

1 Mont Vernon School Board

2 Tuesday, March 7th, 2023

3 Meeting Minutes- Approved 04 06 2023

4 Attendees:

5 Administration: Interim Superintendent- Steven Chamberlin, Assistant Superintendent- Christine
6 Landwehrle, SAU #39 Business Administrator- Amy Facey, Tom Lecklider- MVVS Principal,
7 Charlene Brown- MVVS Math Specialist, and Maggie Holm- MVVS Reading Specialist.

8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Jessica Hinckley,
9 Peter Eckhoff, and George Torres.

10 Meeting Minutes: Danae A. Marotta

11 Public: Mont Vernon Community Members

12 Meeting Summary:

- 13 • Reading Specialist, Ms. Maggie Holm and Math Specialist, Ms. Charlene Brown
14 provided an overview of the Math and Reading Programs.
- 15 • Assistant Superintendent, Ms. Christine Landwehrle, gave the board an overview of
16 Bridges Math.
- 17 • The Board motioned to approve consent agenda items 1. AMS Feb. Principal's Report,
18 2. Sept. 2022 Treasurer's Report, 3. Oct. 2022 Treasurer's Report, 4. Unanticipated
19 Revenue \$675, 5. Feb. 2023 Facilities Update, 6. Budget Transfer 2023-003, 7. Budget
20 Transfer 2023-004, 8. Kindergarten Math Curriculum, 9. Grade 1 Math Curriculum, 10.
21 Grade 2 Math Curriculum, 11. Grade 3 Math Curriculum, 12. Grade 4 Math Curriculum,
22 13. Grade 5 Math Curriculum and 14. Feb 8th 2023 Draft Minutes.
- 23 • The Board reviewed the SAU #39 Insights Report
- 24 • SAU #39 Business Administrator, Ms. Amy Facey, presented the board with an update
25 on MVVS Nutrition Services.
- 26 • The Board motioned to accept June 8th as the last day of school dependent upon meeting
27 or exceeding the state guidelines for hours. If they go underneath the state guidelines,
28 then days will be added to meet the state guidelines.

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. Overview of the Reading and Math Program

36 Principal, Mr. Tom Lecklider, noted that they are lucky to have both Reading and Math
37 Specialists here for one presentation. Most of our students fall into Tier I and there is a segment
38 of Tier II and then Tier III. You will hear about push in supports and pull out supports. He
39 introduced Ms. Charlene Brown, Math Specialist and Ms. Maggie Holm, Reading Specialists.

40 Ms. Brown noted that currently there are 41 students in 1-6 who participate in small group
41 instruction twice a week. In K, support is provided in Math Centers two days per week in each
42 classroom. In grade 1 and 2 there are 19 students pulled out for a 40 min weekly enrichment
43 session. Each grade level also has weekly whole- class enrichment.

44 Ms. Holm commented that currently there are 43 students in K-6 participating in small group
45 instruction 2-3 times per week. In grade 6, classroom support is provided 2 times per in flexible
46 groupings for curriculum based instruction, focused on reading carefully and responding to text
47 in writing.

48 Ms. Brown discussed Math Support in Action. The typical 40 minute session is in groups of 2-5.
49 Students will do a Number sense game or activity, reinforce prior lesson's content with new
50 application. Practice with game or activity, and formative assessment through independent task.

51 Ms. Holm added that there are a lot of manipulatives. She will monitor progress and then reading
52 fluency progress monitoring and NWEA testing.

53 Ms. Brown and Ms. Holm also discussed that they support teachers through data review, include
54 day to day conversations about lesson concepts and conferring on student progress. They also
55 serve as the curriculum coordinator in their respective subject area allowing for better monitoring
56 of classroom and program needs.

57 Ms. Brown noted that they are hosting a Math Night at the MVVS,

58 Mr. Eckhoff asked how many students overlap.

59 Ms. Holm replied that 75% of her students see Ms. Brown.

60 Principal Lecklider added that it is important to reach the students in the early grades and provide
61 support. The content gets harder and then becomes more intense. The K-3 years are critical, and
62 the coordination is key.

63 Ms. Brown remarked that because they are a small school they can pivot more easily.

64 Mr. Torres asked if they could pinpoint what has helped them achieve high math scores.

65 Mr. Brown noted that if they were to go back 6 years ago, they were not in a good position. They
66 were afforded support through Professional Development, and they are doing amazing.

67 Assistant Superintendent, Ms. Christine Landwehrle, added that Ms. Brown was able to provide
68 support for the teachers and teacher knowledge. It has been a long but exciting journey. They
69 have supportive families and great teachers.

