

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

Wednesday, February 8, 2023 – 7:00 PM
Mont Vernon Village School
1 Kittredge Road
Mont Vernon, NH 03057

Please click the link below to join the webinar for viewing only:
<https://sau39.zoom.us/j/82472187155?pwd=bVh1ZTIHRWcwUE0wWWMrcS84bUozdz09>
Passcode: 945073

**All times listed below are approximate. Meeting to start after the Deliberative Session **

AGENDA ITEM	TIME	DESIRED ACTION	BACKUP MATERIALS
Call to Order	7:00 PM	Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order	None
Public Input I of II	7:00 PM		None
Consent Agenda	7:15 PM	<ol style="list-style-type: none"> MVVS February Principal Report MVSD Jan. Facilities Update MV Policy Packet from Jan. 5th 2023 Jan 5th 2023 Draft Minutes Jan 11th Draft Minutes – Public Hearing 	MVVS Feb. Principal Report MVSD Jan. Facilities Update MVSD Policy Packet 01/5/23 Draft Minutes 01/11/23 Draft Minutes
MVSB -MVEA Memorandum of Understanding	7:20 PM	Board to discuss MVSB and MVEA MOU regarding Track Change Timeline	MVSB-MVEA MOU
Co-Curricular Activities	7:35 PM	Board to discuss Co-Curricular Activity Proposals	Electric Design Club Proposal Fantasy Drawing Club Proposal
CBI Discussion	7:45 PM	Board to discuss Policy CBI	None
Public Input II of II	7:50 PM		
Non-Public	8:05 PM	RSA 91-A: 3 II (C)	None
Meeting Adjourned	8:15 PM		None

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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 - 2/2/22


It takes a village to SOAR together....



We will Engage, Challenge, and Support All Learners

February 2, 2023

Reading to SOAR!



BOOKOPOLY

FREE READING

Read a book about SPORTS
Read a book about NON FICTION
Read a HISTORICAL FICTION book
Read a book

GO TO PALMVIEW LIBRARY

Read a book with an ANIMAL on the cover
Read a book with a PERSON on the cover
Read a book with a NUMBER on the cover

Ways to earn entries:

- Complete a color set.
- Complete all four corners.
- Complete the mystery challenges.
- Complete the entire board for TWO bonus entries!

Check with Mrs. Garrity to get one of your mystery challenges!

Flip the board for a tracking sheet and more information.

RECOMMENDED BY A FRIEND

RECOMMENDED BY MVVS STAFF

RECOMMENDED BY SOMEONE OF A DIFFERENT AGE

SETTING

Takes place in the COUNTRY (rural)

SETTING

Takes place in the FUTURE or PAST

SETTING

Takes place in ANOTHER COUNTRY

CHOICE

Read a CALDECOTT book of your CHOICE.

CHOICE

Re-read a FAVORITE book

CHOICE

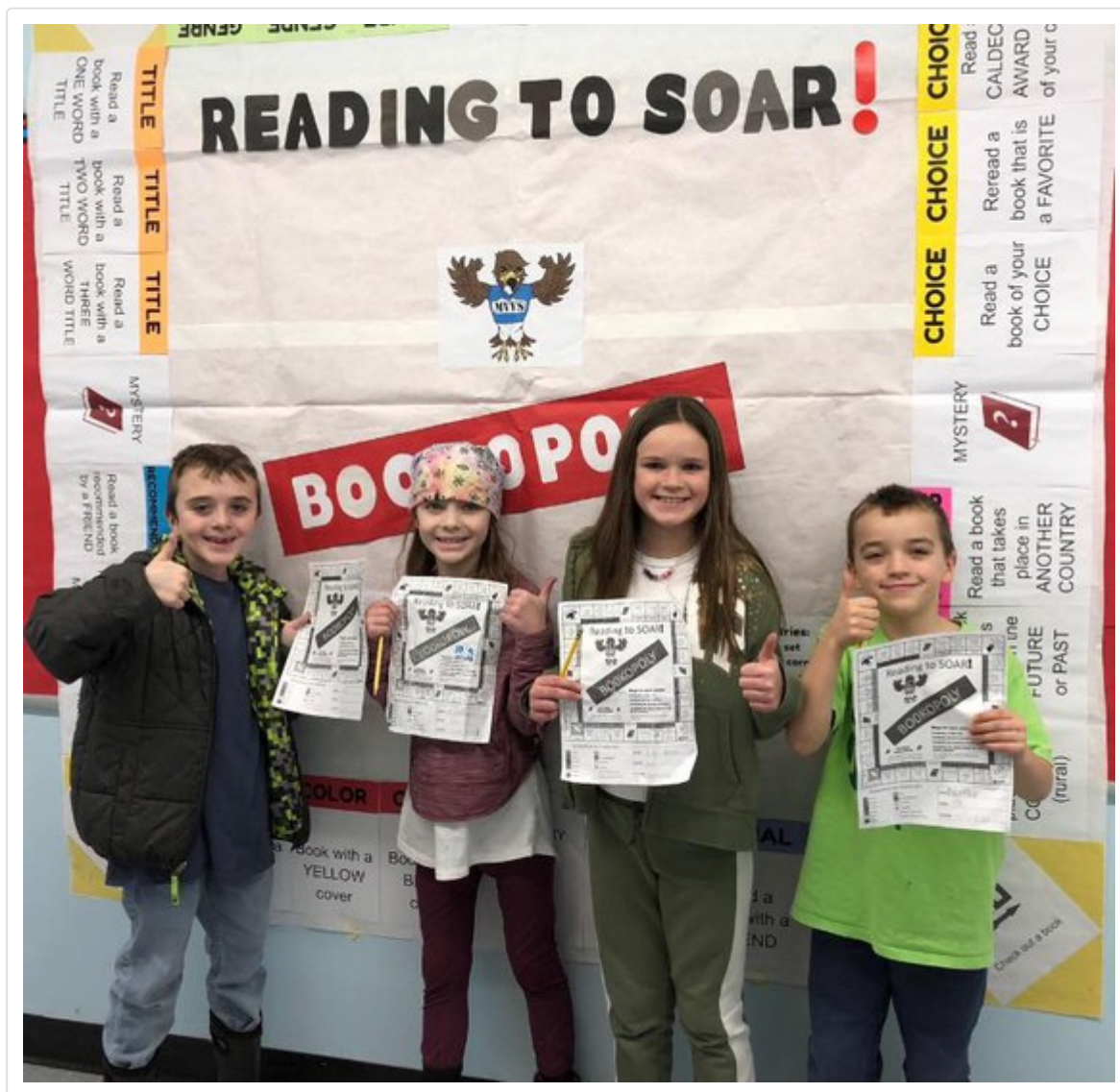
Read a book of your CHOICE

READ	COLOR	COLOR	COLOR	MYSTERY	SPECIAL	SPECIAL	SPECIAL	GO CHECK OUT A BOOK
	Book with a GREEN cover	Book with a YELLOW cover	Book with a BLACK cover		Listen to a PLAYAWAY	Read a book with a FRIEND	MAIN CHARACTER is not a person	
	BED							

BOOKOPOLY SET CHECK LIST

<input type="checkbox"/> COLOR	<input type="checkbox"/> TITLE
<input type="checkbox"/> SPECIAL	<input type="checkbox"/> RECOMMENDED
<input type="checkbox"/> SETTING	<input type="checkbox"/> ? MYSTERY
<input type="checkbox"/> CHOICE	<input type="checkbox"/> CORNERS
<input type="checkbox"/> COVER	<input type="checkbox"/> BONUS! Finish 4 sets
<input type="checkbox"/> GENRE	<input type="checkbox"/> BONUS! Finish all 10 sets

NAME:
GRADE:
TEACHER:



MVVS READS!!!!

MVVS students are excited to play the Bookopoly Game! They learned about how they can Read to SOAR over the past couple of weeks in their Library/Tech classes. The game runs until March 23, 2023!

Our students are already completing many of the challenges!



"THE SEASON IN 3 WORDS" MVVS BULLETIN BOARD CONTEST

The MVVS walls were bubbling with season/holiday spirit! A big thank you to Mont Vernon Police Department, Daland Memorial Library, and the MV Rec Department for coming in to judge our 2022 Bulletin Board contest!

[Click here for a flavor of our hallways during the week.](#)

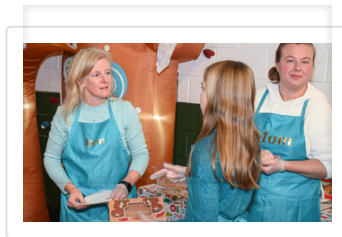
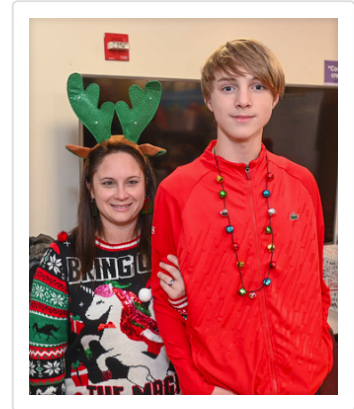
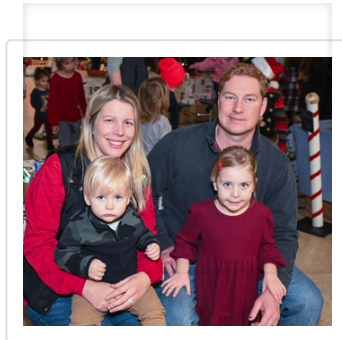
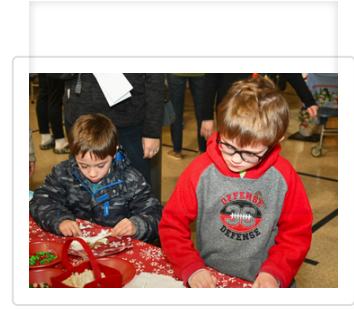
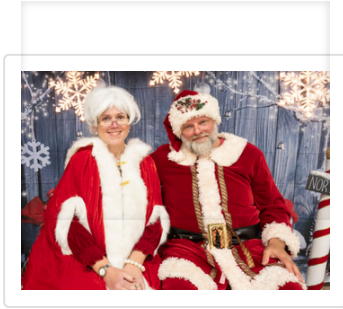
Thank you to all students and staff for their participation! Congrats to our winners:

1st Place - Grade 4

2nd Place - Grade 1

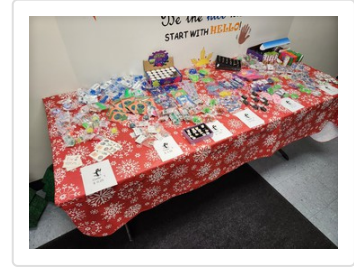
3rd Place - Grade 2

4th Place - K



MVVS PTA WINTER WONDERLAND

Our PTA sponsored Winter Wonderland was an overwhelming success in December. We had a huge turnout and a terrific time was had by all. Thank you to our PTA for sponsoring this community event. This was a true Mont Vernon coming together. Thank you to MV Rec and Daland Memorial Library for their support!



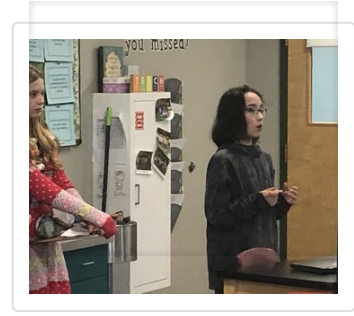
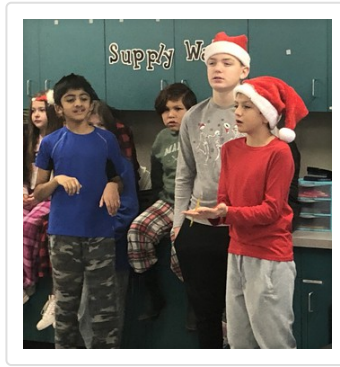
PENGUIN PATCH HOLIDAY SHOP

We had a hustle and bustle in the MVVS lobby in December as PTA coordinated the Penguin Patch Holiday Shop. A big thank you to the many volunteers who made this a special opportunity for our students again this year!



LUNCH WITH YOUR 3RD GRADER

We had another terrific turnout for our family lunch. This time it was 3rd grade's turn!



