

# 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 M. CROTEAU

Business Administrator

## Mont Vernon School Board Meeting

Thursday, December 12<sup>th</sup>, 2019 – 6:00 PM

1 Kittredge Road

Mont Vernon, NH 03057

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the MVSB, Ms. Sarah Lawrence, to call the meeting to order.	None
Public Comment I of II	6:05 PM		None
Superintendent's Report	6:10 PM	Mr. Steel to present his Superintendent's Report	None
Principals Reports-MVVS and AMS	6:20 PM	Principal Schuttinger to present his December Principal's Report (Included is AMS Principal, Dr. Bethany Bernasconi's Report)	MVVS Principal's Report AMS Principal's Report
Committee Updates	6:30 PM	Board Members to give updates on their committees.	None
Consent Agenda- Approval	6:40 PM	1. 11 07 19 Draft Minutes 2. Budget Transfer 2020 002 3. Unanticipated Revenue \$75 4. Policy BEDG from 11 07 19	11 07 19 Draft Minutes Budget Transfer 2020 002 Memo Policy BEDG
First Reading-JIH	6:45 PM	Board to review Policy JIH from SAU November 14 <sup>th</sup> , 2019 Meeting	Policy JIH
FY'21 Budget Discussion	6:50 PM	Board to review and discuss the FY' 21 Budget	None
Public Comment II of II	7:50 PM		None
Non-Public Session	7:55 PM	RSA 91-A:3, II	
Meeting Adjourned	8:00 PM		



2019

2020

## MONT VERNON VILLAGE SCHOOL PRINCIPAL REPORT – DECEMBER 2019

### ENROLLMENT

**MVVS (\* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
<b>K</b>	23	26	26	26	26						
<b>1</b>	28	28	28	28	28						
<b>2</b>	29	29	29	29	29						
<b>3</b>	27	28	28	28	28						
<b>4</b>	28	28	28	28	28						
<b>5</b>	31	31	32	32	33						
<b>6</b>	29	30	30	30	30						
<b>Total</b>	195	200	201	201	202						
<b>Family</b>	131	136	137	137	138						

#### Homeschool Students

<b>K-6</b>	2	2	2	2	2						
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#### AMHERST MIDDLE SCHOOL

<b>7</b>	23	24	24	24	24						
<b>8</b>	29	29	28	28	28						

### MONT VERNON PRIDE

Thank you to Mrs. Charline Brown for her work creating and executing a STEAM challenge for all students. On Tuesday, November 12 following our All School Meeting, Mrs. Brown shared a STEAM challenge and organized students within the new 'house system' to work in grade bands (K-2, 3-4, 5-6) across the school. All students and Staff took part in the activity and enjoyed the process. We look forward to more house challenges this year.

Thank you to Mrs. Sharon Colburn and Mrs. Dawn Mallows for inviting our Kindergarten families to lunch in November. We look forward to having each grade level enjoy a special lunch with their family every month as we continue our year.

Thank you to Mrs. Dawn Garneau for organizing and executing our Veteran's Day assembly. This year we had a greater attendance of Veteran's and families join us for the morning presentation.

## CURRICULUM AND ASSESSMENT

On the November Late Start day, staff participated in Critical Friends Groups(CFG's) here at MVVS. This format allows staff to present work and receive valuable feedback from their colleagues.

The December Late Start day will be held at CW in Amherst with all staff. Grade levels will work on the BIMAS Survey. Support Staff will join SAU colleagues along with Case Managers.

Our Professional Development Day on November 1 allowed staff to work with Natasha Kolemmainin, Charline Brown, Maggie Holm and myself to complete data digs into the fall NWEA class reports. Christine Landwehrle and Dawn Garneau provided training and support for Empower work. Maggie Holm worked with K-3 Teachers to share best practices in Literacy instruction.

## OBSERVATIONS

### Teacher / Leader Effectiveness Evaluations:

OBSERVATIONS	COMPLETED	TOTAL REMAINING
Informal	30	62
Formal	15	4

## CALENDAR EVENTS

December 4-6 Scholastic Book Fair

December 7 – Breakfast with Santa

December 10 – Late Start

December 12 – MVSB

December 13 – First Grade Family [Lunch](#)

December 9-13 – HOLIDAY STORE

December 18 – PTA Meeting

December 23 – holiday break begins

January 2 – school back in session

# PRINCIPAL'S REPORT

## Amherst School District

Amherst Middle School

November 25, 2019

Bethany Bernasconi, Ed.D., Principal

### Middle School Excellence- Featured Update

In 2017 Amherst Middle School was named a Spotlight School by the New England League of Middle Schools (NELMS). The recognition was built on our culture of teaching and learning, Response to Intervention (RTI) program, rich curriculum aligned to standards and anchored in performance assessment and overall commitment to middle level best practices. AMS's Spotlight School status is up for renewal this year and includes a self-assessment, and a 2-page summary highlighting our growth since NELMS last visit. You can find our written statement attached at the end of this report. We are pleased to announce that our application has passed the first review and are looking forward to welcoming a visiting team from NELMS this winter.

