

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



STEVEN CHAMBERLIN
Interim Superintendent of
Schools

CHRISTINE M. LANDWEHRLE
Assistant Superintendent

MARGARET A. BEAUCHAMP
Director of Student Services

AMY FACEY
Business Administrator

Mont Vernon School Board Meeting

Thursday, December 1st – 6:00 PM

Mont Vernon Village School- Library

1 Kittredge Road

Mont Vernon, NH 03057

For viewing only:

Please click the link to join the webinar

<https://sau39.zoom.us/j/82472187155?pwd=bVh1ZTIHRWcwUE0wWWMrcS84bUozdz09>

Passcode: 945073

All times listed below are approximate

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Ms. Sarah Lawrence, Mont Vernon School Board Chair, to call the meeting to order	None
Student/Teacher Presentation	6:00 PM	The board to receive a presentation from Grade 4 Teachers and Students on Math	None
Public Input I of II	6:15 PM		Public Comment Procedure
Consent Agenda -Approval	6:30 PM	<ol style="list-style-type: none"> MVVS December Principal's Report AMS November Principal's Report MVSD Nov. Facilities Update MV Fall NWEA K-6 Report MV Grade 7 and 8 NWEA Results MV K English Language Arts Curriculum MV Gr. 1 English Language Arts Curriculum MV Gr. 2 English Language Arts Curriculum MV Gr. 3 English Language Arts Curriculum MV Gr. 4 English Language Arts Curriculum November 3rd, 2022 Draft Minutes 	MVVS Dec. Principal's Report AMS Nov. Principal's Report MVSD Nov. Facilities Update MV Fall NWEA Report MV Gr. 7 and 8 NWEA Results MV K ELA Curriculum MV Gr. 1 ELA Curriculum MV Gr. 2 ELA Curriculum MV Gr. 3 ELA Curriculum MV Gr. 4 ELA Curriculum 11 03 2022 Draft Minutes
FY24 Draft 2 Budget Presentation and Warrant Article Discussion	6:50 PM	SAU #39 Business Administrator, Ms. Amy Facey, to present the FY24 Draft 2 Budget and Discuss Warrant Articles	None

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Public Input II of II 7:20 PM

Non-Public (If needed) 7:35 PM RSA 91: A 3 II ()

Meeting Adjourned 7:40 PM

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Public Comment Procedure

We will take public comment tonight from our virtual audience.

If you wish to speak during the public comment session(s), we will allow in-person guests to speak for 3 minutes first. Once we go through all in-person guests, we will open it up for virtual speakers on Zoom.

In order to speak, please do the following:

1. Raise your virtual hand.
2. Enter your full name in your avatar/profile.
3. When speaking, turn your camera on and say your full name and town of residence.
4. When these are complete, you will have three minutes to speak.

MVVS Principal's Report - 12/2/22

It takes a village to SOAR together....



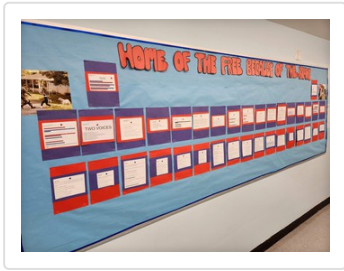
We will Engage, Challenge, and Support All Learners

December 2, 2022

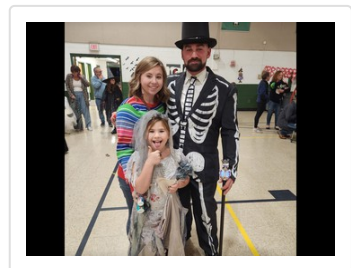


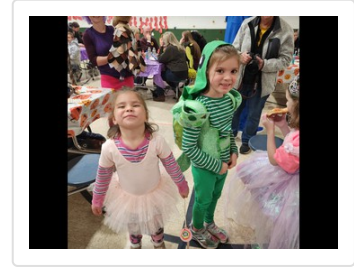
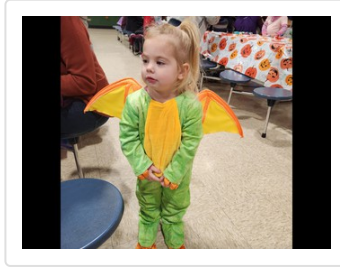
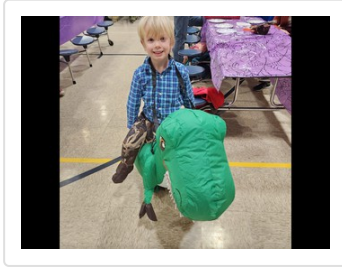
THANK YOU, VETERANS!

MVVS honored our Veterans with a special ceremony on Friday, November 10th. We had a very nice turnout and it was so nice to have our school community together again. A big thank you to Ms. Lawrence for her work in coordinating this event. Happy Veteran's Day from all of us at MVVS!



A FLAVOR OF OUR HALLWAYS





BOO BASH BINGO!

In October, our PTA coordinated Boo Bash Bingo night. This was a wonderful event for our MVVS community. We had a terrific turnout with guest callers, many happy winners, and delicious pizza. A big thank you to our PTA for their work in organizing this fun event!

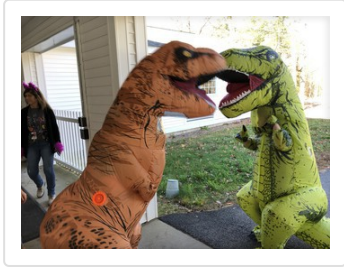


OPERATION PUMPKIN

The tradition of the Souhegan High School ethics forum students performing for our students continued on October 31st. On Monday morning, The "Scoob" performance captured our students' attention. Following the performance, each of our students received a decorated pumpkin from the SHS students. A big thank you to Souhegan High School, Mr. Brooks, and the SHS Ethics Forum for their work with our students and investment in this day. Please enjoy the pictures above for a flavor of the morning. Also, click here for video links to the show:

[Link 1](#)

[Link 2](#)



COSTUME PARADE

On Monday afternoon, October 31st, excitement was bubbling over as our costume parade took place through the MVVS playground. Our grade K-3 students marched along the parade route as grade 4-6 and SHS students cheered and gave high fives. Weather was incredible and all-in-all it was a spirited and fun day for our students.



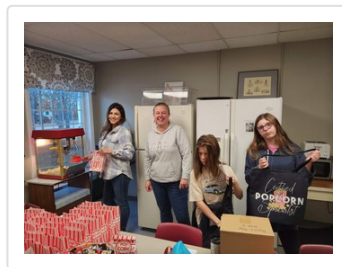
MVVS Girls on the Run

The MVVS Girls on the Run team crushed their season culminating 5k celebration road race in Concord on Saturday, November 19th. A big thank to the coaches who dedicated hours of time to these girls. We appreciate you!



GAME CLUB KICKOFF

Our MVVS Game Club kicked off recently. Thank you to Ms. Mazak for her work in coordinating this very popular club with our students!

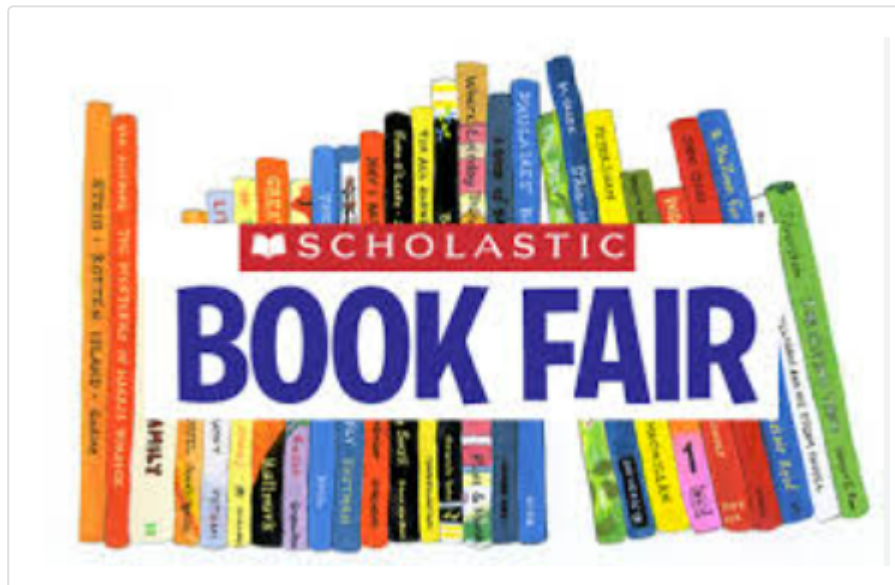


Thank you to our Popcorn Popping Volunteers!



Coffee With The Principal - 12/9

We had our first in-person Coffee With The Principal in October. Though a light turnout, we had an opportunity to discuss all things MVVS! We are scheduling another coffee for Friday, December 9th, 8a, MVVS MPR.



MVVS BOOK FAIR COMING!

The PTA sponsored MVVS Book Fair is 11/30 to 12/2 during the day and will also be open during the Winter Wonderland event on 12/3, 6-8p.



Winter Wonderland Coming on December 3rd!

Our PTA is coordinating a community event for Saturday, December 3rd, 6-8p at MVVS. We are looking forward to a wonderful evening of community celebration!



Enrollment Update

*We had 5 new student enrollments in the last month. We anticipate 2 more in the next couple of weeks.

**MONT VERNON VILLAGE SCHOOL
ENROLLMENT REPORT 2022-23**

Grade	Aug.**	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K	25	25	25	26							
1	28	28	29	29							
2	31	30	30	31							
3	29	29	30	30							
4	32	31	32	34							
5	36	36	36	36							
6	31	31	31	31							
Total:	212	210	213	217	0	0	0	0	0	0	0
Family:		147	148	151							

Homeschool Students

K-6											
	12	9	8	8							

**Numbers subject to change as families complete registration



School Goal Updates:

Each month I will provide an update on our MVVS goals for this year. [Please click here for this month's update.](#)



Items of Note

- **Evaluations:** 200+ Drop-Ins, 32 of 113 Informal/Formal Evaluations.
- **Emergency Drills:** Evacuation (9/1, 9/9, 10/5, 11/7), Lockdown (9/15), Shelter in Place (10/27), Bus Evacuation (10/12)
- **November Late Start:** Math Assessment and Collaborative Planning, CPR/AED Training for Paras, STEM/Humanities Planning Gr 6, Specials SAU Collaboration, MTSS Work, Special

Education Data Practices training

- **November PD Day:** Vertical Team Data Review, SAS Modular Assessment Training, Curriculum Work, Required Trainings

Kindergarten Update:

Kindergarteners are continuing to become readers. We are learning about our super reading powers that we can use to help us read. Super reading powers that we are covering include pointing power, rereading, and hunting for snap words. Kindergarteners are also continuing becoming writers. Knowing that writers call to mind what they want to say and then put it on the page. Kindergarteners are practicing stretching out words and writing the sounds that they hear. Kindergarten students have learned all 26 lower case letters of the alphabet and are practicing forming uppercase letters. Kindergarten students will begin tapping out and writing CVC words. We are also continuing to look at sentences and what is needed to form a correct and complete sentence. In math we are learning to count by 2's, count on from any number, and count fluently to 40. We are adding and subtracting 1 to a number, writing equations and building ten. We are continuing to compose and decompose 5 and 10. Kindergarteners are learning to solve basic word problems using visuals like cubes and pictures. We are continuing to be weather watchers.

First Grade Update:

First grade is happy to report that we have again been contacted by the SSDA (Super Secret Detective Agency) to move through the process of becoming Word Detectives. Our students have completed 4 missions and are well on their way to earning their detective badges and becoming full fledged members of the agency. It has been a fun and engaging way to promote a love for reading while building skills necessary to be successful readers. We have finished Units 3, and 4 of Foundations. Students have learned consonant digraphs, the bonus letter spelling rule, and the glued sound all. Students continue to tap out words to read and write, as well as practicing trick words, letter sounds, and sentence structure. First grade has finished Unit 2 of the Bridges Math series and has now moved on to Unit 3, Adding, Subtracting, Counting, and Comparing. Unit 3 encourages student mastery of key number facts and fact strategies for single-digit addition and subtraction. The unit uses the number rack to help students see number combinations, find the sum of two numbers, and compare two numbers to find the difference between them. It also focuses on developing place-value understanding and solving addition combinations to 20.

Second Grade Update:

Second graders are working hard and are enthusiastic learners! In math, we continue to work on mental computations (example: $46 + 84$), making tens and adding and subtracting using empty number lines. Likewise, students have learned about arrays and are beginning to build an understanding of multiplication as repeated addition. They have also explored measurement with nonstandard tools.

During literacy, students have been reading nonfiction and learning about the importance of text features such as bolded words, captions, a glossary, and a table of contents. In writing, students are working on “publishing” their first personal narrative. This month students learned some history about Veterans Day and about turkeys. They also did a fun STEM activity to make aluminum foil “boats” that could hold the greatest amount of pennies without sinking.

Third Grade Update:

Third grade students have started their second unit of reading - Reading to Learn. We are learning to determine importance in expository texts. During this section of our unit, we are recognizing text features and structure (content, titles, subtitles, pictures, captions), and our approach to reading this type of text. We are also finding the main idea and supporting details using a graphic organizer called boxes and bullets. In writing, students have finished their personal narratives. During Foundations, students continue learning about suffixes and applying them to closed syllable words. Students are learning to double the consonant of the base word of a 1-1-1 word (one syllable word-one vowel-one consonant after the vowel) when adding a vowel suffix (shop - shopping). Students continue to work on the second unit in math (Foundations of Multiplication). We continue to practice the strategies to solve equations. Students are also learning how to approach and solve word problems, determining relevant versus extraneous information, the operation to use to solve, setting up equations using a letter for the missing information, and solving the equation. We continue to use Work Places to reinforce strategies taught. Throughout the month of November, students are determining the area of an array based on $h \times l = a$.

Fourth Grade Update:

STEM:

4th Graders are finishing up Unit 2 in Bridges. This unit focused on learning strategies for division with remainders, while working to interpret remainders based on context of the story problems. Students worked to convert remainders into fractions or decimal form. The Work Places we used throughout the unit provided practice with multiplication and division with reminders. Students are moving onto Unit 3 which will cover Fractions and Decimals. In this unit, students will work with a variety of tools to model, read, order, compose, and decompose fractions and decimals. In science, 4th graders are working to learn about landslides and brainstorming a plan to either prevent a landslide from happening or protect their house from a landslide. Students will then create a well thought out, complete plan to present to the class. We can't wait to see their plans! This activity will round out our Earth Science Unit. We will be starting our new unit where students will investigate the structures and functions of the human body. Students will explore how our bones and muscles are interconnected, how our eyes interact with light and impact our vision, and how our brain responds to stimuli in our environment.

Humanities:

Fourth graders have started our nonfiction reading unit. We have explored short nonfiction texts and nonfiction books looking for familiar text features and started to discuss new ones we did not recognize. Students distinguished between examples of fiction and nonfiction texts. Students also spent time finding the main idea and supporting details of nonfiction texts as we prepare to write summaries later on. We continued to revisit the elements of *The Tiger Rising* from our prior unit, and discuss how we could incorporate those elements of plot, setting, characters, etc. into our narratives that we are finishing. Students learned how to correctly use quotation marks in order to indicate dialogue. In social studies, we are discussing New Hampshire's first early industries—forests, fish, and fur, and how these industries impacted where the first settlers chose to settle. We are also learning about the tools and supplies the first settlers used.

Fifth Grade Update:

STEM:

Fifth graders have accomplished a lot in this short month. In math class we were able to finish our fractions unit by learning new strategies for adding and subtracting fractions with unlike denominators. In addition to using clocks and money, students also learned how to use ratio tables to easily find common denominators. Students then completed their unit 2 test. We also got a chance to take part in Greg Tang's Thanksgiving math challenge, where student practiced various fifth grade skills, and students spent a couple afternoons doing enrichment sessions with Mrs. Brown. We will now start our 3rd math unit after the break which focuses on Place Value and Decimals. In science classes, we spent some time on stars and constellations during November. Students wrote constellation stories about how their own, made-up constellation came to be. They also learned about the constellations in our solar system and how the constellations we can view change with the seasons. We also got to learn about a star's size and brightness and how it is affected by the star's distance from earth. During a Mystery Science unit students also got to decide on an exoplanet from another solar system that might be habitable in the future. After the short Thanksgiving break, we will spend a couple days learning about gravity before moving onto our Matter unit.

Humanities:

Students have learned about the Columbian Exchange and its impacts. They completed the narrative unit by writing a story. They planned, wrote, received feedback from a peer, revised, and edited this story. During this process, we were able to review the strategies that have been taught and students also practiced using a dictionary. Students have had various reading lessons (ie. using context clues to help determine the meaning of a word and determining the main idea of a text). Students are independently reading *The City of Ember*. As a class, we are reading *Restart*. An emphasis has been placed on having thoughtful class discussions about what we read. The fifth grade also prepared the Veterans Day assembly.

Sixth Grade Update:

STEM:

Sixth graders finished learning about negative numbers in the beginning of November. Students understand that absolute value represents the distance of a number from zero and that distance is always positive. For example, losing 10 yards in football is represented as -10, while gaining 10 yards is 10. Yet they have the same absolute value because the distance from zero is 10 for both -10 and 10. Students also worked with four quadrants in the coordinate plane. They were able to find reflections of points across either the x-axis or y-axis. Following the conclusion of our unit on negative numbers, we began working with fractions. Students have been working on dividing fractions by whole numbers, whole numbers by fractions, fractions by fractions, and mixed numbers by mixed numbers. Students have been exploring "reasonableness," or using estimation to show why an answer appears to be reasonable in the context of a problem. We will continue to work with fractions for awhile longer and then will make the switch to decimals.

In science, students have been working diligently on their earth science projects. Students have been studying earthquakes, earthquake-proofing technologies, volcanoes and hotspots, and tsunamis. They have drafted presentations on their topics and created 3D models that illustrate the plate tectonics that lead to these natural phenomena. They will be presenting these projects soon. We will also be starting our physical science unit, wherein students will learn about matter and atomic structures.

