions made. Note: Any votes taken must be  
180 recorded “in such a manner that the vote of each member is ascertained and recorded”:

181 Discussion of staffing

182 VIII. Public Session Resumes

183 **Mr. O’Keefe motioned to exit non-public session at 7:55PM. Ms. Clark seconded the**  
184 **motion. The vote was unanimous, motion passed.**

185 **Ms. Lawrence called a roll call: Clark- Yes, Hinckley- Yes, O’Keefe- Yes and Lawrence-**  
186 **Yes.**

187 IX. Meeting Adjourned

188 **Ms. Lawrence adjourned the meeting at 7:55PM.**

189

190

1 Mont Vernon Village School

2 Thursday, January 13<sup>th</sup>, 2022

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant  
6 Superintendent, and Tom Lecklider- MVVS Principal.

7 Mont Vernon Village School Board: Chair- Sarah Lawrence, Secretary- Jessica Hickley, Kristen  
8 Clar, and Stephen O’Keefe.

9 Board Minutes: Danae A. Marotta

10 Public: Tom Driscoll, 9 Sean Drive, Mont Vernon NH.

11 I. Call to Order

12 **Mr. Steven O’Keefe motioned to open the Public Hearing at 6:00PM. Ms. Jessica Hinckley**  
13 **seconded the motion. The vote was unanimous, motion passed.**

14 Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, read Warrant Article #2  
15 Operating Budget.

16 *“Article 2. Shall the Mont Vernon School District raise and appropriate as an operating*  
17 *budget, not including appropriations by special warrant articles and other appropriations voted*  
18 *separately, the amounts set forth on the budget posted with the warrant or as amended by vote of*  
19 *the first session, for the purposes set forth therein, totaling five million, eight hundred seventy-*  
20 *three thousand, two hundred fifty dollars (\$5,873,250.00)? Should this article be defeated, the*  
21 *default budget shall be five million eight hundred twenty-nine thousand, five hundred seventy-*  
22 *nine dollars (\$5,829,579.00), which is the same as last year, with certain adjustments required*  
23 *by previous action of the Mont Vernon School District or by law; or the governing body may*  
24 *hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a*  
25 *revised operating budget only? Majority vote required.”*

26 Ms. Lawrence reviewed the highlights:

- 27 • FY23 Default -> -1.1% decrease, -65,172 less than FY22
- 28 • FY23 Proposed -> -0.4% decrease, -\$21,501 less than FY22
- 29 • The difference between default and proposed is \$43,671

30 *Excluding Special Warrant Article*

31 Major Stories include the following:

- 32 • Net Budget Decrease in Special Services Costs
- 33 ○ Reduction in Out of District Special Services Tuition



- 34 ○ Increased placement in Amherst School District Special Services Programs
- 35 ● Investment in Food Service Program
  - 36 ○ Modest increases to provide competitive wages for our staff
  - 37 ○ Equipment Replacement
  - 38 ○ Additional Safety Measures
- 39 ● Continued Investment in Facilities
  - 40 ○ HVAC Duct Replacement Project FY22-FY23
  - 41 ○ Long Term Capital Facilities Plan

42 Ms. Lawrence noted the budget overview graph.

43 She explained that the default calculation is as stated, it removes the warrant articles.

44 FY22 Adopted Budget is \$5,944,751 (Remove Warrant Article -\$50,000 Subtotal \$5,894,751)

- 45 ● Tuition \$96,600 1.6%
- 46 ● Salaries Contractual Wages \$60,935 1.0%
- 47 ● SAU #39 Apportionment \$33,673 0.6%
- 48 ● Food Service \$15,577 0.3%
- 49 ● Other Employer Paid Benefits -\$17,352 -0.3%
- 50 ● Transportation; Regular & Special Ed. -\$36,140 -0.6%
- 51 ● Special Education -\$219,200 -3.7%
- 52 ● Everything Else \$735 0.0%

53 Subtotal Changes to Default \$-65,172 represents -1.1% of FY 22, the FY' 23 Default Calculation  
54 is \$5,829,579.

55 Appropriation Calculation: FY 22 Budget \$5,894,751, FY 23 \$5,873,250 the difference is  
56 \$21,501 or -0.4%.

57 Warrant Articles remains consistent FY 22 \$50,000 and FY 23 \$50,000 the difference is \$0.

58 Total: FY 22 \$5,944,751, FY 23 \$5,923,250 Difference -\$21,501 or -0.4%

59 Proposed Budget Calculation is the following:

60 FY23 Default Calculation \$5,829,579

- 61 ● Technology \$30,927
- 62 ● Classroom Supplies and Materials \$6,542
- 63 ● Facilities \$6,779
- 64 ● Everything Else -\$577
- 65 ● Subtotal Changes Default to Proposed \$43,671

66 The FY 23 Proposed Budget is \$5,873,250.

67 Budget Comparison by Fund

68 <u>Fund</u>	<u>FY 22</u>	<u>FY 23</u>	<u>\$ Change</u>	<u>%Change</u>
69 General	\$5,714,998	\$5,678,906	-\$36,092	
70 Food Service	\$91,753	\$107,329	\$15,576	
71 Grants	\$88,000	\$87,015	-\$985	
72 Total	\$5,894,751	\$5,873,250	-\$21,501	-0.4%

73 Ms. Lawrence reviewed the Budget Comparison Pie Chart.

74 They are staying consistant with staffing levels however, our ratio is decreasing slightly because  
75 of a slight projection in a lower number of students next year 216 to 214.

76 For certified staffing, there is no major story here everything is staying consistant FY 22 to FY  
77 23. On the School Psychologist is not an added position but a change with how we funded it. With  
78 non certified staffing, again no major story they are staying consistant with no change at 11.5.

79 Ms. Lawrence noted that they will be reviewing the Special Warrant Article.

80 *“Article 3.*

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

85 She noted that the next slide shows the Long-Term Facilities Plan and why this article is  
86 requested.

87 <u>Item</u>	<u>Amount</u>	<u>Fiscal Year</u>
88 Roof	\$207,000	Completed FY22
89 HVAC (Duct Replacement)	\$247,000	FY22-FY23
90 Playground Equipment	\$100,000	FY28
91 Fire Alarm System	\$140,000	FY31

92 The HVAC Duct Replacement Project is scheduled for FY 22-FY 23. Targeted replacement is  
93 scheduled for FY 22 to FY 23 with an estimated cost of \$247,000. The Expendable Trust Fund  
94 would not be the only source of funding for this project. They should be able to apply ESSER III  
95 funds to meet the need here as well.

96 <u>Phase</u>	<u>Funding Source</u>	<u>Timing</u>	<u>Cost</u>
97 1	ARP-ESSER III	FY22	\$55,000

98	1	ETF	FY22	\$95,000
99	2	ETF	FY23	\$97,000
100	Total			\$247,000

101 Ms. Lawrence explained the Funding Plan.

- 102 • FY22 Roof Replacement, \$207,000
- 103 • FY22 Phase 1 HVAC Duct Replacement, \$95,000
- 104 • FY23 Phase 2 HVAC Duct Replacement, \$97,000
- 105 • FY28 Replace Playground Equipment, \$100,000
- 106 • FY31 Replace Fire Alarm System, \$140,000
- 107 • \$50,000 Annual Contribution
- 108 • No changes recommended, pending Middle School Study Committee review

109 The next slide shows the items that were not included in the proposed budget. Furniture,  
110 Fixtures, Equipment (FFE), Furniture Upgrade-\$6,700 and Technology- Student and Teacher  
111 Laptops-\$20,000

112 She noted the Budget Review Process and Next Steps:

- 113 • 10/14/2021: Board Presented with Superintendent's Proposed Budget
- 114 • 10/15-10/30/2021: Budget Review Meetings and Questions Submitted
- 115 • 11/4/2021: School Board Meeting Budget Review
- 116 • 12/2/2021: School Board Moves Budget, Warrant Article, Default to Public Hearing
- 117 • 1/13/2022: Board Meeting and Public Hearing
- 118 • 2/9/2022: Deliberative Session
- 119 • 3/8/2022: District Voting

120 Ms. Lawrence asked for board comments.

121 Mr. Steel commended the board for being on top of the budgeting process in great depth.

122 II. Public Comment I of I

123 Mr. Tom Driscoll, 9 Sean Drive, Mont Vernon NH, inquired about the increase in the Amherst  
124 Middle School tuition. He asked if it was net to any tuition that is coming into the MVVS.