On November 5th, School ReTool visited Amherst Middle School for the day with 18 school administrators from Massachusetts and New Hampshire. The School ReTool fellowship in New Hampshire is a collaboration between Stanford University's Design Studio and the New Hampshire Learning Initiative and seeks to empower administrators to reDesign school culture in a such a way to promote deeper student learning. Dr. Bernasconi was a member of the first cohort of educators to participate in New Hampshire 3 years ago and since then several other SAU39 administrators have had the opportunity to participate. The design team asked to spend the day at AMS based on what they have heard about our school culture, mastery learning system, multi-tiered system of supports, and deeper learning opportunities for students designed by our incredible staff. The team participated in learning walks through the school and had the opportunity for small group discussions with our students. The visitors asked real and challenging questions of our students who were so proud of their ability to answer and speak about our school. The insights they shared were invaluable and the pride visible on their and their teachers' faces left an impression on all that will not soon be forgotten.

*Objective: To better use the time we are allocated to meet student needs*

- **2020/2021 Master Schedule-** Feedback on the proposed 2020/2021 Master Schedule has been solicited from AMS Staff during after school sessions throughout the month of October and early November. Thoughtful discussions regarding the length of classes and placement throughout the day were had and will ultimately strengthen the final schedule. Using the framework of the proposed schedule, classes and times are now being adjusted to reflect a morning start time of 7:30am for next school year. Once the times are adjusted there will be several areas where creativity and staff input are still needed in the design such as length and format of advisory, Integrated arts schedule, and longer block versus everyday class meeting times.

*Objective: Support a culture where staff love to come to work each day*

- **Grow, Learn, Connect-** During the November Late start, AMS teachers returned to the roots of our mastery learning journey. Core & Integrated Arts teachers, along with Interventionist & Learning Specialists worked together to take stock of their current common summative assessments. They used a portion of the time to indicate whether they had need of new assessments, revising an existing assessment, or even validating an assessment to ensure clarity and alignment with the standards. Teachers will use this information to plan out their work at the January, March, and May Late Starts. School Counselors, Psychologists, and Social workers spent their time building our intervention matrix and data decision rules for SEL, Behavior, and Attendance as we work to implement a whole child approach in all areas of the school. Paraprofessionals also engaged in specialized training based on their roles.
- **The Whole Teacher:** As staff work to support students across the building, growing into self-directed and confident learners and young people, it is important to ensure we focus on supporting the needs of staff to carry out this critical work. Ensuring that every student is healthy, safe, supported, engaged, and challenged has always been a focus and the same is true for teachers. As a reminder to fuel their bodies, administration took orders for smoothies and then prepared and delivered over 80 of these to staff throughout the day on November 6th. In order to engage all staff in their own learning, the November Late start offered opportunities for staff to have a voice in their own professional learning either through organized choices aligned with our building level work or through sessions offered as a result of staff feedback over the past several months and last school year. In order to support safety, we have increased the opportunities to learn about school safety with administration and Officer Knox. Administration is also working to coach teachers in the beginning of their certification cycle about taking professional risks, understanding that they have a safe sounding board to try new ideas. Led by Steve Lebel, there has also been an overwhelming interest in participating in Instructional Rounds to grow our own internal practice. AMS will continue to focus on supporting the Whole Teacher so that they can give their best selves to the students of our community.
- **Teacher Leadership Committee-**In an effort to create additional pathways for teacher leadership and to ensure representative voices in school decision making, AMS has formed a Teacher Leadership Committee. Volunteers representing each grade level, and various groups across the school (ex. School Counseling or Learning Specialists) will meet to discuss and brainstorm ways to improve our school and collaborative decision making. This group will serve a vital role in our school and we are excited to get things underway!

*Objective: Students, teachers, and families collaborate, using goals, to empower student success*

- **Kindness Breaks Barriers-** Student success isn't just about academics. It also encompasses social-emotional learning and nurturing an inclusive culture of kindness throughout our community of learners. There are many ways students can engage in kindness and this month AMS focused on supporting veterans.

AMS students in Health and Physical Education were recently offered the opportunity to participate in the Holiday Cards for our Military Challenge. The primary goal of Holiday Cards for our Military Challenge is the collection and delivery of personalized, signed expressions of respect, caring and gratitude to deployed U.S. troops. Staff and students did a fantastic job in expressing themselves to someone that they don't know, but that they admire. They displayed great examples of using *Kindness to Break Barriers* by sharing compassion with someone far away from home. AMS created and collected

over 311 cards for this challenge. These cards were recently dropped off at a local drop off center. The cards will be delivered to active duty military in all five branches of the U.S. Service in time for the winter holidays.

On Friday November 15th AMS staff and students participated in the annual Veteran's Day Walk-a-Thon. Over the past few weeks staff and students have collected donations to say thank you to the local veterans at the Manchester Veterans Affairs. AMS raised over \$2,300 to go towards purchasing items to assist local veterans. AMS truly demonstrated the *Kindness to Break Barriers* and what it means to go above and beyond for someone else's needs. AMS displayed tremendous gratitude to the brave men and women who sacrifice everything to make this world a safer place for the rest of us.