Humanities:

Sixth Grade Humanities: Students have studied the survival of early humans. They are currently writing an argumentative essay on the key causes leading to the creation of complex societies. Students read independently to work towards the 40 Book Challenge. As a class, we are reading "Devil's Pass". Students are learning about symbolism, metaphors, hyperbole, and other literary devices. Students enjoy participating in lively discussion regarding the character development of the main characters. Students are still working on using the CER (claim, evidence, reasoning) model to answer open response questions.

PE Update:

K-2: Student's continue to work on their locomotor skills daily. They are really improving and it is starting to become 'second nature' to them. Students have been learning how to properly perform an overhand and underhand throw. They are participating in a variety of throwing stations and games to work on these skills. We have also been practicing how to properly catch a ball and the difference between an underhand and overhand catch.

3-6: Student's have been working hard on their cardiovascular endurance. Students are focusing on how to set a pace and realizing that a running pace is individual to each student. Students have also been refining their throwing and catching skills by participating in a variety of team games. They are working on throwing with more power and accuracy. Through team

games, students are participating in offensive and defensive roles, and working as a team to implement game strategies.

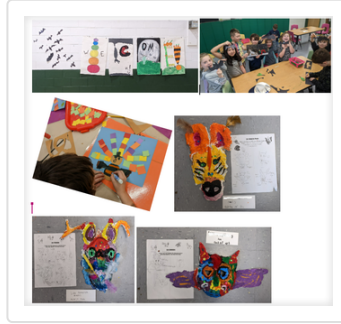
Music Update:

Students enjoyed a wide variety of musical, educational experiences in November. Discussions about the differences between acoustic and classical guitar continued after our classical/Spanish guitar unit. The concept of entrainment was introduced with regulatory breathing and the help of a little birdy named Finch! Syncing up our musical bodies and speeding up or slowing down our heartbeats, whether that be with our breath or by playing percussion instruments, paves the way to introduce the next unit of improvisational drumming and Djembe circles. Reminders of tempo (in Italian!) were used and incorporated into bucket drumming lessons. The students enjoyed playing in a variety of ways on the buckets. Drum sticks were first clicked together by individual students to entrain our class tempo and then the drumming commenced on the top or the sides of the buckets. Classes were loud and proud of their newly introduced instrument!

The Boomwhackers were also introduced this month with a quick review of singing and signing our Solfege major scale to tie into our Boomwhacker unit, focusing on the concept of the musical scale. C, F, and G chords were introduced by having students break into three groups after having played through our C Major scale (which the instruments are tuned to). The song 3 Little Birds by Bob Marley was taught during one of our Song of the Week genres and students were given the opportunity to play their assigned group's chord at the appropriate time during the song. Many students were able to play along and sing along successfully! Our Song of the Week has returned! After October's choral concert for Grandparents Day, we were able to begin adding a new weekly song in different genres. Similar to last school year's Song of the Week experience (affectionately referred to as S.O.T.W.), students are experiencing active listening and then recalling factual concepts like identifying instruments or tempos used and then opportunities are given for students to share how they responded to the song individually. We call it "Facts and Feelings". Emphasis is placed on the importance but distinct difference between what we consider factual verses our opinion. So far, the songs of the week have been in the genres of Pop, Reggae, and Disco. 6th graders have been asking when it's their turn to be in charge of sharing the SOTW (as was the case last year). Tradition will indicate that we can begin that exciting adventure after the Holidays!

"Music Alone Shall Live"! This beautiful yet simple song was taught by rote to all students and upper grades were invited to participate in singing it as a round. Many classes were up for the challenge and experienced varying levels of success. It was encouraging to see them try.

Incorporating special songs for the Holidays and seasons is always fun. The students sang along to the traditional "Thanksgiving" song, Over the River and Through the Woods and were introduced to a silly song called Any Turkey can Tango. This catchy number includes actions and gobbling, of course. Students were encouraged to pass along the silliness and teach their families and friends at home during the Thanksgiving break! For fun, students also enjoyed Thanksgiving themed puzzle activities and an instrument sorting lesson for the four families of the orchestra. Turkey feathers with images of different instruments were cut out and place on one of the four appropriately labeled turkey. This doubled as a quick assessment to indicate how much the students knew about the four families of the orchestra. However, our orchestra unit will not be introduced until after the new year.



Art Update:

This session art lessons have integrated social studies, science, math, community, literacy, and technology into the various grades lessons. Collaboration between Ms. Mazak, Ms. Lawrence was sought to connect to Prehistoric art and Veteran's Day. Please see examples in images below.

K-1 Students finished Halloween themed lessons with learning patterns and natural science of spiders and their webs, they had to create pattern legs of the spider. 2nd grade: Halloween Bat decorations to decorate the mpr for the Boo Bash, and created spooky pop ups.

3-6th grades Makerspace style choose your own adventure for fall stations- including observations of a skeleton, fall leaf rubbings, pumpkin and flower still lifes. Students experimented with pen and ink, charcoal, and crayons.

K-1 created Veterans day stars and stripes designs. Learning what it means to be patriotic through symbols and colors of the flag. They created designs using tracers and practiced fine motor skills by cutting out army, navy and airforce soldiers and vehicles. 3-4th graders created star weavings using symbolic colors of the flag, and this was used for an integrated bulletin board with Ms. Lawrence. 5-6 graders completed word art and poppies Veterans Day art. They combined imagery of a soldier's silhouette with watercolor poppies and balanced it with text created from song lyrics, poetry or words relating to Veterans Day.

Kindergarten students extended their understanding of patterns with pattern turkeys by arranging colorful shaped squares in order to form pattern turkey feathers. They had to puzzle together a template of the turkey's body and assemble it together, adding drawn details. Kindergarten students created turkey puzzle hats, practicing fine motor and abstract thinking skills. 1st and 2nd grade created woven placemats for thanksgiving, learned about icons, and decorated their placemats with fall thanksgiving themed icons and a special holiday greeting. Older students completed their chosen watercolor, sharpie, or oil pastel thanksgiving drawings. This lesson was called "media masters", and was an opportunity for me to evaluate students' use of the studio and materials.

Ongoing during this month older students were also finishing their alebrije projects: 3-6th grades finished their plastering and paper mache of alebrijes, learned about painting techniques and how to paint a base coat, then added details, patterns and decorations. Older students completed Google survey reflections and technology skills were practiced by having

to take pictures of their art and upload their files to the survey. Students created labels and learned about the job of a curator and hosted an art show. Students presented their projects on tables and arranged their concept art, and initial drawings alongside their finished projects and backgrounds to show process and reflect from where they started to where they ended up. The virtual art shows were filmed and edited and shared with families of students.

6th grade have also created “cave paintings” by taping paper under their tables and using charcoals or paints to depict symbols and animals from prehistoric times. Brief video lecture was used to enhance understanding of cave paintings.

Looking ahead students will be creating snowflakes for the PTA winter walk to decorate the library for Mrs. Claus.

[Art Gallery](#)

Library/Tech Update:

In November, we are wrapping up our study of the New Hampshire Ladybug books and students will be voting for their favorites next month. Students have enjoyed weekly fiction and nonfiction read-alouds including Pumpkin Jack by Will Hubbell while learning about the life cycle of a pumpkin and observing the decomposition of our own “Pumpkin Jack.”

They are continuing lessons in coding, typing, and digital citizenship with a focus on Internet safety, media balance, the difference between facts and opinions, fact vs. fiction, and being able to identify “fake news.”

All students are utilizing library online resources such as EBSCO, FactCite, PebbleGo, Safari Montage and World Book Online as they begin learning and honing their research skills.

Students in 4th – 6th grade have learned about copyright and how to cite their research sources as they prepare for current and upcoming projects. The Earth Science project has been the focus for 6th graders. Students learned presentation skills, utilized vetted online resources and cited them, found royalty free images and music. Once research is completed, students will be learning how to present their research using apps such as Microsoft Powerpoint and Publisher, Google Slides, Stop Motion Video, and others.

All students have had the opportunity to participate in a hands-on Makerspace this month and 4th, 5th, and 6th graders deconstructed keyboards and laptop computers.

In the coming weeks, students will continue to utilize library online resources, learn about the differences between fiction and nonfiction books. Kindergarten – 2nd grade students will learn about the parts of a book and practice persistence. Students in 3rd – 6th will explore different genres of books. The focus for 5th graders will be learning how to create and present a book trailer video. To celebrate Computer Science Education week, all students will participate in the Hour of Code the week of December 5th with Souhegan HS Programming Club students.

School Counselor Update:

This month, the Kindergarten classes just completed Unit 1, Skills for Learning, of the Second Step program. In this unit, the students learned how to listen, focusing attention, learning self

talk, following directions and being assertive. First, Second and Third grade classes completed Unit 1, Skills for Learning, and are close to completing Unit 2, Empathy. The Empathy Unit is teaching how to identify feelings in yourself and others, identifying conflicting feelings and that feelings can change, understanding others perspectives, learning how to accept differences and showing compassion. The lower grades participate in individual and group activities to reinforce these new skills.

The upper grades recently completed Unit 1, the Empathy and Skills for Learning Unit. They have learned about empathy, respect, listening to learn, how to communicate assertively, how to predict Feelings, understanding others perspectives, accepting differences between people, disagreeing respectfully and responding with compassion. The upper grades are taught these skills and then they participate in reinforcement activities through individual, group and partner activities.

Next month, the lower grades will complete Unit 2, and move on to Unit 3, Emotion Management, where they will start to learn about emotions, ways to identify them and ways to calm down. They will continue to practice these skills through individual, partner and group work. The upper grades will complete Unit 1, and move onto Unit 2, Emotion Management, where they will learn about emotions, how to handle them and ways to calm down. The classes will continue to be given opportunities through partner and group work to practice and refine these skills.

Special Services Update:

The special education team has been working to provide services and supports to students in the general education and special education settings, as outlined in their IEPs. The team has seen an influx of preschool student referrals, and are working through the evaluation process with those teams.

The team is also working to input all special education and 504 accommodations in the the NH SAS system so that accommodations are in place for the modular assessments. Students will participate in modular assessments as outlined by the classroom schedule created at the most recent in-service day. Special educators will be available to provide accommodations as needed.

The team was excited to have an opportunity to participate in the vertical data discussions with all grade levels. The special education team is thankful to be part of a school where all staff work closely together for the benefit of all students.

Math Specialist Update:

We have been chugging along full-steam in the realm of math intervention. All groups are fully embedded in an appropriate Bridges Intervention module. In first grade, students are working on fluently adding and subtracting within 20. We are enjoying learning strategies that help us develop automaticity with facts. In second grade, we are working on flexibly understanding place value. Did you know that 30 tens is the same as 3 hundreds? Our third grade group is developing understanding around the concept of multiplication, working on the basic tables of 2, 5, 10 and 1. Fourth graders are working on multiplicative reasoning and relationships. We are discovering the idea that when we know that 3 times 4 is 12, we also can figure out the product

of 3 times 40. In fifth and sixth grade classes, we are enriching classroom instruction by reinforcing operations with fractions. All students are learning to persevere in problem solving, develop mathematical arguments and solve problems in many ways. All students in MVVS are also benefiting from weekly enrichment sessions. They are endeavoring to solve problems outside of school and are eager to show what they know.

Reading Specialist Update:

In Reading support K students have been working on phonemic awareness through interactive games and concepts of print by reading some shared stories. In grades 1-3 we continue to review taught phonics concepts in reading and writing and practice fluency skills with decodable and leveled stories. In grade 4 we have been reading paired articles about various places around the world. plotting them on the map and deepening our understanding through related activities (writing and art). In grade 5 we continue to work on the class novel and a review of syllable types, affixes and the rules for decoding that are associated with them. Grade 6 groups are focused on honing their argumentative writing skills using mentor texts and then applying those skills to story questions about the class novel.

Health Office Update

SAU 39 COVID Protocol: If you test positive for covid, automatic 5 days out from onset of symptoms, or test date if no symptoms. May return after 5 days, with symptoms improving and fever free for 24 hours, without the use of medication. It is highly recommended that you wear a mask for 5 additional days upon return. Individuals no longer need to quarantine if in contact with a positive household member or close contact. We do highly recommend observation, mask wearing for 10 days and if they start to develop symptoms testing.

Upcoming Events:

November

23-25 - Thanksgiving Break
29 - PTA Book Fair Begins

December

1-3 - Book Fair Continues until 12/3
1 - Mont Vernon School Board Meeting, 6p
3 - PTA Winter Wonderland (formerly Avenue of Lights)
13 - Late Start
15 - Lunch with your 2nd Grader
23 - Holiday Break Begins (through January 2nd)
23-25 - Thanksgiving Break



Mont Vernon Village School

 Facebook

 1 Kittredge Road, Mont Vernon,...

 tlecklider@sau39.org

 (603) 673-5141

 sau39.org/mvvs



Principal's Report

November 2022



Eagles Soar Fundraiser

We wrapped up our fall fundraiser on October 28th, collecting over \$17,000 for indoor and outdoor improvements at Amherst Middle School. We had over 40% of students participate in this initiative—either by registering online, collecting donations, or both. Students and teachers participated in so many wonderful activities and incentives along the way. A fan favorite was hot cocoa at drop-off one chilly morning and an opportunity to “Prank the Principal.” Students also earned a DJed lunch period for exceeding our \$10,000 goal. Many thanks to the Amherst PTA for their continued support of our school community.



Amherst Middle School *Eagles Soar* Fall 2022 Fundraiser



Halloween Fun

In keeping with our yearly tradition, students dressed up for Halloween and started their school day with a parade around the outside of the building. We had so much great participation from students and teachers this year. 5th and 6th grade (lower school) teams had small class parties during the day as well. This was a great way to wrap up our fall spirit week at AMS!



Parent Conferences

Parent conferences took place during the week of November 7th. Most of our parents and guardians attended conferences in person for the first time since 2019. We had a high level of participation in conferences and offered a remote option for families to utilize if needed. These conferences occur after the conclusion of the first quarter, which allows for really thoughtful and collaborative conversations between parents/guardians and teachers regarding student progress toward academic standards and work/study habits. While we are happy to accommodate parent requests for a meeting at any point during the school year, fall conferences really set the stage for partnership with parents and student success at a crucial time.

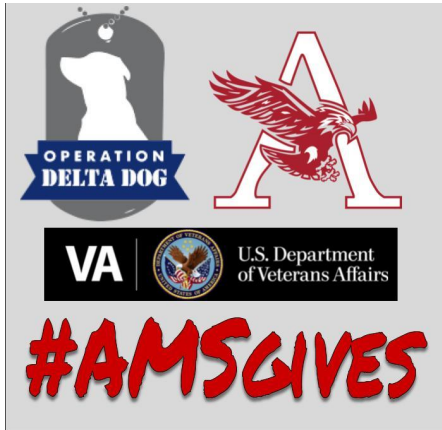
Suicide Prevention Training

On November 1st, during our Late Start Day, AMS staff members participated in SOS - Signs of Suicide training, through the Connor's Climb Foundation. This particular training was especially helpful for staff to assist them in identifying risk factors, warning signs, and to know what to do if they believe a student might be considering self-harm. Staff were welcomed to the training with a hot cocoa/tea bar and our SEL team set up open office hours for the remainder of the



day in order to support staff who may have struggled with this sensitive topic. Many thanks to Kim Wyborney, our lower school social worker, for working with Connor's Climb and setting up this training.

Veterans Day Walk-A-Thon and Fundraiser



Amherst Middle School has a longstanding tradition of raising funds to support veterans in our community. In the past, we have raised money in order to purchase gift cards to donate for the local VA (Veterans Association) to support local veterans in need.

This year, we are supporting Operation Delta Dog, a local organization that rescues homeless dogs in order to train them as service animals for veterans. We welcomed representatives from Operation Delta Dog (who are already part of our school community!) during lunch times so that students could learn more about this organization.

This fundraising drive culminated in the annual Walk-A-Thon at the Souhegan High School track at the end of the day on Thursday, November 10th.



Fall Athletics

We had a very exciting and successful fall sports season at Amherst Middle School. Most notable was the successes had by our cross country and field hockey teams.

Cross Country: Girls and Boys both won the Division II Tri County championship, and the Division II State Championship. In the State Championship 8th graders Sam S. took 1st and Bridget H. took 2nd. For the boys 8th grader Rhys C. took 1st place.



Division I Field Hockey: The team finished the regular season 11-0 and did not allow a single goal, while outscoring their opponents 35-0. In the play-offs, they coasted with an easy 4-1 win in the semifinals and then beat Windham 1-0 in the finals on a goal by 6th grader Mariellah D. to win the league championship.

For a full recap of the fall sports season, please click [here](#). Winter sports tryouts are underway and we look forward to another successful and fun season.



Clubs & Activities

Student involvement and connection to the school community helps to bolster student academic and social success, particularly throughout adolescence. We have several fun and enriching clubs currently taking place including Mountain Biking Club, Eagles Jazz Band, *Magic the Gathering* Club, Innovation & Design Club, Young Chefs' Club, and Student Leadership & Service. We look forward to adding more activities throughout the school year.

Halloween Dance

Our 7th and 8th grade costumed Halloween Dance was very well attended this year. While we were unable to find an adequate number of staff chaperones for the event, we were able to host the event thanks to the generosity of parents who donated their time to help supervise. We look forward to planning future social events for students in all grade levels!

Teacher Supervision and Evaluation

On Tuesday, October 11th, we started visiting classrooms for documented observations (formal and informal) as part of the teacher evaluation process. We will continue to update the board each month about our progress toward completion of this process for the 2022-2023 school year.

As of 11.07.2022:

Type	Completed	Remaining	Total
Informal	15	181	196
Formal	5	33	38

Staffing Update

Amherst Middle School is still actively hiring for five (4) open positions. At the time of this report, we are actively hiring for a special education teacher, specialized (life skills) paraprofessional, a Licensed Practical Nurse in the Life Skills program and a Licensed Practical Nurse to support our Health Office.