125 Mr. Steel replied yes.

126 Mr. Driscoll inquired about the 3 Special Education teachers and if they are required to have the  
127 full 3 positions.

128 Mr. Steel replied yes, the board had reviewed the information in non-public session with SAU  
129 #39 Student Services Director, Ms. Meg Beauchamp.

130 Mr. Driscoll inquired if that need goes for the Special Education Paraprofessionals as well.

131 Ms. Lawrence replied yes.

132 III. Board Comments

133 Mr. O’Keefe added that the school board was cognizant in the fact that this community is going  
134 to be going through some pretty sizable capital projects over the course of the next couple of  
135 years. The board met at the beginning of this process committed to leaving this budgetary season  
136 with a bare bones minimal increase budget as best as we possibly could within all the  
137 components that we can control. I think we owe that to the community to be very respectful that  
138 there are other areas of the community that may need more access to the limited tax resources  
139 that we have. We wanted to be very respectful of that.

140 When we take a look at the budget and see the differences between the proposed and the default,  
141 they literally are absolute needs, it is the addition of replacement technology, classroom supplies,  
142 and facility components that we need.

143 He thanked the board for the budget process.

144 Ms. Lawrence asked for other board comments.

145 There were no other additional comments.

146 IV. Close the Public Hearing

147 **Mr. O’Keefe motioned to close the Public Hearing at 6:23PM. Ms. Hinckley seconded the**  
148 **motion. The vote was unanimous, motion passed.**

149

**Mont Vernon Village School**

**January Facilities Update**

**Vendor Maintenance Completed**

- Kindergarten room water damage cleanup and restoration
- Kitchen hood inspection
- Troubleshoot and repair generator fuel system
- Well and water system maintenance
- Waste management services weekly schedule
- Monthly pest services monitoring program

**MVVS Facilities Staff Projects Completed**

- Cleaned coils of baseboard heater near MPR
- Replaced broken section of plumbing piping in kindergarten room
- Sealed behind t-stats in room E8, E11, and bathrooms
- Replaced p-trap in art room
- [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**

- Replace generator fuel fill elbow
- External and internal door repairs
- Exterior painting and minor wood repairs
- Installation of chimney cap and indoor cleanout

**Replaced broken plumbing piping in kindergarten room**



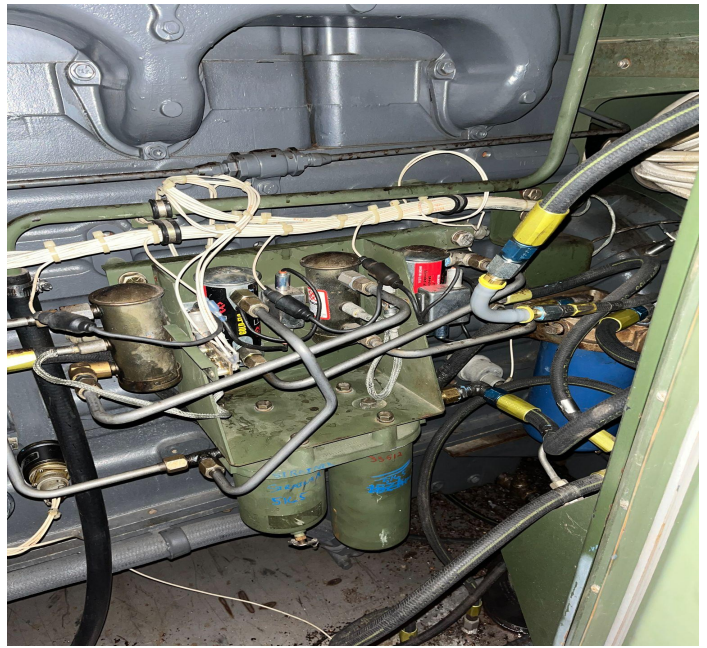
**Kitchen hood inspection**



**Cleaned coils of baseboard heater near MPR**



**Troubleshoot and repair generator fuel system**



# MVVS Principal's Report - 2/9/22

It takes a village to SOAR together....

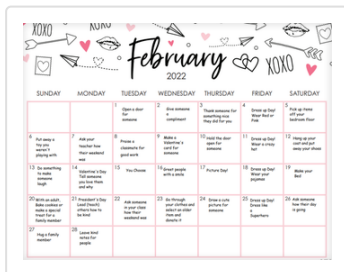


We will Engage, Challenge, and Support All Learners

February 9, 2022

Enrollment Update

Grade	MVVS	VLAC	HS w/Specials
K	26		
1	29		2
2	30	1	1
3	32		5
4	34		
5	32		1
6	29		
<b>Total:</b>	<b>212</b>	<b>1</b>	<b>9</b>
7	(33)		
8	(28)		



## FEBRUARY IS KINDNESS MONTH AT MVVS!

We have been SOARing at MVVS this year! As we journey into February, we will be celebrating kindness in our school community. With that, we will focus on "Others First". On Monday, I will introduce the concept of SOARing Slips to our students. Over the course of the month, a student will receive a SOARing Slip if they are "caught" being kind. The slips will be used to redeem prizes such as popcorn on Fridays. Also, please see some ideas above for sharing kindness over the month.





## MVVS Spirit Week is Coming, Feb. 7-11

Monday - Wear Tie Dye

-We are all tied together

Tuesday - Hat Day

-All of MVVS needs to put their heads together to succeed

Wednesday - Class Theme Day

-Each class will grow class pride and dress as that theme

Thursday - Favorite Shirt Day

-Celebrate what makes you , you. Represent your favorite team, book, movie, etc.

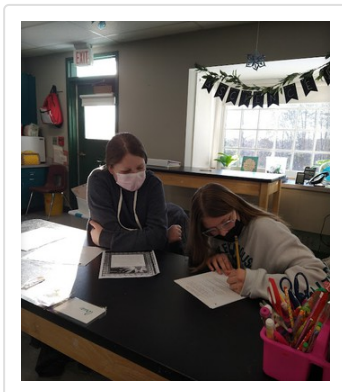
Friday - Career Day

-Dress as your favorite career/job



## ART PROJECT

In August, many of the students who were part of the remote classrooms last year participated in an art project that reflects a bit of their experience. The project has been finalized and is now hanging in the foyer. A special thank to our Reading Specialist, Ms. Holm for taking the lead on this project.



## MVVS Drama and Theatre Arts Clubs

Thank you to Ms. Anderson and Ms. Valihura for advising our Drama and Theatre Arts Clubs. Our students are already deep into their preparations for their spring performance. A big thank you to Ms. Ciatto for volunteering to help with this program.



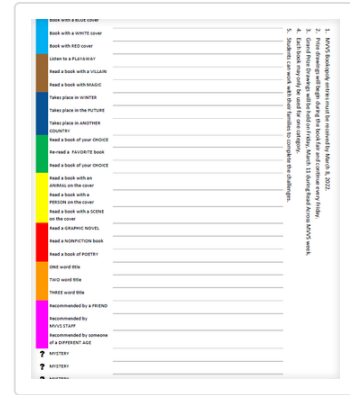
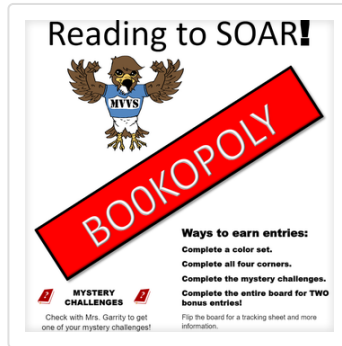
## Chess Club

Our chess club is meeting weekly and students are enjoying their time together. We have seen numbers grow each week. Thank you to Mr. Young for his support and help with this program!



# MVVS Chorus

Ms. Ward launched our chorus in January. Though small, the students we have are passionate and enjoying this experience. We look forward to a spring performance.