70 The Board thanked Ms. Brown and Ms. Holm.

71 IV. Bridges Math Curriculum Presentation

72 Assistant Superintendent, Ms. Christine Landwehrle, noted this year we are implementing
73 Kindergarten through fifth grade Bridges in Mathematics. It was one of the programs we piloted
74 last year. I wanted to share a little bit about the beliefs and curriculum about the program, you
75 are going to get to see a video one from Clark Wilkins and then one from Mont Vernon.

76 With Bridges in Mathematics these core beliefs are really important. Throughout the program
77 Bridges believes that learning is collaborative and social endeavor and just the importance of that
78 collaboration which you're going to see embedded in the program. That learning takes place
79 through that collaboration and through that social experience for students. Learning is also that
80 process of constructing meaning, this is a truly a constructivist approach. This is the belief that
81 when students build their own learning and their own meaning that's when they truly learn and
82 learning really requires that perseverance and the willingness to experience disequilibrium.
83 Bridges supports the teacher in doing this in a safe way for students and in a comfortable way,
84 but we are pushing our students to be those deep thinkers and really constructing their own
85 meaning about mathematics to deeply understand it. Teachers are working to encourage students
86 to be responsible for their own learning and you're going to see that in our first grade classroom.
87 Teachers are using deep questioning strategies to help draw out student thinking and to help push
88 student thinking so that math discourse is really evident in the program. The program supports
89 teachers in doing that in a way that students feel safe and comfortable. Bridges students they're
90 solving problems using visual models and manipulatives. One of the important pieces in this
91 program which is different from the other program we piloted last year is that this has set models
92 and set manipulatives.

93 Ms. Landwehrle added that Bridges in Mathematics is a comprehensive PK-5 curriculum that
94 equips teachers to fully address state standards in a rigorous engaging and accessible manner.
95 Students gain a deep understanding of concepts, proficiency with key skills and the ability to
96 solve complex problems. The curriculum is composed of three distinct but integrated
97 components: Problems and investigations, Work Places and Number Corner.

98 With problems and investigations, it is a whole group activity and there's periods where you
99 have independent and partner work. It starts with a teacher posing a really challenging problem
100 to students. Students have some time to think independently sometimes to work then they pair
101 they talk they reconvene and then they share out solutions.

102 The next component is Work Places this is a really important component, and you may have
103 heard of Centers. This is the time where students are working in small groups it's more of like a
104 math Center time this happens everyday K-2. It's often shared first as a whole class with students
105 so that they've kind of experienced and understand what to do and then they're able to go off.
106 They work with a partner, and they play the game, and this is the opportunity for the teachers to
107 circulate, to check in with students but also to pull small groups if they have to do a little bit of
108 support in the classroom. That flexible time and this program supports them so it's not just the
109 teacher teaching the whole time it's really the opposite.

110 Ms. Landwehrle played a video showing an example of students using Work Places in a first
111 grade MVVS classroom.

112 Ms. Landwehrle discussed Number Corner. Bridges is both our core math program as well as a
 113 supplemental calendar math program and they are they do have to be implemented together
 114 because about 30% of the grade level standards are actually taught only through number corner.
 115 Students are getting 60 Minutes of math and 20 minutes of Number Corner so they have a
 116 significant amount of math every single day, but students don't even think about Number Corner
 117 as being part of math it does not have to be at the same time A lot of times teachers might do a
 118 morning meeting and then go right into number corner and math happens later. The regular part
 119 of their math day might happen later and again it feels like a lot of time for math, but you can see
 120 that every day in K1 and 2 they're doing workplaces. Again, a teacher can separate workplaces
 121 and have that at a separate time during the day the 60 minutes doesn't necessarily have to be
 122 continuous, so our younger learners have a little bit more flexibility with breaking that up.
 123 Number corner is really just Calendar Math, but students are learning about patterns, fractions,
 124 and data. It is a really interesting way for them to track things and to use mathematics in a true
 125 realistic kind of way.

126 Ms. Brown noted that she is thinking that this is fourth grade. She likes Number Corner because
 127 it allows the students to use math more readily, they are able to retain more.

128 Ms. Landwehrle added that Bridges intentionally revisits concepts throughout the year.

129 She displayed a video of CW students in second grade using Number Corner.

130 She reviewed the Math Resource Timeline:

- 131 • Jan-Feb 2020 Reviewed programs for alignment and fit.
- 132 • March 2021 Math Review Committee formed
- 133 • March- May 2021 Committee met, reviewed programs, moved to a pilot
- 134 • June 2021 Developed a pilot plan and professional development supports
- 135 • 2021-2022 School year Piloted Bridges in Mathematics and Illustrative Math, Provided
- 136 PD and Implementation support, collected feedback.
- 137 • May- June 2022 Reviewed pilot feedback, determined program to implement.