Upcoming Events

November 23, 24 and 25 - Thanksgiving Holiday break

December 5 (Sat.): Lion's Club Craft Fair

December 12 & 20: SEE Science (snow date 12/19)

December 13 (Tues): Winter Band Concerts (snow date 12/20) Grade 5 - 6:00pm, Grade 6 - 6:30pm, Grades 7, 8 & Jazz Band 7pm

December 20 (Tues): Amherst PTA meeting in AMS Library

December 23-January 2: NO SCHOOL, Holiday Break

January 3 (Tues): School is back in session

January 10 (Tues): Late Start Day, School begins at 10:30AM

January 12 (Thurs): Chorus Concerts (snow date 12/17)

Enrollment

	August 2022	Sept. 2022	Oct. 2022	Nov. 2022
TOTAL	634	638	640	639
5th	136	138	138	138
6th	152	150	151	151
	August 2022	Sept. 2022	Oct.2022	Nov.2022
7th	167 (29MV)	169 (32MV)	170 (33MV)	170 (33MV)
8th	179 (34MV)	181 (33MV)	181 (33MV)	180 (33MV)

Respectfully submitted to the Amherst School Board on November 9, 2022

Kristen Gauthier, Principal, Amherst Middle School

Consent Agenda Item #3

SAU #39

11/21/2022

Mont Vernon Village School

November Facilities Update

Vendor Maintenance Completed

- Fall HVAC preventative maintenance
- Fire technician assistance for oven electrical installation into Ansul system
- Boiler pump #1 rebuild
- Temporary facilities cleaning services
- Waste management services weekly schedule
- Monthly pest services monitoring program

MVVS Facilities Staff Projects Completed

- Setup and breakdown of school events
- Adjusted vestibule outdoor light timer
- Inflated three footballs
- Troubleshoot/repair of kitchen blender
- Installed new outlet in room 5
- Adjusted clocks for daylight savings
- [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

- Water bubbler filter replacement

Boiler pump #1 rebuild



Troubleshoot/repair of kitchen blender



Adjusted clocks for daylight savings



Setup and breakdown of school events





Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: School Administrative Unit 39

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 2 (Fall 2022)
 Grouping: None
 Small Group Display: No

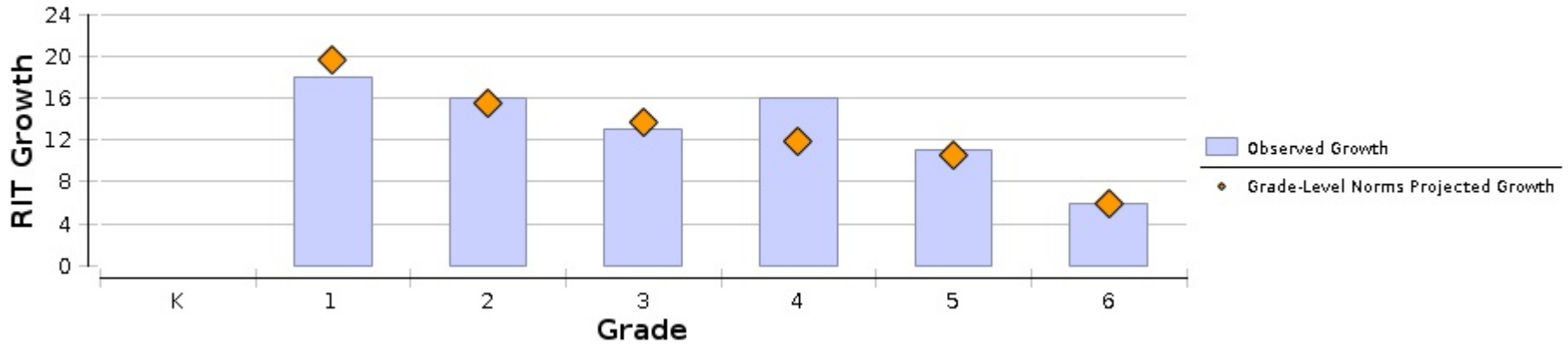
Consent Agenda item #4

Mont Vernon Village School

Math: Math K-12

Grade (Fall 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	26	151.8	13.4	99	169.8	12.2	97	18	1.3	19.6	-0.55	29	26	13	50	47	
2	28	173.2	9.9	99	189.6	9.7	99	16	1.2	15.5	0.38	65	28	18	64	60	
3	26	186.7	7.9	99	200.0	7.8	98	13	0.9	13.6	-0.19	42	26	14	54	50	
4	28	192.9	9.0	82	209.0	12.2	94	16	1.2	11.8	2.74	99	28	22	79	80	
5	31	211.2	9.3	97	222.6	10.8	97	11	1.0	10.5	0.65	74	31	19	61	58	
6	25	212.8	13.3	73	218.5	12.3	71	6	0.9	6.0	-0.15	44	25	12	48	47	

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: School Administrative Unit 39

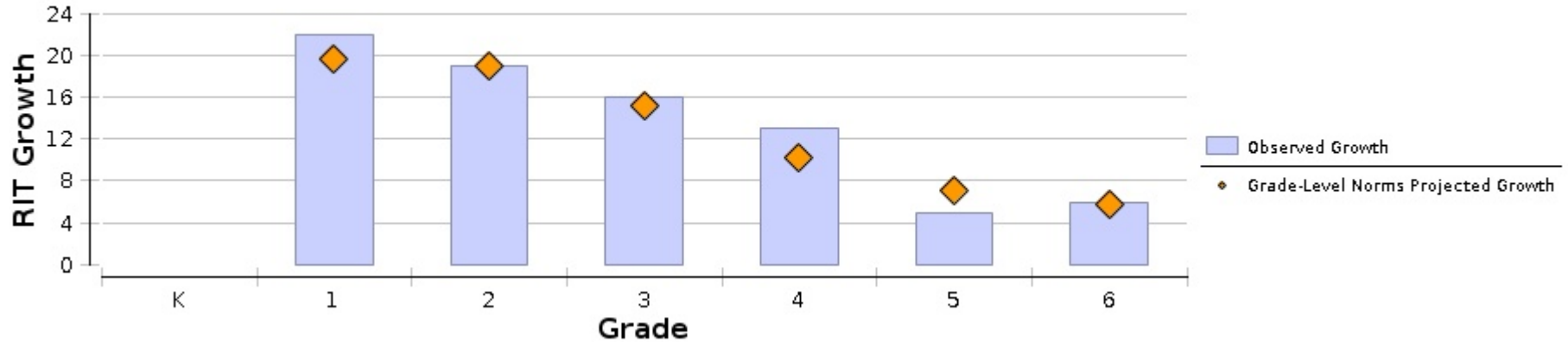
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 2 (Fall 2022)
 Grouping: None
 Small Group Display: No

Mont Vernon Village School

Language Arts:
 Reading

Grade (Fall 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	26	144.8	11.7	96	167.2	11.7	99	22	1.7	19.6	0.90	82	26	16	62	61
2	28	165.1	12.2	98	183.6	12.0	97	19	1.8	19.0	-0.18	43	28	14	50	50
3	26	178.0	8.5	86	194.4	12.7	89	16	2.1	15.1	0.58	72	26	16	62	60
4	30	192.3	13.6	83	204.9	10.7	90	13	1.1	10.3	1.22	89	30	21	70	63
5	33	213.1	10.1	99	218.5	9.7	98	5	1.2	7.1	-1.16	12	33	16	48	47
6	30	213.7	10.3	92	220.0	12.3	93	6	1.2	5.7	0.35	64	30	17	57	56

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 †Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

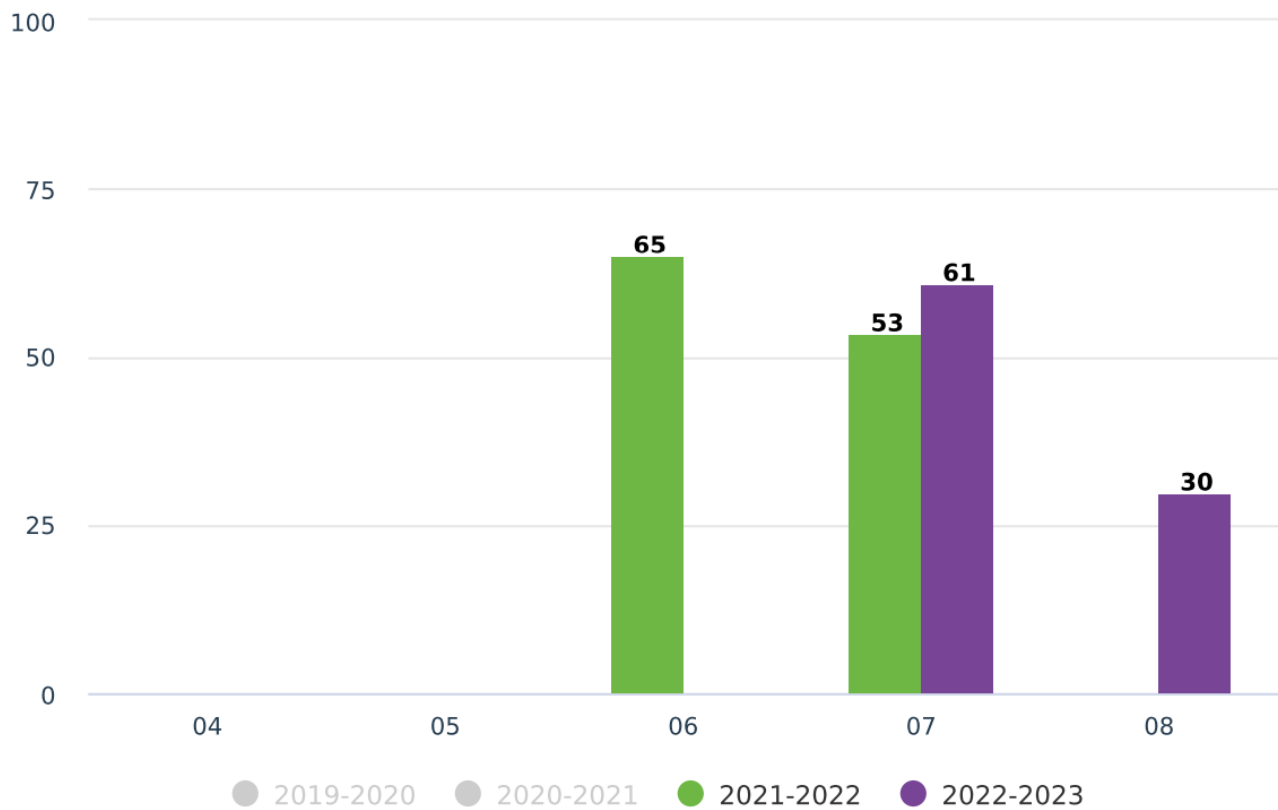
Consent Agenda Item #5

Fall NWEA Results for Grade 7 and 8 Mont Vernon Students at AMS

The following two charts show current grade 7 and 8 Mont Vernon students and the percent that met target growth in NWEA math and reading from fall to fall. The charts show both the 21-22 and 22-23 school years for comparison purposes.

% Students Meeting Projected Growth on NWEA Math (Fall to Fall)

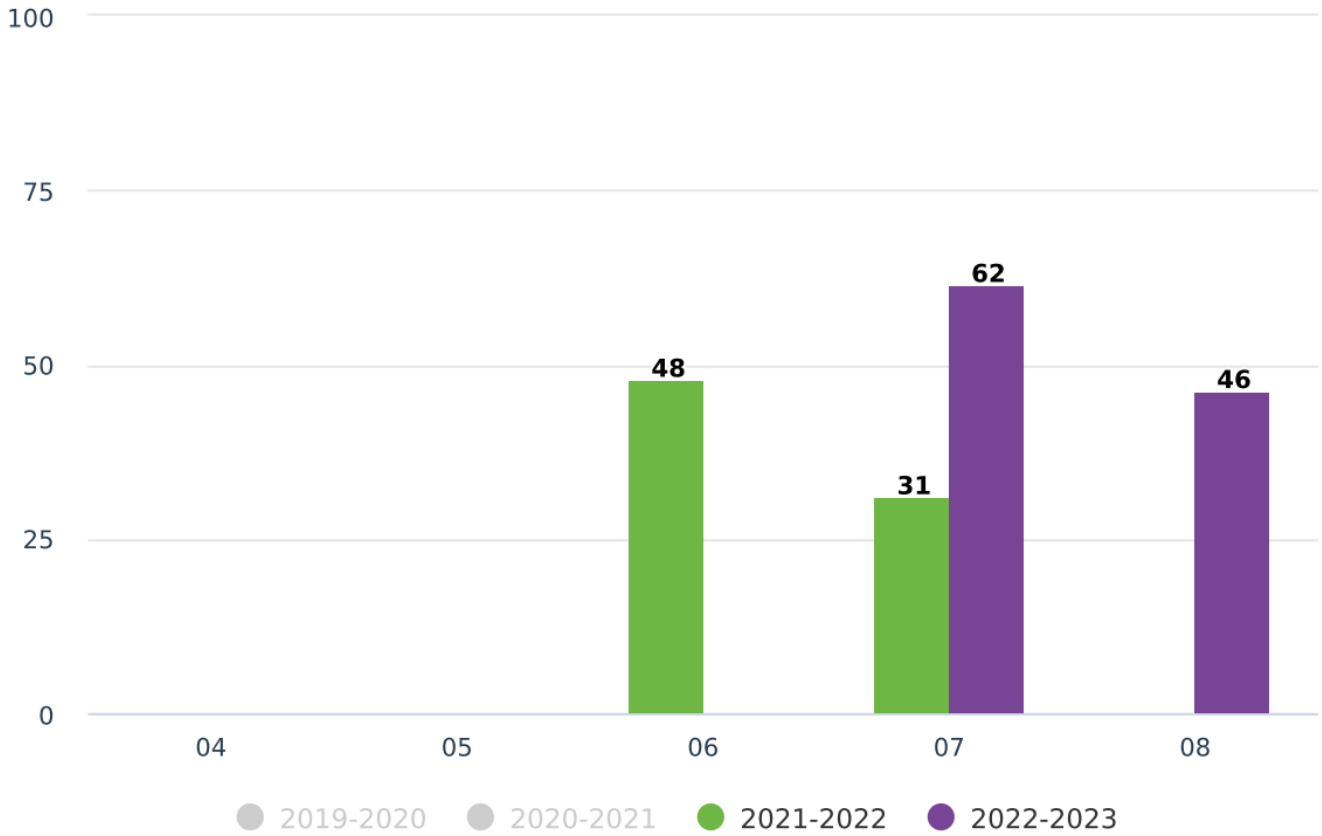
Filter Criteria:			
District	School Administrative Unit 39	School Type	[ALL SCHOOL TYPE]
School	[All Schools]	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	(S) - AMS Mont Vernon Students 22-23 (3306260/397)	Students View	Tested in this School
Year	2022-2023		



% Students Meeting Projected Growth on NWEA Reading (Fall to Fall)

Filter Criteria:

District	School Administrative Unit 39	School Type	[ALL SCHOOL TYPE]
School	[All Schools]	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	(S) - AMS Mont Vernon Students 22-23 (3306260/397)	Students View	Tested in this School
Year	2022-2023		

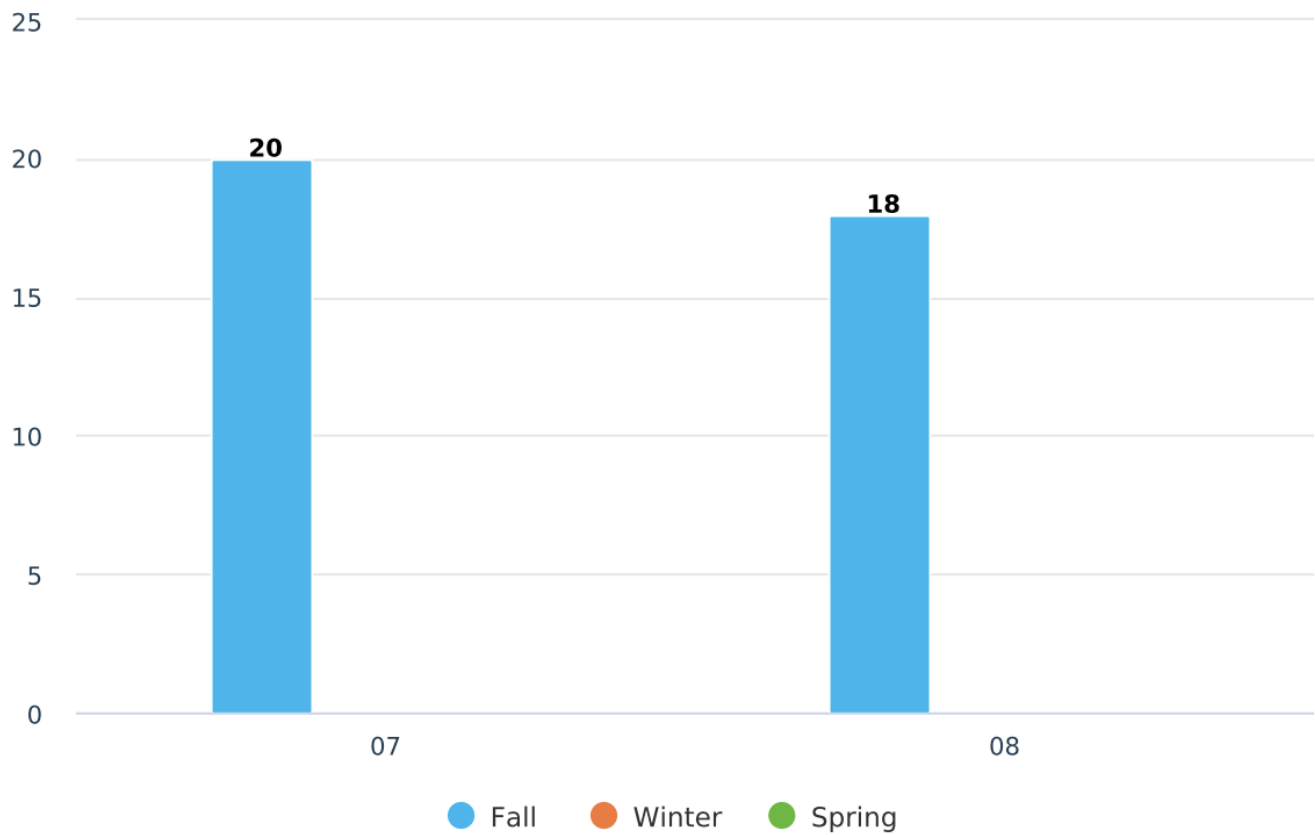


The following two charts show the percent of students who achieved scores at or above the 50th percentile on the fall 2022 NWEA MAP assessment.