Grade 6 Debates

Our 6th grade students held a lively debate on whether the internet has had a negative or positive effect on society. Both sides were well-researched and the debates were passionate while defending their opinions! Good job to all 6th grade students, their teachers, the judge, and other supporters!



HOUR OF CODE!

This week in Library/Tech Classes, students were participants in the Hour of Code as part of Computer Science Education Week in December. Thank you to the Souhegan High School Programming Club joined us to code with our students. Thank you also to Mrs. Garrity for coordinating this event!



SAU 39 SUPERINTENDENT FINALISTS MVVS STUDENT REPS

We have been proud to host our 3 superintendent finalists over the course of the past few weeks. As part of that process, the following students represented our school as representatives and did an amazing job of . A shout out to: Austin Colaizzi, Negasi Anderson, John Grantz, Elise Blasi, Jayce Cudworth, and Samantha Simek.



Art Class Work

Animated holiday cards from Grades 4, 5 and 6! 5th and 6th graders used Powerpoint to create animated gifs and our 4th graders used the online app Brush Ninja to create theirs.

[Grade 4](#)

[Grade 5](#)

[Grade 6](#)



PARENT-STAFF LUNCH

We had a group of parents team up on coordinating a lunch for our staff in December. A big thank you on behalf of our MVVS team! Thank you for the amazing partnership we have. Truly, it takes a village.....



Coffee with the Principal

We held Coffees With The Principal in December and January. Very worthwhile meetings and conversations. Thank you to those who participated! We will do it again in February.



DANCE! (PTA SPONSORED)

Get your dancing shoes ready and save the date for this fun family event! We'll have music, dancing, glow sticks, snacks, and so much more! So come on out and join us for a LOVELY night!

See you on Saturday, Feb. 11th!



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	26	27					
1	28	28	29	29	29	29					
2	31	30	30	31	31	31					
3	29	29	30	30	30	30					
4	32	31	32	34	34	34					
5	36	36	36	36	36	37					
6	31	31	31	31	31	31					
Total:	212	210	213	217	217	219	0	0	0	0	0
Family:		147	148	151	151	153					
Homeschool Students											
K-6	12	9	8	8	8	8					



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, 73 of 105 Informal/Formal Evaluations.

- **Emergency Drills:** Evacuation (9/1, 9/9, 10/5, 11/7), Lockdown (9/15, 11/18, 1/13), Shelter in Place (10/27), Bus Evacuation (10/12)
- **December Late Start:** Critical Friend Groups
- **December PD Staff Meeting:** Writing Follow-Up from Summer Work
- **December Late Start:** Critical Friend Groups
- **January Late Start:** Preview Bridges Unit 5
January PD Staff Meeting: Responsive Classroom - Interactive Learning Structures and Brain Breaks

Kindergarten Update:

Kindergarteners are continuing to build their reading powers. We are working on using the picture to help us figure out unfamiliar words. We are learning new sight words and are decoding CVC words. Students are learning to differentiate between long and short vowel sounds. Students are continuing to practice writing sentences and personal narratives making sure that the sentence starts with a capital letter, has finger spaces, and has ending punctuation. While writing we are practicing making sure that each word contains a vowel. We are practicing making sure that the stories we are writing have a beginning, middle, and end. We are working on using story language in our writing such as first, one day, next, then, suddenly, at last, and finally. In math students identify whether something is longer, shorter, or the same. Students will be exploring shapes. They will be able to identify how many sides and angles a shape has. They will be working with pattern blocks to sort shapes by their attributes. Kindergarteners will be differentiating between two dimensional shapes and 3 dimensional shapes. Students will continue practicing basic addition and subtraction. We will continue counting to 100 and by 2's, 5's and 10's. Students will continue to practice writing numbers to 20.

First Grade Update:

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

Second Grade Update:

In math, second graders have been learning about measurement. They have enjoyed measuring objects in the classroom using non-standard tools, such as string, “inchworm” rulers, and paper feet. They have also been introduced to measuring with rulers and yardsticks. During literacy, we have been amping up our reading strategies and working on reading more fluently. Students have been practicing reading with expression, recognizing the mood of a story, and self-monitoring their reading pace. Students are also having fun identifying examples of figurative language, such as onomatopoeia and alliteration. In writing, students have started a non-fiction writing unit. They are learning about the works of author/illustrator Gail Gibbons. Eventually, students will choose a nonfiction topic, use multiple sources for researching the topic, and write their own non-fiction book. During social studies, students have been learning about landforms.

Third Grade Update:

Third grade students have completed a short reading and writing research project within their Nonfiction Reading Unit. This project focused on students having the opportunity to practice their research skills while reading about a student-chosen holiday that is celebrated around the world. Students were then able to take the information they learned and organize it into their writing. As a celebration of their hard work, students were able to share their writing with the class.

Currently students are working on a cross-curricular Weather Unit. The unit will focus on the NGSS Earth Science standards to analyze and interpret weather and climate data, as well as forecasting weather using meteorological instruments. Students will also learn about extreme weather in different climates of the world. The culminating activity will be creating a weather brochure. Students are learning strategies to read nonfiction expository text. A few of the strategies students are learning are: compare and/or connect the information the author is giving with what you already know; survey the text to see what you think is the main idea and then read the text with that main idea in mind; determine topic, subtopic, and details; and use the table of contents to guide students through the text.

During Foundations, students continue to identify types of syllables within multisyllabic words and apply suffixes. We continue to learn exceptions to the syllable patterns as well as vowel sound exceptions (schwa). Students have completed lowercase cursive letters and are learning uppercase cursive letter formation.

In math, we are focusing on measurement and fractions. Students will tell time to the minute and solve elapsed time problems. Students estimate, measure, and compare the masses of different objects. Students are introduced to fractions using several different models to build, compare, and investigate the relationships among unit and common fractions. We continue to use Work Places to reinforce strategies taught. Throughout the month of January, we will be identifying and comparing fractions as well as determining elapsed time.

Third grade is the first year that students take the New Hampshire SAS Assessments. We have practiced as a whole class and individually using modulars in math and in literacy found on the NH SAS website. These modulars allow students to become familiar navigating the website and the online tools that are available to them during the actual assessment at the end of the year. Also, Winter NWEA will begin at the end of January.

Fourth Grade Update:

STEM:

4th graders have completed their 3rd unit in math where students were introduced to composing and decomposing fractions and decimals. Most students became proficient in comparing fractions and decimals, as well as, converting fractions into decimal numbers. We will be transitioning into Unit 4 which will revisit work with addition and subtraction through measurement. Students will investigate length and distance, liquid volume, time, mass, and weight. In January Number Corner, students worked with shapes, comparing similar shapes while calculating the number of sides and area of each shape. Students also continued to work with fractions and decimals by adding three quarters a day to find the total amount of money accumulated in 20 days.

In science, students completed their second unit, The Human Machine. In this unit, students investigated how our muscles control our bones to move our bodies and the basics of how the eyes work, looking into the functions of the iris, pupil, retina, and cornea lens. Students also investigated the basics of how we process information in our brains and then respond to that information in different ways.

Humanities:

In Humanities, students have been working hard on understanding and learning through nonfiction texts. Students completed a group research project on an extreme weather topic and presented this to the class. They have learned about the different types of text structures found in nonfiction texts and continue to practice to identify these text structures. Students also continue to practice differentiating between the topic and the main idea of a text and continue to practice finding the supporting details of these texts. Students continue to see some fiction texts as well, through study of concepts such as point of view and author's purpose and some light exposure to poetry. We finished our opinion essays where students wrote about whether snakes should or should not be pets continuing to use the TIDE structure they learned in third grade. We finished unit 9 in Foundations and began unit 10 where students are learning about vowel teams and the "double vowel" syllable. In social studies, students learned about the settlement of NH, going through the process of building their own colonies. They are in the process of learning about the lives of these early settlers.

Fifth Grade Update:

STEM:

Since returning from the holiday break 5th graders have completed their 3rd unit in math and have been assessed on decimal place value and decimal operations. The students did great with most of them showing proficiency in adding, subtracting, comparing, rounding and ordering numbers through the hundredths. We have now started our next unit on the multiplication and division of whole numbers and decimals. So far we have spent time reviewing various multiplication strategies including the distributive model, doubling and halving, and the over strategy. These are helping us to improve our mental math before we move into using more traditional algorithms. In science class, students completed their space unit by learning about gravity and its effect on the earth. We then moved on to our study of matter. Students first learned about atoms and how they combine to form molecules to create all of the substances on earth. We then looked more deeply at the difference in the ways that molecules move throughout the three phases of matter by completing an online simulation. Students are now talking about other properties that scientists can use to help them identify unknown substances. Students learned about mass, volume, and density, and how they can be measured. We will continue to explore the properties of matter while we complete a hands-on rocks and mineral lab and mystery powder lab, where students will identify an unknown powder by observing its physical properties and testing things such as its solubility, and reaction to heat, iodine, and vinegar.

Humanities:

Students have been working on writing persuasive essays. They've written a persuasive essay trying to convince a consumer to purchase an Elmo toy they designed. Another essay was inspired by a text they read as to whether or not zoos should exist. Once, they had to take a shredded essay and put it back together, using what they knew about the structure of the essay to help them. For homework, they wrote a persuasive essay on which endangered animal the class should symbolically adopt. Students have also read mini articles (about the use of wrapping paper, whether wolves should be taken off the endangered species list, etc.) and books (some written from a different character's perspective) and have debated respectfully about the topics. Currently, they are developing a business and will have to convince "investors" to invest in their company. They've finished reading the novel *Restart*. With a group, they wrote a persuasive essay as to why it should be made into a film and made a book trailer with the support of Mrs. Garrity. Independently, they completed a variety of tasks (they wrote a summary, determined the theme, compared and contrasted characters, wrote about the author, explained how point of view impacts the telling of the story, and analyzed the author's craft as to why he did not include a chapter in the story). Students completed reading *The City of Ember* independently and compared and contrasted it to the film. This experience has been useful to draw upon since we are now working on the standard of how multimedia impacts the telling of stories. We've been examining different versions of fairy tales to practice this and other standards while we read our next novel *Tuck Everlasting* that is fantasy. The classes are learning the benefits of using more than one source. For example, they practiced citing evidence from multiple sources when taking an assessment on the explorer, Henry Hudson. Students have begun studying Native American culture. Students are currently reading *Sign of the Beaver*. Lessons have included learning about the Trail of Tears. They are working in groups

to learn about a specific tribe and will eventually teach the class about the tribe they researched.

Sixth Grade Update:

STEM:

This month, students extended their understanding of fractions and learned how to divide fractions and mixed numbers. Students were able to solve real-world problems involving all operations with fractions, as well. We also learned how to multiply and divide using decimals and reviewed adding and subtracting with decimals. Once again, students had to apply their understanding of decimals to real-world scenarios. This understanding of fractions and decimals will prepare students for their next few units that improve their proportional reasoning. We have begun looking at ratios, beginning with identifying ratios and learning about the language of ratios and how we represent relationships between numbers. Students have also started finding equivalent ratios. In science, students have learned about matter and its properties, the states of matter and how energy changes when matter moves between states, the structure of atoms and molecules, and chemical reactions. Students have enjoyed a variety of lab experiments exploring these concepts and have seen how the properties of matter can be affected during reactions between substances.

Humanities:

Before winter break, students demonstrated their ability to clearly articulate and defend a claim, when the 6th grade homerooms participated in a debate. Ms. Anderson's homeroom argued that the internet has had a more positive influence on society, while Ms. Mazak's homeroom argued that the internet has had more of a negative impact on society. This experience provided students the opportunity to research a topic; synthesize information in order to define their positions; improve their public speaking; and it taught them the importance of preparation. Ms. Mazak's homeroom won the debate and both homerooms are looking forward to another collaborative, but competitive event.

In January, students started Unit 2, entitled R.E.S.P.E.C.T. Self, Society and Culture. In ELA, students practiced the skills of inference and summarization as they read the historical fiction novel, *Iqbal* by Francesco D'Adamo. Students are currently studying the life and writings of Malala Yousafzai. In Social Studies, students are learning about the geography and culture of Ancient Egypt and Kush. Students are currently focusing on the politics and religion of these two cultures. Students are showing enthusiasm for the content and are making connections to our prior unit of study.

PE Update:

K-2: Students practiced using a hockey stick to strike a variety of objects. They learned how to move around the gym safely while using a hockey stick. They participated in activities to practice accuracy, hand-eye coordination and reaction time. Students are also increasing their

cardiovascular fitness by learning how to run for the duration of a song.