- **Symphony NH Partnership-** We are excited that Symphony NH has partnered with Amherst Middle School to provide professional clinicians to work with our band students! Margo McGowan (clarinet) and Mike Epstein (trombone) have already held masterclasses with more on the way. Through our partnership, students have no-cost access to top performers on their instruments right in our own band room!
- **MTSS Team Updates-** AMS Assistant Principal for Students Services, Heather Jennings, is representing AMS on the SAU39 MTSS Team. Preliminary meetings have begun to take place to review practices and needs across all of the schools. Additionally, the team met to review student information system options and provide input from a MTSS and accessibility perspective. The systems included Infinite Campus and Powerschool.
- **Quarter 1 Progress Reports-** Were printed from the Empower software and were sent home to families on November 13th. The report shows students current level of mastery in each of the course competencies (ex. Reading: Literature or Writing). In the report, all of the standards within a competency (ex. Reading: Literature or Writing) are averaged together to produce an overall score for that competency. We encourage parents to review the report with their student and also ask them to log into Empower Learning ([empower.sau39.org](http://empower.sau39.org)) and share their progress. The Target Browser in particular is a useful feature to review as it shows all of the standards and work to date. By clicking on any tile in the Target Browser with a score, one can also view the work students have submitted to demonstrate their understanding of that particular standard. Students can also generate a PDF score report at any time from Empower. The report generated is a level deeper than the paper progress report sent home and shows students' current progress on each standard that builds into the competency. We truly believe that the online portal can be a catalyst for healthy powerful conversations between parents, students, and the school. We are working to help students understand how best to use this information to set personal goals and challenge themselves in both their academics and work study practices. Parents will be receiving their own credentials and online access across SAU39 in mid-January.
- **School-wide Behavior Practices-** Our SOAR posters are ready! Posters with the SOAR expectations generated by students have been received from printing and are ready to be hung in hallways around AMS. These will serve as reminders for everyone in the building and allow us to refer to our community expectations with a great visual reminder. Reminders have been sent to staff to continue keeping SOAR alive for students and that they may nominate other staff in the building using the GoogleForm linked to the QR code on badges. Ribbons to recognize nominated staff have arrived and will be displayed in the hallway throughout the year. We're hoping that this continues to build a living culture that we are all in this together to make AMS truly SOAR!

- **Healthy Choices, Role Models, & Collaboration-** AMS participated in Red Ribbon Week October 23rd through October 29th, culminating with Project Safeguard. This year's theme was "Send a Message. Stay Drug Free." Throughout the week Souhegan High School students came over to the middle school for morning announcements to share their message on staying drug free. Students 5th through 8th grade shared their reasons for staying drug free on red "My Why" strips that were then connected in a chain and hung in the lobby to represent our connection and support for staying drug free in order to reach our goals. Additionally, students took the red ribbon drug-free pledge and signed posters indicating their commitment to the pledge. In keeping with the theme of "Send a message. Stay drug free," AMS held a public service announcement poster contest. Students created meaningful and creative posters to provide the public with facts on drug use and persuasive art to keep others from using drugs. Several winners were chosen from the students' work.

*Objective: Support and create healthy, collaborative, flexible instruction spaces throughout campus in order to support personalized learning*

- **Facilities and Budgeting-** AMS and SAU Administration have been working to support building level projects and practices. Quarterly meetings are being held to review and plan maintenance, cleaning, and projects throughout the facility.
- **School Safety Update-** AMS has continued to practice their emergency response plans and procedures. In November, AMS participated in and practiced fire drills, lockdowns, and a reverse evacuation. In late October, the AMS Incident Command System (ICS) team came together for a tabletop exercise put on by SRO Mike Knox and assisted by Amherst Police Detective John Smith. This activity was an opportunity for the ICS team to begin work through a real-life incident, condition members to think under pressure, and debrief as a group in order to see where they could work on certain aspects. During monthly staff meetings and additional drop-in sessions, staff have been participating in activities, conversations, and new learning opportunities to better prepare for an emergency response.

**Facilities, Finance, and Operations**

- **Enrollment**

Grade	Aug.	Sept.	Oct.	Nov.	Ave class size 2018
5	139	138	138	138	23
6	156	154	155	157	26.2
7	169 (23 MV)	169 (24 MV)	169 (24 MV)	169 (24 MV)	21
8	165 (28 MV)	164 (28 MV)	163 (28 MV)	163 (28 MV)	20.5
<b>Total</b>	629	625	625	627	
<b>Total 2018/2019</b>	634	635	637	643	

## Upcoming Events

Nov. 27-29: No School, Thanksgiving Recess

Dec. 2: Last day of T1 specials

Dec. 4: PTA Meeting, 9am

Dec. 4: 7th Grade Field Trip to the theater

Dec. 10: Late start day, school begins at 9:25am

Dec. 10: Grades 5 & 6 combined band concert 6pm

Dec. 11: Grades 7 & 8 Band and Jazz Band Concerts, 6pm

Dec. 16: Snow day for concerts

Dec. 18: Theater Club field trip

Dec. 23-Jan. 1: Holiday Break, No School

Jan. 2: School is back in session

Jan. 10: Spelling Bee, 8am

Jan. 14: Late start day, school begins at 9:25am

Jan. 17: Geography Bee, 8am

Jan. 20: Martin Luther King Jr. Day, No School

Jan. 23: Grade 5 Spark Lab

Jan. 24: Last day of Quarter 2



## **“Why Amherst Middle School Should Remain a Spotlight School”**

Amherst Middle School is not just a building, a collection of classrooms and people, but truly a community of learners where staff, students, and families work together to do what is best for kids each and every day. We keep our students at the heart of all we do, every decision we make, and every conversation. We are all about the whole child and helping to support our students who are truly in the Middle! We believe in empowering our students to S.O.A.R and to take an active role in shaping our community of learners.