The below chart shows that 20 out of 28 total seventh grade students achieved scores at or above the 50th percentile in math. For eighth grade, 18 out of 29 students achieved scores at or above the 50th percentile in math.

2022-2023 Students at or above Grade Level (at or above 50th %ile) on NWEA Math

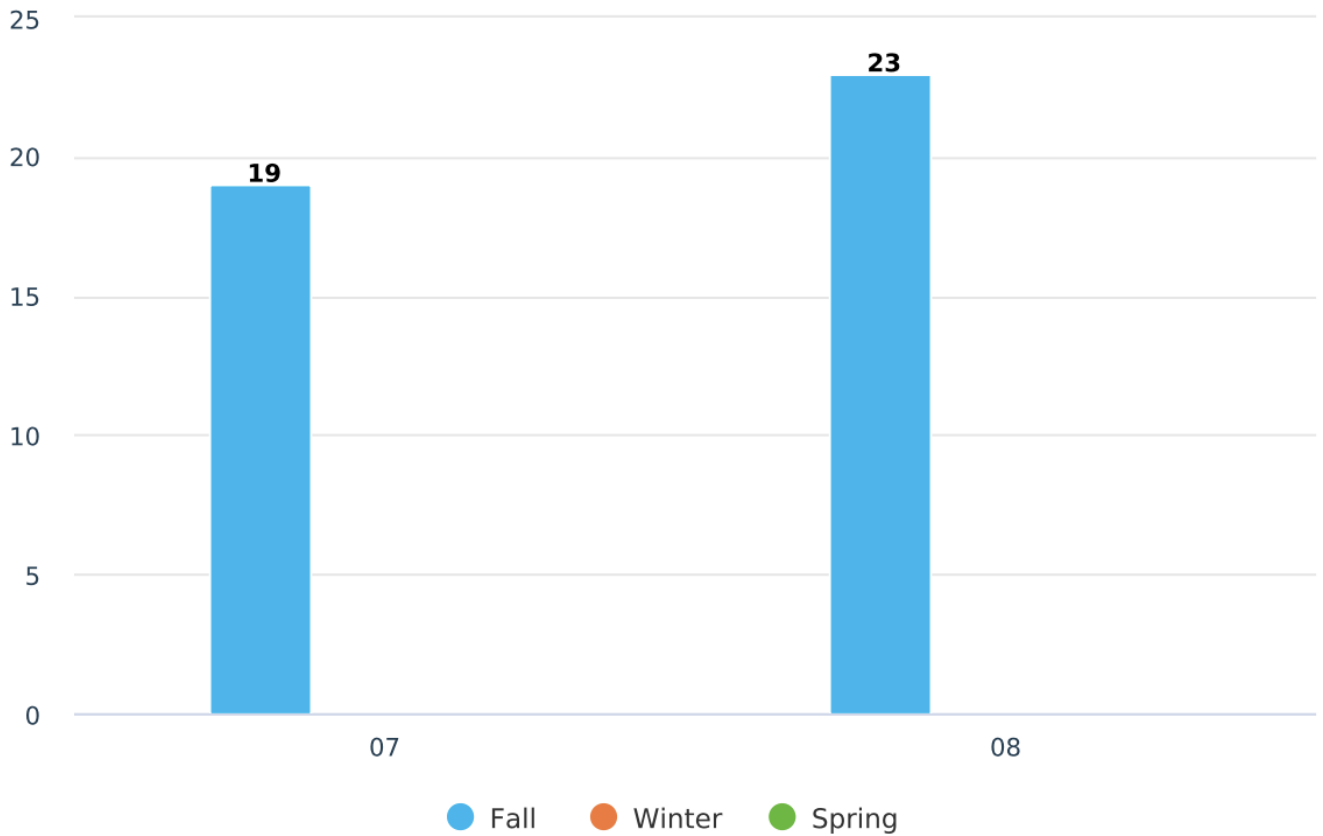
Filter Criteria:			
District	School Administrative Unit 39	School Type	[ALL SCHOOL TYPE]
School	[All Schools]	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	(S) - AMS Mont Vernon Students 22-23 (3306260/397)	Students View	Tested in this School
Year	2022-2023		



The below chart shows that 19 out of 27 total seventh grade students achieved scores at or above the 50th percentile in reading. For eighth grade, 23 out of 28 students achieved scores at or above the 50th percentile in reading.

2022-2023 Students at or above Grade Level (at or above 50th %ile) on NWEA

Filter Criteria:			
District	School Administrative Unit 39	School Type	[ALL SCHOOL TYPE]
School	[All Schools]	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	(S) - AMS Mont Vernon Students 22-23 (3306260/397)	Students View	Tested in this School
Year	2022-2023		



Consent Agenda Item #6

SAU 39 Kindergarten Literacy Curriculum



Year Long Scope and Sequence:

	September	October	November- December	January - February	March- April	May- June
Readers Workshop		We are Readers	Super Powers	Bigger Books, Bigger Reading Muscles	Becoming Avid Readers	Fairy Tales
Writing Workshop			Launching Writing Workshop	Writing for Readers	How to Books	Persuasive Writing of All Kinds
Foundational Skills - Foundations	Unit 1	Unit 1	Unit 1 Unit 2	Unit 2 Unit 3	Unit 3 Unit 4	Unit 5
Foundational Skills - Phonemic Awareness - Heggerty	Weeks 1-4	Weeks 5-8	Weeks 9-16	Weeks 17-24	Weeks 25-30	Weeks 31-35

SAU 39 Kindergarten Literacy Curriculum

September	
Readers Workshop	<i>The formal readers workshop will begin in October. This allows for a greater emphasis on Foundations and Heggerty - addressing the critical reading foundational skills.</i>
Writers Workshop	<i>The formal writing workshop will begin in November. This allows for a greater emphasis on Foundations and Heggerty - addressing the critical reading foundational skills.</i>
Foundational Skills - Foundations	Unit 1 <ul style="list-style-type: none"> ● Letter-keyword sound for consonants ● Letter-keyword sound for short vowels ● Letter formation for lower case letters (a-z) ● Sound recognition: consonants and short vowels ● Print and word awareness ● Rhyming ● Phonemic awareness, initial and final sounds ● Story retelling ● Beginning composition skills ● Fluency/phrasing with echo and choral reading
Foundational Skills- Phonemic Awareness - Heggerty	<ul style="list-style-type: none"> - Rhyming: Hearing Rhymes (Weeks 1-2), Rhyme Recognition (Weeks 3-4) - Onset Fluency: Consonants (Weeks 1-4) - Blending: Compound Words (Weeks 1-4) - Final or Medial Sounds: Final Sound (Weeks 1-4) - Segmenting: Compound Words (Weeks 1-4) - Adding: Words to Make Compound Words (Weeks 1-4) - Deleting: Compound Words (Weeks 1-4) - Substituting: Compound Words (Weeks 1-4) - Alphabet Knowledge: Consonant and Vowels (Weeks 1-4) - Language Awareness: Repeating Sentences and Counting Words (Weeks 1-4)
Assessed Standards and Competencies	Competencies: Reading Foundational: Concepts of Print, Reading Foundational: Phonological Awareness, Reading Foundational: Word Recognition Standards: Letter and Word Recognition: RF 3a, 3b, 3d, Phonological Awareness: RF 2, Concepts of Print RF.1

SAU 39 Kindergarten Literacy Curriculum

October	
Readers Workshop	<p>We are Readers</p> <p><i>EQ: How does reading books help us to learn about the world around us?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Readers learn about the world around them using environmental print and books. - Readers read familiar books to learn to read.
Writers Workshop	<p><i>The formal writing workshop will begin in November. This allows for a greater emphasis on Foundations and Heggerty - addressing the critical reading foundational skills.</i></p>
Foundational Skills - Foundations	<p>Unit 1</p> <ul style="list-style-type: none"> ● Letter-keyword sound for consonants ● Letter-keyword sound for short vowels ● Letter formation for lower case letters (a-z) ● Sound recognition: consonants and short vowels ● Print and word awareness ● Rhyming ● Phonemic awareness, initial and final sounds ● Story retelling ● Beginning composition skills ● Fluency/phrasing with echo and choral reading
Foundational Skills- Phonemic Awareness - Heggerty	<ul style="list-style-type: none"> - Rhyming: Rhyme Recognition (Weeks 5-6), Rhyme Production (Weeks 7-8) - Onset Fluency: Consonants (Weeks 5-8) - Blending: Syllables (Weeks 5-8) - Final or Medial Sounds: Final Sound (Weeks 5-8) - Segmenting: Syllables (Weeks 5-8) - Adding: Syllables (Weeks 5-8) - Deleting: Syllables (Weeks 5-8) - Substituting: Syllables (Weeks 5-8) - Alphabet Knowledge: Consonant and Vowels (Weeks 5-8) - Language Awareness: Repeating Sentences and Counting Words (Weeks 5-8)
Assessed Standards and Competencies	<p>Competencies: Reading Foundational: Concepts of Print, Reading Foundational: Phonological Awareness, Reading Foundational: Word Recognition, Reading Literature and Informational, Speaking and Listening</p> <p>Standards: Letter and Word Recognition: RF 3a, 3b, 3d, Phonological Awareness: RF 2, Concepts of Print RF.1, Presentation of Information & Ideas: SL.4-6, Determine Main Idea: RI.2, Retell Stories & Determine Theme: RL.2</p>

SAU 39 Kindergarten Literacy Curriculum

November - December	
Readers Workshop	<p>Super Powers <i>EQS: How can the pictures help us learn to read the words on a page? What are some things readers can try to do when we come across a word we don't know? Why is it important to match our voice to the story?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Readers learn how to look, point, and read. - Readers use different reading strategies to help read the words on a page. - Readers practice reading smoothly with voice
Writers Workshop	<p>Launching Writing Workshop <i>EQS: How do writers learn to write? How do writers add more pages to their story? How do writers tell a story before writing? How do writers publish?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writers learn how to write a story. - Writers add more pages to the story. - Writers tell a story. - Writers prepare for publication.
Foundational Skills - Foundations	<p>Unit 1</p> <ul style="list-style-type: none"> ● Letter-keyword sound for consonants ● Letter-keyword sound for short vowels ● Letter formation for lower case letters (a-z) ● Sound recognition: consonants and short vowels ● Print and word awareness ● Rhyming ● Phonemic awareness, initial and final sounds ● Story retelling ● Beginning composition skills ● Fluency/phrasing with echo and choral reading <p>Unit 2 (Weeks 1 & 2)</p> <ul style="list-style-type: none"> ● Phonemic awareness skills: blending, segmenting, and manipulation of sounds ● Blending and reading three sound short vowel words ● Story prediction ● Alphabetical order ● Uppercase letter formation ● Sample words: map, sad, rat
Foundational Skills- Phonemic Awareness -	<ul style="list-style-type: none"> - Rhyming: Rhyme Recognition (Weeks 9-11), Rhyme Production (Weeks 12-16)

SAU 39 Kindergarten Literacy Curriculum

<p>Heggerty</p>	<ul style="list-style-type: none"> - Onset Fluency: Consonants (Weeks 9-10), Consonants & Short Vowels (Weeks 12-16) - Blending: body-Coda (Weeks 9-10), Onset-Rime (Weeks 11-12), Two Phoneme Words (Weeks 13-14), Three Phoneme Words (Weeks 15-16) - Final or Medial Sounds: Final Sound (Weeks 9-12), Medial Sounds (Weeks 13-16) - Segmenting: Onset- Rime (Weeks 9-12), Two Phoneme Words (Weeks 13-14), Three Phoneme Words (Weeks 15-16) - Adding: Initial Phonemes (Weeks 9-16) - Deleting: Initial Phonemes (Weeks 9-16) - Substituting: Initial Phonemes (Weeks 9-16) - Alphabet Knowledge: Consonant and Vowels (Weeks 9-16) - Language Awareness: Repeating Sentences and Counting Words (Week 9), Repeating Sentences from Nursery Rhymes and Separating into Individual Spoken Words (Weeks 10-16)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Reading Foundational: Concepts of Print, Reading Foundational: Phonological Awareness, Reading Foundational: Word Recognition, Writing, WSP: Self-Direction, Speaking and Listening, Reading Literature, Reading Informational</p> <p>Standards: Letter and Word Recognition: RF 3a, 3b, 3d, Phonological Awareness: RF 2, Concepts of Print RF.1, Writing Focus W1-3, Self-Direction, Speaking and Listening: Comprehension and Collaboration SL 1-3, Describe Characters Settings and Events RL.3, Use Key Details RI.1</p>

SAU 39 Kindergarten Literacy Curriculum

January - February	
Readers Workshop	<p>Bigger Books, Bigger Reading Muscles <i>EQS: How do readers use text with pictures to read? How do readers use strategies to read? How do readers use fluency?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Readers use different strategies to read harder books. - Readers use letters and sounds to help solve tricky words. - Readers use different reading strategies when reading books that break away from patterns.
Writers Workshop	<p>Writing for Readers <i>EQS: How do writers read their stories? How do writers use tools? How do writers make stories fun? How do writers get ready for publication?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writers learn how to read their own work. - Writers use tools. - Writers make stories fun to read. - Writers prepare to publish.
Foundational Skills - Foundations	<p>Unit 2 (Weeks 3 & 4)</p> <ul style="list-style-type: none"> ● Phonemic awareness skills: blending, segmenting, and manipulation of sounds ● Blending and reading three sound short vowel words ● Story prediction ● Alphabetical order ● Uppercase letter formation ● Sample words: map, sad, rat <p>Unit 3 (Weeks 1-4)</p> <ul style="list-style-type: none"> ● Phonemic awareness skills: blending, segmenting, and manipulation of sounds ● Blending sounds in nonsense CVC words ● Segmenting and spelling three sound short vowel words ● Distinguish between long and short vowel sounds ● Narrative story form: character, setting, and main events ● Fluency and phrasing with echo and choral reading ● Beginning composition skills ● High frequency words (trick words) ● Sample words: cut, tap, wet ● Trick words: the, a, and, are, to is, his, as, has, was
Foundational Skills- Phonemic Awareness - Heggerty	<ul style="list-style-type: none"> - Rhyming: Rhyme Production (Week 17), Rhyme Recognition (Week 18), Rhyme Production (Weeks 19-22), Rhyme Recognition (Week 23), Rhyme Production (Week 24)

SAU 39 Kindergarten Literacy Curriculum

	<ul style="list-style-type: none"> - Onset Fluency: Consonants & Short Vowels (Weeks 17-18), Consonants & Long Vowels (Weeks 19-21), Vowels (Week 22), Digraphs (Weeks 23-24) - Blending: Three Phoneme Words (Weeks 17-22), Four or More Phoneme Words (Weeks 23-24) - Final or Medial Sounds: Medial Sounds: Short Vowels (Week 17), Medial Sounds: Long Vowels (Weeks 18-22), Final Sound (Weeks 23-24) - Segmenting: Three Phoneme Words (Weeks 17-22), Four or More Phoneme Words (Weeks 23-24) - Adding: Initial Phonemes (Weeks 9-16) - Deleting: Initial Phonemes (Weeks 9-16) - Substituting: Initial Phonemes (Weeks 9-16) - Letter Naming: Consonant and Vowels (Weeks 17-22), Consonant Digraphs (Weeks 23-24) - Language Awareness: Repeating Sentences from Nursery Rhymes and Separating into Individual Spoken Words (Weeks 17-24)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Reading Foundational: Concepts of Print, Reading Foundational: Phonological Awareness, Reading Foundational: Word Recognition, Reading Literature, Speaking and Listening, Writing</p> <p>Standards: Letter and Word Recognition: RF 3a, 3b, 3d, Phonological Awareness: RF 2, Concepts of Print RF.1, Sight Word Recognition: RF 3c, Use Key Details RL1, Determine Meaning of Words in Context RL4, Integrate Content in Multiple Formats RL7, Comprehension and Collaboration SL1-3, Writing: Development W1-3</p>

SAU 39 Kindergarten Literacy Curriculum

March - April	
Readers Workshop	<p>Becoming Avid Readers <i>EQS: How can a love for reading help you be a better student? How do readers read and think about informational text? How do readers read and think about fiction text?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Readers become avid readers. - Readers understand informational text provides information about a topic. - Readers read poetry, recognizing rhymes and patterns, tone and feeling
Writers Workshop	<p>How To Books <i>EQS: How do writers use text to create How-To topics? Why do we revisit and revise our work? Why should we keep the reader in mind when writing? How do writers prepare for publication?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writers use text to write How-To stories. - Writers revise and revisit writing. - Writers keep readers in mind while writing. - Writers publish work.
Foundational Skills - Foundations	<p>Unit 3 (Weeks 5-6)</p> <ul style="list-style-type: none"> ● Phonemic awareness skills: blending, segmenting, and manipulation of sounds ● Blending sounds in nonsense CVC words ● Segmenting and spelling three sound short vowel words ● Distinguish between long and short vowel sounds ● Narrative story form: character, setting, and main events ● Fluency and phrasing with echo and choral reading ● Beginning composition skills ● High frequency words (trick words) ● Sample words: cut, tap, wet ● Trick words: the, a, and, are, to is, his, as, has, was <p>Unit 4 (Weeks 1-4)</p> <ul style="list-style-type: none"> ● Phoneme Segmentation ● Concept of consonant digraph, keywords, and sounds: wh, ch, sh, th, ck ● Decoding three- sound words with digraphs ● Spelling of ck at end of words ● Narrative story form: character, setting, main events ● Sample Words: bath, chop, thick ● Trick words: we, she, he, be, me, I, you, they