3-6: Students participated in a hockey unit where they practiced proper stick handling with an extra challenge of not looking at the ball. Students also practiced proper passing techniques and how to regain control when receiving a pass. Students are able to reflect on their current skill level and choose appropriate equipment to fit their skill level (size/shape of stick and ball). They are developing the skill of how to protect the ball during game play.

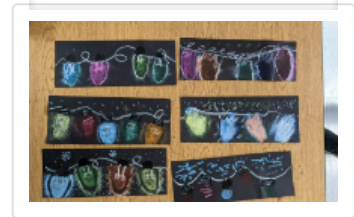
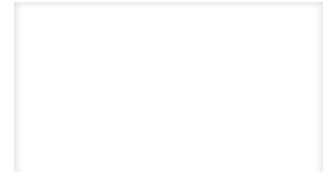
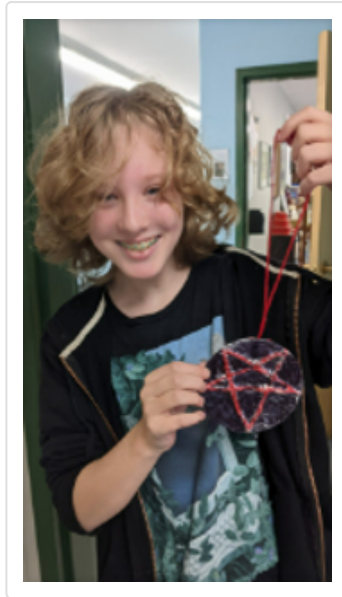
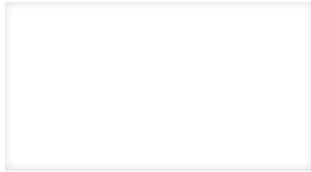
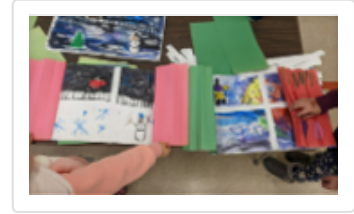
Music Update:

Looking back, I am pleasantly surprised on all of the ground we've covered in music classes at MVVS! December included playing Djembes in expressive drum circles, learning to play up to three chords (C, F, G) on the ukulele for the upper grades, wrapping up lessons on the different main genres (including music history and culture), and holiday sing-alongs & jingle bell jam-alongs before departing for the break.

After the holidays, the students learned about the orchestra and identified the instruments and their respective families. Our orchestra unit also included watching the 2006 stop animation version of Peter and the Wolf. This led to discussions about composing vs. improvising as we experienced Jazz and its connection to Classical and traditional Orchestral music. The younger grades discovered the many musical picture books accessible in our music classroom space with a "research project" including presentations after sorting and identifying to further solidify and wrap up our orchestra unit. I recently introduced them to electronic instruments with a circuit board instrument and an electric guitar (plugged into a very small and quiet amp!). We also began learning rudimentary notation basics with melody lines and note value differences through exposure during other activities connected to current units. I plan to formally introduce music notation at a later time but am incorporating more movement activities presently.

Lastly, the 6th graders have taken over the SOTW (song of the week) until further notice to continue last year's tradition. This includes submitting a song title, artist, and (if they can) the year it was released. As I continue to sift through their suggestions (to check lyrical content, haha) I am amazed at the various genres, decades, and cultures represented in their personal musical choices. How encouraging! As always, I'm looking forward to learning more about my students as well as learning more from them.

Over all, much exposure and instrument playing in both percussion and strings have been established. I'm looking forward to introducing instruments and playing from the woodwinds in the near future. A spring concert is in the works! We will begin preparations for that down the road. Onward and upward.



Art Update:

Starting in early December, all students helped to decorate the school for PTA's Winter Wonderland by creating various style 3D snowflakes. These lessons practiced fine motor skills and unpacked concepts in symmetry, and techniques in origami and kirigami and pipe cleaner crafting. Fifth and sixth graders took part in Digital December lessons with goals including learning how to use Powerpoint as a design and animation tool. Third and Fourth graders used the online free app Brush Ninja to understand stop motion and learn how to make a .gif holiday greeting. Younger grades learned how to capture environmental lighting that takes place during sunrise or sunset on winter village scenes. K-1 created interactive mixed media window art, using their imagination and crafting skills to pull back the curtains to reveal a magical holiday scene. They also practiced fine motor skills with tracing, cutting and pasting holiday cookie trays. We did a holiday makerspace challenge including prompts like the Snowman Challenge, where students design as many snowmen as possible, or the Recycled Winter Decoration challenge using old CDs and hot glue. Currently, all students are wrapping up their square one art projects. These projects were broken down into smaller lessons to teach skills along the way such as watercolor markers, marker transfers, collage, hand lettering techniques and identifying best effort. Students were allowed to pick the subject of their projects, but materials and techniques were guided.

Library/Tech Update:

The Bookopoly Game is in full swing and is very popular with students. Reading challenges are being completed and multiple winners will be drawn weekly. Students in K-2 completed their study of NH Ladybug Award Books and voted for their favorite book. They are learning about story elements—character, setting, and plot. They have been introduced to library online resources such as PebbleGo and World Book Online and will begin learning and honing their research skills this month. Students in grades 3-6 continue to develop their research skills and learn about the differences between Google and Microsoft applications. They will be completing assignments in many of these different apps including Google Drawings, Slides, Docs and Microsoft Word, PowerPoint, and Publisher. They have also been learning how to be more discerning when online as they explored Media Choices, Internet Safety, Fake News, Fact Vs. Fiction, and how to evaluate online sources. 3rd graders have learned how to format a document in Microsoft Word and are beginning to work on a weather research project and brochure. They will be working on book trailer videos next. The focus for 4th graders over the next several weeks will be their National Parks project. Students will be researching a park of their choice using print and online resources. They will then create a video to present to their class using a variety of tech tools and resources. The focus for 5th graders over the last few weeks has been learning how to create and present a book trailer video to promote the book *Restart* by Gorman Korman. They learned how to find royalty free images and music, cite their sources, and shoot their own videos. Then, they combined their work in a PowerPoint presentation, made necessary edits, added transitions and exported it into a video format. They are also working on their Native American research project and will be conducting research on inventors next. 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, and presented their project in a variety of ways. They will soon be working on their Ancient Egypt research project. Then, they will complete a genre study, compare fiction and nonfiction books, and work on additional research projects. All students celebrated the Hour of Code in December with our high school Programming club, and continued their lessons in digital citizenship, coding, typing and monthly Makerspace activities. In the coming weeks, students will be researching and learning about important people and events during Black History Month. K-2 students will learn how to create a story using Scratch Jr, continue their research skills, learn about parts of a book and the differences between fiction and nonfiction books. Students in 3rd - 6th grades will be working on Google Slides, Microsoft Word, Publisher, and PowerPoint projects. 4th graders will learn about the basics of good design and how to work in Microsoft PowerPoint as they create their presentation videos to promote their National Park and present it to the class. 5th and 6th graders will begin new research projects and complete a genre study where they will be able to identify and read books in different genres.

School Counselor Update:

During the months of December and January, the Kindergarten classes started Unit 2, Empathy, of the Second Step program. In this unit, the students are learning how to determine if others' feelings are the same or different from their own in any given situation. They are also

learning to understand what an accident is. First, Second and Third grade classes completed Unit 2, Empathy, and have started Unit 3 Emotion Management. The Emotion Management Unit is teaching students how to identify their own feelings, what a strong feeling is, how to identify anger and ways to calm down anger. The lower grades participate in individual and group activities to reinforce these new skills. The upper grades started Unit 2, Emotion Management. They have learned about managing emotions, how to identify strong feelings, ways to calm down when angry and how to manage anxiety. The upper grades are taught these skills and then they participate in reinforcement activities through individual, group and partner activities. Next month, Kindergarten will complete Unit 2, Empathy, 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. Grade 1-3, will complete Unit 3, Emotion Management and move on to Unit 4, Problem Solving. The upper grades will complete Unit 2, and move on to Unit 3, Problem Solving. 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. As evidenced by MTSS data review of tier 3 supports, students are making great progress. Student teams will be receiving updates regarding student progress in the coming month. The holidays are a time of transition, and can be a difficult time for students with social/emotional needs. The student services team worked to support all students with these needs on either end of the winter break, providing increased check-ins and with students and their families. Another transition that has begun is the transition for our MVVS 6th grade students to Amherst Middle School. The special education team has scheduled a meeting with AMS special education leadership in the coming month to review student needs and gain more information regarding any changes to opportunities offered at the middle school setting. The special education team has been working to prepare for assessment opportunities in the coming weeks. Assessment accommodations are being finalized for students with accommodations outlined in IEPs and 504s for NWEA and NHSAS Modular Assessments. Additionally, the special education team is hosting a Child Check for children in the Mont Vernon community between the ages of 2.5 and 4 years on January 26, 2023. Mont Vernon families with concerns regarding their child's/childrens' development may bring their child to be screened. Screenings include vision and hearing, pre-academic, motor, and speech and language development. Families have already been signing up for this opportunity. At this time, 13 children are scheduled to attend Child Check, and will need to schedule an additional date if more families sign up. Another Child Check will be scheduled for April. Finally, the special education team will be welcoming a new member in the coming month while our contracted Occupational Therapist, Amanda Stahl, is on maternity leave. Brittany Grant will be serving as the Occupational Therapist during the duration of Amanda's leave, and there will be no anticipated disruption to OT services that are outlined in student IEPs. We would like to welcome Brittany to our team, and wish Amanda a happy and healthy leave with her growing family!

Math Specialist Update:

January has been a busy month for both math intervention and math enrichment. All pull out groups have completed their second cycle of modules in the Bridges Intervention Program. Students are responding well to instruction and are showing growth in developing efficient strategies. I am excited to report that most groups are working within (or very close to) grade level expectations for these intervention sessions. In enrichment, we are focusing on challenging problems meant to inspire deep and creative mathematical thinking. These math exercises require math skills that are taught at each grade level, yet they require a great deal of perseverance and grit to solve. In all cases, the answers are not immediately obvious. Students are learning to work through frustration as they solve problems in all mathematical domains. This is excellent practice for the Winter NWEA and NHSAS as we learn that we are capable of doing really hard work. Additionally, we are working on stamina when we have problems that require more than one solution. I am so proud of the students and their amazing work ethic and effort!

Reading Specialist Update:

Students in K-3 and Reading Support students in grades 4-6 have been participating in brief benchmark assessment in January. These assessments provide indicators individual of growth since the beginning of the school year, and across grades. This 1:1 data assists in instructional planning and group placement. This data, along with teacher observation and classroom performance has shown good growth in many students, some of whom have been moved to “watch” status, meaning they will receive Tier 1 instruction with monitoring by the Reading Specialist. Tier 2 groups are continually flexible. We have had a number of new arrivals at MVVS since September. Each new student is screened for reading needs. More than 50% of these new students have been invited to participate in Reading Support. Currently, there are approximately 40 students in grades K-6 receiving Tier 2 reading instruction.