## Bookopoly

We continue to celebrate literacy at MVVS over the next few months. MVVS is Reading to Soar with our Bookopoly Game! Congrats to our January raffle winners:



## Items of Note

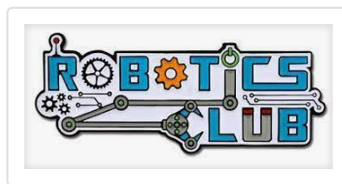
- **Grade 6 Humanities**

- I am proud to announce that Ms. Hargreaves assumed the position of long term teacher of grade 6 humanities on Monday, January 31st. She is a familiar face to SAU 39 and the Amherst community having filled positions at both Amherst Middle School and Souhegan High School. Ms. Hargreaves brings with her a range of teaching experiences in addition to strong credentials. Please join me in extending a warm Falcon welcome to the newest member of our MVVS team.

- **Kindergarten Classroom Update**

- Ms. Philibotte's classes have been meeting in the Art/Spanish room. The Art/Spanish classes have been pushing into the homerooms.

- We are making progress on the Kindergarten classroom. As of this report, drywall work has begun. Flooring will begin soon.
- **MTSS (Multi-Tiered System of Supports) Update**
  - Our team met weekly in January. We have been using this process with our referral team and are developing plans and meeting the needs of our students through these protocols. As we hit the mid-year mark, we are analyzing student growth and making adjustments to our interventions as needed.
- **Student Leadership**
  - We will have 8 new recess mentors for the month of February.
- **All Staff Attendance Update**
  - November Absences - 32
  - December Absences - 16
  - January Absences - 37
- **Emergency Management**
  - Shelter in Place Drill - 1/26/21
  - We are working with MVPD to bring DARE soon for our 5th graders and possibly our 6th graders.
- **Late Arrival - January**
  - Math Pilot, Humanities Unit Planning
- **Observations**
  - 90+ Classroom walk-throughs (drop-ins)
  - 48 Evaluations out of 92 completed
- **Individual Student Plans**
  - We have a template that we are piloting with a group of students over the course of the next month.



## PTA Updates

- We are kicking off a Robotics Club at MVVS very soon.
- Our PTA is planning a Carnation Gram fundraiser in February.
- The Fall book fair was a terrific success. Our PTA is reaching out to staff to support their needs.

- Monty is still in transit. He's been slowed down by the chilly temperatures in New Hampshire over the past few weeks.

## Kindergarten Update

Kindergarteners are continuing to build their reading powers. We are working on using the picture to help us figure out unfamiliar words. We are learning new sight words and are decoding CVC words. We will be looking at digraphs ch, sh, th, ck, and wh. Students are learning to differentiate between long and short vowel sounds. Students are continuing to practice writing sentences and personal narratives making sure that the sentence starts with a capital letter, has finger spaces, and has ending punctuation. While writing we are practicing making sure that each word contains a vowel. We are practicing making sure that the stories we are writing have a beginning, middle, and end. We are working on using story language in our writing such as first, one day, next, then, suddenly, at last, and finally. In math students are decomposing numbers to 10, writing number sentences, and solving story problems. Students will compose and decompose numbers up to 9 in more than 1 way. Kindergarteners will write expressions to represent decompositions. Students will answer "how many" questions and count out groups within 20. They will understand that numbers 11-19 are composed of one 10 and one, two, three, four, five, six, seven, eight, and nine ones. They will write numbers within 20.

## Grade 1 Update

First graders continue to be busy learners and are constantly growing and changing. We are proud of how far they have come since the beginning of the year. We continue to work on our nonfiction reading unit and have read books about monkeys and owls. While reading these books, students continue to develop strategies on how to become super smart about nonfiction topics. In alignment with our nonfiction reading unit, we also began our nonfiction writing unit. Students are writing nonfiction books on topics they are experts on. We finished unit 7 of Foundations and have begun unit 8. This unit focuses on consonant blends and r-controlled vowels. Students are practicing segmenting, reading, and writing words with these sounds. We finished Unit 4 of our math pilot which focused on measurement, comparing and ordering two-digit numbers, writing inequality statements, finding differences, and working on a number line. In the context of a pretend trip to Antarctica, the class recorded height and other data for two types of penguins: the rockhopper and the king. Students made measuring strips and strings and used them to order and compare the numbers and find differences. We have begun the next portion of our math pilot with a unit focused on geometry and time.

## Grade 2 Update

Second graders have wrapped up a measurement unit and are moving onto place value though the hundreds, including representing numbers with base ten materials, composing numbers, and representing numbers in different ways.

During literacy, students have continued to learn about figurative and understand its use in literature. Next, they will focus on strategies for reading longer books over a period of days. In writing, students have brainstormed lists of topics they are interested in writing about. Their next steps will be to pick one of their topics and generate questions to guide their research. In science, students have been learning about and exploring the properties of materials. They will describe and classify different types of materials by properties.

## Grade 3 Update

Third grade students are working on a cross-curricular Weather Unit. The unit will focus on the NGSS Earth Science standards to analyze and interpret weather and climate data, as well as forecasting weather using meteorological instruments. Students will also learn about extreme weather in different climates of the world. The culminating activity will be creating a weather brochure. Students are learning strategies to read nonfiction expository text. A few of the strategies students will learn are: compare and/or connect the information the author is giving with what you already know; survey the text to see what you think is the main idea and then read the text with that main idea in mind; determine topic, subtopic, and details; and use the table of contents to guide students through the text. During Foundations, students continue to identify types of syllables within multisyllabic words and apply suffixes. We continue to learn exceptions to the syllable patterns as well as vowel sound exceptions (schwa). Students are still working on lower case cursive letters. In math, we have begun a new unit focusing on measurement and fractions. Students will tell time to the minute and solve elapsed time problems. Students estimate, measure, and compare the masses of different objects. Students are introduced to fractions using several different models to build, compare, and investigate the relationships among unit and common fractions. We continue to use Work Places to reinforce strategies taught. Winter NWEA testing has begun, and we have completed the Reading portion.

## Grade 4 Update

### STEM:

In fourth grade math, we've continued to practice our division skills and make connections between multiplication and division concepts. We have also applied division concepts to real world problems. In science, we have started our exploration of the human body, vision, and the brain. We have focused our explorations on how muscles pull on our tendons to make our bones move and how the parts of our eyes work together to help us see. Students have created models to represent our fingers and our eyes in order to make discoveries about how they work.

### Humanities:

We have spent time this month practicing nonfiction summary writing as we continued to learn about research skills. We presented our second group research projects about extreme weather. Students also completed the nonfiction reading unit assessment. We have begun to research the American Revolution, learning how we should approach these informational

books. We discussed what challenges we will face and what specifically to focus on while researching. We also made the transition from personal to persuasive writing and spent time brainstorming potential thesis statements before choosing one to write about. Students spent dedicated time outlining and writing their persuasive essays. We spent time looking at each other's persuasive essays, seeing if they meet the requirements of the rubric and giving each other feedback as we finish up writing them. We also dedicated time to learning about contractions this month. We spent time learning about life in 17th century New Hampshire and learned about the Thirteen Colonies. We've started to explore the American Revolution, guiding our research to start with the events that interest us before moving onto the events leading up to the Revolution.

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

## Grade 5 Update

### STEM:

The month of December was a busy one in 5th grade STEM classes. In math we continued our unit on decimal place value and decimal operations. The class practiced rounding and comparing decimals and ordering decimals on a number line, as well as adding and subtracting decimals. The students also learned a lot of new games that we are using regularly in class to practice these concepts. As we return from winter break, we will continue reviewing these concepts and hopefully the students will be ready for the unit test in the next couple weeks.

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

### Humanities:

We have begun reading the novel *Tuck Everlasting*. Students are continuing to write persuasive essays. Currently, they are developing their own businesses and are working to convince "investors" to invest in their company. In social studies, students learned about the Trail of Tears. Working in groups, they were assigned a Native American tribe to research.