SAU 39 Kindergarten Literacy Curriculum

<p>Foundational Skills- Phonemic Awareness - Heggerty</p>	<ul style="list-style-type: none"> - Rhyming: Rhyme Recognition (Weeks 25-29), Rhyme Production (Week 30) - Onset Fluency: Digraphs (Week 25), L Blends (Week 26), S Blends (Week 27), R Blends (Week 28), Mixed Blends (Weeks 29-30) - Blending: Four or More Phoneme Words (Weeks 25-30) - Final or Medial Sounds: Final Sound (Weeks 25-27), Medial Sound (Week 28), Phoneme Location (Weeks 29-30) - Segmenting: Four or More Phoneme Words (Weeks 25-30) - Adding: Initial Phonemes (Weeks 25-30) - Deleting: Initial Phonemes (Weeks 25-30) - Substituting: Initial Phonemes (Weeks 25-29), Final Phonemes (Week 30) - Letter Naming: L Blends (Weeks 25-26), S Blends (Week 27), R Blends (Weeks 28 - 29), Review of All Consonant Digraphs, Vowels, and Blends (Week 30) - Language Awareness: Repeating Sentences from Nursery Rhymes and Separating into Individual Spoken Words (Weeks 25-30)
<p>Assessed Competencies and Standards</p>	<p>Competencies: Reading Foundational: Concepts of Print, Reading Foundational: Phonological Awareness, Reading Foundational: Word Recognition, Reading Literature, Reading Informational, Speaking and Listening, Writing</p> <p>Standards: Letter and Word Recognition: RF 3a, 3b, 3d, Phonological Awareness: RF 2, Concepts of Print RF.1, Sight Word Recognition: RF 3c, Use Key Details RL1, Key Details RI1, Describe Characters, Settings, Events RL3, Comprehension and Collaboration SL1-3, Development W1-3</p>

SAU 39 Kindergarten Literacy Curriculum

May - June	
Readers Workshop	<p>Fairy Tales - Homegrown Unit <i>EQS: What makes a story a fairy tale? How do different versions of fairy tales compare?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - A fairy tale has a beginning, middle, and end. - A fairy tale includes fictional story elements including characters, setting, plot, problem, and solution. - Fairy tales have unique characteristics including magical elements, royalty, numeric components, morals, and similar beginnings and endings (Once upon a time; lived happily ever after) - Different versions of the same fairy tales have similarities and differences.
Writers Workshop	<p>Persuasive Writing of All Kinds <i>EQs: What does it mean to have an opinion about something? What do letters represent? Why would you want to try to persuade someone to like what you like?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writers write their opinion. - Writers write letters to help make a change. - Writers write persuasive writing.
Foundational Skills - Foundations	<p>Unit 5 (Weeks 1-6)</p> <ul style="list-style-type: none"> ● Sentence structure ● Sentence dictation ● Narrative fiction vs. Informational books ● Trick words: or, for, of, have, from, by my, do, one
Foundational Skills- Phonemic Awareness - Heggerty	<ul style="list-style-type: none"> - Rhyming: Rhyme Production (Weeks 31-33), Mixed Skills (Weeks 34-35) - Onset Fluency: Initial Phoneme with Blends (Weeks 31-33), Review of All Skills (Weeks 34-35) - Blending: Four or More Phoneme Words (Weeks 31-35) - Final or Medial Sounds: Phoneme Location (Weeks 31-33), Final Sounds (Weeks 34-35) - Segmenting: Four or More Phoneme Words (Weeks 25-30) - Adding: Initial Phonemes (Week 31), Final Phonemes (Weeks 32-35) - Deleting: Initial Phonemes (Week 31), Final Phonemes (Weeks 32-35) - Substituting: Final Phonemes (Weeks 31 - 33) Vowels (Weeks

SAU 39 Kindergarten Literacy Curriculum

	<p>34-35)</p> <ul style="list-style-type: none"> - Letter Naming: Review of All Consonant Digraphs, Vowels, and Blends (Weeks 31-35) - Language Awareness: Repeating Sentences from Nursery Rhymes and Separating into Individual Spoken Words (Weeks 31-33)
<p>Assessed Competencies and Standards</p>	<p>Competencies: Reading Foundational: Concepts of Print, Reading Foundational: Phonological Awareness, Reading Foundational: Word Recognition, Reading Literature, Writing, Language</p> <p>Standards: Letter and Word Recognition: RF 3a, 3b, 3d, Phonological Awareness: RF 2, Concepts of Print RF.1, Sight Word Recognition: RF 3c, Use Key Details RL.1, Retell Stories and Determine Theme RL.2, Describe Characters, Setting and Events RL.3, Compare and Contrast RL.9, Writing Focus W1 -3, Conventions L1-2</p>

Consent Agenda Item #7

SAU 39 First Grade Literacy Curriculum



Year Long Scope and Sequence:

	September - October	November - December	January - February	March- April	May- June
Readers Workshop	Building Good Reading Habits - Launching	Word Detectives	Learning About the World - Non Fiction	Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	Meeting Characters and Learning Lessons: A Study of Story Elements
Writing Workshop	<i>Build Writing Routines as needed before launching Small Moments unit</i>	Small Moments	Writing How -To Books	Reviews	From Scenes to Series
Foundational Skills - Foundations	Unit 1 (2-3 weeks) Unit 2 (2-4 weeks) Unit 3 (2 weeks)	Unit 4 (2 weeks) Unit 5 (1 week) Unit 6 (3 weeks)	Unit 7 (3 weeks) Unit 8 (2 weeks)	Unit 9 (2 weeks), Unit 10 (3 weeks) Unit 11 (3 weeks)	Unit 12 (3 weeks) Unit 13 (3 weeks) Unit 14 (2 weeks)
Foundational Skills - Phonemic Awareness - Heggerty	Weeks 1-8	Weeks 9-14	Weeks 15-22	Weeks 22-30	Weeks 30-35

SAU 39 First Grade Literacy Curriculum

September - October	
Readers Workshop	<p>Building Good Reading Habits Genre: Reading Literature and Informational <i>EQ: What routines do readers and writers establish to help them grow?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers develop habits for reading long and strong. - Readers develop habits for tackling hard words. - Partners have good habits, too.
Writers Workshop	<p><i>The formal writing workshop will begin in November. This allows for a greater emphasis on Foundations and Heggerty - addressing the critical reading foundational skills.</i></p>
Foundational Skills - Foundations	<p>Unit 1 (2-3 weeks)</p> <ul style="list-style-type: none"> ● Letter- keyword – sound for consonants ● Letter- keyword- sound for vowels ● Letter formation for lower case letters a-z ● Alphabetical order ● Sound recognition for consonants and short vowels <p>Unit 2 (2-4 weeks)</p> <ul style="list-style-type: none"> ● Phonemic awareness skills: sound manipulation (initial, final, and medial) ● Blending and reading three sound short vowel words ● Segmenting and spelling three sound short vowel words ● Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures ● High frequency words: the, a, and, is, his, of <p>Unit 3 (2 weeks)</p> <ul style="list-style-type: none"> ● Phoneme segmentation ● Concept of consonant digraph, keywords, and sounds: wh, ch, sh, th, ck ● Spelling of ck at end of words ● Punctuation (question mark) ● Narrative story form: character, setting, and main events ● Reading with accuracy and prosody ● High frequency words: as, has, to, into, we, he, she, be, me, for, or
Foundational Skills- Phonemic Awareness - Heggerty	<p>Weeks 1 -8</p> <ul style="list-style-type: none"> - Rhyming: Rhyme Recognition (Weeks 1-4), Rhyme Production (Weeks 5-6), Rhyme Recognition (Weeks 7-8) - Onset Fluency: Consonants and Vowels (Weeks 1-8) - Blending: Compound Words (Weeks 1-2), Syllables (Weeks 3-4), Onset-Rime (Weeks 5-6), Body-coda (Week 7), 2 and 3 Phoneme

SAU 39 First Grade Literacy Curriculum

	<p>Words (Week 8)</p> <ul style="list-style-type: none"> - Isolating Final or Medial Sounds: Final Sounds - Segmenting: Compound Words (Weeks 1-2), Syllables (Weeks 3-4) Onset-Rime (Weeks 5-7), 2 and 3 Phoneme Words (Week 8) - Adding: Compound Words (Weeks 1-2), Syllables (Weeks 3-4), Initial Phonemes (Weeks 5-8) - Deleting: Compound Words (Weeks 1-2), Syllables (Weeks 3-4), Initial Phonemes (Weeks 5-8) - Substituting: Compound Words (Weeks 1-2), Syllables (Weeks 3-4), Initial Phonemes (Weeks 5-8) - Alphabet Knowledge: Alphabet review, including the multiple sounds for some letters (Weeks 1-6), Consonant Blends & Digraphs Long and Short Vowels (Weeks 7-8) - Language Awareness: Repeating sentences; counting words (Weeks 1-5), Nursery Rhymes (Weeks 7-8)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Reading Literature, Reading Foundational: Phonological Awareness , Reading Foundational: Word Recognition, Reading Foundational: Fluency, Language</p> <p>Standards: Concepts of Print RF 1, Accuracy and Fluency RF 4, Identify Characters Settings and Events RL 3, Retell Stories and Determine Theme RL 2, Conventions of Standard English RL 1, Phonological Awareness RF 2, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3</p>

SAU 39 First Grade Literacy Curriculum

November - December	
Readers Workshop	<p>Word Detectives Genre: Reading Foundational Skills <i>EQ: How do readers use strategies to tackle challenging texts?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers use what they know to read new words, checking their attempts - Readers draw upon their prior knowledge and increase their bank of high frequency words, using known words to help figure out new ones - Readers look closely at words and use visual information effectively when reading
Writers Workshop	<p>Small Moments Genre: Narrative <i>EQ: How do writers develop narratives that share a story?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers tell stories about their lives - touching and telling them and then sketching and writing - Writers use strategies to bring their stories to life and learn from other authors - Writers publish their work, editing and revising it carefully
Foundational Skills - Foundations	<p>Unit 4 (2 weeks)</p> <ul style="list-style-type: none"> ● Bonus letter spelling rule: ff, ll, ss, and sometimes zz ● Glued sound: all ● High frequency words: you, your, I, they, was, one, said <p>Unit 5 (1 week)</p> <ul style="list-style-type: none"> ● Glued sounds: am, an ● Reading with accuracy and prosody ● High frequency words: from, have, do, does <p>Unit 6 (3 weeks)</p> <ul style="list-style-type: none"> ● Base Word and suffix with the suffix -s ● Pluralization ● Reading with accuracy and prosody ● High frequency words: were, are, who, what, when, where, there, here
Foundational Skills- Phonemic Awareness - Heggerty	<p>Weeks 9-14</p> <ul style="list-style-type: none"> - Rhyming: Rhyme Recognition (Week 9), Rhyme Production (Weeks 10 -11), Rhyme Recognition (Week 12), Rhyme Production (Week 13), Rhyme Recognition (Week 14) - Onset Fluency: Consonants and Vowels (Weeks 9 - 11), Consonants, Vowels, and Digraphs (Weeks 11 - 13), Consonant Blends, Digraphs, Consonants and Vowels (Week 14) - Blending: 2 and 3-phoneme words (Weeks 9 - 10), Digraphs (Weeks 11 -12), 4 phoneme words (Week 13), L Blends (Week 14)

SAU 39 First Grade Literacy Curriculum

	<ul style="list-style-type: none"> - Isolating Final or Medial Sounds: Final Sounds (Week 9), Medial Sounds (Weeks 10-11), Final and Medial Sounds (Week 12), Phoneme Location (Week 13), Medial Sounds (Week 14) - Segmenting: 2 and 3-phoneme words (Weeks 9 - 10), Digraphs (Weeks 11 -12), 4 phoneme words (Week 13), L Blends (Week 14) - Adding: Initial Phonemes (Weeks 9-14) - Deleting: Initial Phonemes (Weeks 9-14) - Substituting: Initial Phonemes (Weeks 9-14) - Alphabet Knowledge: Consonant Blends & Digraphs, Long & Short Vowels (Weeks 9-14) - Language Awareness: Nursery Rhymes (Week 9) Teacher can create additional sentences if students still need practice with this skill (Weeks 10-14)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Reading Foundational: Phonological Awareness , Reading Foundational: Word Recognition, Reading Foundational: Fluency, Reading Literature, Speaking and Listening, Language, Writing, Reading Literature, Work Study Practices: Self Direction</p> <p>Standards: Comprehension and Collaboration SL 1-3, Accuracy and Fluency RF.4, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Use Key Details RL 1, Conventions of Standard English RL 1, Phonological Awareness RF 2, Self Direction, Writing Development W1-3, Conventions of Standard English RL 1</p>

SAU 39 First Grade Literacy Curriculum

January - February	
Readers Workshop	<p>Learning About the World Genre: Informational <i>EQ: How can readers learn from non-fiction books?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers learn from non-fiction topics, integrating knowledge from multiple sources – print, syntax, and meaning. - Readers tackle hard words in order to keep learning. - Readers read aloud like experts.
Writers Workshop	<p>How To Books Genre: Informational <i>EQ: How do writers share information with readers?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers understand the structure of a how to book and how it can be used to present information and teach readers - Writers produce procedural texts with great energy - Writers revise their writing and publish procedural books
Foundational Skills - Foundations	<p>Unit 7 (3 weeks)</p> <ul style="list-style-type: none"> ● Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk ● Blending and reading words with ng or nk ● Segmenting and spelling words with nh or nk ● High frequency words: why, by, my, try, put, two, too, also, some, come <p>Unit 8 (2 weeks)</p> <ul style="list-style-type: none"> ● Consonant blends and digraph blends ● Blending and reading words with up to four sounds ● Segmenting and spelling words with up to four sounds ● Suffix –s added to words with four sounds ● R- controlled vowel sounds: ar, or, er, ir, ur ● Reading with accuracy and prosody ● High frequency words: would, could, should, her, over, number
Foundational Skills- Phonemic Awareness - Heggerty	<p>Weeks 15 - 22</p> <ul style="list-style-type: none"> - Rhyming: Rhyme Recognition (Weeks 15-16), Rhyme Production (Week 17), Rhyme Recognition (Week 18), Rhyme Production (Week 19), Rhyme Recognition (Week 20), Rhyme Recognition & Rhyme Production (Weeks 21-22) - Onset Fluency: Consonant Blends, Digraphs, Consonants and Vowels (Weeks 15 -22) - Blending: S Blends (Week 15), R Blends (Weeks 16- 17), Mixed Blends (Week 18), R-controlled Vowels (Weeks 19-20), 3-5 phoneme words with mixed vowel sounds (Weeks 21-22) - Isolating Final or Medial Sounds: Medial Sounds (Week 15, Final

SAU 39 First Grade Literacy Curriculum

	<p>and Medial Sounds (Weeks 16-17), Phoneme Location (Week 18), Final & Medial: R-controlled (Weeks 19 - 20), Medial: Aw, au (Weeks 20 - 22)</p> <ul style="list-style-type: none"> - Segmenting: S Blends (Week 15), R Blends (Weeks 16- 17), Mixed Blends (Week 18), R-controlled Vowels (Weeks 19-20), 3-5 phoneme words with mixed vowel sounds (Weeks 21-22) - Adding: Initial Phonemes (Weeks 15 - 18), Final Phonemes & Rimes (Weeks 19 - 22) - Deleting: Initial Phonemes (Weeks 15 - 18), Final Phonemes & Rimes (Weeks 19 - 22) - Substituting: Initial Phonemes (Weeks 15 -17), Rlmes (Weeks 18-19), Final Phonemes (Weeks 20 - 22) - Alphabet Knowledge: Consonant Blends & Digraphs, Long & Short Vowels (Weeks 15 - 18), R-controlled vowels & Advanced Vowels: au, aw, ou, ow, oi, oy, oo (Weeks 19 - 22) - Language Awareness: Teacher can create additional sentences if students still need practice with this skill (Weeks 15-22)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Reading Informational, Writing, Language, Reading Foundational: Phonological Awareness , Reading Foundational: Word Recognition, Reading Foundational: Fluency, Writing, Language</p> <p>Standards: Use Text Features and Determine Text Structure RI 5, Determine Main Idea Ri 2, Use Key Details RI 1, Explain Connections Among Events RI 3, Accuracy and Fluency RF.4, Conventions of Standard English RL 1, Phonological Awareness RF 2, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Writing Development W1-3, Writing Organization W1-3, Language and Vocabulary L4-6</p>

SAU 39 First Grade Literacy Curriculum

March - April	
Readers Workshop	<p>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension Genre: Reading Foundational <i>EQ: How can I take charge of my reading and use all of my tools to grow as a reader?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers have important jobs to do. - Readers add new tools to read hard words. - Readers add tools to understand their books. - Readers use everything they know to get the job done.
Writers Workshop	<p>Writing Reviews Genre: Opinion <i>EQ: How do writers share their opinions about things that they know?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers use their personal collections to share their opinion and use writing to “talk” about the stuff of their lives - Writers write reviews about things in their lives - Writers use mentor texts to develop persuasive writing pieces - with claims or opinions and reasons and explanations.
Foundational Skills - Foundations	<p>Unit 9 (2 weeks)</p> <ul style="list-style-type: none"> ● Closed syllable concept with short vowels ● Closed syllable vs. Open syllable ● Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy ● Reading with accuracy and prosody ● High frequency words: say, says, see, between, each <p>Unit 10 (3 weeks)</p> <ul style="list-style-type: none"> ● Segmenting and blending up to 5 sounds ● Suffix –s added to words with 5 sounds ● Suffixes –ed, -ing added to unchanging base words with closed syllables ● Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw ● Reading with accuracy and prosody ● High frequency trick words: any, many, how, now, down, out, about, our <p>Unit 11 (3 weeks)</p> <ul style="list-style-type: none"> ● Vowel consonant – e syllable in one syllable words ● Long vowel sounds ● Reading with accuracy and prosody ● High frequency trick words: friend, other, another, none, nothing
Foundational Skills- Phonemic Awareness - Heggerty	<p>Weeks 23-30</p> <ul style="list-style-type: none"> - Rhyming: Rhyme Recognition & Rhyme Production (Weeks 23-28), Rhyme Recognition (Week 29), Rhyme Production (Week 30) - Onset Fluency: Consonant Blends, Digraphs, Consonants, and