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:

January

February

7 - Early Release 11:10am

7-11 - NWEA Winter Session

8 - MVSD Deliberative Session, 6p (MVSB Meeting immediately follows)

22 - Lunch with your 4th Grader

27-3/3 - Winter Break



Mont Vernon Village School

 Facebook

 1 Kittredge Road, Mont Vernon,...

 tlecklider@sau39.org

 (603) 673-5141

 sau39.org/mvvs

Consent Agenda Item #2

SAU #39

1/28/2023

Mont Vernon Village School

January Facilities Update

Vendor Maintenance Completed

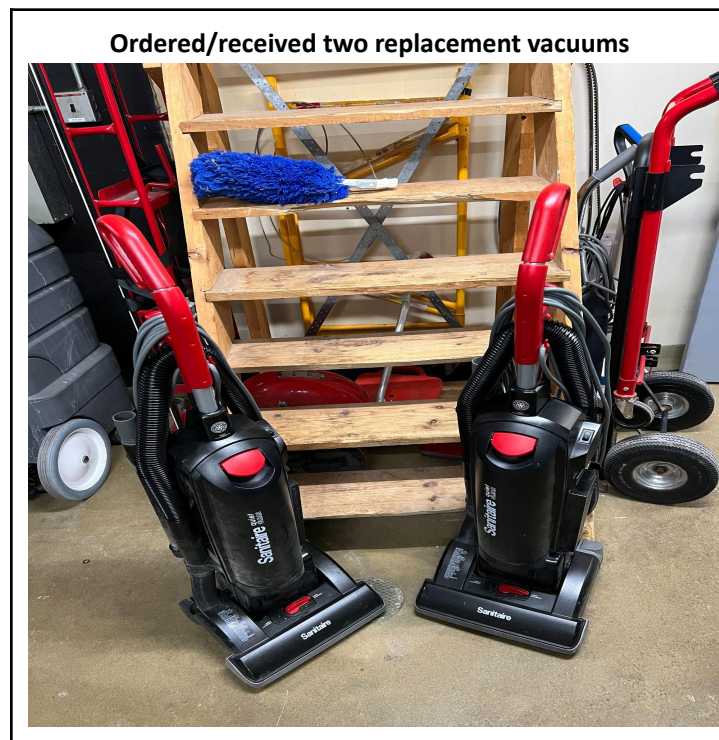
- HVAC preventative maintenance
- Temporary facilities cleaning services
- Waste management services weekly schedule
- Monthly pest services monitoring program

MVVS Facilities Staff Projects Completed

- Secured server equipment to floor in IT room
- Repaired walls in hallway
- Repaired window shade in art room
- Walk-through for ADA ramp design for playground (one vendor attended the mandatory walk-through, bid due date is 2/7/23)
- Ordered/received two replacement vacuums
- Troubleshoot/repair of contactor and RIB for unit HV2
- [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

- Installation of rain/water diverter for kitchen exterior entrance



Consent Agenda Item #3
 Fall 2022 Policy Committee Summary

1	BDA/BBBH – Board Organizational Meeting/Organizations and Operation of SAU Joint Board	Board to discuss
2	BEDH – Public Participation in School Board Meetings	SAU, Amherst, Mont Vernon , and Souhegan - adopt
3	ECAF – School Bus Audio & Visual	SAU – not needed Amherst, Mont Vernon , and Souhegan - adopt
4	EEA – Student Transportation	SAU – not needed Amherst, Mont Vernon , and Souhegan - adopt
5	EEAA – Video and Surveillance	SAU, Amherst, Mont Vernon , and Souhegan - adopt
6	GBCD – Background Investigation and Criminal History Records Check	SAU, Amherst, Mont Vernon , and Souhegan - adopt
7	JFCJ – Prohibition of Weapons on School Property	Mont Vernon /Souhegan - rescind
8	JH – Attendance, Absenteeism and Truancy	SAU – not needed Amherst/ Mont Vernon – adopt Souhegan – already adopted, no update needed
1	IHCD/LEB – Advanced Coursework	SAU – not needed Amherst, Mont Vernon - rescind Souhegan - adopt
2	IK – Earning of Credit	Amherst - rescind, Souhegan - adopt
3	IKF – High School Graduation	Souhegan - adopt
4	IKFC – Alternate Diploma for Students with Significant Cognitive Disabilities	Souhegan - adopt
5	IMBC – Alternative Credit Options	Souhegan – adopt, Amherst - rescind
6	JFC – Student Discipline and Due Process	Souhegan - rescind

BEDH - PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS

Category: Recommended

Related Policies: BEDB, KE & KEB

The primary purpose of School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, assure that the Board may conduct its business and meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

Rules of Order

1. The Board will provide no less than thirty minutes to hear public comments at the beginning of each regular Board meeting. This period may be extended by a majority vote of the Board. Additionally, the Board may include additional public comment period for specific agenda items with a time limit for public comment specified on the pertinent agenda.
2. Individual speakers will be allotted three minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
3. The Chair will recognize speakers on a first come basis.
4. In order to comply with the minute requirements of RSA 91-A:2, II, speakers shall identify themselves clearly for the record.
5. Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending consideration by the full Board.

Virtual Public Comment

In an attempt to open public comment period to a larger audience, the Board may accept live comments from the public through its official streaming platform. While the Board will attempt to allow the public to participate remotely, it is not responsible for technical failures that may impede communication. The Board encourages all residents that would like to comment during public time to attend in person. In addition to the above, the following rules apply to Remote Public Comments:

1. Comments from people present in person will be taken first, then the remaining time will be allotted to remote comments.

BEDH - PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS

2. To comply with the requirements of RSA 91-A:2, II, comments will only be accepted orally, and a participant's camera must be turned on.
3. A participant's display name on the streaming platform must include their full legal name and town of residence.
4. Upon speaking, the participant must state their full name and town of residence.

With the aim of maintaining focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

Legal References:

RSA 91-A:2, Meetings Open to the Public

RSA 91-A:3, Non-Public Sessions

U.S. Const., 1st Amendment

AMHERST, MONT VERNON, and SOUHEGAN Policy

ECAF - AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

Category: Recommended

Related Policies: EEA, EEAA, JICC, JICK & JRA

General Authorization.

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

NOTE CONCERNING AUDIO RECORDINGS: Recordings that include audio must also comply with the limitations of RSA 570-A:2, II (k)(2), which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

Notification.

This policy constitutes notification that audio and video recordings may be made on school buses used in the district.¹ See also Board policy JICK - Pupil Safety and Violence Prevention.

The Superintendent or his/her designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Notification of such video and audio recordings on the bus will also be included in the Student Handbook as well as the District and school websites.

Procedures Concerning Usage and Retention of Audio Recordings.

The Superintendent or their designee is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. Video recordings without audio may be used, retained or destroyed as provided in Board policy EEAA.

Recordings may be viewed/heard only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Transportation Coordinator
- Investigators or attorneys retained by district
- Business Administrator
- Building Administrator
- Law Enforcement Officers

- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

AMHERST, MONT VERNON, and SOUHEGAN Policy

ECAF - AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

The Superintendent is authorized to consult with the District's attorney relative to the use and retention of an audio and video recording either generally or in reference to a particular occurrence.

Student Records.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

Legal References:

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed
34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

AMHERST, MONT VERNON, and SOUHEGAN Policy

EEA - STUDENT TRANSPORTATION SERVICES

General Operating Policy

- A. The District shall provide transportation for pupils to schools in the District consistent with provisions of RSA 188-E:8, RSA 189:6, RSA 189:8, RSA 189:9, RSA 189:9-a, and RSA 189:9-a.
- B. Bus routes and stops shall be established by the Superintendent or their designee.
- C. Routes will be developed annually and posted.
- D. Drivers may not load or unload pupils other than at authorized bus stops.

Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report in writing misconduct to the student's Principal. Student conduct while on District transportation is regulated in accordance with Board policy JICC, and any District or school rules implementing the same. Video cameras may be used on buses to support the bus driver's reports of unacceptable conduct. The school principal will have the authority, delegated by the Superintendent, to suspend the riding privileges of students failing to conform to Board rules and regulations. Parents/guardians of children whose conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the parent-student handbook. The Board must approve suspensions of the right to ride the school bus that continue beyond twenty consecutive days.

Resolution of Conflicts

Questions or concerns regarding the routes or bus stops, should be raised with the Business Administrator. If the Building Administrator's ruling does not satisfy the parent/guardian, they may appeal the ruling within five school days to the Superintendent or their designee. If the parent/guardian is again not satisfied by the ruling, an appeal must be submitted to the SAU39 Board within five school days.

For other issues, parents/guardians who wish to request a change or exemption from any of the Student Transportation policies shall direct that request to the Building Administrator. If the Building Administrator's ruling does not satisfy the parent/guardian, they may appeal the ruling within five school days to the Superintendent or their designee. If the parent/guardian is again not satisfied by the ruling, an appeal must be submitted to the Board within five school days.

Legal References:

*RSA 189:6, Transportation of Pupils RSA 189:8,
Limitations and Additions RSA 189:9, Pupils in
Private schools
RSA 189:9a, Pupils prohibited for Disciplinary Reasons RSA 200:40,
Emergency Care*

ECAA-VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY

Category: Recommended

*Related Policies: ECAF, EHB, JIC, JICC, JICD, & JRA
Related Administrative Procedures: EHB-R, JICC-R & EE-R*

The Board authorizes the use of video and/or audio devices consistent with applicable law and School Board policies. Notwithstanding other Board policies, the Superintendent or their designee is authorized to allow video and/or audio recordings to the extent either required or prohibited by law.

A. Surveillance.

Video surveillance is authorized on District property, including, without limitation, school buses and other district provided transportation, to ensure the health, welfare, and safety of all students, staff, and visitors to District property and to safeguard District buildings, grounds, and equipment.

1. Audio Surveillance.

Although video surveillance is permissive, surveillance with audio recording is only permitted on school buses – whether such buses are operated by the District or not - in accordance with RSA 570:A-2, II (k) and Board policy ECAF. Audio recordings are also authorized in classrooms per Section D below.

2. Video Surveillance.

The Superintendent or their designee will approve appropriate locations for surveillance cameras. Placement of cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view. However, such devices are not to be placed in bathrooms, or dressing or locker rooms.

Signs will be posted on school property to notify students, staff, and visitors that video recording devices may be in use. (More specific notice is required for audio recordings on school buses as provided under Board policy ECAF.) At the Superintendent's or their designee's discretion, parents and students may also be notified through the Student Handbook as well as the District and school websites. All persons will be responsible for any violations of school rules recorded by cameras.

The district will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording.

B. Video and Audio Recordings Used for Student Discipline Matters.

Video/audio recordings in District possession, whether or not recorded by District equipment, that contain evidence of a violation of student conduct rules, school board policy, and/or state or federal law, will be retained until the issue of the misconduct is no longer subject to review or appeal, as determined by board policy or applicable law. Any release or viewing of the recording will be in accordance with the law. Notwithstanding this paragraph, use of video/audio surveillance on school buses shall be in accordance with Policy ECAF.

In the event any audio or video recording (from whatever source) is used as part of a student discipline proceeding, such video may become part of a student's education record. If recording does become part of a student's education record, the provisions of Policy JRA shall apply. (In accordance with RSA 570:A-2 and Board policy ECAF, retention and use of audio recordings gathered via bus surveillance have stricter requirements than video only or recordings from non-District sources)

EAAA-VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY

C. Video and Audio Recordings Used for Special Education Purposes.

Video and audio recordings may be used for special education or Section 504 purposes, when a student's individualized education program or accommodation plan includes audio or video recording as part of the child's education. All such recordings will be maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. section 1232g, and other applicable law(s).

D. Additional Video and Audio Recordings Authorized.

The school board permits the video and audio recording of the following school-related activities. The following purposes is not intended to be exhaustive and may be expanded or contracted by either administrative determination or school board action.

- Extracurricular/co-curricular activities
- Musical performances, band, concert band, ensemble, orchestra, choir
- Drama activities
- Club events
- Sporting events, including both inter and intra-scholastic
- Other activities such as student senate, yearbook, school pride, ROTC
- Ceremonies, orientation, presentations, school assemblies or meetings, or any school events which occur outside of the physical classroom.

E. Consultation with Counsel.

The Superintendent or their designee (and other administrators if the Superintendent is unavailable) is specifically authorized to seek and obtain legal advice from the School Board/District's attorney with respect to any new use of surveillance or audio recordings, and/or relative to the use, sharing, ownership, retention and/or destruction of video or audio recordings.

Legal References:

RSA 189:65, Definitions

RSA 189:68, Student Privacy

RSA 570-A:2

20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

To help assure the safety of District students, it is the policy of the SAU 39 School Boards that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with - or supervision of - students, that the administration conduct proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

A. Definitions. As used in this policy:

1. **“Applicant”** shall mean and include an applicant for employment or any person seeking to serve in any position falling within the term “Covered Person” as defined below, who is selected by the District for further consideration for such position.
2. **“Background investigation”** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
 - a. The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
 - b. The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible or unsuitable for employment or service in the district.
3. **“Conditional offer of employment”** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **“Contractor”** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
 - a. cafeteria workers,
 - b. school bus drivers,
 - c. custodial personnel,
 - d. any other direct service or services to students of the district or charter school.
5. **“Covered Person”** shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any applicant/person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of “Designated Volunteer” below are considered “Covered Employees”. See Board policy IJOC for additional provisions relating to all volunteers. All Covered Persons are required to undergo training as provided in Board policy GBCE.
6. **“Criminal History Records Check” or “CHRC”** means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.
7. **“Designated Volunteer”** is any volunteer who:
 - a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, [overnight] field trip chaperone;
 - b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
 - c. Meets with students on a one-on-one basis [without the presence of a teacher or other such professional staff member]; OR
 - d. Any other volunteer so designated by the School Board or Superintendent.

GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a “Designated Volunteer”, subject to any additional rules or procedures established by the Superintendent.

8. **“Educator Candidate”** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).
9. **“Section V Offense(s)”** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current of offenses may be accessed at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

“Non-Section V Offenses” are all other crimes offenses, whether felonies or misdemeanors.

10. **“Designee”** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

B. Background Investigation. The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy. The Superintendent may assign the Background Investigation (but not the CHRC) to someone other than Designee, but shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, student teacher, or a Designated Volunteer to work or serve within the District. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. *All decisions regarding employment and the pre-employment process shall conform to the District’s Anti-Discrimination and Equal Opportunity policy, AC.*

As part of the application process, each Applicant shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The Applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or until notified that s/he will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C ___, below.

General record of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee’s personnel file and retained pursuant to the District’s Record Retention Schedule EHB-R.

C. False Information. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for

GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

D. Criminal History Records Check.

- 1. General.** As part of the District's Background Investigation, each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a Conditional Offer of Employment, or begin service in the District, until the Superintendent, or his/her designee, has initiated a CHRC.

The Applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person and will not be considered for the position.

- 2. Special Provisions for Educator Candidates, Bus Drivers & Bus Monitors, and Substitutes.**

- a. Educator Candidate.** Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g, observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.
- b. Bus Drivers and Bus Monitors.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.
- c. Substitute Teachers.** Applicants for substitute teaching positions who have submitted to a CHRC within 3 years in any district within SAU 39 shall not be required to undergo an additional CHRC before substituting in another SAU District, unless otherwise required by the Superintendent.

- 3. Results of Criminal History Records Check.** The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or Designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.

- 4. Pending Charges or Convictions for Section V Offenses.** If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent's Designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.

GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

- 5. Non-Section V Offenses and/or Past Charges of Section V Offenses.** If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense, or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or Designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or Designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant's suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider, include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought),

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.

- 6. Fees for Criminal History Records Check.** Any applicant for whom the Board requires a CHRC check, or, in the instance of third party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.
- 7. Additional Criminal Records Checks.** To the extent permitted by law, the Superintendent or Designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the District.

- E. Conditional Offer of Employment.** Applicants who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the Background Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.

Any Applicant who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the District is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the District.

- F. Final Offer of Employment.** No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An Applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of CHRC and Background Investigation,

GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

- G. Administrative Protocols/Procedures.** The Superintendent is authorized to establish written protocols for background investigations, and such protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.
- H. Contractor and Vendor Provisions.** The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII and policy GBCE.
- I. Training of Superintendent/Designee.** The Superintendent or any Designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.
- J. Reports of Criminal Offenses Post-Hire or Commencement of Service.** When the District receives a notification of a Covered Person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the Covered Person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall report to the New Hampshire Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB – Mandatory Code of Conduct Reporting.

Legal References:

RSA 189:13-a, School Employee and Designated School Volunteer Criminal History Records Check
RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check
Code of Conduct for New Hampshire Educators

AMHERST, MONT VERNON, and SOUHEGAN POLICY

JH- ATTENDANCE, ABSENTEEISM, AND TRUANCY

Absences

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. **Tending to mental or behavioral health**
8. Such other good cause as may be acceptable to the Principal or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

The school will refer students to the school's mental health professionals if the student is absent for more than 3 days in a semester due to mental health. The school will also refer students if they miss two consecutive days in a row due to mental health.

If parents wish for their child to be absent for a reason not listed above, the parent must provide

a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of their decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider their initial determination. However, at this juncture, the Principal's decision shall be final.

Consent Agenda Item #4

1 Mont Vernon School Board

2 Thursday, January 5th, 2023

3 Meeting Minutes- Not Approved

4 Attendees:

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

8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Peter Eckhoff, George Torres, and
9 Kristen Clark.

10 Meeting Minutes: Danae A. Marotta

11 Public: Mont Vernon Community Members

12 Meeting Summary:

- 13 • The board moved to accept the consent agenda items 1. AMS December Principal's
14 Report, 2. MVSD Dec. Facilities Update, 3. Kindergarten Science Unit, 4. Grade 1
15 Science Unit, 5. Grade 2 Science Unit, 6. Grade 3 Science Unit, 7. Grade 4 Science Unit,
16 8. Grade 5 Science Unit, 9. Grade 6 Science Unit, 10. July 2022 MVSD Treasurer's
17 Report, 11. August 2022 MVSD Treasurer's Report, 12. Budget Transfer 2023 002, and
18 13. December 1st, 2022 Draft Minutes.
- 19 • Assistant Superintendent, Ms. Christine Landwehrle, gave the board an update on the
20 Science Curriculum that was included in the consent agenda.
- 21 • SAU #39 Business Administrator, Ms. Amy Facey, presented the FY 24 Draft III budget.
22 the executive summary included the following:

23	<u>Budget Comparison*</u>	<u>\$ Change</u>	<u>% Change</u>
24	FY23 Operating Budget -> FY24 Proposed	\$476,200	8.1%
25	FY23 Operating Budget -> FY24 Default	\$393,054	6.7%
26	FY24 Default -> FY24 Proposed	\$83,146	1.4%

- 27 • The board had discussion on the Public Hearing Presentation Slides.
28 • The board motioned to approve the warrant articles as presented.

29
30 I. Call to Order

31 **Chair of the Mont Vernon School Board, Ms. Saran Lawrence, called the meeting to order**
32 **at 6:00PM.**

33 II. Public Comment I of II

34 No Public Comment

35 III. Consent Agenda

36 Ms. Lawrence noted the items in the Consent Agenda 1. AMS December Principal's Report, 2.
37 MVSD Dec. Facilities Update, 3. Kindergarten Science Unit, 4. Grade 1 Science Unit, 5. Grade 2
38 Science Unit, 6. Grade 3 Science Unit, 7. Grade 4 Science Unit, 8. Grade 5 Science Unit, 9.
39 Grade 6 Science Unit, 10. July 2022 MVSD Treasurer's Report, 11. August 2022 MVSD
40 Treasurer's Report, 12. Budget Transfer 2023 002, and 13. December 1st, 2022 Draft Minutes

41 Mr. Eckhoff asked about the Treasurer's Report and the payments made to people. He inquired if
42 they could get more clarification on the items.

43 Ms. Facey responded that those are checks that are outstanding.

44 Ms. Clark added that she and Ms. Hinckley get the full detailed report in the manifest. Maybe
45 there can be a threshold number where they can share that explanation.

46 Interim Superintendent, Mr. Steven Chamberlin, added that he wants to make sure that Mr.
47 Eckhoff is comfortable with the information.

48 Ms. Lawrence asked for other comments or concerns.

49 She asked Assistant Superintendent, Ms. Christine Landwehrle, to explain the Science Units
50 included in the Consent Agenda.

51 Ms. Landwehrle responded that they did deep science work a few years ago, so this is part of the
52 refresh that they are doing to all of their curriculum documents. For K-4th Grade, their
53 curriculum is aligned to one of the main resources which is Mystery Science. Mystery Science is
54 aligned to NGSS. In 5th -8th grade, there was deep work done by past AMS Principal, Dr.
55 Bethany Bernasconi. They wanted to capture the changes and adjustments that they have made in
56 collaboration with AMS. There were no major changes. They were able to purchase the hands-on
57 materials for their students.

58 She noted that she is happy to answer questions.

59 Ms. Lawrence asked if there was going to be a request for science books in the future.

60 Ms. Landwehrle replied most likely not. The teachers have found out that the online resources
61 better meet students needs and are more flexible. They are moving a little away from the
62 textbook with hands on items such as dissecting pig hearts.

63 Mr. Eckhoff asked how quickly the teachers are able to incorporate real time weather events into
64 the curriculum.

65 Ms. Landwehrle replied that there are intentional connections to the world such as the 4th grade
66 solar cooker. The teachers are keeping that in mind and things come naturally. The standards in
67 general are phenomenon based. It is called Mystery Science because the students are trying to
68 understand the phenomena.

69 Mr. Lecklider responded that they have a number of teachers use Newsela for science and other
70 things.

71 **Ms. Clark motioned to accept the consent agenda items 1. AMS December Principal's**
72 **Report, 2. MVSD Dec. Facilities Update, 3. Kindergarten Science Unit, 4. Grade 1 Science**
73 **Unit, 5. Grade 2 Science Unit, 6. Grade 3 Science Unit, 7. Grade 4 Science Unit, 8. Grade 5**
74 **Science Unit, 9. Grade 6 Science Unit, 10. July 2022 MVSD Treasurer's Report, 11. August**
75 **2022 MVSD Treasurer's Report, 12. Budget Transfer 2023 002, and 13. December 1st, 2022**
76 **Draft Minutes. Mr. Eckhoff seconded the motion. The vote was unanimous, motion passed.**

77 IV. FY 24 Budget Presentation Draft III

78 SAU #39 Business Administrator, Ms. Amy Facey added that this is your FY 24 Draft III budget
79 presentation but also your public hearing prep Public Hearing is scheduled for Wednesday,
80 January 11th here at the MVVS. You may want to think about who is going to present. She is
81 available to answer questions and make changes. This is the board's presentation.

82 She displayed **Article #2- Operating Budget warrant article.**

83 **Article 2. Shall the Mont Vernon School District raise and appropriate as an operating**
84 **budget, not including appropriations by special warrant articles and other appropriations**
85 **voted separately, the amounts set forth on the budget posted with the warrant or as**
86 **amended by vote of the first session, for the purposes set forth therein, totaling six million,**
87 **three hundred forty nine thousand, four hundred fifty dollars (\$6,349,450)? Should this**
88 **article be defeated, the default budget shall be six million two hundred sixty six thousand,**
89 **three hundred four dollars (\$6,266,304), which is the same as last year, with certain**
90 **adjustments required by previous action of the Mont Vernon School District or by law; or**
91 **the governing body may hold one special meeting, in accordance with RSA 40:13, X and**
92 **XVI, to take up the issue of a revised operating budget only? Majority vote required.**

93 The language has been approved; the numbers can change.

94 She noted the summary of budget changes from draft II to draft III. The transfer to food service
95 (\$14,999) they do have fund balance for food service. One of the unknowns is Special Education
96 Transportation they budgeted high based on their current provider. They went through a bid
97 process and received one proposal, not from the current vendor and they were concerned about
98 the cost. They had a meeting with how the new company is doing the costing. They are looking
99 at an increase of \$3,577 for a total of a net reduction of (\$11,422).

100 Mr. Eckhoff asked where the bulk of the food comes from.

101 Ms. Facey replied that there are a lot of vendors for foods. They are looking at staffing and
102 making sure that they are utilizing the staffing appropriately.

103 Mr. Eckhoff noted that he knows schools that buy in bulk.

104 Mr. Torres asked if they are required to take the lowest bid or best provider.

105 Ms. Facey asked if this was for the Special Education transportation.

106 Mr. Torres replied yes, but for other things.

107 Mr. Chamberlin responded that this is the first bid for Special Education Transportation.

108 Ms. Facey added that they had three providers at the bid meeting and the one company that put
109 in the bid is a very professional organization.