## Grade 6 Update



## STEM:

Although sixth grade is undergoing a transition currently, we are full-steam ahead in math. We wrapped up our unit on operations with fractions and decimals and are moving onto ratios. This is an important unit for us and prepares students for the more rigorous math that awaits them in middle school and beyond. We will spend a couple of weeks identifying ratio relationships, finding equivalent ratios, and using ratios in real-world situations before applying these skills to work with rates. In science, students have been exploring the world of chemistry and chemical reactions. They have done work modeling the atomic structure of both atoms and molecules and will now apply this understanding to the movement of atoms in chemical reactions, where molecules rearrange to form new substances. Students will understand that matter is not created or destroyed in chemical reactions, and a loss of mass suggests a gas must have been released. We will continue forward with chemical reactions, leading into endothermic and exothermic reactions.

## Humanities:

Please join me in welcoming Ms. Hargreaves to the MVVS family. We will provide an update on the learning that is happening this month in our next report.

## Art Update

K-1 Students have been learning about line designs and using mixed media and modes to create lines. From cutting lines, drawing lines, hole punching lines, and sculpting a line with glue-soaked yarn, using puffy paint to paint lines- students created line collages to decorate mixed media mittens. Lines were the theme for January- as older students also interpreted the power of lines in optical illusions, 3D forms/isometric drawing, and authenticated the project by creating reminders of kindness (line design hearts) for the month of February. These projects are being hung up around the school to reinforce students the O in SOAR- Others first. These projects also reinforced concepts previously learned, such as warm and cool colors for grades 2-3, and value for grades 4-6. The theater arts club has painted half of the set pieces for the upcoming drama performance, and with 2 classes remaining it looks like we may need an additional session to rehearse run crew duties before the big show.

## Spanish Update

Since having completed the unit on “super siete” high frequency verbs, students in grades 4-6 have successfully been able to read and understand complete sentences in Spanish. They quickly moved on to reading and understanding short paragraphs in Spanish comprised of sentences with high frequency verbs. Most recently, they have mastered reading one page short stories (written by me) in which they can identify the problem and resolution. This month we will be starting our first chapter book, “Brandon Brown Quiere un Perro” by Carol Gaab. I have been so proud to see students use all of their resources in the contexts of stories and class in order to understand what is happening in a foreign language. Students in grades 2-3, are beginning a unit on animals. First, we will discuss “mascotas” or pets, specifically the

different kinds, and the students will have the opportunity to draw and describe in Spanish their ideal “mascota” using colors and descriptive words and vocabulary. From there, we will move on to review farm animals and zoo animals.

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Students in grades K-1 have begun an animals unit. I read them the book “Buenas Noches Gorila” by Peggy Rathmann. They have listened to the names for animals, and after repeating those names aloud, they have been delighted to make the corresponding animal sounds. In addition, they have begun to distinguish which animals live on a farm versus which animals live at the zoo. For Valentine’s Day, we will be doing a “Familia Tiburon” or Shark Family theme where they will be able to say and describe basic names of family members. In this theme, I will reinforce descriptions of the sharks using colors as well as go over common gifts and basic phrases. Culturally speaking, after having read aloud the book, the A, B, C’s of Guatemala, children in grades 3-6 had the opportunity to listen to four (4) styles

## Music Update

Classes were introduced to the orchestra and its corresponding families through lessons revolving around the works of Camille Saint-Saens' Carnival of the Animals and Sergei Prokofiev's Peter and the Wolf.

Students continued to identify musical facts (instrumentally and stylistically) for weekly song listening activities.

Lower Elementary students enjoyed moving rhythmically to music while playing instruments and singing along with animal themed songs.

Upper Elementary students began notation writing activities in conjunction with tracking melody shapes from Prokofiev's character themes.

A thorough understanding of orchestral instruments was established before we begin music notation next unit.

## Physical Education Update

This past month in PE, students in all grade levels completed units on basketball and volleyball. These activities promote cardiovascular health and also engage motor skills, specifically passing, dribbling, shooting and volleying skills while increasing speed, strength and stamina. Most recently the students completed a unit on ninja warrior training. Students were challenged to move through various obstacles while learning about some of the skill-related components of fitness such as agility, speed, coordination and balance. The students are learning about Tabata training and how to design and perform their own tabata-style warm up. Much excitement and engagement has occurred during these fun movement and fitness lessons.

## Library & Technology Update

Students in K-2nd grades are completing their study of story elements—character, setting, and plot. They learned how to create a story using Scratch Jr. and will be learning about the parts of a book and working on animal research projects in the next couple of weeks. Students in grades 3rd-6th continue to develop their research skills and learn about the differences between Google and Microsoft applications. They will be completing assignments in many of these different apps including Google Drawings, Slides, Docs and Microsoft Word, Powerpoint, and Publisher. 3rd graders have begun working on a weather research project and brochure. They will be working on book trailer videos next.

The focus for 4th graders over the next several weeks will be their National Parks project. Students will be researching a park of their choice and creating a video to promote the park. 5th graders are working on their Native American research project and 6th graders their Ancient Egypt research project. They will be completing a genre study, comparing fiction and nonfiction books, and working on additional research projects.

All students continue with coding, keyboarding and digital citizenship lessons. They will be researching and learning about important people and events during Black History Month. The Bookopoly Game continues to be popular with challenges completed and student winners drawn weekly.

## School Counselor Update

This month, in the lower grades the students have completed Unit 2, Empathy, and have started Unit 3, Emotion Management, of the Second Step program. Thus far in this unit, the students learned ways to feel confident, respect other's differences, show compassion, identify anger, how to show compassion, the difference between accidents and on purpose and how to predict feelings. The lower grades participate in individual or group activities to reinforce these new skills. Next month, the lower grades will continue to learn about Emotion Management. They will learn about how to recognize feelings in their own bodies, how to calm down, ways to manage frustration, anxiety and anger, and how to handle mistakes. They will continue to practice these skills through individual, partner and group work.

The upper grades have completed the Empathy Unit. To solidify their learning, the fifth and sixth graders just completed a Kindness, Gratitude and Empathy Escape Room. This is a reinforcement activity that includes a combination of puzzles that reinforces their learning and challenges them to use their skills to show empathy, kindness, gratitude and compassion. Fifth graders are now starting Unit 2, Emotion Management, and fourth and sixth graders have begun the Bullying Unit. Unit 2 entails learning about Managing Strong Feelings, Calming Down Anger, Managing Anxiety and not Jumping to Conclusions. The Bullying unit consists of identifying class rules, defining bullying the types of bullying, recognizing, reporting and refusing bullying, bystanders and bystander responsibility.

The classes will continue to be given opportunities through partner and group work to practice and refine these skills.

Mid year data was collected on the observation of the use of SEL skills in the classroom. Some grades were seen to improve their use of skills in the classroom since the initial data was collected in October. Other grades were seen to slightly reduce their observed use of skills in the classroom. This is somewhat expected at the mid-year data collection due to the multitude of outside influences, including COVID, the additional stress this has brought over the last few months to the classroom setting, and overall individual and family needs outside of the classroom setting. Students have also reached a level of comfort in their classrooms which allows their teachers to have a more accurate portrayal of their SEL needs.

As a result of the increase in stressors, we have seen an increase in need for teacher support surrounding behavioral interventions. The teaching staff has been able to recognize the need for assistance for individual students in the classroom and they actively seek support and guidance on how to support the students. The school counselor has been able to provide teaching staff with interventions to try in the classroom as well as provided individual support to students in need. The school counselor is also increasing the amount of “lunch bunch” groups to allow peer to peer support in a guided setting. Overall, Students have been proactive in seeking support through the school counselor when feeling overwhelmed, anxious and stressed. During these additional meetings with students, the school counselor is focused on teaching students coping skills to use that will assist them in reducing stress and anxiety when it presents. There will be ongoing monitoring of students' SEL needs by the school counselor so that any ongoing or additional concerns that arise can be managed appropriately.

## Health Office Update

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

Covid 19 has changed things and permeated what and how we do it. SNAP Health Centers, is an electronic health record used for documentation, placing entries into designated categories. In an attempt for a quicker return, to the classroom setting, the nurse's role has also included contacting parents/guardians via emails and phone calls regarding protocol, answering questions/concerns, providing New Hampshire Department of Health and Human Services (NH DHHS) guidance, for isolation, quarantine, and self-observation, and working directly with NH DHHS with positive cases.