Amherst Middle School is dedicated to educating the whole child. While rigorous and engaging academics have long been a focus, we have expanded our support of students to ensure that we are meeting their social emotional needs as well through direct instruction, school-wide programming and events, and partnerships with the community. Each year we choose a theme to anchor our work in building a school culture where every member, from staff to students, can be healthy, safe, engaged, supported, and challenged. Our theme for the 2018/2019 school year was “Healthy Relationships,” and focused on building and supporting healthy relationships within ourselves, between peers and colleagues, across our school community, and extending out into our local community. Partnering with the PTA we were able to bring in guest speakers and screenings of documentaries such as “Angst.” We have hosted school wellness fairs, sharing our protective factors with families and even held nights focused on building tool boxes of strategies and skills to help our students manage anxiety in healthy ways. This year our theme is “Kindness Breaks Barriers,” and we have already challenged all of our students to commit to random acts of kindness and be participants in nurturing our school culture. Students have helped to craft our school-wide behavior expectations in line with the ideas of Success, Ownership, Acceptance, and Respect (SOAR). Students and staff are encouraged to give SOAR awards to one another to positively recognize contributions, large and small to AMS.

Amherst Middle School has continued to evolve from a more traditional approach of teaching and learning to embrace a more student centered Mastery-Based Learning system. Together, teachers and administrators have worked to refine our curriculum in all content areas including world language, integrated arts, and core subject areas. Curriculum and assessments are aligned to standards and teachers have built common assessments across grade levels and content areas ensuring a common experience for students and building opportunities for teacher collaboration, calibration of student work, and validation of performance assessments to ensure a universal design for learning approach. Common rubrics have been created and implemented for all standards in core content areas and are being refined across integrated arts. These rubrics are shared with students so that they can be participants in their learning. This approach shifts the mindset of students from what did I earn, to what did I learn. It honors the areas where a student is excelling and allows them to set goals for areas of growth. This growth mindset approach is helping us to better prepare students for whatever path they may choose on their journey through our halls and beyond. Amherst Middle School values collaboration. To support our Mastery Learning System, we are evolving from a school that has RTI to a school where data is used to help every student reach their potential using a Multi-Tiered System of Supports (MTSS). MTSS is not something that we do, rather it is becoming who we are; recognizing each learner possesses a unique combination of talents and has both strengths and areas of opportunity. To support this work, Friday’s are held sacred for teacher collaboration. During our collaborative Friday meetings, administration, behavioral, and instructional coaches push into content

area work sessions in each grade to support teachers. These are largely teacher led collaboratives with support from administration, meant to empower teachers to refine their instruction and assessments using data. Once a month, the entire grade-level meets for a data-dive to look at trends in student learning and behavior. A true MTSS system is not just academic and not for soley struggling learners but encompasses behaviors, social emotional supports, and enrichment opportunities as well. We are working collaboratively to grow our system to support EVERY student in a personalized way. Students are an essential partner in this work. We are teaching students across every grade level the importance of setting goals and having a growth mind-set. With a focus on positive goal setting across the entire school, we are helping students to become directors of their own learning.

In order to truly meet the needs of every student, we are rethinking many of our structures and processes. Three years ago, we redesigned our schedule to create a 20 minutes homeroom for 5th and 6th grades. During this morning meeting time, we are providing direct instruction in social emotional learning competencies and building relationships with students. The SEL instruction is moving more into the classroom each year and providing additional time for connecting with students each morning. Many of our teachers are Responsive Classroom trained and we are continuing to support all teachers to gain this training and weave this philosophy throughout all aspects of our community of learners. We are currently in the process of another schedule redesign to build a more comprehensive advisory program through the entire school and plan to implement this in Fall 2020. One of our teachers was granted a sabbatical this school year to research advisory programs and lead this work. This is an example of true teacher leadership and will continue to strengthen the relationships within our community.

As you can see, designing, implementing, and refining our Mastery Learning System has become the unifying focus of all we do at Amherst Middle School. By focusing on this concept, we have been able to align our school and individual goals with the district's work to ensure that our most precious resources, the expertise of our staff, is being focused on what is best for students. Within this work, there has been space for personalization of learning and growing for staff. Whether deepening their understanding of social emotional learning competencies, designing assessments clearly aligned to standards, building better tools for parent-student-school communication, or developing an advisory program, there is an opportunity for all staff to learn and also lead in areas they are passionate about pursuing. We are a community of learners that will continue to reflect on our practices to ensure we are always focused on the whole child and that we honor ourselves as learners and leaders in this most important work.

**Consent Agenda Item #1**

1 Mont Vernon School Board  
 2 Thursday, November 7<sup>th</sup>, 2019  
 3 Meeting Minutes- Not Approved

## 4 Attendees:

5 Administrative Team: Adam Steel-Superintendent, Christine Landwehrle- Assistant  
 6 Superintendent, John Schuttinger-Principal MVVS, Michele Croteau- SAU #39 Business  
 7 Administrator, Meg Beauchamp- Director of Student Services, and John Robichaud - Director of  
 8 Facilities.

9 Mont Vernon School Board: Sarah Lawrence- Chair, Jessica Hinckley- Secretary, Thomas  
 10 Driscoll and Stephen O'Keefe.

11 Board Minutes: Danae A. Marotta

12 Public: Kim Roberge- MVVS Budget Committee Member and Carl Edin, EMC.

## 13 I. Call to Order

14 **Chair of the MVSB, Ms. Sarah Lawrence called the meeting to order at 6:01PM**

## 15 II. Public Input I of II

16 Ms. Kim Roberge, MVVS Budget Committee Member remarked that she is here for the FY' 21  
 17 Budget discussion.

## 18 III. Superintendent's Report

19 Superintendent, Mr. Adam Steel, remarked that Director of Facilities, Mr. John Robichaud, will  
 20 be giving an update on lighting and electricity usage and Principal Schuttinger will be discussing  
 21 Halloween festivities with the Ethics Forum. He does not have anything of note.