110 She displayed the Executive Summary.

111 Budget Comparison* \$ Change % Change

112 FY23 Operating Budget -> FY24 Proposed \$476,200 8.1%

113 FY23 Operating Budget -> FY24 Default \$393,054 6.7%

114 FY24 Default -> FY24 Proposed \$83,146 1.4%

115 She displayed the major stories:

- 116 • Increase in Student Services Costs
 - 117 ○ Transportation
 - 118 ○ Student Need
- 119 • Increase in AMS Tuition
 - 120 ○ Based on # Students
 - 121 ○ Average Cost per Pupil
- 122 • Competitive Wage Adjustment for Non-Union Employees
 - 123 ○ Food Service
 - 124 ○ Facilities
 - 125 ○ Office Staff
- 126 • Inflation
 - 127 ○ Gas Prices
 - 128 ○ Utilities
 - 129 ○ Facilities Service Contracts
- 130 • Risk Management-Investment in Capital Reserves
 - 131 ○ Facilities
 - 132 ○ Special Education
 - 133 ○ Health and Dental Insurance

134 Salaries and Benefit budget assumptions.

- 135 ○ MVEA Contract in 3rd Year, expires 6/30/2025
- 136 ○ 5% Market Adjustment for Non-Union Employees

137 * Health and Dental Insurance Employer Contribution Rate

- 138 ○ 4.1% Increase for Health Insurance
- 139 ○ 1.5% Increase for Dental Insurance

140 ** NH Retirement Employer Contribution Rate FY24-FY25

- 141 ○ 1.38% Decrease from 21.02% to 19.64% for Teachers

142 ○ 0.53% Decrease from 14.06% to 13.53% for Non-Teachers
 143 She displayed the enrollment projections based on the 2022 NESDEC report.
 144 Principal Lecklider noted that they will be up to 220 by mid- February.
 145 Ms. Facey displayed the staffing levels.
 146 She displayed the budget by category- Transportation, Student Services, Facilities,
 147 Administration, Curriculum, Food Service and Technology. There are notes underneath.
 148 Mr. Torres inquired if Special Education was in Student Services.
 149 Ms. Facey replied yes.
 150 She reviewed the default calculation.

151	<u>FY23 Adopted Budget</u>	<u>\$5,923,250</u>	<u>% of FY23</u>
152	Remove Warrant Article	(\$50,000)	
153	<u>Subtotal</u>	<u>\$5,873,250</u>	
154	Student Services (including Transportation)	\$210,923	3.6%
155	Tuition	\$102,582	1.7%
156	Salaries/Benefits Contractual-Reg. Ed.	\$50,966	0.9%
157	SAU #39 Apportionment	\$29,903	0.5%
158	Misc.	-\$1,320	0%
159	<u>Subtotal Changes to Default</u>	<u>\$393,054</u>	<u>6.7%</u>
160	<u>FY24 Default Calculation</u>	<u>\$6,266,304</u>	

161 She reviewed the proposed budget calculation.

162	<u>FY24 Default Calculation</u>	<u>\$6,266,304</u>	<u>% Change</u>
163	Salary/Benefit Adjustments (non-union)	\$59,887	1%
164	Transportation-Reg. Ed.	\$13,790	.2%
165	Facilities	\$16,608	.2%
166	Misc.	(\$7,139)	0%
167	Subtotal Changes Default to Proposed	\$83,146	1.4%
168	<u>FY24 Proposed Budget</u>	<u>\$6,349,450</u>	

169 Mr. Torres questioned when the last time they operated in a default budget.

170 Ms. Landwehrle replied 5 to 6 years ago, past MVVS Principal, Mr. John Schuttinger, had done
171 a lot of community outreach and the board has kept a tight budget.

172 Ms. Facey displayed the budget composition pie chart.

173 Ms. Facey explained the projected revenue.

174 Ms. Lawrence noted that they heard at their community listening session that people want to hear
175 the honest truth about the revenue.

176 Mr. Chamberlin commented that he can do a memo for the board regarding the tax rate
177 stabilization fund.

178 Ms. Facey asked if they wanted to discuss this at the public hearing.

179 Ms. Lawrence noted that it would be helpful to get the information out to the community.

180 Ms. Clark asked if that would be introducing another warrant article.

181 Ms. Lawrence responded that it opens the board up to have that conversation transparently.

182 Mr. Torres remarked that they have a Capital Reserve Fund, so the concept is there.

183 Mr. Chamberlin added that the town uses it, and it gives the school the same ability. At one of
184 the budget meetings, he did reach out to one of the Selectboard members.

185 Mr. Torres asked if it would be tied to specific expenditures.

186 Mr. Chamberlin responded that the statute changed since its inception, it now opens up to be an
187 emergency fund. He will work on a memo this weekend.

188 Ms. Facey asked if they want to introduce this to the public.

189 Mr. Torres added that less is more.

190 Mr. Eckhoff remarked that he believes that they are going to need a slide with bullet points
191 explaining what it is, how it works and operates.

192 Ms. Lawrence noted that she can add that to a letter to the community.

193 Ms. Facey displayed the projected tax rate impact-budget.

194 Mr. Torres noted that people will question the revenues.

195 Ms. Facey reviewed the capital reserve fund.

196 Property Maintenance Fund

- 197 ○ Balance: \$116,000
- 198 ○ Recommended Contribution Request: \$35,000 (\$0.11 tax impact*)
- 199 ○ Funding Source: Unassigned Fund Balance
- 200 ○ Contribution maintains Adopted Facility Plan

201 Students w/Disabilities Fund

- 202 ○ Balance: \$32,000
- 203 ○ Recommended Contribution Request: \$20,000 (\$0.06 tax impact*)
- 204 ○ Funding Source: Unassigned Fund balance
- 205 ○ Reduces Risk: Provides Support for Unanticipated Need

206 Health and Dental Insurance Fund (New)

- 207 ○ Recommended Contribution Request: \$15,000 (\$0.05 tax impact*)
- 208 ○ Funding Source: Unassigned Fund balance
- 209 ○ Reduces Risk: Provides Support for Unanticipated Plan Changes

210 Tuition Contingency Fund

- 211 ○ Balance: \$33,000
- 212 ○ Recommended Contribution Request: \$0

213 *No New Tax Impact as Revenue Comes from Prior Year (FY23) Fund Balance

214 Mr. Eckhoff asked why the tax impact is not included.

215 Ms. Facey added that it is coming from UFB.

216 Ms. Lawrence remarked that they were that transparent in the past and it will come up as a
217 question. She would rather uphold their transparency.

218 Mr. Chamberlin responded that they do not list that on the warrant article.

219 Ms. Lawrence asked if they had that information in the presentation last year.

220 Ms. Facey responded that they had that at the deliberative session.

221 Mr. Torres added that he would not want to potentially omit something. It is short-sited thinking,
222 the total impact is negligible, it is a rounding issue.

223 Mr. Chamberlin suggested that they add a bullet underneath for impact and risk.

224 Ms. Lawrence added that they should be very clear in their explanation.

225 Mr. Torres commented that this is a prudent expenditure.

226 Ms. Facey displayed **Article 3 – Contribution to Property Maintenance Fund**

227 **Shall the Mont Vernon School District raise and appropriate the sum of up to thirty five**
228 **thousand dollars (\$35,000) to be added to the School Property Maintenance Expendable**
229 **Trust Fund previously established in March 2007? This sum to come from the June 30,**
230 **2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No amount**
231 **to be raised from new taxation.**

232 **Majority vote required.**

233 Ms. Facey displayed the Long Term Facilities Funding Plan.

- 234 ○ FY22 Roof Replacement-\$207,000
- 235 ○ FY23 Phase 1 HVAC Duct Replacement-\$88,000
- 236 ○ FY25 Phase 2 HVAC Duct Replacement-\$100,000
- 237 ○ FY28 Replace Playground Equipment-\$100,000
- 238 ○ FY31 Replace Fire Alarm System-\$140,000
- 239 ○ Adjust based on Facilities Plan as required
- 240 ○ Expand Facilities Plan (ADA Ramp, Water System Design, HVAC Equipment, etc.)

241 Mr. Torres asked when phase II was scheduled.

242 Ms. Facey replied that it is summer work. There are unknown variables with other work. He does
243 have that bid out for phase II. It is a timing and a prioritization.

244 Mr. Eckhoff commented that we are back up to \$50k next year for FY 25. He does not see the
245 economy changing so rapidly.

246 Mr. Chamberlin added that they are trying not to go below \$100k. They are also looking hard at
247 fund balance.

248 Mr. Torres mentioned that they can reassess next year.

249 Ms. Facey added that Mr. Preston does a good job at looking for ways to save money.

250 She displayed **Article #4 Mont Vernon Village School Renovation/ Addition.**

251 **Shall the Mont Vernon School District raise and appropriate the sum of up to sixty**
252 **thousand dollars (\$60,000) for the purpose of developing an Architectural and Engineering**
253 **Study including a conceptual design, program study, cost estimate, and site review for a**
254 **renovation/addition to the Mont Vernon Village School? This sum to come from the June**
255 **30, 2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No**
256 **amount to be raised from new taxation. This special article is a special warrant article per**
257 **RSA 32:3 VI (d) and RSA 32:7 V.**

258 **Majority vote required.**

259 Mr. Eckhoff remarked that they should add the enrollment slide. He believes that people will be
260 shocked with the 8.1% increase and suggested that they lead with the revenue.

261 Mr. Torres commented that it needs to come across that there is not much that they can do with
262 the budget.

263 Ms. Clark commented that the Major Stories should come in the beginning of the presentation.

264 Ms. Lawrence mentioned that she heard from residents what is coming their way and how they
265 will be impacted. It is just feedback that they have received.

266 Ms. Clark mentioned that they need to explain the context as much as possible.

267 Ms. Lawrence commented that they have obligations that they are trying to meet and have staff
268 that are underpaid.

269 Mr. Chamberlin responded yes; this is 8.1% to continue a proven public education approach in a
270 very small town. You found a strong public system and will need to explain that this is what we
271 need to maintain. That is the story and there are storms. If we fund the reserves, then we can
272 manage the storms in the future.

273 Ms. Lawrence added that she does not like the number, but it does not make her feel
274 uncomfortable because this is solid. They have done a good job with the staff with where the
275 budget needs to be.

276 Mr. Chamberlin suggested that they change the name from “Major Stories” to “The Story”.

277 Mr. Torres commented that he would like people to know that this is a prudent budget. it is
278 important to tell the taxpayers that they are keeping their staffing level the same.

279 Ms. Clark suggested a bullet point.

280 Ms. Lawrence mentioned that they are collecting feedback and will email Ms. Facey.

281 Ms. Facey asked if they want to move the Executive Summary to the end.

282 Mr. Chamberlin noted that they would expect budget first.

283 Ms. Facey reviewed **Article 5–Students with Disabilities Fund**

284 **Shall the Mont Vernon School District raise and appropriate the sum of up to twenty**
285 **thousand dollars (\$20,000) to be added to the Mont Vernon School District Students with**
286 **Disabilities Capital Reserve Fund established in March 2016? This sum to come from the**
287 **June 30, 2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No**
288 **amount to be raised from new taxation.**

289 **Majority vote required.**

290 Ms. Facey reviewed **Article 6- –Health and Dental Insurance Fund**

291 **Shall the Mont Vernon School District establish a Health and Dental Insurance Capital**
292 **Reserve Fund under the provisions of RSA 35:1 for unanticipated health and dental**
293 **insurance payments and to raise and appropriate the sum of up to fifteen thousand dollars**
294 **(\$15,000) to be placed in this fund? Further, to name the Mont Vernon School Board as**
295 **agents to expend from said fund. This sum to come from the June 30, 2023 unassigned fund**
296 **balance (surplus) available for transfer on July 1, 2023. No amount to be raised from new**
297 **taxation.**

298 **Majority Vote Required.**

299 Ms. Clark suggested that they should speak to the scope of the Renovation/Addition.

300 Ms. Landwehrle commented that they may need an addition no matter what.

301 Ms. Lawrence noted that she will collect board feedback.

302 **Mr. Torres motioned to approve the warrant articles as presented. Ms. Clark seconded the**
303 **motion. The vote was unanimous, motion passed.**

304 V. Deliberative Session Discussion

305 Ms. Facey remarked that she will have slides and in the past they did have the Superintendent
306 speak.

307 Mr. Chamberlin replied that he can do a quick State of the State.

308 Ms. Facey added that is for Deliberative not Public Hearing.

309 Mr. Chamberlin remarked that Souhegan and Amherst School Districts have received a Tax Cap
310 Warrant proposal.

311 Ms. Facey added that the percentage does not change.

312 Mr. Chamberlin added that this is more of a heads up. You will be sending students to a school
313 with a cap. It has its own public hearing schedule with its own specific statute.

314 The board thanked Ms. Facey and Mr. Chamberlin.

315 VI. First Reading Policy

316 Ms. Lawrence commented that in past practice they usually use this as a second reading.

317 Mr. Torres suggested that they table this till the next meeting.

318 Ms. Lawrence noted that they will be holding community listening sessions at the Wilkins
319 School on Jan 24th 6PM- Educational and Instruction, Jan 25th 6pm- Safety and Town Benefit,
320 and Feb 1st 6PM- Financing.