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

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

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

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

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

- Injury 98
- Illness 100
- Management 29
- Other Health 124
- Screenings 5
- Scheduled Medication Administration 60
- **Total 416**

## Special Education Update

The special education team continues to provide services to students in both regular education and special education settings. Over the past month, the team has been preparing for NWEA Winter benchmarking, ensuring that all accommodations are met. Initial reading results from the benchmarking assessments indicate that 59% of students receiving academic special education services exceeded their projected growth rate, with 80% of those students gaining at a rate of 70% or higher above the mean. These results indicate that these students are on track to close the gap between their performance and grade level standards, which is very exciting!

The special education team has worked closely with the Multi-Tier Systems of Support team to gain information as students have moved beyond the RtI system to a special education referral. There are a few students in process, and a couple of students have been found to have

educational disabilities that require special education services. Teams are working to develop plans for these students, while continuing to provide supports to both tier 2 and 3 students.

The Occupational Therapist and lower grade special educator are working together to develop a sensory hallway in the building that will be located in the related services hallway. This tool will be available to all students, and is expected to be completed by February break, when custodial staff can wax over the path to secure it. We are excited about this new resource for our students!

All three special educators have finished completing training in SRSD (Self Regulated Strategy Development), a writing methodology that provides strong structure for writing instruction for our students. This methodology has been used to provide writing instruction throughout this year, and students have responded very well, with demonstrated gains in written expression.

## Reading Specialist Update

The month of January was focused upon checking in on student progress. Preliminary analysis shows good growth for many students. As NWEA testing winds down this week, Mrs. Holm will be meeting with grade level teams to review data and anecdotal progress and make adjustments to groups and the support schedule. We look forward to reduced student absences as spring approaches.

## Math Specialist Update

Things have been going well in the realm of math intervention. All students finished the second cycle of intervention and are showing steady progress in focus skills. All groups finished just in time to take the winter NWEA, and we will be using the data gathered to plan for subsequent groupings and content. I am also looking forward to starting pull-out intervention groups with kindergarten and first grade beginning in February. This will increase the number of students participating in pull-out intervention overall, and an update on numbers will be included in the next board report. Teachers have been busy wrapping up their final Bridges units in math and are looking forward to piloting the Illustrative Mathematics materials. We have enjoyed reflecting deeply on our experiences as well as engaging in these fine examples of quality curriculum.

## Upcoming Events:

### **February:**

1 - Progress Reports available to families

7-11 - Spirit Week

8 - Late Start

28 - February/March Break

22 - Second Semester Begins



## Mont Vernon Village School

 Facebook

 1 Kittredge Road, Mont Vernon,...

 [tlecklider@sau39.org](mailto:tlecklider@sau39.org)

 (603) 673-5141

 [sau39.org/mvvs](http://sau39.org/mvvs)



## Mont Vernon Village School

1 Kittredge Rd  
Mont Vernon, NH 03057

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To: Adam Steel, Superintendent of Schools

From: Tom Lecklider, Principal, MVVS

RE: MVVS Space Study Report

January 31, 2022

### Executive Summary

This memo provides an overview of our space study for the Mont Vernon Village School.

### Background Information/Introduction

We analyzed current programming and space needs at MVVS to plan for the 2022-2023 school year.

### Important Highlights

<u>Current Space</u>	<u>New Purpose</u>	<u>Notes</u>
Faculty Break Room	Special Education Services	Additional special education space is needed for small group instruction. The faculty room will be reloaded to its original space (pre-COVID).
Health Office	Faculty Break Room	Health office and faculty room will move back to their original space (pre-COVID).
Teacher Workroom	School Counselor Office	This space is ideal for the school counselor. It is larger than the current space she is using, allowing for small group meetings. In addition, it is closer to instructional spaces and common areas.

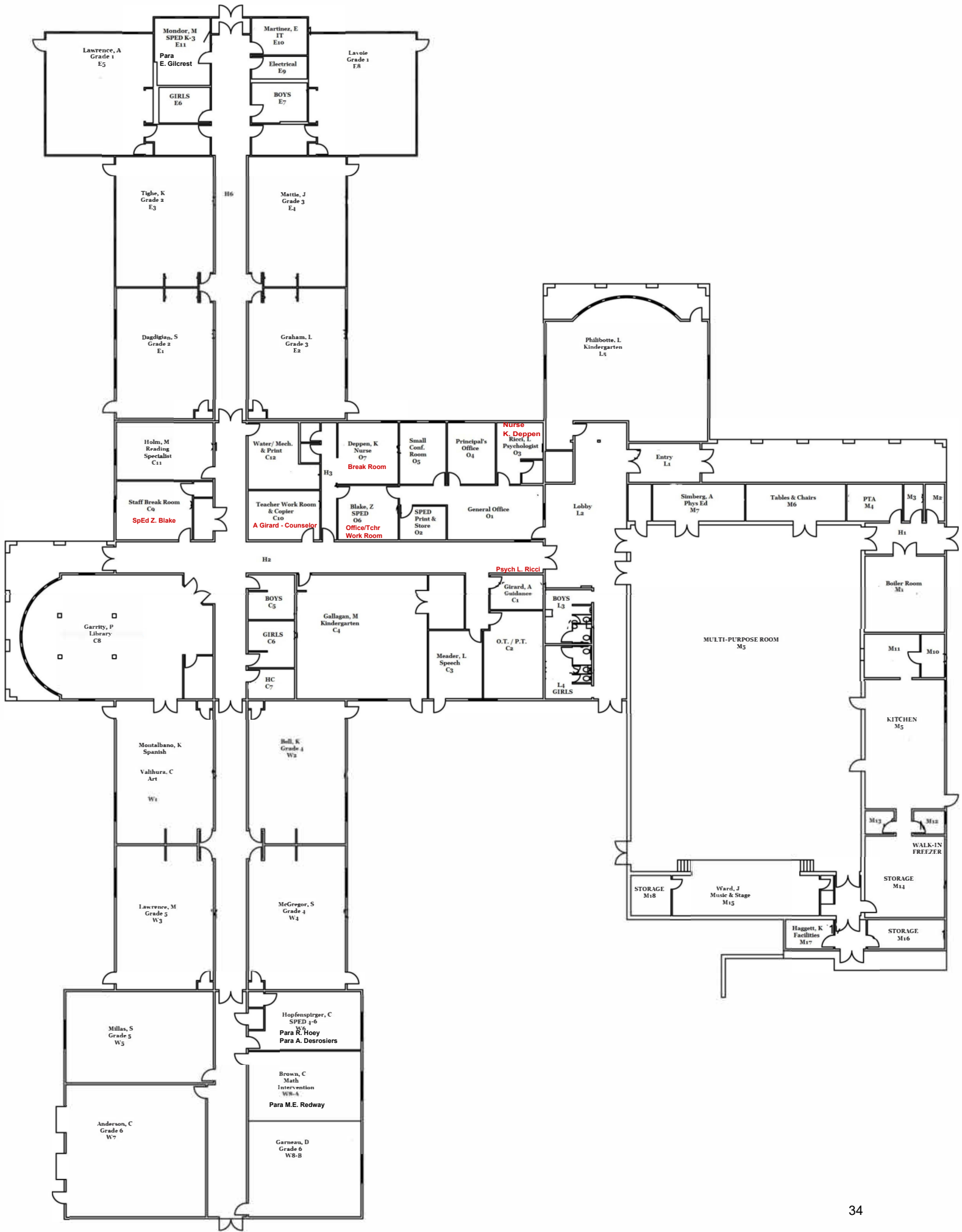


<b><u>Current Space</u></b>	<b><u>New Purpose</u></b>	<b><u>Notes</u></b>
Work Room (adjacent to office)	Teacher Workroom	This space will return back to a teacher work room.
School Psychologist	Health Office	The nurse will return to her original space (pre-COVID).
School Counselor Office	School Psychologist Office	The current space the school counselor is using is perfect for the school psychologist. She doesn't need as large of a space since she is often meeting individually with students.
Stage - Music	Stage - Music	While a dedicated music room would be ideal, we have worked to make the stage an appropriate music instructional space.