SAU 39 First Grade Literacy Curriculum

	<p>Vowels (Weeks 23-24) N/A (Weeks 25-30)</p> <ul style="list-style-type: none"> - Blending: 3-5 phoneme word with mixed vowel sounds (Weeks 23-27), Syllables (Weeks 28-30) - Isolating Final or Medial Sounds: Final & Medial: ow, oo, oi (Weeks 23-24), Medial (Week 25), Final & Medial (Week 26), Medial (Week 27), Final (Week 28), Medial: mixed sounds (Weeks 29-30) - Segmenting: 3-5 phoneme word with mixed vowel sounds (Weeks 23-27), Syllables (Weeks 28-30) - Adding: Final Phonemes & Rime (Weeks 23 -24), 2nd letter of Consonant Blend (Weeks 25 - 27), Initial Phoneme (Weeks 28-29), Initial Syllable (Week 30) - Deleting: Final Phonemes & Rime (Weeks 23 -24), 2nd letter of Consonant Blend (Weeks 25 - 27), Initial Phoneme (Weeks 28-29), Initial Syllable (Week 30) - Substituting: Final Phonemes (Weeks 23-24), Vowels (Weeks 25 - 28), Initial Phonemes (Week 29), Vowel (Week 30) - Alphabet Knowledge: R-controlled vowels & Advanced Vowels; au, aw, ou, ow, oi, oy, oo (Weeks 23 -27), Teachers choice for review (Weeks 27-30) - Language Awareness: Teacher can create additional sentences if students still need practice with this skill (Weeks 23-30)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Writing, Language, Reading Foundational: Phonological Awareness , Reading Foundational: Word Recognition, Reading Foundational: Fluency, Reading Literature</p> <p>Standards: Writing Focus W1-3, Writing Development W1-3, Writing Organization W1-3, Conventions of Standard English L1, Language and Vocabulary L4-6, Phonological Awareness RF 2, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Accuracy and Fluency RF 4, Use Key Details RL 1, Retell Stories and Determine Theme RL 2, Describe Characters, Settings and Events RL 3</p>

SAU 39 First Grade Literacy Curriculum

May - June	
Readers Workshop	<p>Meeting Characters and Learning Lessons: A Study of Story Elements Genre: Narrative <i>EQ: How do readers go on adventures to learn more about characters and story elements?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers go on "reading adventures." - Readers study characters in books. - Readers learn important lessons from their books. - Readers grow opinions about their books.
Writers Workshop	<p>From Scenes to Series Genre: Narrative <i>EQ: How do we develop exciting narratives that capture our readers?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers use their imagination to develop characters and realistic fiction stories - Writers write series, developing characters over multiple stories - Writers use mentor texts to help notice and use patterns to elaborate and they draw on their skills and knowledge to create even more powerful stories
Foundational Skills - Foundations	<p>Unit 12 (3 weeks)</p> <ul style="list-style-type: none"> ● Concept of syllable in multisyllabic words ● Compound words ● Syllable division rules ● Reading and spelling words with two closed syllables or closed and v-e syllables ● Reading with accuracy and prosody ● High frequency trick words: people, month, little, been, own, want, Mr., Mrs. <p>Unit 13 (3 weeks)</p> <ul style="list-style-type: none"> ● Suffix –s, -ing, -ed added to multisyllabic words ● Suffix – es added to basewords with closed syllables ● Reading with accuracy and prosody ● High frequency trick words: work, word, write, being, their, first, look good, new <p>Unit 14 (2 weeks)</p> <ul style="list-style-type: none"> ● Review of word structure and concepts ● Review sentence construction and proofreading ● High frequency words: water, called, day, may, way
Foundational Skills- Phonemic Awareness - Heggerty	<p>Weeks 31 - 35</p> <ul style="list-style-type: none"> - Rhyming: Rhyme Production (Week 31), Rhyme Recognition with multi-syllabic words (Weeks 32-34), Rhyme Production (Week 35) - Onset Fluency: N/A - Blending: Syllables (Weeks 31 - 35)

SAU 39 First Grade Literacy Curriculum

	<ul style="list-style-type: none"> - Isolating Final or Medial Sounds: Final (Week 31), Final Syllables (Weeks 32 - 33), Phoneme Location (Week 34), Final Syllables (Week 35) - Segmenting: Syllables (Weeks 31 - 35) - Adding: Final Syllable (Week 31), Initial Phoneme (Week 32), Final Phonemes (Week 33), Rimes (Week 34), Initial Phonemes (Week 35) - Deleting: Final Syllable (Week 31), Initial Phoneme (Week 32), Final Phonemes (Week 33), Rimes (Week 34), Initial Phonemes (Week 35) - Substituting: 2nd letter of blend (Week 31), Initial Phonemes (Week 32), Rimes (Week 33), Final Phonemes (Week 34), Vowel (Week 35) - Alphabet Knowledge: Teachers choice for review (Weeks 31 - 35) - Language Awareness: Teacher can create additional sentences if students still need practice with this skill (Weeks 31-35)
<p>Assessed Standards and Competencies</p>	<p>Competencies: Reading Literature, Writing, Language, Reading Foundational: Phonological Awareness , Reading Foundational: Word Recognition, Reading Foundational: Fluency</p> <p>Standards: Describe Characters, Settings and Events RL 3, Determine Point of View RL 6, Determine Meaning of Words in Context RL 4, Integrate Content in Multiple Formats RL 7, Writing Development W1-3, Writing Organization W1-3, Conventions of Standard English L1, Language and Vocabulary L4-6, Phonological Awareness RF 2, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Accuracy and Fluency RF 4</p>

SAU 39 Second Grade Literacy Curriculum



Grade 2 ELA Scope and Sequence

	September - October	November - December	January - February	March- April	May- June
Readers Workshop	Reading Growth Spurts	Becoming Experts	Amping Up Reading Power	Series Book Clubs	Writing About Reading
Writing Workshop	<i>Build Writing Routines before Starting Lessons from the Masters</i>	Lessons from the Masters	Expert Reports	Writing About Reading	Poetry
Foundational Skills - Foundations	Unit 1 (2 Weeks) Unit 2 (2 Weeks) Unit 3 (1 Week) Unit 4 (2 Weeks)	Unit 5 (2 Weeks) Unit 6 (2 Weeks) Unit 7 (3 Weeks)	Unit 8 (1 Week) Unit 9 (2 Weeks) Unit 10 (2 Weeks) Unit 11 (2 Weeks)	Unit 12 (1 Week) Unit 13 (2 Weeks) Unit 14 (2 Weeks)	Unit 15 (2 Weeks) Unit 16 (1 Week) Unit 17 (2 Weeks)

SAU 39 Second Grade Literacy Curriculum

September - October	
Readers Workshop	<p>Second Grade Reading Growth Spurt Genre: Reading Literature EQS: <i>What do we have to do to “take charge” of our reading? What kinds of things should we be thinking about before, during and after reading?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers take charge of their own reading. - Readers understand how to build stamina. - Readers work hard to solve tricky words. - Readers extend their thinking in reading journals. - Readers retell important events in a story. - Readers pay close attention to authors.
Writing Workshop	<p><i>The formal writing workshop will begin in November. This allows for a greater emphasis on Foundations and setting up routines as part of the Readers Workshop - addressing the critical reading foundational skills.</i></p>
Foundational Skills - Foundations	<p>Unit 1 (2 Weeks)</p> <ul style="list-style-type: none"> - Letter keyword sound for consonant and vowels - Concept of consonant digraphs, consonant blends, and digraph blends <p>Unit 2 (2 Weeks)</p> <ul style="list-style-type: none"> - Bonus letter spelling rule ff, ll, ss, and sometimes zz - Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk - Blending and reading words with glued sounds - ar, ir, er, or, ur <p>Unit 3 (1 Week)</p> <ul style="list-style-type: none"> - Concept of closed syllable exception - Glued sounds: ild, ind, old, olt, ost <p>Unit 4 (2 Weeks)</p> <ul style="list-style-type: none"> - Review suffixes: -s, -es, -ed, -ing - Additional sounds of -ed suffix /d/, /t/ - Comparison suffixes: -er, -est - Oa, oe, ow, ou, oo, ue, ew
Assessed Standards and Competencies	<p>Competencies: Reading Literature, Language, Reading Foundational: Word Recognition, Reading Foundational: Fluency</p> <p>Standards: Accuracy and Fluency RF 4, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Conventions of Standard English L 1-2, Describe Characters, Settings and Events RL 3, Retell Stories and Determine Theme RL 2, Use Key Details to Ask and Answer Questions RL 1</p>

SAU 39 Second Grade Literacy Curriculum

November - December	
Readers Workshop	<p>Becoming Experts Genre: Informational EQS: <i>How do we understand and increase knowledge about a topic by utilizing various resources? How can text features help us gain a better understanding of the content?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers examine texts to increase knowledge - Readers use various strategies to determine the meaning of unknown words. - Readers summarize information from multiple sources to gather information.
Writers Workshop	<p>Lessons from the Masters Genre: Narrative EQS: <i>What strategies can we use to develop ideas into meaningful narratives? How can we study a published text and the authors' techniques to help us raise the level of our own writing? How can we use the guidance of a mentor author and transfer those skills to our own writing? What role does revising and editing play in making our writing as powerful as it can be?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers explore and implement strategies to generate topics and develop good habits for writing. - Writers study published texts to learn from authors' techniques in order to raise the level of their own writing. - Writers use the guidance of mentor authors to craft their own pieces. - Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.
Foundational Skills - Foundations	<p>Unit 5 (2 Weeks)</p> <ul style="list-style-type: none"> - Reading and spelling two-syllable words - Review syllable concept in multi-syllabic words - Compound words - Syllable division rules for dividing between closed syllables - New suffices - Prefixes - Au, aw <p>Unit 6 (2 Weeks)</p> <ul style="list-style-type: none"> - Review vowel consonant e syllable - S /s/, /z/ - Suffix -ive <p>Unit 7 (3 Weeks)</p> <ul style="list-style-type: none"> - Open syllable type

SAU 39 Second Grade Literacy Curriculum

	<ul style="list-style-type: none">- Y as a vowel- Y, ly, ty suffixes
Assessed Competencies and Standards	<p>Competencies: Reading Informational, Language, Reading Foundational: Word Recognition, Reading Foundational: Fluency, Writing, Work Study Practices: Collaboration</p> <p>Standards: Accuracy and Fluency RF 4, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Conventions of Standard English L 1-2, Ask and Answer Questions RI 1, Integrate Content in Multiple Formats RI 7, Determine Meaning of Words in Context R1 4, Use Text Features and Determine Text Structures RI 5, Work Study Practices: Collaboration, Analyze or Use Multiple Texts RI 9, Presentation of Information and Ideas SL 4-6, Writing Development W1-3, Writing Organization W1-3, Writing Focus W1-3</p>

SAU 39 Second Grade Literacy Curriculum

January - February	
Readers Workshop	<p>Amping Up Reading Power Genre: Reading Literature EQS: <i>How do we read more complex texts fluently and with good expression? How can we infer the writer’s craft? What strategies can be used to track our reading to develop a better understanding? How can we work together to attain our reading goals?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers demonstrate strategies for fluency - Readers examine the author’s craft to determine the tone that the author is trying to convey. - Readers track their reading to monitor their understanding. - Readers utilize strategies to self-assess their level of understanding.
Writers Workshop	<p>Expert Reports Genre: Informational EQS: <i>How can we use writing to teach others? What ways can we organize nonfiction books? What does it mean to work independently?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - We can become experts on a topic by reading various nonfiction texts. - Nonfiction writers conduct research using multiple sources to teach others about a topic through their writing. - Writers of nonfiction use various mediums to express information and enhance understanding of presentations.
Foundational Skills - Foundations	<p>Unit 8 (1 Week)</p> <ul style="list-style-type: none"> - R controlled syllable type - Sounds of ar and or - Combining r-controlled syllables with other syllable types <p>Unit 9 (2 Weeks)</p> <ul style="list-style-type: none"> - Sound of er, ir, and ur - Combining r-controlled syllables with er, ir, and ur with other syllable types <p>Unit 10 (2 Weeks)</p> <ul style="list-style-type: none"> - Double vowel syllable type - Sound of ai and ay <p>Unit 11 (2 Weeks)</p> <ul style="list-style-type: none"> - Sounds of ee, ea, and ey - Use of spelling option procedure for e sound
Assessed Competencies and Standards	<p>Competencies: Reading Literature, Language, Reading Foundational: Word Recognition, Reading Foundational: Fluency, Writing, Work Study Practices: Self Direction</p>

SAU 39 Second Grade Literacy Curriculum

	<p>Standards: Accuracy and Fluency RF 4, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Conventions of Standard English L 1-2, Determine Point of View RL 6, Determine Meaning of Words in Context RL 4, Writing Development W1-3, Work Study Practices: Self-Direction, Writing Focus W1-3, Writing Use of Sources W 8 , Writing Organization W1-3, Language and Vocabulary L4-6</p>
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SAU 39 Second Grade Literacy Curriculum

March - April	
Readers Workshop	<p>Series Book Clubs Genre: Reading Literature EQS: <i>How do we preview and pay close attention to the characters to become experts on a particular series books? How do we study author’s craft to generalize the character traits and storyline across books within the same series? How do we share our love of books with others?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Readers analyze information gathered about a character in order to make predictions about the actions of a character in books within the same series. - Readers analyze information gathered about a series in order to make predictions about other books within the same series. - Readers pay close attention to the words authors use to visualize and read the book the way the other intended it to be read. - Readers support their opinions about books by using text evidence.
Writers Workshop	<p>Writing About Reading Genre: Opinion EQS: <i>As writers, how do we write about our reading to evaluate our books and keep our audience in mind? As writers, how do we use more sophisticated elaborative techniques to raise the level of our opinion writing? As writers, how do we support our opinions with text evidence to write nominations for our favorite books?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writers write about their reading by closely evaluating their books and keeping their audience in mind. - Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques. - Writers write nominations by supporting their opinions with text evidence
Foundational Skills - Foundations	<p>Unit 12 (1 Week)</p> <ul style="list-style-type: none"> - Sounds of oi and oy - Spelling generalization of the oi sound <p>Unit 13 (2 Weeks)</p> <ul style="list-style-type: none"> - The long o sounds of oa, oe, and ow - Review of suffix endings <p>Unit 14 (2 Weeks)</p> <ul style="list-style-type: none"> - The ou sound of ou and ow - Flexibility in sounds choices for reading
Assessed Competencies and Standards	<p>Competencies: Reading Literature, Language, Reading Foundational: Word Recognition, Reading Foundational: Fluency, Writing</p>

SAU 39 Second Grade Literacy Curriculum

	Standards: Accuracy and Fluency RF 4, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Conventions of Standard English L 1-2, Use Key Details to Ask and Answer Questions RL 1, Retell Stories and Determine Theme RL 2, Describe Characters Settings and Events RL 3, Writing Organization W-3, Writing Development W1-3, Writing Focus W1-3
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SAU 39 Second Grade Literacy Curriculum

May- June	
Readers Workshop	<p>Writing About Reading (Continuation from April Unit) Genre: Opinion <i>EQS: As writers, how do we write about our reading to evaluate our books and keep our audience in mind? As writers, how do we use more sophisticated elaborative techniques to raise the level of our opinion writing? As writers, how do we support our opinions with text evidence to write nominations for our favorite books?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writers write about their reading by closely evaluating their books and keeping their audience in mind. - Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques. - Writers write nominations by supporting their opinions with text evidence
Writers Workshop	<p>Poetry Genre: Poetry <i>EQS: As poets, how do we analyze the structures of poetry to determine the role that observations of our everyday life, our feelings and sounds play within the genre? As poets, how can we experiment with language, word choice and sound to create meaning in our poems? As poets, how do structures (the specific way of putting a poem together) relate to the sound and meaning of poems? As poets, what strategies can we use to revise and edit our poems?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Poets analyze the structures of poetry to see poetry through the “eyes of a poet.” - Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems. - Poets gain an understanding of how sound and structure relates to the meaning of their poems. - Poets develop strategies to revise and edit their poems.
Foundational Skills - Foundations	<p>Unit 15 (2 Weeks)</p> <ul style="list-style-type: none"> - The u sound of oo, ou, ue, and ew - The u sound of ue <p>Unit 16 (1 Week)</p> <ul style="list-style-type: none"> - Sounds of au and aw - Spelling generalizations for the o sound <p>Unit 17 (2 Weeks)</p> <ul style="list-style-type: none"> - Consonant -le syllable type - Spelling consonant -le words
Assessed Competencies and Standards	<p>Competencies: Reading Literature, Language, Reading Foundational: Word Recognition, Reading Foundational: Fluency, Writing</p>

SAU 39 Second Grade Literacy Curriculum

	<p>Standards: Accuracy and Fluency RF 4, Decoding and Word Recognition RF 3, Sight Word Recognition RF 3, Conventions of Standard English L 1-2, Determine Meaning of Words in Context RL 4, Writing Organization W1-3, Writing Development W1-3, Writing Focus W1-3, Language and Vocabulary L3-6</p>
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Year Long Scope and Sequence:

	September - October	November - December	January - February	March- April	May- June
Readers Workshop	Building a Reading Life	Reading to Learn	Weather Unit - Interdisciplinary Science Unit	Character Studies	Research Clubs: Elephants, Penguins, and Frogs, Oh My!
Writing Workshop	Patricia Polacco Author Study	Art of Information Writing		Changing the World	Writing About Research
Foundational Skills - Foundations	Level 2 Review of Foundations - 2-3 Weeks Unit 1 - 2 Weeks	Unit 2 - 3 Weeks Unit 3 - 1 Week	Unit 4 - 2 Weeks Unit 5 - 2 Weeks	Unit 6 - 3 Weeks Bonus Unit - 2 Weeks	Unit 7 - 2 Weeks

SAU 39 Third Grade Literacy Curriculum

September - October	
Readers Workshop	<p>Building a Reading Life Genre: Reading Literature <i>EQ: What roles do readers have in building a community of readers?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers create a reading life by finding just right books and creating/reinforcing habits. - Readers stop and check for understanding using various reading strategies. - Readers build stamina and read more complex text by setting goals and asking and answering questions.
Writing Workshop	<p>Patricia Polacco Author Study Unit Genre: Narrative Writing <i>EQ: How do writers use real life experiences to tell a story?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - The writing process supports writers in developing a strong writing piece. - Small moments can be developed into a narrative writing piece.
Foundational Skills - Foundations	<p>Review of Level 2 Foundations (2-3 Weeks) Unit 1 (2 Weeks)</p> <ul style="list-style-type: none"> - Review of syllable types - -tch
Assessed Competencies and Standards	<p>Competencies: Language, Writing, Reading Foundational: Fluency, Reading Literature</p> <p>Standards: Accuracy and Fluency RF 4, Use Key Details to Ask and Answer Questions RL 1, Describe Characters, Settings and Events RL 3, Retell Stories and Determine Theme RL 2, Writing Development W1-3, Writing Organization W1-3, Conventions of Standard English L1-2</p>