321 VII. Public Comment II of II

322 No Public Comment

323 VIII. Meeting Adjourned

324 **Ms. Clark motioned to adjourn the meeting at 7:34PM. Mr. Eckhoff seconded the motion.**
325 **The vote was unanimous, motion passed.**

Consent Agenda Item #5

1 Mont Vernon School Board

2 Public Hearing

3 Wednesday, January 11th, 2023

4 Meeting Minutes- Not Approved

5 Attendees:

6 Administration: Interim Superintendent- Steven Chamberlin, Assistant Superintendent- Christine
7 Landwehrle, SAU #39 Business Administrator- Amy Facey and Tom Lecklider- MVVS
8 Principal.

9 Mont Vernon Village School Board: Chair- Sarah Lawrence, Jessica Hinckley-Vice Chair,
10 George Torres, and Kristen Clark.

11 Meeting Minutes: Danae A. Marotta

12 Public: Eileen Naber, 14 Beech Hill Road, Mont Vernon, and Anne Dodd, 26 Mason Road, Mont
13 Vernon and Community Members.

14 Meeting Summary:

- 15 • Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, presented the Warrant
16 Articles for the FY 24 Budget. Highlights include the following:
17 • Executive Summary:

18 <u>Budget Comparison*</u>	<u>\$ Change</u>	<u>% Change</u>
19 FY23 Operating Budget -> FY24 Proposed	\$476,200	8.1%
20 FY23 Operating Budget -> FY24 Default	\$393,054	6.7%
21 FY24 Default -> FY24 Proposed	\$83,146	1.4%

22 Appropriation Comparison:

23 _____	<u>FY23</u>	<u>FY24</u>	<u>Difference</u>
24 Operating Budget	\$5,873,250	\$6,349,450	\$476,200
25 Property Maintenance Fund*	\$50,000	\$35,000	(\$15,000)
26 MVVS Renovation/Addition*	N/A	\$60,000	\$60,000
27 Students w/Disabilities Fund*	\$0	\$20,000	\$20,000
28 Health and Dental Insurance Fund N/A		\$15,000	\$15,000
29 <u>Total</u>	<u>\$5,923,250</u>	<u>\$6,479,450</u>	<u>\$556,200</u>

- 30 • The board motioned to send the warrant articles to the Deliberative Session as presented.
31

32 I. Call to Order

33 **Chair of the Mont Vernon School Board, Ms. Saran Lawrence, opened the Public Hearing**
34 **at 6:07PM.**

35 Interim Superintendent, Mr. Steven Chamberlin, commented that it is an honor and privilege to
36 serve as Interim Superintendent. it is a joy to come over here and work with MVVS Principal,
37 Mr. Tom Lecklider, and the wonderful staff. Tonight, we are on the circuit of public hearing for
38 the FY 24 Budget. The purpose of tonight is to give feedback and talk about where the board is
39 at. This is a budget process that was started in October. He believes that the current structure and
40 approach to public education is working extremely well. You are going to hear tonight from
41 SAU #39 Business Administrator, Ms. Amy Facey, about challenges that they are facing. They
42 are looking forward to hearing feed.

43 He introduced Ms. Facey and Assistant Superintendent.

44 II. The Story- FY 24 Budget

45 Ms. Lawrence noted the major stories for the FY 24 Budget.

46 Increase in Student Services Costs Primary Drivers:

- 47 • Transportation
- 48 • Student Need

49 Increase in AMS Tuition:

- 50 • Based on # Students
- 51 • Average Cost per Pupil

52 Competitive Wage Adjustment for Non-Union Employees:

- 53 • Food Service
- 54 • Facilities
- 55 • Office Staff

56 Inflation:

- 57 • Gas Prices
- 58 • Utilities
- 59 • Facilities Service Contracts

60 Risk Management-Investment in Capital Reserves:

- 61 • Facilities
- 62 • Special Education
- 63 • Health and Dental Insurance

64 Ms. Lawrence read Article #2- Operating Budget

65 **Article 2. Shall the Mont Vernon School District raise and appropriate as an operating**
 66 **budget, not including appropriations by special warrant articles and other appropriations**
 67 **voted separately, the amounts set forth on the budget posted with the warrant or as**
 68 **amended by vote of the first session, for the purposes set forth therein, totaling six million,**
 69 **three hundred forty nine thousand, four hundred fifty dollars (\$6,349,450)? Should this**
 70 **article be defeated, the default budget shall be six million two hundred sixty six thousand,**
 71 **three hundred four dollars (\$6,266,304), which is the same as last year, with certain**
 72 **adjustments required by previous action of the Mont Vernon School District or by law; or**
 73 **the governing body may hold one special meeting, in accordance with RSA 40:13, X and**
 74 **XVI, to take up the issue of a revised operating budget only?**

75 **Majority vote required.**

76 Ms. Lawrence reviewed the Executive Summary.

Budget Comparison*	\$ Change	% Change
FY23 Operating Budget -> FY24 Proposed	\$476,200	8.1%
FY23 Operating Budget -> FY24 Default	\$393,054	6.7%
FY24 Default -> FY24 Proposed	\$83,146	1.4%

81 She reviewed the Salaries and Benefits:

82 Salaries and Benefits:

- 83 • MVEA Contract in 3rd Year, expires 6/30/2025
- 84 • 5% Market Adjustment for Non-Union Employees

85 * Health and Dental Insurance Employer Contribution Rate

- 86 • 4.1% Increase for Health Insurance
- 87 • 1.5% Increase for Dental Insurance

88 ** NH Retirement Employer Contribution Rate FY24-FY25

- 89 • 1.38% Decrease from 21.02% to 19.64% for Teachers
- 90 • 0.53% Decrease from 14.06% to 13.53% for Non-Teachers

91 Ms. Lawrence reviewed the enrollment projections from the NESDEC report. They are early in
 92 the process with NEDEC, and it will continue to be refined as time goes on.

93 She noted that there will be no change with the staffing.

94 Ms. Facey added that this was updated as well.

95 Ms. Eileen Naber, 14 Beech Hill, Mont Vernon, asked if they could get copies of the slide
 96 presentation.

97 Ms. Lawrence replied yes.

98 Ms. Lawrence noted that they do not have any change with the certified staffing. There is a
99 negligible change (0.2) with the custodian.

100 Ms. Lawrence reviewed the budget by category.

101	<u>Category</u>	<u>FY23 Voted</u>	<u>FY24 Proposed</u>	<u>\$Change</u>	<u>% Change</u>
102	Transportation	\$213,164	\$283,711	\$70,547	33%
103	Student Services	\$1,012,899	\$1,167,000	\$154,101	15%
104	Facilities	\$323,704	\$359,780	\$36,076	11%
105	Administration	\$767,450	\$827,278	\$59,828	8%
106	Curriculum	\$3,359,310	\$3,526,634	\$167,324	5%
107	Food Service	\$107,330	\$108,447	\$1,117	1%
108	Technology	\$89,393	\$76,600	(\$12,793)	(14%)
109	<u>Total</u>	<u>\$5,873,250</u>	<u>\$6,349,450</u>	<u>\$476,200</u>	<u>8.1%</u>

110 Ms. Naber asked about the bus contract.

111 Ms. Facey replied that the special education contract is expiring this year regular ed we are in
112 year 2.

113 Ms. Lawrence noted that the bulk of this is special education.

114 Ms. Anne Dodd, 26 Mason Road, Mont Vernon, asked how it could be up 30%.

115 Ms. Facey responded that it is special education and a different bus company.

116 Mr. Chamberlin explained that the numbers that are included are based on the numbers that we
117 did receive for a formal bus contract.

118 Mr. Chamberlin added that they are in negotiations right now.

119 Ms. Lawrence noted that the administrative line has increased by 8%,

120 Ms. Naber asked for the number of students that they are tuitioning into AMS.

121 Ms. Lawrence replied that their percentage can fluctuate. She noted that the food service line is
122 relatively flat.

123 Ms. Lawrence reviewed the default calculation. They start with the FY 23 Adopted Budget,
124 remove the one-time warrant article, add in student services (\$210,923), add in tuition
125 (\$102,582), add in salaries, and benefits contractual (\$50,966), add in the SAU #39
126 apportionment (\$29,903) and subtract miscellaneous (\$1,320). The FY 24 Default calculation is
127 \$6,266,304.

128 Ms. Lawrence noted that if the budget does not pass it is still a 6.7% increase no matter what.
129 Contractual obligations have put them up to that percentage.

130 Ms. Lawrence reviewed the budget composition pie chart.

131 She discussed the projected revenue.

<u>Revenue</u>	<u>FY23</u>	<u>FY24</u>	<u>Difference</u>
Food Service	\$107,329	\$108,446	\$1,117
Grants	\$87,015	\$87,015	\$0
Other Federal/State/Local	\$114,457	\$115,000	\$543
Prior Year Fund Balance	\$347,481	\$150,000	(\$197,481)
<u>Subtotal Revenues</u>	<u>\$656,282</u>	<u>\$460,461</u>	<u>(\$195,821)</u>

138 Ms. Dodd asked if there were students that were coming from Amherst that were tuitioned in.

139 Ms. Lawrence replied yes, they still do.

140 Ms. Facey confirmed that it is about \$74k in offset revenue.

141 Ms. Naber inquired about the amount that they will receive in Title I.

142 Ms. Facey replied \$6,500.

143 Ms. Lawrence commented that one tool that the district could look at is a Tax Rate Stabilization
144 Fund. They do not have one established, it is something they should consider. Towns can do it
145 and school districts can also do that. They would have to have a warrant article to establish the
146 fund and then another one to fund it.

147 Ms. Naber added that they have a Tuition Contingency Fund that was established in 2017, that
148 has not been touched or added to. So why don't you use that this year? Also, only the school
149 board are the agents to expend. They could vote to offset the current balance, it is only \$30k.

150 Ms. Lawrence added that they will get to that and get to the rationale.

151 Ms. Lawrence reviewed the projected tax rate impact- budget

152 Ms. Dodd noted her displeasure with the tax impact.

153 Ms. Lawrence replied that it is a hard one this year and there are contractual obligations.

154 Ms. Dodd noted that they have been so successful in avoiding a default budget.

155 Ms. Lawrence remarked that she understands, and the difference is in pennies. They have done a
156 good job in maintaining the school.

157 Ms. Dodd mentioned that they need to communicate the challenges and the work of the
158 administration.

159 Ms. Lawrence added that they are always looking for ways to communicate with the public.
160 They are locked into so much of this.

161 Ms. Dodd replied that when someone gets an extra \$5k in their tax bill as a surprise they will be
162 upset. She is afraid of what will happen for the taxpayers.

163 Ms. Lawrence noted that they can do something with the minutes, and they will do their best to
164 summarize. It is hard for one single board member to respond.

165 Mr. Chamberlin remarked that they want to get the community informed with a community
166 FAQ.

167 Ms. Clark noted that they can utilize the Transfer Station.

168 Ms. Naber mentioned that the MVVS is operating beautifully with this number of teachers and
169 staff. Are you sure that all of them are absolutely needed?

170 Ms. Lawrence replied that they did a comprehensive review of the staff, and they actually need
171 more hours not less. It is miraculous that they are doing what they have with the time they have.

172 Ms. Naber responded that it is like your house, you can be satisfied with less.

173 Mr. Chamberlin added that this school is working and is the right size for this community. If you
174 reorganize it will affect the students.

175 Ms. Naber remarked that she is dumbfounded that they need additional specialists to come into
176 the classroom when you have a class enrollment of 12. She is a teacher by trade.