138 Ms. Landwehrle concluded her presentation. With implementation and support, they purchased
 139 all necessary materials, provided 2 full days of summer PD with Bridges trainers, provided 1 day
 140 for grade level planning and implementation, developed scope and sequence for year 1
 141 implementation, provided time during Late Starts this year for grade level collaboration and
 142 implementation support and October In-Service Day was dedicated to math sessions and grade
 143 level work time.

144 Ms. Lawrence asked for questions.

145 Mr. Torres commented that the teachers only had two days of professional development it speaks
 146 to the teachers and is impressive.

147 Ms. Landwehrle replied that they had training and support, and implementation went smoothly.

148 Mr. Eckhoff suggested that they promote their Math Night at the Town Meeting. He asked when
149 they engage the students with their learning to real life. There has been a disconnect and he
150 would encourage the teachers to do that.

151 Ms. Brown remarked that is an area in which they can grow. They were not there in the past, but
152 they are there now. She thinks it is a wonderful idea.

153 Ms. Landwehrle added that they need a similar Math Week.

154 Ms. Brown noted that math anxiety is real, and everyone is a mathematician.

155 Principal Lecklider added that it is part of the growth mindset.

156 Mr. Chamberlin commented that it is great work.

157 V. Consent Agenda

158 Ms. Lawrence noted that there are 14 items on the consent agenda. 1. AMS Feb. Principal's
159 Report, 2. Sept. 2022 Treasurer's Report, 3. Oct. 2022 Treasurer's Report, 4. Unanticipated
160 Revenue \$675, 5. Feb. 2023 Facilities Update, 6. Budget Transfer 2023-003, 7. Budget Transfer
161 2023-004, 8. Kindergarten Math Curriculum, 9. Grade 1 Math Curriculum, 10. Grade 2 Math
162 Curriculum, 11. Grade 3 Math Curriculum, 12. Grade 4 Math Curriculum, 13. Grade 5 Math
163 Curriculum and 14. Feb 8th 2023 Draft Minutes.

164 **Ms. Hinckley motioned to approve the items in the Consent Agenda. 1. AMS Feb.**
165 **Principal's Report, 2. Sept. 2022 Treasurer's Report, 3. Oct. 2022 Treasurer's Report, 4.**
166 **Unanticipated Revenue \$675, 5. Feb. 2023 Facilities Update, 6. Budget Transfer 2023-003,**
167 **7. Budget Transfer 2023-004, 8. Kindergarten Math Curriculum, 9. Grade 1 Math**
168 **Curriculum, 10. Grade 2 Math Curriculum, 11. Grade 3 Math Curriculum, 12. Grade 4**
169 **Math Curriculum, 13. Grade 5 Math Curriculum and 14. Feb 8th 2023 Draft Minutes. Mr.**
170 **Eckhoff seconded the motion. The vote was unanimous, motion passed.**

171 VI. NWEA Insights Report

172 Ms. Landwehrle added that this is all of SAU 39 and you can see where the schools are, and they
173 are listed out. Mont Vernon is all green and that is positive. They do break down by gender and
174 there are not huge discrepancies. This is a helpful report to have.

175 Mr. Chamberlin remarked that Ms. Landwehrle is trying to develop a case study approach and he
176 was not able to do that this year. They are looking through different lenses not just NWEA data.

177 Ms. Lawrence asked for questions.

178 There were no questions or comments.

179 VII. Food Service Projections

180 SAU #39 Business Administrator, Ms. Amy Facey, noted that she meets with SAU #39 Food
181 Service Director, Ms. Krystal Gendreau weekly. Overall positive changes have been seen this
182 school year throughout the quality of food, service, and student interaction with the addition of

183 an Interim Manager and employee. The Manager has included the students in helping create
184 menu options they enjoy; and they offer a Lucky Tray option twice a month to help increase
185 participation.

186 The new equipment has been delivered and installed successfully. The addition of the new
187 dishwasher, oven and stovetop has helped increase the quality of food being able to be offered
188 because of its proper working condition. There is no foreseen need for new equipment in the
189 immediate future.

190 The bad news is that MVVS is projecting a loss of \$17,855. The loss is due to increased cost in
191 goods and supplies as well as staffing challenges. Food Service has seen an increase in cost of
192 goods ranging from 20%-48%. The good news is that Nutrition Services has a fund balance of
193 \$31,000. These funds will be used to cover the financial loss at the end of the school year. There
194 is no projected need for a general fund transfer. Nutrition Services is cutting back on staffing
195 hours as well as purchasing.

196 Mr. Chamberlin added that it is hard to with a small school. Ms. Facey is doing great overseeing
197 and Ms. Gendreau is as well.