## 22 IV. Principals Reports

23 Principal of the MVVS, Mr. John Schuttinger, thanked MVVS Music Teacher, Ms. Julie  
 24 Sullivan, and the students and staff for another successful Grandparent's Day event. The October  
 25 11<sup>th</sup> event was a big hit once again for all in attendance. The children sang a selection of songs  
 26 and then invited all guests to join them in their classrooms immediately following the  
 27 performance portion of the day.

28 The MVPTA took on a new event this year with a special Halloween celebration on October 31<sup>st</sup>.  
 29 This event followed the half-day of school for Parent/Teacher Conferences. The PTA had over  
 30 20 volunteers and nearly 100 students sign up to attend the afternoon event. They are very  
 31 thankful to have such a responsive and dedicated PTA.

32 Principal Schuttinger thanked the Souhegan HS Ethics Forum for another great event this year.  
 33 The Ethics Forum joined them for the morning on October 31<sup>st</sup> for their annual visit. This

34 included a performance, spending time with their students and giving each student a hand-  
35 painted pumpkin. SHS also donated a tree to mark the 10th Anniversary of coming to MVVS.

36 Ms. Lawrence asked about the day off after Halloween.

37 Principal Schuttinger replied that no one had shared anything negative. On November 1<sup>st</sup>, the  
38 MVVS Staff had their Professional Development Day usually occurring at the close of the school  
39 year. The focus for the day was Empower work, Data Digs by grade level teams and Literacy  
40 work for K-2 staff. It was a lot of diverse work and a great day overall.

41 Ms. Lawrence asked the Board for further questions or comments.

42 The Board had no further questions or comments and thanked Principal Schuttinger.

43 V. Committee Updates

44 Mr. O'Keefe commented that he has reached out to the Town Budget Committee and they have  
45 not started meeting yet. He was added to their email list and will be able to update the Board  
46 once he has more information.

47 Mr. Driscoll noted that they have organized the first Budget Committee meeting and they are  
48 meeting again December 3<sup>rd</sup>, tentatively. Committee members are here to listen in tonight. They  
49 will have a Non-Public Session regarding the Special Ed Budget and he is not sure how much  
50 they can share in public.

51 Ms. Lawrence added that the Policy Committee had met yesterday (11/06/19) and they will be  
52 seeing more policies coming through the SAU.

53 Ms. Lawrence asked if there was any further questions or comments.

54 The Board had no further questions or comments

55 VI. Consent Agenda

56 Mr. O'Keefe asked if they were going to review the NWEA Results.

57 Ms. Lawrence remarked, yes, they can certainly discuss the results.

58 Mr. Driscoll commented that he feels like it should have been a separate agenda item.

59 Ms. Lawrence agreed.

60 Ms. Landwehrle replied, that she will be happy to speak to the results. She explained that these  
61 are the Fall NWEA results, and provides another snapshot. It feels like they have already  
62 reviewed this information in a sense. Looking at Reading, the Kindergarten percentile, that is a  
63 baseline of where they are. They often have very strong Kindergarten scores in the 90%  
64 percentiles.

65 Mr. Driscoll asked if that is consistent with prior years.

66 Ms. Landwehrle replied, yes, they are usually in the 60-70% and then end in the 90% percentile.

67 In looking at the percentiles, other than K, they are all within the 88<sup>th</sup> and 90<sup>th</sup> percentiles. That is  
68 the top chart. The graph is showing the growth.

69 Every grade level, except for 5<sup>th</sup> grade, has met or exceeded their growth projections. These  
70 were consistent results with C/W and they are in the they are looking at the resources for  
71 instruction in the 4<sup>th</sup> grade. They are looking for more continuity between the 3<sup>rd</sup> and 5<sup>th</sup> grades.  
72 That is big for them to look at.

73 Mr. O'Keefe asked if this is a cohort issue or curriculum/resources issue.

74 Ms. Landwehrle replied that she believes that it is both. The materials support whole group  
75 instruction and some students may not be working on grade level. They are looking on how to  
76 modify those resources.

77 With Math, you can see really strong growth in the lower grades. She then explained that they  
78 are they are focusing on the 2<sup>nd</sup> grade so that they can transfer and apply when they get to the 3<sup>rd</sup>  
79 grade.

80 They are concerned with the 5<sup>th</sup> grade math and the results this year have confirmed that. A good  
81 portion of this is the cohort and they are looking at supports to help the students. They are also  
82 looking at using grant funds for at a fun after skill activity that revolves around math. They are in  
83 the brainstorming stages at this point.

84 Mr. O' Keefe asked about the Title IV funds.

85 Ms. Landwehrle replied they also have REAP Funds, they got a huge allocation, \$17K to use  
86 within 26 months. They were thinking of using the REAP funding and then use the Title IV  
87 funding for some of the same programming.

88 Mr. O'Keefe asked if they can bring in someone on a temporary basis and where could they have  
89 solved this issue. He emphasized that it is something that they need to address

90 Ms. Landwehrle responded that it is challenging to find quality staff for that that limited amount  
91 of time. They were thinking of a before or after school program might be beneficial, with a  
92 stipend position. She added that they did have a few new students in the 4<sup>th</sup> grade and changed  
93 the makeup of the cohort.