SAU 39 Third Grade Literacy Curriculum

November - December	
Readers Workshop	<p>Reading to Learn Genre: Reading Informational <i>EQ: What reading strategies can be used for expository nonfiction and narrative nonfiction?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers determine importance in expository texts by understanding how to read this type of text. - - Readers use higher level thinking when discussing expository texts. - Readers synthesize and grow ideas when reading narrative nonfiction.
Writers Workshop	<p>Art of Information Writing Genre: Informational Writing <i>EQ: What strategies do writers use when writing an informational book?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers organize information to assist them in the writing process. - Writers use mentor texts, make connections within and across chapters, and research topics to enhance their writing. - Writers use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.
Foundational Skills - Foundations	<p>Unit 2 - 3 Weeks</p> <ul style="list-style-type: none"> - Suffixes - Irregular Plurals <p>Unit 3 - 1 Week</p> <ul style="list-style-type: none"> - Vowel Consonant E Syllable Division
Assessed Competencies and Standards	<p>Competencies: Reading Informational, Reading Foundational: Fluency, Language, Writing</p> <p>Standards: Use Text Features and Determine Text Structure RI 5, Integrate Content from Multiple Formats RI 7, Determine Main Idea RI 2, Explain Connections Among Individual Events RI 3, Trace and Evaluate Arguments RI 8, Analyze or Use Multiple Texts RI 9, Determine Meaning of Words in Context RI 4, Ask and Answer Questions Using Details from the Text RI 1, Accuracy and Fluency RF 4, Writing Development W1-3, Writing Organization W1-3, Writing Focus W1-3 Conventions of Standard English L1-2</p>

SAU 39 Third Grade Literacy Curriculum

January - February	
Readers & Writers Workshop	<p>Interdisciplinary Unit - Weather</p> <p>Genre: Science, Reading Informational, Writing Informational</p> <p><i>EQ: How does weather impact our daily lives? What causes weather and weather changes?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Weather impacts our daily lives. - Weather tools are important for meteorologists to determine weather. - There are four elements that affect the weather. - Readers can gain information from specific topics in informational texts by using strategies.
Foundational Skills - Foundations	<p>Unit 4 - 2 Weeks</p> <ul style="list-style-type: none"> - Vowel consonant e - Adding suffixes to vowel consonant e <p>Unit 5 - 2 Weeks</p> <ul style="list-style-type: none"> - Schwa sound
Assessed Competencies and Standards	<p>Competencies: Reading Informational, Writing, Language, Reading</p> <p>Foundational: Fluency</p> <p>Standards: Accuracy and Fluency RF 4, Ask and Answer Questions Using Key Details RI 1, Determine Meaning of Words in Context RI 4, Explain Connections Among Individual Events RI 5, Integrate Content in Multiple Formats RI 7, Use Text Features and Determine Text Structures RI 5, Writing Use of Sources W7-8, Writing Development W1-3, Writing Focus W1-3, Writing Organization W1-3, Conventions of Standard English L1-2, Language and Vocabulary L3-6</p>

SAU 39 Third Grade Literacy Curriculum

March - April	
Readers Workshop	<p>Character Studies Genre: Reading Literature <i>EQ: How do readers think deeply about characters?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers study their characters to get to know them deeply. - Readers build and support claims about characters. - Readers notice when characters change and think about the lessons that the character has learned. - Partners support each other in learning about their characters
Writers Workshop	<p>Changing the World Genre: Opinion Writing <i>EQ: What strategies can I use to persuade others to agree with my opinion?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers persuade readers through speech writing. - Writers raise the level of their persuasive writing. - Writers explore transforming persuasive speech into different forms of opinion writing (letters, petitions, editorials). - Writers work together to research, write, and inform others about a cause.
Foundational Skills - Foundations	<p>Unit 6 - 3 Weeks</p> <ul style="list-style-type: none"> - Open syllables - Sounds of soft c and soft g <p>Bonus Unit - 2 Weeks</p> <ul style="list-style-type: none"> - Prefixes - Open syllable prefixes
Assessed Competencies and Standards	<p>Competencies: Reading Literature, Writing, Language, Reading Foundational: Fluency</p> <p>Standards: Describe Characters, Settings, and Events RL 3, Retell Stories and Determine Theme RL 2, Use Key Details to Ask and Answer Questions RL 1, Integrate Content from Multiple Formats RL 7, Writing Use of Sources W7-8, Writing Development W1-3, Writing Focus W1-3, Writing Organization W1-3, Conventions of Standard English L1-2, Language and Vocabulary L3-6, Accuracy and Fluency, RF 4</p>

SAU 39 Third Grade Literacy Curriculum

May- June	
Readers Workshop	<p>Research Clubs: Elephants, Penguins and Frogs, Oh My! Genre: Reading Informational <i>EQ: How do readers apply critical thinking skills when researching a topic?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Readers research nonfiction topics. - Readers use previous research to conduct a second cycle of research that requires application of critical thinking skills. - Readers synthesize, compare, and contrast research.
Writers Workshop	<p>Writing About Research Genre: Informational Writing <i>EQ: How do writers develop informational books based on research?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers transfer gained knowledge from longer research projects and apply it to shorter ones.
Foundational Skills - Foundations	<p>Unit 7 - 2 Weeks</p> <ul style="list-style-type: none"> - The y and the suffix spelling rule
Assessed Competencies and Standards	<p>Competencies: Reading Informational, Writing, Language, Reading Foundational: Fluency</p> <p>Standards: Ask and Answer Questions Using Details from the Text RI 1, Determine Meaning of Words in Context RI 4, Determine Main Idea RI 2, Writing Use of Sources W7-8, Writing Development W1-3, Writing Focus W1-3, Writing Organization W1-3, Conventions of Standard English L1-2, Language and Vocabulary L3-6, Accuracy and Fluency RF 4, Explain Connections Among Individual Events RI 3</p>



Year Long Scope and Sequence:

	September - October	November - December	January - February	March- April	May- June
Readers Workshop	Interpreting Characters	Reading the Weather, Reading the World	Reading History	Historical Fiction Book Clubs	Reading/Writing Workshop: Literary Essay
Writing Workshop	<i>Build Writing Routines before Arc of the Story Unit</i>	Arc of the Story	Boxes and Bullets	Bringing History to Life	
Foundational Skills - Foundations <i>*Foundations 3 Times Per Week</i>	Unit 8 - 3 Weeks	Unit 9 - 3 Weeks	Unit 10 - 3 Weeks Unit 11 - 2 Weeks	Unit 12 - 2 Weeks Unit 13 - 2 Weeks	Unit 14 - 2 Weeks

SAU 39 Fourth Grade Literacy Curriculum

September - October	
Readers Workshop	<p>Interpreting Characters: The Heart of the Story Genre: Reading Literature <i>EQS: What does it mean to think deeply about a character? What are the comprehension strategies (reading tools) that we can use to better understand the text?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Launching a Reading Life - Deep thinking about Characters - Creating Interpretations
Writers Workshop	<p>The focus for the beginning of the year is to set up routines and procedures in the Reading and Writing workshop. Students will respond to literature during the Readers Workshop, focused on character development and traits.</p>
Foundational Skills - Foundations	<p>Unit 8 - 3 Weeks</p> <ul style="list-style-type: none"> - Consonant le syllable - Adding suffixes to the consonant le syllable
Assessed Competencies and Standards	<p>Competencies: Reading Literature, WSP: Self-Direction, Language, Reading Foundational: Fluency</p> <p>Standards: Draws Inferences & Cites Evidence RL1, Determine Theme & Summarize Plot RL2, Describe Chars, Settings & Events RL.3, Self-Direction, Conventions of Standard English L1-2, Accuracy and Fluency RF4</p>

SAU 39 Fourth Grade Literacy Curriculum

November - December	
Readers Workshop	<p>Reading the Weather, Reading the World Genre: Reading Informational EQS: <i>How can we read and learn with intensity? How can text structure help influence reading understanding? How can reading various types of texts help plan for a research project?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Texts influence Learning - Launching a whole-class research project - Using agency and power to create a second research project
Writers Workshop	<p>The Arc of the Story Genre: Realistic Fiction EQS: <i>How do writers study mentor text to identify characteristics of effective fiction pieces and frame their writing? How do writers craft stories and characters for realistic fiction?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Creating and Developing stories and characters that feel real - Drafting and revising focusing on believability. - Preparing for publication for an audience. - Using learned information to write fiction
Foundational Skills - Foundations	<p>Unit 9 - 3 Weeks</p> <ul style="list-style-type: none"> - R controlled syllable - R controlled exceptions
Assessed Competencies and Standards	<p>Competencies: Reading Informational, Writing, Language</p> <p>Standards: Draw Inferences/Cite Evidence RI1, Determine Main Idea RI2, Explain Connections Among Individual Events RI3, Determine Text Structure RI5, Analyze or Use Multiple Texts RI9, Focus W1-3, Development W1-3, Organization W1-3, Language and Vocabulary L3-6, Conventions of Standard English L1-2</p>

SAU 39 Fourth Grade Literacy Curriculum

January - February	
Readers Workshop	<p>Reading History Genre: Reading Informational EQS: <i>How can I use everything I know about research to learn all I can about one aspect of the American Revolution? How can reading texts based on history influence life today? How can a debate cause/change someone's opinion?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Researching History - Preparing for Debate - Participating in a Research Cycle
Writers Workshop	<p>Boxes and Bullets Genre: Personal Narrative and Persuasive EQS: <i>How can we learn from our writing? How can writers collect ideas for their writing? What structures can writers use to frame their writing? What kinds of problems can writers anticipate and how can they overcome them?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Writers write to learn - Raising the level of Essay Writing - Building a strong argument and supporting a stance
Foundational Skills - Foundations	<p>Unit 10 - 3 Weeks</p> <ul style="list-style-type: none"> - Double vowel syllable - Long a - Long e <p>Unit 11 - 2 Weeks</p> <ul style="list-style-type: none"> - Contractions
Assessed Competencies and Standards	<p>Competencies: Reading Informational, Writing, Language, Speaking and Listening, Reading Foundational: Fluency</p> <p>Standards: Draw Inferences/Cite Evidence RI1, Determine Main Idea RI2, Explain Connections Among Individuals/Events RI3, Determine Point of View RI6, Analyze or Use Multiple Texts RI9, Focus W1-3, Development W1-3, Organization W1-3, Language and Vocabulary L3-6, Conventions of Standard English L1-2, Comprehension and Collaboration SL1-3, Accuracy and Fluency RF4</p>

SAU 39 Fourth Grade Literacy Curriculum

March - April	
Readers Workshop	<p>Historical Fiction Book Clubs Genre: Reading Literature EQS: <i>How can we determine a theme of a story and apply it within everyday life? What can we compare and contrast history and historical fiction? How can we read a text in many different character perspectives?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Tackling Complex Texts - Interpreting Complex Texts - The Separation and Understanding between Historical Fiction and History
Writers Workshop	<p>Bringing History to Life Genre: Writing Informational EQS: <i>How can you share your expertise about a subject with others? How do information books help us to become a “short term expert”?</i> Enduring Understandings</p> <ul style="list-style-type: none"> - Informational Books - Becoming a more independent writer - Building Ideas in Informational Writing
Foundational Skills - Foundations	<p>Unit 12 - 2 Weeks</p> <ul style="list-style-type: none"> - Soft sounds of c and g <p>Unit 13 - 2 Weeks</p> <ul style="list-style-type: none"> - Digraphs ch and ph - Silent letter combinations
Assessed Competencies and Standards	<p>Competencies: Reading Literature, Writing, Language, Reading Foundational: Fluency</p> <p>Standards: Draws Inferences & Cites Evidence RL.1, Determine Theme & Summarize Plot RL2, Describe Characters, Settings & Events RL3, Determine Point of View RL6, Focus W1-3, Development W1-3, Organization W1-3, Use of Sources W7-9, Language and Vocabulary L3-6, Conventions of Standard English L1-2, Accuracy and Fluency RF4</p>

SAU 39 Fourth Grade Literacy Curriculum

May - June	
Readers and Writers Workshop	<p>Literary Essay Genre: Fiction Writing</p> <p>EQS: <i>What strategies can I use to uncover what the book I am reading is really about? How do I create and develop theories about characters and stories? How do I deepen my theories about characters and stories in writing? What types of evidence can I collect to help support my claim? How can I find the similarities and differences in multiple texts?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> - Writing about reading - Raising the quality of the literary essay. - Writing Compare-and-Contrast essays.
Foundational Skills - Foundations	<p>Unit 14 - 2 Weeks</p> <ul style="list-style-type: none"> - Glued sounds - Combination sounds
Assessed Competencies and Standards	<p>Competencies: Writing, Language, Speaking and Listening</p> <p>Standards: Focus W1-3, Development W1-3, Organization W1-3, Use of Sources W7-9, Language and Vocabulary L3-6, Conventions of Standard English L1-2, Comprehension and Collaboration SL1-3</p>

Consent Agenda Item #11

1 Mont Vernon Village School
2 Thursday, Thursday 3rd , 2022
3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Steven Chamberlin- Interim Superintendent, Christine Landwehrle-
6 Assistant Superintendent, Amy Facey- SAU #39 Business Administrator, Tom Lecklider-
7 MVVS Principal and Kristen Gauthier- AMS Principal.

8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Pete Eckhoff, and George Torres.

9 Board Minutes: Danae A. Marotta

10 Public: John Prescott, 23 Old Milford Road, Mont Vernon NH.

11 Meeting Summary:

- 12 • The board received a virtual presentation “A Day in the Life of a Third Grader”.
 - 13 • The board approved the following items in the consent agenda: 1. October 6 th, 2022
14 Draft Minutes, 2. MVSD October Facilities Update, 3. November MVVS Principal’s
15 Report, 4. October AMS Principal’s Report and 5. Unanticipated Revenue \$500.
 - 16 • AMS Principal, Ms. Kristen Gauthier, reviewed the transition for MVVS students. Next
17 steps include: District and building-level administration will continue to meet regularly to
18 coordinate district-wide initiatives, procedures, and curriculum in an effort to give all
19 students a common experience PreK through 8th grade. Planning for (2) interactive
20 lessons with 6th graders from both MVVS and AMS continues to take place during the
21 current school year. Planning for the 2023-2024 transition process will occur during the
22 winter and a calendar of specific dates and events will be shared out in early 2023. We
23 plan to take student feedback into account for the upcoming transition and add or change
24 activities as needed to fulfill these needs.
 - 25 • SAU #39 Business Administrator, Ms. Amy Facey, presented the FY 24 Draft 2 Budget.
26 The executive summary includes a total change from fy23 to fy24 of 8.1% or \$477,647.
27 The operating budget to the default is 6.6% or \$384, 718 and then the change from the
28 default to the to the proposed which is more discretionary is \$92, 929 or 1.5%. The board
29 will see draft 3 of the budget at the December meeting and discuss the warrant articles.
30 Next steps include:
31 12/1/2022: Draft 2 Budget Presentation
32 1/5/2023: Draft 3 Budget Presentation/Public Hearing Preparation
33 1/11/2023: Public Hearing
34 2/8/2023: Deliberative Session
35 3/14/2023: District Voting
 - 36 • The board motioned to reapprove the Game and Spanish Club.
 - 37 • The board rescinded Policy EEA-R.
- 38

39 I. Call to Order

40 **Ms. Sarah Lawrence, Chair of the Mont Vernon School Board called the meeting to order**
41 **at 6:13PM.**

42 II. Public Comment I of II

43 No Public Comment

44 III. Third Grade Presentation

45 MVVS Principal, Mr. Tom Lecklider, noted that the third-grade presentation is virtual tonight.
46 We are having parent teacher conferences and Ms. Jan Mattie and Ms. Sherry Hall are our third-
47 grade teachers. Our third graders are the uppers of the lowers, just about to make the jump across
48 the hallway. They have been excited this year to look at how they can become leaders and give
49 them some responsibility. This presentation is "A Day in the Life of a Third Grader"

50 The students discussed, their experiences in Morning Meeting, Number Corner, Reading and
51 Writing Workshop.

52 Principal Lecklider noted that they are excited for the year and the Bridges Math program is
53 going well. Ms. Hall is new to us this year and she is doing a great job.

54 Ms. Lawrence noted that the kids seem genuinely excited to learn.

55 The board thanked the students and teachers for their presentation.

56 IV. Consent Agenda

57 Ms. Lawrence noted that they have the following items on the Consent Agenda: 1. October 6 th,
58 2022 Draft Minutes, 2. MVSD October Facilities Update, 3. November MVVS Principal's
59 Report, 4. October AMS Principal's Report and 5. Unanticipated Revenue \$500.

60 **Mr. Eckhoff motioned to accept the items on the Consent Agenda 1. October 6 th, 2022**
61 **Draft Minutes, 2. MVSD October Facilities Update, 3. November MVVS Principal's**
62 **Report, 4. October AMS Principal's Report and 5. Unanticipated Revenue \$500. Mr.**
63 **Torres seconded the motion. There was no discussion. The vote was unanimous, motion**
64 **passed.**

65 Ms. Lawrence thanked Principal Lecklider for the Principal's Report.

66 Principal Lecklider noted that they did get 5 new students to the school, across the grades.

67 Ms. Lawrence thanked AMS Principal, Ms. Kristen Gauthier, for her Principal's Report. She
68 added that it was great that they attended the Ecology Camp.

69 AMS Principal, Ms. Kristen Gauthier, added that she would be happy to answer questions.

70 V. Tuition Agreement- Transition Update

71 Principal Gauthier noted that it was nice to see the students connect at the dance.

72 She added that was a good segue to communicate the current progress related to 7th grade
73 transition to Amherst Middle School for students who reside in Mont Vernon for the 2022-2023
74 school year, pursuant to the current tuition agreement between the Mont Vernon and Amherst
75 school districts.

76 Principal Gauthier noted that they had Transition Meetings. During the month of September
77 2022, the Amherst Middle School upper school (Grades 7 & 8) guidance counselor met one on
78 one with each 7th grade student from Mont Vernon. Topics included a general check in about
79 how the school year was going so far, things that they liked about Amherst Middle School, and
80 things we could do as a school to ease the transition process. Our school counselor made an
81 effort to connect with each parent by email or telephone as a follow-up to these meetings.