Please see attached map for more detailed information regarding planned space use for next school year.

**Requested Board Action**

1. None: Information only.



Report of the Mont Vernon Middle School Study Committee

Presented to the Mont Vernon School Board

January 21, 2022

## Introduction

The Mont Vernon School District (MVSD) maintains a Kindergarten through 6th (K-6) at the Mont Vernon Village School (MVVS). Mont Vernon is also a member of the Souhegan Cooperative School District (SCSD) which operates the Souhegan Cooperative High School (Souhegan) for the Town's grades 9 through 12. SCSD is jointly operated by The Towns of Amherst and Mont Vernon, and the Souhegan Cooperative School Board has members from both Towns.

Mont Vernon does not own or operate a middle school for their grades 7 and 8, and we are not part of a cooperative district for these students. Mont Vernon has relied on tuitioning these grades to another district for 40 or more years, initially to Milford and since 1992, to the Amherst Middle School (AMS). This is formalized under a Tuition Agreement between the MVSB and the Amherst School Board (ASB). The current Agreement took effect on November 3, 2021, and will expire after a five-year term on June 30, 2025, with a mutual option to extend for another five years to June 30, 2031. It should be noted that the three school boards; MVSB, SCSB, and ASB makeup School Administrative Unit (SAU) 39.

Amherst is embarking on a sizable capital campaign to renovate their middle school and elementary schools. The voters of Amherst will be considering whether to authorize the issuance of bonds in the sum of over \$84 million dollars, of which \$30,492,000 will be expended for AMS reconstruction and renovation and \$900,000 will be expended on the installation of a solar power at AMS. Under the existing tuition agreement, Mont Vernon will be obliged to pay for a portion of these capital improvements.

In 2021, the MVSB convened a committee known as the Mont Vernon Middle School Study Committee (MSSC or "Committee") to review the current middle school agreement.

The Committee consisted of the following residents:

- Peter King, Chairperson
- Dagmar Vlahos, Vice Chairperson
- Autumn Grdina, Secretary
- Anne Dodd
- Jennifer Heneberry
- Craig Wiley
- Andrew Stokinger
- Howard Brown, Selectboard Representative (non-voting)
- Charline Brown, Teachers Representative (non-voting)

The Committee wishes to thank the Mont Vernon School Board for their support; Danae Marotta for preparing the meeting minutes; Abby Wallace for providing administrative support; Roger Preston, Christine Landwehrle, and Amy Facey and the SAU staff for providing technical input; and Eileen Naber for keeping everyone on track.

## Charge of the Mont Vernon Middle School Study Committee

The charge of the MSSC was:

1. Do we continue the Tuition agreement and absorb the additional capital costs?
2. Do we bring the 7<sup>th</sup> and 8<sup>th</sup> grade students back, take the capital costs that could have gone into the town of Amherst, do something on this building (MVVS) and educate K-8?
3. Is there anything else that is not being considered?

Information from the Committee was published on the SAU 39 Website [SAU 39/Committees/MV Middle School Study Committee \(MSSC\)](#). The Committee met publicly at the MVVS library on six occasions:

- November 3, 2021
- November 17, 2021
- November 30, 2021
- December 14, 2021
- January 5, 2022
- January 18, 2022

## Landscape of Existing Conditions

In order to establish firm base conditions for the study, the Committee developed a “Landscape” of the existing conditions. This included identifying “customers” and “stakeholders”. Customers are those that receive the output of what they are trying to do. Stakeholders are people who care about what they are doing but are not impacted by the end product.

- The Customers are the Mont Vernon school age residents (Homeschool/Mont Vernon School Children)

- The Stakeholders are the Mont Vernon school age residents (Homeschool/Mont Vernon school children), Mont Vernon Taxpayers, Mont Vernon Parents, SAU39 School Board, MVSB, Amherst School Board, Teachers at both AMS and Mont Vernon, Administrators of SAU39, Amherst school age residents (Homeschool/Amherst school children), Amherst taxpayers.

The Committee requested information and documents from the SAU and this information is posted on the Committee webpage.

### Existing Mont Vernon/Amherst Tuition Agreement

With respect to Mont Vernon's obligations for Capital Improvements, the current Agreement States:

I. CHARGES FOR LONG-TERM DEBT OBLIGATIONS FOR CAPITAL EXPENDITURES.

The Amherst and Mont Vernon School Boards agree to allocate the responsibility for existing and future long-term debt obligations for capital expenditures at the Amherst Middle School as follows:

(Section 1. Pertains to preexisting capital costs and is omitted here)

2. Contribution Toward Future Capital Improvements.

This provision shall apply to long-term debt obligations incurred beginning with fiscal year 2012. The Mont Vernon School District's annual contribution toward future long-term debt obligations shall be limited to long-term debt obligations incurred to fund capital improvements to the Amherst Middle School only.

- a. Calculation of Mont Vernon's Annual Contribution Toward Future Capital Expenditures for the Amherst Middle School. Mont Vernon's payment shall consist of its proportionate share of the principal and interest of the current fiscal year cost of said long-term debt. Mont Vernon's annual proportionate share of the principal and interest of the long-term debt payment shall be calculated as follows: ((the principal and interest of the current fiscal year cost of the long-term debt) minus (all appropriate funds that the Amherst School District is eligible to receive,
- b. including but not limited to, school building aid)) multiplied by ((the number of Mont Vernon students in attendance at Amherst Middle School on October 1st) divided by (the total number of students in attendance at Amherst Middle School on October 1st less the number of tuition students not covered by this agreement), expressed as a percentage) equals Mont Vernon's proportionate share.

### Proposed AMS Project

Our understanding of the existing project (main project only without the solar upgrade) is as follows:

- Bond Principal plus Interest ranges from a high of \$2,028,070 in FY24 to a low of \$1,065,020 in FY52 (excluding partial year FY23)
- Less School Building Aid (assumed to be zero, The State of NH has not funded this program since 2009)
- Divided by total AMS population to result in a Capital Cost per Student that ranges from \$3,932 to \$2,139 (Excluding partial year FY23)
- Times the number of Mont Vernon 7-8 grade students (assumed to be 60, based on current average)

Note that the AMS currently hosts grades 5-8, an average of 629 students. Amherst intends to move their current grade 5 to the proposed elementary school resulting in the number of total students decreasing to 498. The cost model below does not assume any population or trend shifts; therefore, Mont Vernon remains at 60 students. The shift of the Amherst 5<sup>th</sup> grade out of AMS will have the impact of increasing Mont Vernon's share of the middle school capital cost from 9.5% of the Estimated Total AMS Bond Payment to 12% in Fiscal Year 26. Full year costs for Mont Vernon will range between a low of \$128,316 in FY52 and a high of \$235,907 in FY 26 (excluding partial year in FY23). In addition to an estimated per student tuition cost of approximately \$22,500, Mont Vernon is also obligated under the existing agreement to pay a portion of the AMS building capital costs. The following table provided by the SAU outlines Mont Vernon's share of these capital costs, averaging \$3,588 per student per year for the first 10 full years bringing the average cost to tuition a student to AMS to over \$26,000 per year.