94 Mr. O'Keefe respectfully disagreed, with 18% it is not a cohort issue.

95 Ms. Landwehrle added that they have found a way to give extra support in the morning for the  
96 students with the most need. The entire group does need additional support. They do not want  
97 this to get too far down the road, and do not want to pull them from the specials that they really  
98 love and excel in.

99 Mr. O'Keefe asked about the benchmark.

100 Ms. Landwehrle replied Winter NWEA will be really critical to see how they are doing.  
101 Additionally, MVVS 5<sup>th</sup> Grade Teacher, Ms. Sarah Millas is very experienced in 5<sup>th</sup> Grade Math.

102 They are looking at everything they can to make sure that the students have the growth that they  
103 need.

104 Mr. O’Keefe asked for Principal Schuttinger to stay on top of this and check in with Ms. Millas.  
105 He is thinking that it is a multi-layer issue.

106 Ms. Landwehrle added that they are also looking at Empower and they can see every single  
107 student and that is an important piece.

108 Ms. Lawrence asked if Principal Schuttinger is looking at Empower data part of the evaluations.

109 Principal Schuttinger replied that it is not the only thing that he is looking at but is something  
110 that he is reviewing.

111 Ms. Roberge asked if they were being taught in one single group or two groups.

112 Ms. Landwehrle replied, they are being broken out in two groups.

113 Ms. Roberge asked when will the Winter NWEA scores come out.

114 Ms. Landwehrle replied, they test the last week in January and first week in February.

115 Ms. Roberge added that there is not that much time and from a teaching and growth standpoint.

116 Ms. Lawrence asked for other Board questions or comments.

117 Ms. Lawrence suggested that NWEA scores should not be placed in the Consent Agenda.

118 Mr. Driscoll agreed with Ms. Lawrence.

119 Ms. Lawrence commented that the consent agenda should be regular business items.

120 **Mr. O’Keefe motioned to approve the items in the Consent Agenda 1. Draft Minutes**  
121 **October 10<sup>th</sup> 2019 2. July 2019 Treasurer’s Report and 3. NWEA Fall 2019 Summary. Ms.**  
122 **Hinckley seconded the motion. The vote was unanimous, motion passed.**

123 VII. Update on Lighting and Electricity Usage

124 Mr. John Robichaud, Director of Facilities for SAU #39, remarked that he met with Mr. Carl  
125 Edin from EMC and Mark Toussaint from Eversource, and they both pledged to figure this out.

126 Mr. Robichaud explained that they did change occupancy settings and are trending in the right  
127 direction. He then introduced Mr. Carl Edin from EMC.

128 Mr. Edin then discussed that they did the installation late November to December of last year.  
129 They projected 5,000 kWh saved per month or 60,000 kWh for the year. As soon as they heard  
130 that the MVVS is not seeing the savings they put in data loggers, to track occupancy and lights  
131 for three weeks, and did not see anything out of the norm. Everything came out really well.

132 They did note that the gym had higher usage since 2018, and there are more events. The exterior  
133 lighting had higher run hours after the audit. They also asked about other equipment but nothing  
134 that stood out. They tried to be proactive, and brought the minimum setting to 5 min. They also

135 sensed the hallways. They are as proactive as they can but the good thing is that they are  
136 seeing a reduction.

137 He added that in Sept/Oct 2018 to the prior years, their bill had gone up quite a bit. They do not  
138 know why. They have seen two solid months of savings. They do everything they can to see  
139 those savings.

140 Mr. O’Keefe commented that he has had teachers that told him that the sensors shut off too  
141 quickly.

142 Mr. Edin noted that they can come back in and adjust the settings and they were trying to get  
143 ahead of the curve. They were anticipating 5,000 kWh and last month had seen 6,520 kWh.  
144 There may be trouble cases and will treat it on a case by case basis.

145 Mr. Robichaud noted that they can adjust where the sensors are also.

146 Mr. Edin remarked that going with a “wide view” gives them a broader view of a room.

147 Ms. Jan Mattie added that she had tried using an oscillating fan.

148 Mr. O’Keefe asked about the kWh savings.

149 Mr. Edin added that since July they have seen that consistent 20% reduction and it might not be  
150 the same every month. They will not walk away from this, and want to get it right. They will  
151 continue to support the MVVS.

152 Mr. O’Keefe asked about the recent power outage.

153 Mr. Robichaud explained that the generator has to be manually started and there are two  
154 switches. To make sure that it doesn’t happen again he has made a laminated sign.

155 Mr. O’Keefe added that they spent a lot of money on the infrastructure to use it and want to be  
156 able to. He then added that everyone should be trained on how to turn it on.

157 Principal Schuttinger noted that the power was out for about 55 minutes and the students went to  
158 lunch/recess early.

159 The Board thanked Mr. Robichaud and Mr. Edin.

#### 160 VIII. Policy First Reading- From 10/22/19 SAU Meeting

161 Ms. Lawrence added that they have a first reading of Policy BEDG- Minutes.

162 She then asked the Board for any questions.

163 There were no further questions or comments.

#### 164 IX. FY’ 21 Budget

165 Ms. Croteau noted that there are some changes in email addresses and they might have to request  
166 access. She is happy to go through and respond to questions as they come in.

167 They have received the GMR (Guaranteed Maximum Rate) for health insurance and that is 2.8%.  
168 She has put in a sheet in the document and is named “Proposed Changes after the 10 10 19  
169 Presentation”. She then explained that there is a decrease of Health Insurance of \$22K, and  
170 Dental increase of under \$1K, and then an IDEA position that is a reduction from the general  
171 fund.