82 In terms of feedback several students voiced concerns about being nervous about navigating the
83 building due to its size and layout. There was a real fear of getting lost and not being able to find
84 classrooms. Many students had hoped there would be more students from MVVS in their
85 individual core classes in order to give them familiar faces to connect with during the school day.
86 In addition, students were worried that students from Amherst would be mean or unkind to
87 students from Mont Vernon, but students confirmed that they did not feel this had occurred.

88 Additionally, some students voiced concerns about juggling a schedule with four core teachers
89 (and others for integrated arts, world language, etc.). These students feel like they have been able
90 to adjust, and that teachers and staff are “nice” and “kind.” Students wish they had more
91 opportunities to come see the school and get to know the building in advance of school starting.
92 Many also wished they had been able to speak directly with current AMS 7th graders from Mont
93 Vernon, perhaps through visits to MVVS in the spring.

94
95 For next steps, District and building-level administration will continue to meet regularly to
96 coordinate district-wide initiatives, procedures, and curriculum in an effort to give all students a
97 common experience PreK through 8th grade. Planning for (2) interactive lessons with 6th graders
98 from both MVVS and AMS continues to take place during the current school year. Planning for
99 the 2023-2024 transition process will occur during the winter and a calendar of specific dates and
100 events will be shared out in early 2023. We plan to take student feedback into account for the
101 upcoming transition and add or change activities as needed to fulfill these needs.

102 Ms. Lawrence asked the board for questions.

103 Mr. Torres inquired about the unique challenges for integrating students.

104 Assistant Superintendent, Ms. Christine Landwehrle, replied that the majority of the teachers say
105 that coming from Mont Vernon the students are coming from a more elementary environment.
106 Also, having such small class sizes they get such individualized support that when they go to
107 AMS the class sizes are a little bit bigger and they kind of expect some of that individual
108 attention where they're not as independent as their Amherst peers. That is the feedback that we've
109 gotten from the teachers and that's something for us to talk about and to work on, and not that we

110 don't want to take some of the individual individualized attention away some of the expectations
111 might need to increase for fifth and sixth grade here just to set them up for success.

112 Ms. Lawrence inquired what might that look like.

113 Ms. Landwehrle replied that it's more the level of rigor and the level of expectations. She can
114 speak a little from personal experience because she was a sixth-grade teacher in an elementary
115 school. Then she went to a middle school, it was a K-8 school, but it was like a middle school
116 within the larger K-8 school and it was fascinating to see. She would assign homework and get
117 push back from families, and this was just her experience, not the same necessarily here.

118 We've talked about do we get the sixth grade and seventh grade and maybe even fifth grade
119 teachers together across both schools and really have that conversation about what does your
120 class look like? and what are your level of expectations? even though our curriculum is the same.
121 I think that sometimes you know what if you have a smaller class, you might be providing a little
122 more individualized attention to students, or your level of expectation might be a little bit
123 different because they've received more guidance and support because of the class size. I don't
124 want to take that that's what makes Mount Vernon special. Some of those pieces like the
125 navigating the building and having that independence some of that's a little harder to recreate
126 here but it's an interesting insight. Our seventh-grade teachers have shared with us that the AMS
127 students are a little more independent, so we have to dig into that more.

128 Ms. Lawrence asked Principal Gauthier about anything else.

129 Ms. Gauthier added that there are basic items such as using a locker.

130 Ms. Lawrence inquired if they are staying on track academically, is there a dip in their
131 performance.

132 Principal Gauthier noted that it is something that is worthwhile to look at, she has seen the
133 NWEA data.

134 Principal Lecklider added that the transition piece is real, and it is an adjustment. There is a
135 transition challenge, on the other hand it is a two-way street. Those conversations need to happen
136 both ways. The social emotional can affect the academic.

137 Mr. Eckhoff mentioned that we struggle with foreign language here. He asked if the AMS
138 teachers are aware of the situation. He does not want that gap to get larger.

139 Principal Gauthier responded that they are having those conversations and they are very
140 understanding about it.

141 Principal Lecklider noted that it would be interesting to survey the students at the middle school
142 about what they were anxious about.

143 Ms. Landwehrle noted that it would be great to have Mr. Chris Beede could come up here with
144 Moose, his therapy dog to start the connections.

145 Principal Gauthier added that they could have 8th grade mentors. She has a lot of ideas.

146 The Board thanked Principal Gauthier.

147 VI. Committee Updates

148 Ms. Lawrence noted that there are another 25 responses to the communication survey. The final
149 results will be ready for the December meeting. There is one policy that needed to be rescinded.

150 Mr. Eckhoff asked if there were other schools that were struggling with world language.

151 Mr. Chamberlin responded that Hollis has foreign language. They will discuss it more during the
152 budget process.

153 VII. FY 24 Budget Presentation- Draft 2

154 Interim Superintendent, Mr. Steven Chamberlin, remarked that SAU #39 Business
155 Administrator, Ms. Amy Facey, will be giving the bulk of the budget presentation. He noted how
156 highly regulated they are. Next week they will have their second Dept. of Labor visit to the SAU.
157 Assistant Superintendent, Ms. Christine Landwehrle, next week she will be at a meeting about
158 ED 306, the minimum standards. They have a CBA that regulates what they do. They need to
159 stay within the guidelines and policies. Much of what they do is required by law.

160 The next piece is funding for FY24 that will take them through the next 20 months and do we
161 have enough with enrollment and facilities. Also, they will have discussion about stabilizing staff
162 and having two classes per grade. In a budget of about \$6m, there is about 85% staff and benefits
163 and that margin outside of staffing is not a lot. Last, they are going to discuss the risk, of
164 implementing the programs for students.

165 There is an extraordinary amount of work that is going on. We spend a lot of time working with
166 the MVEA and they are squeezing every moment for high quality education. As he mentioned
167 before, in order to implement a program with efficacy you need hearts and minds. You have the
168 hearts and minds with teachers here consistently and in the SAU.

169 Mr. Chamberlin continued; they will start digging into the budget a little bit more. There are two
170 major drivers and one minor. You will see tonight a significant increase in student services costs
171 both an individual student services cost as well as things like transportation. We would like to
172 keep it at that level for now but certainly because of such a small community we can make it a
173 non-public and talk more in depth. There is also an increase in AMS tuition. We are in the
174 determination of cost per pupil. What you're going to see tonight in the budget is the language of
175 GMR for health insurance, the guaranteed maximum rate. What we have is a not to exceed value
176 for the tuition it's about 5% above and we'll talk about this a little bit more. It's not required that
177 you budget at that level.

178 The last piece of what we've tried to do in this budget is salary adjustments for Food Service
179 facilities and our admin support. Our goal is to attract and retain. We have tried to be a little
180 more competitive. That is nothing new and we are trying to adjust where we can. You will also
181 see pride and maintenance in this building so there is a deliberate and purposeful plan.

182 Ms. Facey noted the executive summary, total change from fy23 to fy24 is 8.1% or \$477,647.
 183 The operating budget to the default is 6.6% or \$384, 718 and then the change from the default to
 184 the to the proposed which is more discretionary is \$92, 929 or 1.5%. This is just the operating
 185 budget, we backed out the special warrant article so that we're comparing apples to apples.

186 She displayed a graph showing a visual of the budget.

187 She reviewed the budget assumptions:

188 Salaries and Benefits:

189 • MVEA Contract in 3rd Year, expires 6/30/2025

190 5% Market Adjustment for Non-Union Employees

191

192 Health and Dental Insurance Employer Contribution Rate

193 • 4.1% Increase for Health Insurance

194 • 1.5% Increase for Dental Insurance

195

196 ** NH Retirement Employer Contribution Rate FY24-FY25

197

198 • 1.38% Decrease from 21.02% to 19.64% for Teachers

199 • 0.53% Decrease from 14.06% to 13.53% for non-Teachers

200

201 * Guaranteed Maximum Rates (GMR) for FY24 Health and Dental Insurance set in October

202 2022. NHRS certified rates for FY24-FY25 in July 2022.

203 We had NESDEC do projections so those have been really helpful for us to be able to look at.
 204 This is based on the spring 2022 NESDEC report. Updating the data will become more accurate
 205 and the projections will be better, but this does show a pretty significant increase in enrollments
 206 over the next multiple years. She is not sure when they will get the next report.

207 Mr. Eckhoff asked about the building capacity.

208 Ms. Landwehrle replied they would be over that amount in FY 30-31.

209 Ms. Facey continued with the staffing levels and the enrollment is based on October 1st.

210 Ms. Landwehrle added that they are not far off from the NESDEC projections.

211 Mr. Torres asked about the ratios for the 6th grade, right now we are at about 17.

212 Ms. Landwehrle replied anywhere from 20-25.

213 Ms. Facey added that the certified staffing there are no changes. There was a need for an
 214 additional paraprofessional, for custodians the vacant 0.75 position a full-time position.

215 Ms. Landwehrle noted that our recommendation is to keep our specialists the same for FY 24 as
 216 we currently have. This recommendation is based on the following: Parent survey feedback,
 217 availability of our current staff in these positions, teacher shortage and staffing challenge in
 218 finding part time specialists.

219 Principal Lecklider remarked that he is concerned they are trying to come up with other ways to
220 provide families with the Spanish experience.

221 Ms. Landwehrle added that there are additional areas to consider:

- 222 ● Re-invigorating our band program using existing staffing and stipends. We would want
223 to survey parents and also look at budget needs for instruments along with scholarships.
- 224 ● Explore options for a future Spanish program - staffing needs, schedule considerations,
225 world language models/best practices.
- 226 ● Work with AMS to support the transition to seventh grade French and Spanish.
- 227 ● Offer a Spanish club this year and provide information to families about VLACs world
228 language offerings.

229 Mr. Chamberlin noted that they cannot really add more specials in with the number of teachers
230 and the amount of time without going to an outside of the school day program. to build a band
231 program will take time. This is the best model for 6th grade is may to have Spanish every day. It
232 is to take a look at what is best practice and what is going to have the highest impact on student
233 learning.

234 Ms. Facey noted the default calculation.

235 Mr. Eckhoff asked about the busses.

236 Ms. Landwehrle responded that they have 3 busses, they could not reduce to two due to the
237 space.

238 Mr. Chamberlin remarked that they do have special education transportation included, they
239 budget for what they know.

240 Ms. Facey noted the difference between the FY 24 Default and FY 24 proposed.

241 Mr. Eckhoff asked about the food service transfer.

242 Ms. Facey responded that is in case the food service is not able to fund itself. She added it for
243 board consideration. You may decide to back it out. They do some projections and look at
244 historical data.

245 Mr. Chamberlin added that it reduces the risk, and it is a great conversation to have.

246 Ms. Facey mentioned that last year they did pretty well, and this is an estimate. The facilities
247 includes a floor extractor, increases in utilities, small increase in our property and liability
248 insurance and our preventative maintenance contracts.

249 Mr. Torres asked about the miscellaneous.

250 Ms. Facey replied those are the ups and downs of a lot of little things.

251 Ms. Landwehrle replied that a majority is supplies.

252 Ms. Facey commented that the general fund is where you find most of the change.

253 She displayed a graphic of the budget composition. Salaries and Benefits (52.9%), Tuition to
 254 ASD, (22.9%), Transportation (4.4%), Technology (0.8%), Student Services (8.1%), Food
 255 Service (1.2%), Facilities (3.0%), Curriculum (2.0%) and administration (4.8%).

256 Ms. Landwehrle added that the administration category is the Principal's Office and the Nurse's
 257 Office.

258 Ms. Facey noted that they are going to discuss facilities. They completed the roof project in FY
 259 22., \$201,102, we started the HVAC duct replacement. The targeted replacement is for FY22-
 260 FY 23, with an estimated cost of \$243,000. Playground equipment is scheduled to be replaced in
 261 FY 28 with the estimated cost of \$100k, and the fire alarm system is planned for FY 31 with the
 262 estimated cost of \$140k.

263 Ms. Facey displayed the funding plan for the HVAC Duct Replacement Project FY 22-FY 23.

264

- 265 • Phase 1, ARP-ESSER III, FY 22, \$55k
- 266 • Phase 1, ETF, FY 22, \$88k
- 267 • Phase 2, ETF, FY 23, \$100k.
- 268 •

269 Mr. Eckhoff suggested that they put a glossary on each slide for the residents.

270 Ms. Facey reviewed the capital reserve funds.

271 Property Maintenance Fund

- 272 • Balance: \$116,000
- 273 • Recommended Contribution Request: \$50,000
- 274 • Source: Unassigned Fund balance

275

276 Students w/Disabilities Fund

- 277 • Balance: \$32,000
- 278 • Recommended Contribution Request: \$50,000
- 279 • Source: Unassigned Fund balance

280

281 Health Insurance Fund (New)

- 282 • Recommended Contribution Request: \$15,000
- 283 • Source: Unassigned Fund balance

284

285 Tuition Contingency Fund

- 286 • Balance: \$33,000
- 287 • Recommended Contribution Request: \$0

- 288 Mr. Torres asked if they could maybe reduce the disability fund.
- 289 Mr. Chamberlin remarked that he would prefer to see the students with disabilities fund get to
290 \$150k. It is also increment over time.
- 291 Mr. Torres added that this is prudent.
- 292 Mr. Chamberlin noted that they are discussing a tax rate stabilization fund. They would then
293 have a reserve that they could use.
- 294 Ms. Lawrence inquired where would that come from.
- 295 Mr. Chamberlin responded that the town authorizes the creation of the fund and the funding of
296 the fund. It is another tool that towns have had.
- 297 Ms. Lawrence asked why not give the town the option, that would be the prudent thing to do.
- 298 Mr. Chamberlin noted that he was from a small district.
- 299 Ms. Lawrence asked about the notation of the warrants on the ballot.
- 300 Ms. Facey mentioned that the board would have to inform her which warrant they want first on
301 the ballot. These would all be separate warrant articles.
- 302 Ms. Lawrence responded that they should write on the warrant articles “fund to this amount”.
- 303 Mr. Chamberlin commented that next month we are going to talk about the entire revenue picture
304 and the impact on the tax rate. Slow and steady wins the race, but I want to be very careful about
305 the impact on the tax rate. Here if you get 10 kids then you get more money in Adequacy Aid.
306 They need to weigh long term security and tax rate. They should look at the Tax Rate
307 Stabilization Fund which is unique to Mont Vernon because of the size. One student affects this
308 school more than Amherst or Souhegan. It might be more valuable here than other locations.
- 309 Mr. Eckhoff asked about the funds and the projects that they had approved.
- 310 Mr. Chamberlin responded that fund started at \$330k and this would put \$50k in the maintenance
311 fund, \$50k in the student disability fund.
- 312 Ms. Facey noted that they need to commit to the projects before the end of the FY, you will be
313 getting projections. They will have them in December, and they will be conservative.
- 314 Mr. Chamberlin commented that this year if you wanted to you could budget the not to exceed
315 rate with Amherst Tuition minus \$30. This is because you have a contingency fund. So, you
316 reduce your budget by \$30k. He is not recommending that, but you could do that.
- 317 Ms. Lawrence noted that she would like Ms. Facey to look at that.
- 318 Mr. Eckhoff questioned when they need to decide.
- 319 Ms. Facey remarked that she will be drafting the warrant articles and they will need to talk about
320 the order. They will also have to take a look at the tuition amount.

- 321 Mr. Chamberlin added that they need to see the full revenue picture.
- 322 Mr. Eckhoff asked about a legal fund, he does not see that going away.
- 323 Ms. Facey remarked that the SAU is separate from the MV legal.
- 324 The SAU legal and that is out of the apportionment.
- 325 Mr. Chamberlin noted that at the last meeting they discussed about getting a price for the
326 facilities study to prepare for a potential bond to expand the footprint of the MVVS. This is a
327 separate warrant article. If there is support for this warrant article, then you know you have
328 strong interest to keep the 7th and 8th grade students on this site.
- 329 Mr. Torres added that when he looked at the growth chart, they will be busting at the seams
330 anyways. He suggested that they keep this in mind.
- 331 Mr. Chamberlin remarked that they have to keep an eye on it.
- 332 Mr. Eckhoff commented that he could be wrong, but he does not see support for that warrant
333 article given the environment.
- 334 Ms. Landwehrle added that they can also inform the community that the board had not chosen to
335 put that on the ballot this year.
- 336 Ms. Lawrence added that it would be more prudent to pause the \$50k in the facilities.
- 337 Mr. Chamberlin noted that Mr. Preston had wanted a certain level of funds available.
- 338 Ms. Landwehrle added that it would be for boiler failure or a tank leak, ect.
- 339 Mr. Eckhoff asked about the Owner's Contingency for 14%.
- 340 Mr. Chamberlin responded that it is if they went over.
- 341 Ms. Facey recapped the appropriation comparison.
- 342 She finalized the presentation with the budget review process and the next steps.
- | | | |
|-----|-------------------|--|
| 343 | 11/4/2022: | Draft 1 Budget Presentation |
| 344 | 11/10-11/15/2022: | Budget Review Meetings and Questions Submissions Open |
| 345 | 12/1/2022: | Draft 2 Budget Presentation |
| 346 | 1/5/2023: | Draft 3 Budget Presentation/Public Hearing Preparation |
| 347 | 1/11/2023: | Public Hearing |
| 348 | 2/8/2023: | Deliberative Session |
| 349 | 3/14/2023: | District Voting |
- 350
- 351 She displayed the budget spreadsheet, with the question submission form.
- 352 Ms. Facey remarked that although they do not have a MV budget committee, they will keep the
353 meetings and have the staff that is invited. You can ask questions and get more information.
- 354 The Board thanked Ms. Facey.

355 VIII. Co-Curricular Proposals

356 Principal Lecklider noted the co-curricular proposals.

357 **Mr. Torres motioned to reapprove the game club and Spanish club. Mr. Eckhoff seconded**
358 **the motion. The vote was unanimous, motion passed.**

359 **Mr. Torres motioned to rescind policy EEA-R. Mr. Eckhoff seconded the motion. The vote**
360 **was unanimous, motion passed.**

361 IX. Public Comment II of II

362 No Public Comment

363 X. Meeting Adjourned

364 **Mr. Torres motioned to adjourn the meeting at 8:23PM. Mr. Eckhoff seconded the motion.**
365 **The vote was unanimous, motion passed.**

Draft