177 Ms. Lawrence added that even one student can change their budget by \$100k.

178 Mr. Chamberlin mentioned that this school cares about and this and this is the configuration that
179 is working.

180 Ms. Lawrence reviewed the Capital Reserve Funds.

181 Property Maintenance Fund

- 182 • Balance: \$116,000
- 183 • Recommended Contribution Request: \$35,000 (\$0.11 tax impact*)
- 184 • Funding Source: Unassigned Fund Balance
- 185 • Contribution maintains Adopted Facility Plan

186 Students' w/Disabilities Fund

- 187 • Balance: \$32,000
- 188 • Recommended Contribution Request: \$20,000 (\$0.06 tax impact*)
- 189 • Funding Source: Unassigned Fund balance
- 190 • Reduces Risk: Provides Support for Unanticipated Need

191 Health and Dental Insurance Fund (New)

- 192 • Recommended Contribution Request: \$15,000 (\$0.05 tax impact*)
- 193 • Funding Source: Unassigned Fund balance
- 194 • Reduces Risk: Provides Support for Unanticipated Plan Changes

195 Tuition Contingency Fund

- 196 • Balance: \$33,000
- 197 • Recommended Contribution Request: \$0

198 Ms. Naber commented on the Students with Disabilities Fund.

199 Ms. Lawrence replied that even one student can change their budget by over \$100k. If we can
200 add to this fund and get it to \$50,000. They are seeing a change in students with greater needs.
201 This is one way they can do that with less impact to the community overall.

202 Ms. Naber added that this is the same speech they heard 6 years ago.

203 Mr. Chamberlin noted that there was a combination of entrances and exits. It is the best fiduciary
204 responsibility.

205 Ms. Dodd remarked that she understands that the order of priority in the warrant articles.

206 Ms. Lawrence replied yes.

207 Mr. Torres added that the Students with Disabilities Fund is not discretionary and is prudent.

208 Ms. Lawrence added that the Health and Dental Fund, is risk management.

209 Ms. Lawrence reviewed the Health and Dental Insurance Fund (New)

210 Ms. Dodd asked about the EFA account.

211 Ms. Landwehrle replied that if they were Educational Freedom Account, they would be aware of
212 that.

213 Ms. Dodd asked where that fund comes from.

214 Ms. Landwehrle replied the taxpayers.

215 Mr. Chamberlin responded that comes from the State and they would have to change the law.

216 Ms. Dodd asked if they would get a surprise if there were 5 students that would decide to do that.

217 Mr. Chamberlin replied that they will get reduced Adequacy Aid.

218 Ms. Clark replied that they would take that away and that hit already happened.

219 Ms. Naber asked why they are not considering spending the Tuition Contingency Fund.

220 Ms. Lawrence responded that they decided that it was better to hold those funds. They did
221 discuss it.

222 A community member noted that this is a rainy day fund and exactly how rainy is it.

223 Mr. Chamberlin replied that if 4 students were to move into MV and be tuitioned to Amherst
224 they would be in trouble.

225 Ms. Lawrence read Warrant Article #3- Contribution to Property Maintenance Fund

226 **Article #3- Contribution to Property Maintenance Fund**

227 **Shall the Mont Vernon School District raise and appropriate the sum of up to thirty five**
228 **thousand dollars (\$35,000) to be added to the School Property Maintenance Expendable**
229 **Trust Fund previously established in March 2007? This sum to come from the June 30,**
230 **2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No amount**
231 **to be raised from new taxation.**

232 **Majority vote required.**

233 She reviewed the Long Term Facilities Plan

234 She explained the HVAC Duct Replacement Project that is in process.

235 She covered the Long Term Facilities Funding Plan.

236 Ms. Lawrence reviewed Warrant Article #4- Mont Vernon Village School Renovation/Addition
237 Study.

238 **Article #4- Mont Vernon Village School Renovation/Addition Study.**

239 **Shall the Mont Vernon School District raise and appropriate the sum of up to sixty**
240 **thousand dollars (\$60,000) for the purpose of developing an Architectural and Engineering**
241 **Study including a conceptual design, program study, cost estimate, and site review for a**
242 **renovation/addition to the Mont Vernon Village School? This sum to come from the June**
243 **30, 2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No**
244 **amount to be raised from new taxation. This special article is a special warrant article per**
245 **RSA 32:3 VI (d) and RSA 32:7 V.**

246 **Majority vote required.**

247 Ms. Clark explained that this is to gauge community interest.

- 248 • Continue work of the Middle School Study Committee
- 249 • Develop plan to address expected increased enrollment
- 250 • Investigate programmatic changes that may increase cost efficiency

251 Recommended Contribution Request: \$60,000 (\$0.18 tax impact*)

252 Funding Source: Unassigned Fund Balance

253 Ms. Dodd asked about the warrant for the middle school.

254 Mr. Chamberlin replied that they voted to send a plan to renovate through the CNA.

255 Ms. Clark added that it has to happen in the same time frame.

256 Ms. Lawrence explained that their hands are tied if they do not fund this and there is no other
257 way to say it better.

258 Ms. Dodd noted that they were sending their students to Milford, and they wanted them to pay
259 for the facility without owning the facility. Now, Amherst is doing that to us as well. When we
260 renegotiate that contract, we need to remove that clause.

261 Ms. Lawrence remarked that everything was discussed.

262 Ms. Naber asked when the contract expired.

263 Ms. Lawrence added that they are in year 2 of 5. It was 5 years with the option to extend.

264 Ms. Clark noted that they are looking at significant increases.

265 Ms. Lawrence noted that their enrollment is going up, although not next year.

266 Mr. Chamberlin noted that they contract out their preschool services. This is a wonderful
267 approach and planning is very important. This is a tool to help them plan long term.

268 Ms. Naber inquired what are the 3 options for Public Presentation.

269 Ms. Lawrence replied that they do not know what these options are at this time.

270 Ms. Lawrence read Warrant Article #5

271 **Article 5–Students with Disabilities Fund**

272 **Shall the Mont Vernon School District raise and appropriate the sum of up to twenty**
273 **thousand dollars (\$20,000) to be added to the Mont Vernon School District Students with**
274 **Disabilities Capital Reserve Fund established in March 2016? This sum to come from the**
275 **June 30, 2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No**
276 **amount to be raised from new taxation.**

277 **Majority vote required.**

278 She read Warrant Article #6

279 **Article 6–Health and Dental Insurance Fund**

280 **Shall the Mont Vernon School District establish a Health and Dental Insurance Capital**
281 **Reserve Fund under the provisions of RSA 35:1 for unanticipated health and dental**
282 **insurance payments and to raise and appropriate the sum of up to fifteen thousand dollars**
283 **(\$15,000) to be placed in this fund? Further, to name the Mont Vernon School Board as**
284 **agents to expend from said fund. This sum to come from the June 30, 2023 unassigned fund**
285 **balance (surplus) available for transfer on July 1, 2023. No amount to be raised from new**
286 **taxation.**

287 **Majority Vote Required.**

288 She noted the Appropriation Comparison.

	FY23	FY24	Difference	
289				
290	Operating Budget	\$5,873,250	\$6,349,450	\$476,200
291	Property Maintenance Fund*	\$50,000	\$35,000	(\$15,000)
292	MVVS Renovation/Addition*	N/A	\$60,000	\$60,000
293	Students w/Disabilities Fund*	\$0	\$20,000	\$20,000
294	Health and Dental Insurance Fund	N/A	\$15,000	\$15,000
295	<u>Total</u>	<u>\$5,923,250</u>	<u>\$6,479,450</u>	<u>\$556,200</u>

296 Ms. Lawrence replied that they are hoping for \$280k UFB, better with \$350k.

297 Ms. Dodd noted that it is important to say what the tax impact is.

298 Ms. Naber noted that you have enough saved for the \$280k.

299 Ms. Lawrence added that it could be a need with need with student services or a change in health
300 and dental for a staff member.

301 Mr. Torres remarked that these are real costs.

302 Ms. Lawrence added that they are trying to be really transparent.

303 Ms. Dodd asked if they did not vote for this the money will come back to the town?

304 Ms. Lawrence replied yes.

305 Ms. Lawrence reviewed the next steps:

- 306 • February 8th 2023 Deliberative Session 6:00PM
- 307 • March 14th 2023 District Voting

308 Ms. Dodd inquired about the Tax Cap Warrant Article.

309 Mr. Chamberlin responded that there is an Amherst community member that introduced a Tax
310 Cap Warrant Article of 2%.

311 Ms. Dodd asked if there were 25 signatures.

312 Mr. Chamberlin noted that they will provide an opportunity to come and talk about it on Feb 22nd
313 and it will get on the ballot. They are working with the Moderator; it will have to follow the State
314 Statute.

315 Ms. Facey remarked that it has to be a certain number of days before the vote.

316 III. Public Comment II of II

317 Ms. Naber noted that one of the things she has a problem with is in the dialogue explaining the
318 budget and warrant articles. It has been presented confusingly to the voters.

319 Ms. Facey commented that “no amount to be raised from new taxation” is the language on the
320 warrant.

321 Ms. Naber noted that she does not know if that is still true that they cannot expand on the land.

322 Mr. Chamberlin added that it is a process, and they will look into it.

323 **Ms. Hinckley motioned to approve the warrant articles as presented and send them to the**
324 **Deliberative Session. Ms. Clark seconded the motion. The vote was unanimous, motion**
325 **passed.**

326 The board thanked Ms. Naber and Ms. Dodd for their questions and comments.

327 IV. Meeting Adjourned

328 **Ms. Lawrence adjourned the meeting at 7:36PM.**

329

330

331

332

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE MONT VERNON SCHOOL BOARD
AND
THE MONT VERNON EDUCATION ASSOCIATION**

This **Memorandum of Understanding** (“MOU”) is entered into by the Mont Vernon School Board (“MSB”) and the Mont Vernon Education Association (“MVEA”).

WHEREAS the MSB and MVEA are parties to a collective bargaining agreement (“the CBA”)

WHEREAS the parties wish to resolve outstanding concerns regarding Article VI Teacher Employment and Salary, Section 6.7.

THEREFORE, the parties hereby agree to the following below:

1. The parties agree to modify Section 6.7 to read: Any teacher anticipating a change in his/her position on the salary schedule must notify the Superintendent in writing prior to September 15th of the current school year to make a track change in the following school year. Official transcripts or other proof of satisfactory course completion shall be submitted prior to track change occurring. In addition, all credits used for salary schedule changes must have been previously approved.
Ex. The intent to change tracks was submitted to the Superintendent on September 14, 2022, for a track change for the 2023-2024 school year. The documentation of successful completion must be received by the SAU 39 for the track change to occur.
2. The parties agree the track change will occur in the next payroll after all transcripts are verified.
3. The parties agree to include the provisions of this agreement in their successor CBA.

The parties have caused this Memorandum to be signed by their respective representatives.

Kim Deppen
Mont Vernon Education Association Local President

Date:

Sarah Lawrence
Mont Vernon School Board Chair

Date:

ACTIVITIES FORM

Name of Activity: Electric Design Club

Teacher: Christie Valihura

Date of activity: Tuesdays: March 7, 14, 21, 28, April 4, and 11.

Time of Activity: 2:15-3:15

Room needed for activity: Art room

Grades: 5-6 **Maximum students allowed:** 12

Who is involved: Students

Request for Principal to Attend: No

Justify how this activity will support student learning/content:

Students will safely learn basic circuitry through self-directed hands-on experiments. Lessons and instructions will be teacher led, but then creative time will be open for student implementation. This club is powered by creative thinking and designing with iteration. All level artists are welcome! Simple circuit project examples are light up greeting cards and lie detectors, but lead into more complex parallel circuits and switches and students could make multi light mixed media art and simple cardboard sculptures.

1/12/23 Date checked by S. Soucy

 Final approval by Principal

_____ Add to Facebook and/or update PUP

_____ Add to Website

_____ Add to Principal's calendar

ACTIVITIES FORM

Name of Activity: Fantasy Drawing Club

Teacher: Christie Valihura

Date of activity: Thursdays, February 2, 9, 16, and 23, March 9, and 16.

Time of Activity: 2:15-3:15

Room needed for activity: Art room

Grades: 4-6 **Maximum students allowed:** 12

Who is involved: Students

Request for Principal to Attend: No

Justify how this activity will support student learning/content:

Students will learn how to draw the form of fantasy and mythological creatures such as dragons, griffins, and fairies. There will be emphasis on value shading, proportion, and drawing techniques. We will explore mediums like chalk pastels, watercolor, and ink. Students will take home finished works of art bound together in a handmade book of mythical creatures! Students are encouraged to bring in books, images, and trading cards of creatures they wish to learn how to draw.

1/12/23 Date checked by S. Soucy

 Final approval by Principal

_____ Add to Facebook and/or update PUP

_____ Add to Website

_____ Add to Principal's calendar