172 Mr. Driscoll asked for clarification on the IDEA position.

173 Ms. Croteau explained that this position was budgeted under the general fund and can be  
174 supported by a grant, providing that they do have the grant funding. There is no tax impact but it  
175 is in the budget.

176 Mr. Driscoll asked which of the special education teaching positions.

177 Director of Student Services, Ms. Meg Beauchamp, replied, one of the three positions.

178 Ms. Croteau added that all of these items will be listed in that new sheet.

179 Mr. Driscoll asked about the budget timeline, tonight they will do a deeper dive on the Special  
180 Education Budget.

181 Ms. Croteau replied that the original timeline was to adopt the budget by Thursday, Dec 12<sup>th</sup>.

182 Mr. Driscoll then noted that there is a separate sheet called “Answers to Questions”.

183 Ms. Roberge asked if the Board is going through the budget tonight line by line tonight or is the  
184 intent to go through the entire budget, on the 12<sup>th</sup>, line by line and then adopt it.

185 Ms. Lawrence replied that they will go through it on their own, asking questions and then discuss  
186 on the 12<sup>th</sup>.

187 Ms. Roberge remarked that they have marked things on a percentage basis. She added that there  
188 are discrepancies and no explanations for some items. There are also drops on the middle school  
189 bus transportation. She is looking for supporting documentation and has gone through all of the  
190 tabs. She added that Mr. Driscoll had printed it out for them.

191 Ms. Croteau replied that she is happy to meet with Ms. Roberge. What is in the Google Docs is  
192 the live document.

193 Mr. Driscoll asked for clarification on Google Docs.

194 Mr. Steel remarked that that they also need to sync up with Ms. Croteau at the next Budget  
195 Committee meeting.

196 Ms. Croteau then encouraged her to use the form for questions.

197 Ms. Roberge mentioned that she is also looking for the Board to weigh in and is looking for  
198 supporting documentation for the changes.

199 Mr. Driscoll commented that he will review the budget again.



200 Ms. Croteau replied that if there were any budget transfers from the adopted budget the account  
201 that is here is the adopted budget. She then commented that she will be happy to meet with  
202 people or have conference calls, anything that works best.

203 Ms. Roberge remarked that she has a lot of things highlighted here. She is hoping that someone  
204 will give greater detail.

205 Ms. Croteau added that she can add additional notes.

206 Mr. Driscoll noted that there were additional buckets created.

207 Ms. Landwehrle added that they had Mentors and Curriculum Coordinators in one line and have  
208 since changed that.

209 Mr. Driscoll added that the bottom line is that they need to put their questions in the Google Doc.

210 Ms. Landwehrle noted that she will be happy to write her responses in there as well.

211 Mr. O'Keefe asked Ms. Roberge how many line items does she have questions on.

212 Ms. Roberge replied a lot, she then commented on the columns.

213 Ms. Croteau noted that she has changed the Account Analysis tab.

214 Discussion ensued.

215 Ms. Roberge asked if the Board will make the Budget discussion, at their December meeting, for  
216 a certain time so they know when to be present.

217 Ms. Lawrence replied, yes.

218 Mr. Steel noted that it can be a Budget workshop meeting.

219 Ms. Lawrence asked for further questions and thanked the members of the budget committee for  
220 their attendance.

221 Mr. Driscoll commented that the Special Ed Budget was up very high. He asked if there was a  
222 way to explain that without going in to Non-Public Session.

223 Ms. Beauchamp noted that \$66K is Paraprofessional support out of district, to AMS.

224 Superintendent Steel remarked there are times that where students go out of district, it could be  
225 \$200K or \$500k for one student with transportation. The Amherst Middle School has special  
226 programs and MV is able to access them and then often they require additional supports. It is still  
227 very cost effective. Over the last 3 years, SAU #39 has saved approx. \$6.1M.

228 Ms. Beauchamp added with Local Education Agencies, Amherst falls into that categories.

229 Ms. Roberge asked about the cost for Special Ed Substitutes.

230 Superintendent Steel replied that he believes that it was carried forward.

231 Ms. Lawrence asked for further discussion.

232 The Board had no further comments or questions.

233 X. Public Input II of II

234 No Public Comment

235 XI. Non-Public Session

236 **Mr. O'Keefe motioned to enter into Non-Public Session RSA 91 A:3 II (Special Education**  
237 **Budget) at 7:28 PM. Mr. Driscoll seconded the motion. The vote was unanimous, motion**  
238 **passed.**

239 Ms. Lawrence called a Roll Call: Roll call, Driscoll- Yes, O'Keefe -Yes, Hinckley- Yes, and  
240 Lawrence- Yes

241 Also present: Mr. John Schuttinger, Ms. Meg Beauchamp, Mr. Adam Steel and Michelle Croteau

242 The Special Education budget was discussed.

243 **Mr. O'Keefe motioned to exit Non-Public Session at 8:11PM. Mr. Driscoll seconded the**  
244 **motion. The vote was unanimous, motion passed.**

245 Ms. Lawrence called a Roll Call to exit: Driscoll- Yes, O'Keefe- Yes, Hinckley- Yes, Lawrence  
246 Yes

247 The Board had no further business to discuss.

248 XII. Meeting Adjourned

249 **Mr. O'Keefe motioned to adjourn the meeting at 8:12 PM. Mr. Driscoll seconded the**  
250 **motion. The vote was unanimous, motion passed.**