198 Mr. Torres added that margins are thin to begin with. He understands the challenges.

199 Ms. Facey noted that she has cut down on paper goods.

200 Mr. Chamberlin noted that this is the place where we can look at those initiatives such as using
201 metal utensils.

202 Mr. Torres added that wouldn't there be a tradeoff with washing.

203 Mr. Chamberlin responded that they are looking at that.

204 Ms. Facey noted that with Ms. Gendreau on board and they are able to course correct.

205 Mr. Eckhoff inquired about the cost of \$29,641.

206 Ms. Facey clarified that those are supplies.

207 Mr. Eckhoff noted that the state/government should pay for the food. He asked for the food cost
208 amount.

209 Ms. Facey responded that they will get back to him.

210 Mr. Torres asked how many students are receiving Free and Reduced Meals.

211 Ms. Landwehrle replied that 4.27% for Free/Reduced meals and that is the state data on the
212 website.

213 Ms. Facey commented that this is something that she wants to provide to the board quarterly.

214 Mr. Torres asked how often do we run a deficit in the program? It sounds like it is frequently.
215 This is something that they should plan for as well.

216 Principal Lecklider remarked that lunch is \$3.00, and breakfast is \$1.75.

217 The Board thanked Ms. Facey.

218 VIII. Instructional Time and School Calendar Update

219 Mr. Chamberlin commented this journey for me started when I when I arrived in SAU 39 and
220 there was all this discussion about snow days. There's lots of talk about when SAU 39 moved to
221 an hours-based calendar and at the elementary level is 945 hours. Last year, with Mr. Steel when
222 we moved to the start time the Mont Vernon Village School made up the snow days. The
223 Souhegan Cooperative School District made up the snow days. Amherst did not make up the
224 snow day because they had enough hours at 945. This year the Mont Vernon Education
225 Association reached out and through conversation, suggested to add 10 minutes of instructional
226 time in the morning which reduces the unstructured time, and it is a more of a smooth transition
227 to the academic day. Adding that 10 minutes enables the Mont Vernon Village School to meet
228 the minimum requirements of hours and actually exceeds it. With the additional 10 minutes the
229 board now has the opportunity to determine what the end date of school is. Last year, Mr. Steel
230 would continually update the community after a snow day of the projected last day of school.
231 They had three snow days and one flood day.

232 Ms. Lawrence asked for questions.

233 Mr. Chamberlin added that he would be happy to provide more information.

234 Ms. Landwehrle noted that the projected last day of school is June 8th, a Thursday and then
235 potential 5 snow day make up.

236 Ms. Lawrence asked about other districts.

237 Mr. Chamberlin replied that Souhegan has to make up their snow days, they do not have a
238 choice.

239 Mr. Eckhoff inquired is it because they do not have the hours.

240 Mr. Chamberlin replied yes, they have 990 hour requirement.

241 Ms. Hinckley added that the expectation in the community is that June 8th is the last day.

242 Mr. Chamberlin replied possibly not.

243 Ms. Landwehrle explained that there are blue days that are marked as possible make up snow
244 days.

245 Ms. Lawrence noted that she is comfortable with staying with the June 8th.

246 Mr. Chamberlin added that they need to look at instructional time and it is a larger conversation.

247 The board thanked Mr. Chamberlin.

248 Ms. Lawrence suggested they discuss this during a retreat.

249 Mr. Torres asked if they transitioned back to days it would have to involve the MVEA.

250 **Mr. Eckhoff motioned to accept June 8th as the last day of school dependent upon meeting**
251 **or exceeding the state guidelines for hours. If they go underneath the state guidelines then**
252 **days will be added to meet the state guidelines. Ms. Hinckley seconded the motion. The**
253 **vote was unanimous, motion passed.**

254 IX. FY 23-24 Staffing

255 Mr. Chamberlin explained that tonight we will be presenting a nomination slate of our
256 credentialed staff for the 2023-2024 school year. Tenure does not exist in the RSA; it is Due
257 Process. We have a great assessment of all of the teachers that are going into nomination. He is
258 confident and comfortable with the nominations tonight. It was a thorough and thoughtful
259 process.

260 The board thanked Mr. Chamberlin.

261 X. Public Comment II of II

262 No Public Comment

263 XI. Non-Public Session

264 **Mr. Torres motioned to enter into Non-Public Session RSA 91: A 3 II (b and c) at 7:53PM.**
265 **Mr. Eckhoff seconded the motion. The vote was unanimous, motion passed.**

266 **Roll call: Torres- Yes, Hinckley- Yes, Lawrence- Yes, and Eckhoff- Yes.**