Report of the Mont Vernon Middle School Study Committee

January 21, 2022

Page 5

	Estimated Total AMS Bond Payment	AMS Total Enrollment Projected	Mont Vernon 7 <sup>th</sup> & 8 <sup>th</sup> Grade Students	Capital Cost Per Student	Capital Cost Charged to Mont Vernon
FY23	\$789,896	629	60	\$1,256	\$75,348
FY24	\$2,028,070	629	60	\$3,224	\$193,457
FY25	\$1,993,050	629	60	\$3,169	\$190,116
FY26	\$1,958,030	498	60	\$3,932	\$235,907
FY27	\$1,923,010	498	60	\$3,861	\$231,688
FY28	\$1,887,990	498	60	\$3,791	\$227,469
FY29	\$1,852,970	498	60	\$3,721	\$223,249
FY30	\$1,817,950	498	60	\$3,651	\$219,030
FY31	\$1,782,930	498	60	\$3,580	\$214,811
FY32	\$1,747,910	498	60	\$3,510	\$210,592
FY33	\$1,712,890	498	60	\$3,440	\$206,372
FY34	\$1,677,870	498	60	\$3,369	\$202,153
FY35	\$1,642,850	498	60	\$3,299	\$197,934
FY36	\$1,607,830	498	60	\$3,229	\$193,714
FY37	\$1,572,810	498	60	\$3,158	\$189,495
FY38	\$1,537,790	498	60	\$3,088	\$185,276
FY39	\$1,502,770	498	60	\$3,018	\$181,057
FY40	\$1,467,750	498	60	\$2,947	\$176,837
FY41	\$1,432,730	498	60	\$2,877	\$172,618
FY42	\$1,397,710	498	60	\$2,807	\$168,399
FY43	\$1,362,690	498	60	\$2,736	\$164,180
FY44	\$1,327,670	498	60	\$2,666	\$159,960
FY45	\$1,292,650	498	60	\$2,596	\$155,741
FY46	\$1,257,630	498	60	\$2,525	\$151,522
FY47	\$1,222,610	498	60	\$2,455	\$147,302
FY48	\$1,187,590	498	60	\$2,385	\$143,083
FY49	\$1,152,570	498	60	\$2,314	\$138,864
FY50	\$1,117,550	498	60	\$2,244	\$134,645
FY51	\$1,082,530	498	60	\$2,174	\$130,425
FY52	\$1,065,020	498	60	\$2,139	\$128,316
<b>Total Mont Vernon Obligation to the AMS Capital Improvements</b>					<b>\$5,349,560</b>



## Identification of Alternatives

The Committee reviewed several alternatives for educating Mont Vernon's 7<sup>th</sup> and 8<sup>th</sup> graders including:

- remaining at AMS (Charge No. 1),
- creating our own 7<sup>th</sup> and 8<sup>th</sup> grade system (Charge No. 2), and
- other options or considerations (Charge No. 3).

### 1. Mont Vernon Students remain at AMS

To address Objective 1 of the Committee's charge, the Committee looked at continuing to keep our students at AMS and identified Pros, Cons, and other Considerations.

#### PROS:

- Consistency
- Sports/extracurricular opportunities
- Integration with Amherst students that will carry on to Souhegan High School
- More resources than we could provide in our own K-8
- Social growth for children who have been with the same peer group since K
- Community relationships
- Electives would not be practical with a smaller K-8
- Foreign languages and advanced academic classes

#### CONS:

- Unpredictable Costs
- No equity in the building projects that we are paying for
- No say in future expenditures or costs
- No control of educational decisions, class size, programming
- No say in teacher union contract negotiations
- No say in building project
- No school board representation

#### OTHER CONSIDERATIONS:

The current agreement between Mont Vernon and Amherst includes an "escape clause". Mont Vernon may terminate this Agreement at the end of the fiscal year of the third full school year after it gives written notice to the Amherst School Board that the Mont Vernon School District has voted to educate its seventh and eighth grade students in Mont Vernon. This means that we are currently obligated to the Agreement for at least three years.

#### Impact of Timing on the Amherst Bond

The Committee discussed Amherst's proposed construction and bonding schedule. Our understanding of the current plan is to sequentially demolish and construct portions of the existing Wilkins school using a phased process for the first 3 to 4 years of a five-year project and begin the AMS project only after the new elementary school is completed and the Amherst 5<sup>th</sup> graders can be moved from AMS to the elementary school. This will open up space in AMS to allow the renovations to proceed in year 4 and 5 of their construction schedule. The proposed multi-school project will be financed by a single bond of between \$82,170,000 and \$84,370,000. The Committee identified the following disadvantages to Mont Vernon under this arrangement. First, Mont Vernon will be paying bond costs of almost \$700,000 before construction will begin at AMS. These costs represent primarily interest costs, which would be avoided if the middle school project would be bonded in FY27 when the project is ready for construction. Secondly, the Committee was concerned that any cost or schedule overruns for the elementary school project would directly impact the middle school project. The Committee felt that the elementary project contains considerable project risk because it involves multi-year phased construction on an occupied site. The Committee is concerned that any cost overruns for the elementary school project would be deducted from the middle school project. Further, delaying any expenditure of funds for the middle school renovations adds considerable uncertainty to the costs four to five years from now, given the current trend of inflationary construction costs. Given the current Mont Vernon and Amherst agreement, we believe it would be beneficial to Mont Vernon for the AMS project to be funded with its own bond, to be issued at the time of the proposed construction and not years prior.

## 2. Mont Vernon to Operate Grades 7 and 8

To address Objective 2 of the Committee's charge, the Committee considered the possibility of Mont Vernon developing a program for their 7-8 grades. The Committee found that there were fewer NH Department of Education requirements for a K-8 program than there would be in a "middle school" therefore a K-8 model was assumed. It was noted that this didn't necessarily mean that the additional grades would have to be added to the existing building, but it would have to be managed under the existing administrative structure. There would be certification requirements for advanced grade teachers. The Committee understands that only a few of the existing teachers maintain credentials to teach at a middle school level. We also understand that additional classes beyond the core subjects would be required, one being health, which is currently not offered at the Village School.

The SAU provided the following outline showing the additional full time equivalent (FTE) staff that would be required if Mont Vernon was to add grades 7 and 8.

**FTEs Needed for 7-8**

Teacher	Current FTE	Additional FTEs for 7-8	Notes
7 STEM	0	1	At AMS we mainly have middle school certified teachers teaching Math, Science, Social Studies, and English. If we added 7 <sup>th</sup> and 8 <sup>th</sup> grade to MVVS, we would be looking for K-8 certified teachers which can be difficult to find (that certification is no longer issued). We could hire a teacher with a middle school math certification for STEM and have them teach outside their content area for science. We could do the same with English.
7 Humanities	0	1	
8 STEM	0	1	
8 Humanities	0	1	

**Specialists (art, music, PE, etc.)**

Specialist	Current FTE	Additional FTEs for 7-8	Notes
Art	.4	.2	
Music	.4	.2	May need additional stipends for more co-curricular activities
PE	.6	.4	Would need a PE/Health teacher so health can be taught. 1.0 would keep contact time the same as now but a 1.0 PE and a .2 Health would allow for additional PE time ( <i>closer to what is offered at AMS</i> )
Spanish	.6	.4	This would allow for K-5 to remain at current contact time and 6-8 to get Spanish every other day (consistent with what AMS currently has for 6-8)
Library/Tech	1.0	0	Library collection would need to be expanded to include appropriate books/resources through grade 8.

This would provide specialists needed at a K-8 elementary school, not a middle school.

**Related Service Providers / Special Educators /Interventionists**

Specialist	Current FTE	Additional FTEs for 7-8	Notes
OT	.4	.2	Could be more, depends on need
PT			Currently We have no students who require PT - impossible to estimate as it is determined by need - we would likely need one day per week
Speech	1.0	0	We anticipate that a 1.0 would be adequate but it depends on student need.
School Psychologist	.5	.5	
Guidance	1.0	0	We anticipate a 1.0 would be adequate but it depends on the number of students on 504 plans.
Special Educators	3.0	1.0	Again, depends upon student need
Nurse	1.0	0	We anticipate that a 1.0 will be adequate but it depends on student needs and current health conditions.
Reading Specialist / Math Interventionist	2.0	0	2.0 would be adequate to service our students needing intervention, we would not be able to utilize our interventionists for coaching or enrichment.