251

Consent Agenda Item #2  
MONT VERNON SCHOOL DISTRICT  
SCHOOL BOARD BUDGET TRANSFER REQUEST

REQUEST FOR BUDGET TRANSFER NO.: \_\_\_\_\_ 2020-002 \_\_\_\_\_ DATE: \_\_\_\_\_ 12/2/2019

TRANSFER FROM:

TRANSFER TO:

Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.	Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.
10.2310.111.10.000000	SCHOOL BOARD SALARIES	\$800.00	(\$75.00)	\$725.00	10.1100.615.10.000000	INSTRUCTIONAL MATERIALS	\$16,360.00	\$75.00	\$16,435.00

TOTAL TRANSFERRED FROM: \_\_\_\_\_ (\$75.00) TOTAL TRANSFERRED TO: \_\_\_\_\_ \$75.00

**JUSTIFICATION:** Utilize funds intended for Board Member stipend to provide additional resources for the math program at MVVS.

Director of Finance  
REQUESTOR: DIRECTOR/DATE \_\_\_\_\_

APPROVED BY MONT VERNON SCHOOL BOARD ON: \_\_\_\_\_

\_\_\_\_\_  
Michele Croteau, Business Administrator

**Consent Agenda Item #3**

# 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:** 12/2/19

**To:** Adam Steel, Superintendent of Schools

**From:** Katie Hannan, Dir. of Finance

**Re:** Donation

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School Board Member Stephen O’Keefe has generously donated his \$75 stipend from FY19, paid to him on 4/4/2019 and refused on 10/23/19, in addition to his \$75 stipend from FY20 to have been issued on 11/14/19. He wishes these funds to be used for the benefit of the math program at Mont Vernon Village School.

**Requested Board Actions**

1. Motion: To accept and expend a donation of stipend from FY19 in the amount of \$75.00. These funds will be accepted into the General Fund to be used for Math at Mont Vernon Village School.
2. Motion: To approve the transfers of funds attached.

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### Consent Agenda Item #4

#### BEDG - MINUTES

*Category: Recommended*

Under RSA 91-A, the school board, and each of the school board's committees (whether standing or ad hoc, or whether deemed a sub-committee or an advisory committees) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the district school board, and each such board committee.

The Board will keep a record of the actions taken at Board meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include:

- 1) the names of members participating,
- 2) persons appearing before the School Board (any persons other than board members who address the board or speak at the meeting;
- 3) a brief description of each subject matter discussed;
- 4) identification of each member who made a first or second of any motion;
- 5) a record of all final decisions;
- 6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
- 7) In the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II-a.).

Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to minutes of non-public sessions when the Board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present supporting the motion. Drafts of non-public minutes will be provided to the Board either at the conclusion of the non-public session and may be approved at the time - prior to any vote to seal, or if sealed, provided to Board at the meeting at which they are to be approved.

Draft minutes of all public meetings, clearly marked as drafts, will be made available for public inspection no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed in accordance with the procedure described in the preceding paragraph.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized.

All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent.

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### BEDG - MINUTES

Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's web site in a reasonably accessible location or the web site shall contain a notice describing where the minutes may be reviewed and copies requested. Draft minutes will be available for inspection at the District's administrative office.

Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. The Superintendent shall identify and bring to the Board's attention minutes which have been sealed because disclosure would render the proposed action ineffective where the action has been completed and the minutes no longer need to be sealed. The Superintendent will also identify any other sealed minutes where the justification for sealing no longer applies due to the passage of time. Generally, non-public session minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the School Board, will remain sealed.

#### **District Policy History:**

*First reading:* \_\_\_\_\_

*Second reading/adopted:* \_\_\_\_\_

*District revision history:*

#### **Legal References:**

*RSA 91-A:2 II, Public Records and Meetings: Meetings Open to Public*

*RSA 91-A:2,II-a,*

*RSA 91-A:3 III, Public Records and Meetings: Non-Public Sessions*

*RSA 91-A:4 I, Public Records and Meetings: Minutes and Records available for Public Inspection*

# First Reading Policy JIH- Student Searches and Their Property

December 12<sup>th</sup>, 2019

**JIH - STUDENT SEARCHES AND THEIR PROPERTY**

*Category R*

The superintendent, principal, security personnel of the school or other authorized personnel as designated by the superintendent may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the students' person or property alcohol; dangerous weapons; prohibited electronic devices; controlled dangerous substances as defined by law or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.
2. School lockers and school desks are the property of the school, not the student. Students who use school district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store anything that should not be at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.
3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Strip searches are forbidden. No clothing except cold weather/outdoor garments and footwear will be requested to be removed before or during a search.
5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.
6. Whenever possible, two authorized persons shall be present during any search of a student or student property.
7. The Superintendent is authorized to arrange for the use of trained canines to aid in the search process.
8. Items that may be seized during an unauthorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and



## **AMHERST, MONT VERNON, and SOUHEGAN POLICY**

held for release to proper authority.

In conducting searches of students and property, school officials should consult with legal counsel and law enforcement authorities to be aware of circumstances when involvement of the police is advisable and/or necessary.

Searches of student automobiles are governed by Board Policy JIHB.

### **Legal References:**

*NH Constitution, Pt. 1, Art. 19*

*State v. Drake, 139 NH 662 (1995)*

*State v. Tinkham, 143 NH 73 (1998)*

*Appendix JIH-R*