**Other Staffing Needs**

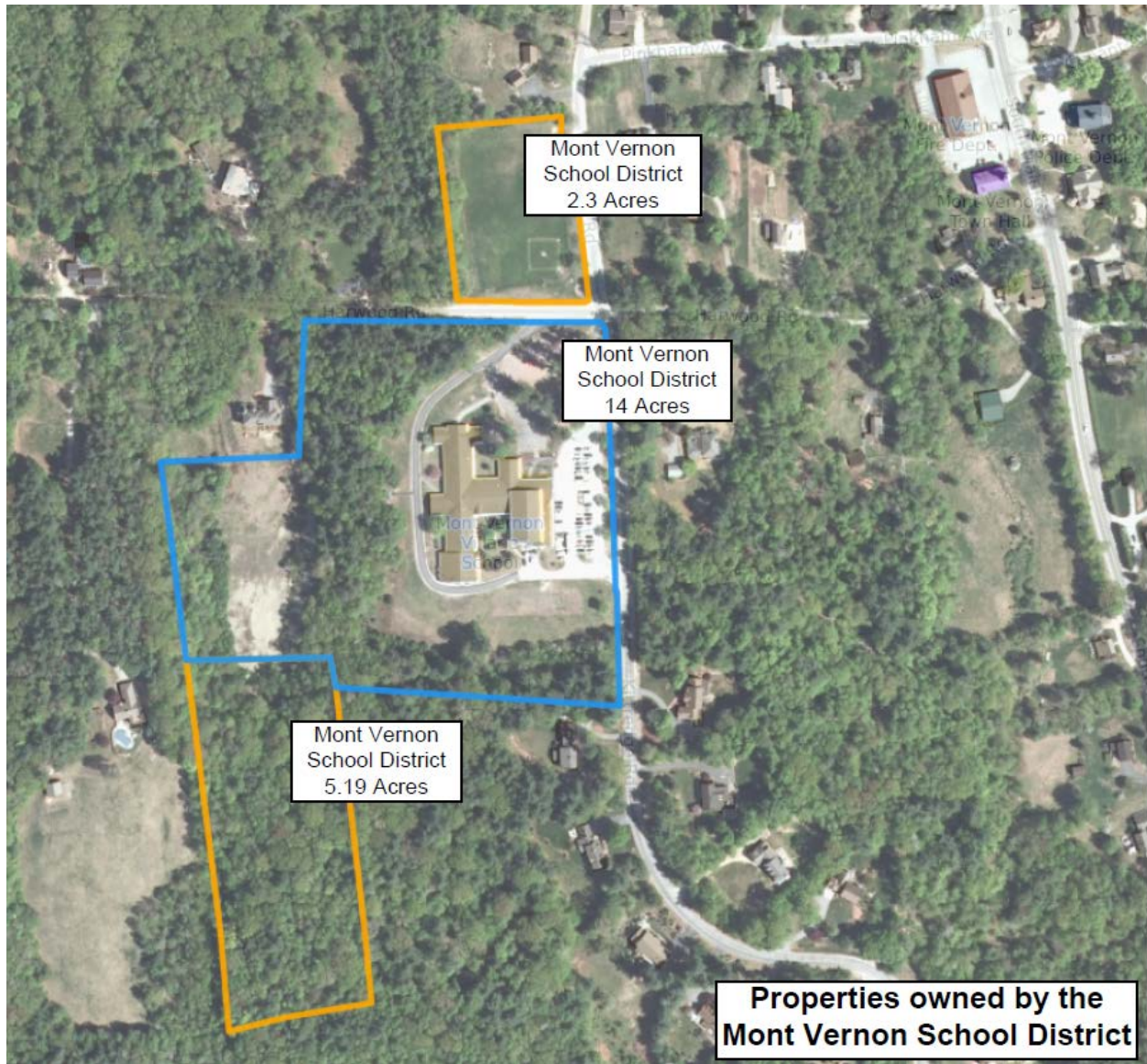
Staff Member	Current FTE	Additional FTEs for 7-8	Notes
Lunch/Recess monitors	0	At least one lunch/recess monitor	If we add one more grade level to each lunch, we will have very large lunches and recess. We would need additional staffing to support lunch and recess.
Office Staff	2	0	We anticipate being able to continue without additional office staff, but additional summer days will be needed for both office staff given the increased number of students. (They are not year-round employees; they work school days and a few additional summer days).
IT	.5	.5	Given that grades 7 and 8 would be 1:1 for devices, that's a large increase in the total number of devices and a greater need for real-time tech support.
Food Service			No Change
Custodians	1 FTE, 2 PTE	1.0 FTE	Current 1- 8hr, 1- 5 hr, 1- 6 hr Increase would be based on sq/ft increase (18,000 - 20,000 sq/ft per employee would be the goal)

**Expanding Mont Vernon's program to add grades 7 and 8 would require a minimum of 8.4 FTE.**

The Committee discussed that a minimum of four additional classrooms would be recommended to facilitate two additional grades. The Committee considered whether the existing parcel would allow construction of additional classrooms to accommodate the 7<sup>th</sup> and 8<sup>th</sup> grades. The Committee did not attempt to determine whether there was sufficient space on the property to construct additional classrooms as this would be the responsibility of a professional architect or engineer. The Committee noted that there was considerable unoccupied space on the school parcel located to the south and west of the existing school. There was a debate regarding the ownership of the parcel to the north of the school known as McCollom Field. Eileen Naber provided information that revealed that the McCollom Field property was conveyed by Quitclaim

Deed from the Trustees of the McCollom Institute to the Mont Vernon School District in May of 1990.

The following figure shows the property owned by the Mont Vernon School District.



The Committee outlined the following pros and cons to establishing a program in Mont Vernon for grades 7 and 8.

PROS:

- Avoid cost of tuition and Amherst building construction bond
- Set our own schedule (to match the grade K-6 schedule)
- Local control of curriculum, class size and cost
- Could size larger (add 8 classrooms instead of 4) and attract tuition students from other districts
- Full time staff for some support staff (hard to retain current part time positions)
- Less bus time
- Attract quality teachers
- Opportunity for advanced classes

CONS:

- Lose middle school activities, smaller school with fewer opportunities
- Lose AMS sports
- This would take several years to develop a program and we are bound by at least three years for any escape from the existing agreement
- Not enough current staff to operate these grades
- Lose McCollom field if construction is on this parcel

The Committee also considered the alternative of renting space instead of building classrooms. Although there is no rental property available in Mont Vernon, there appears to be vacant retail and office space in the area. These spaces could be converted into classroom space. The Committee looked at Pros and Cons of this alternative.

PROS:

- Avoided cost of tuition and Amherst Bond
- Lower upfront costs
- Quick occupancy (within one year)

CONS:

- Costs may vary
- No long term cost stability
- Transporting staff between MVVS and middle school
- Additional staffing
- Additional bussing

A further option along this line was to consider “renting” space in the Souhegan High School Annex. We understand that Souhegan is currently below its design capacity and may have space available. The advantage of this option is that we would be “paying ourselves” for the percentage that the payment would go back to Mont Vernon. This would also benefit the Amherst taxpayers, for the share of rent payments that would go to Amherst. This option would not increase bus costs because existing high school routes could be used. This option was not fully explored.

### 3. Other Considerations

In accordance with Objective 3 of the Committee’s charge, several other alternatives were identified, as presented below. These alternatives are not fully developed.

#### Mont Vernon to Tuition to another Middle School.

The Committee considered the possibility of sending our 7-8 grades to another middle school such as New Boston, Milford, Goffstown or Wilton/Lyndeborough but did not seriously look at this option based on the disruption of having Mont Vernon 6<sup>th</sup> graders transition to a new peer group only to have them transition to another new peer group at SHS two years later. In addition, this alternative would require additional bus time and cost.

#### Reopen and renegotiate middle school agreement with Amherst

The Committee felt that renegotiation of the middle school agreement could address some of the concerns of the option to stay with AMS.

#### Tuition Mont Vernon students to their Choice of Public or Private Schools

The Committee discussed the possibility of offering parents a choice of attending AMS or another school of their choice with Tuition to another school being no greater than the AMS base tuition. Students who chose this option would decrease the number of Mont Vernon students being charged tuition and capital costs for AMS (up to \$26,500 per student per year). The Committee did not fully develop this alternative but noted that at least one community in New Hampshire (Warren), offers parents the choice of two public and two private high schools, with the Town paying a base tuition no greater than the lowest public tuition. The Committee speculated that our current base tuition to Amherst may be more than that of other nearby public or private schools.

### Next Steps

The Committee believes that it has completed the charge presented to it by the Mont Vernon School Board. This is an issue that will require careful consideration by the School Board, the stakeholders, and customers as identified above. The Committee has developed a flow chart that could assist with identifying the next steps for this process.



