

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



STEVEN CHAMBERLIN  
Interim Superintendent of  
Schools

CHRISTINE M. LANDWEHRLÉ  
Assistant Superintendent

MARGARET A. BEAUCHAMP  
Director of Student Services

AMY FACEY  
Business Administrator

## Mont Vernon School Board Meeting

Thursday, May 4<sup>th</sup> – 6:00 PM

Mont Vernon Village School- Library

1 Kittredge Road

Mont Vernon, NH 03057

*Please click the link to join the webinar*

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

Passcode: 945073

*\*All times listed below are approximate\**

Agenda Item	Time	Desired Action	Backup Materials
Public Hearing	6:00 PM	Public Hearing to accept funds from Federal and Food service grants RSA 198:20-b	Public Hearing Memo
Call to Order	6:10 PM	Chair of the Mont Vernon School Board, Mr. Peter Eckhoff, to call the meeting to order	None
Student/ Teacher Presentation	6:10 PM	The board to receive a presentation on Grades K-1	None
Public Input I of II	6:25 PM		Public Comment Procedure
Board Organization Continued	6:40 PM	The Board to continue to organize	None
Consent Agenda	6:50 PM	<ol style="list-style-type: none"> <li>1. MVVS May Principal's Report</li> <li>2. AMS April Principal's Report</li> <li>3. MVSD April Facilities Update</li> <li>4. MVVS Co-Curricular Request</li> <li>5. MVVS Club Activities Form-Math Carnival</li> <li>6. Unanticipated Revenue \$75</li> <li>7. Unanticipated Revenue \$500</li> <li>8. Nov. 2022 Treasurer's Report</li> <li>9. Dec. 2022 Treasurer's Report</li> <li>10. Jan. 2023 Treasurer's Report</li> <li>11. Grade 5 Social Studies Curriculum</li> <li>12. Grade 6 Social Studies Curriculum</li> <li>13. April 6<sup>th</sup> 2023 Draft Minutes</li> </ol>	MVVS Principal's Report AMS Principal's Report MVSD Facilities Update Math Co-Curricular Request MVVS Club Form Unanticipated Revenue Memo Unanticipated Revenue Memo Nov. 2022 Treasurer's Report Dec. 2022 Treasurer's Report Jan. 2023 Treasurer's Report Gr. 5 SS Curriculum Gr. 6 SS Curriculum 04 06 2023 Draft Minutes

Board Goals Discussion	7:00 PM	<i>Discussion on Board Goals</i>	Board Goals 22-23
Default Budget Discussion	7:15 PM	<i>The Board to discuss the default budget</i>	MVSD Default Recommendation
Unassigned Fund Balance Update	7:30 PM	<i>SAU #39 Business Administrator, Ms. Amy Facey, to Provide the board with an update on the unassigned Fund balance</i>	None
Formation of Facility Committee Discussion	7:40 PM	<i>The board to discuss the formation of a Facility Committee</i>	Facility Committee Memo
Policy First Reading	7:50 PM	<i>The board to review policies as a first reading- As read at the SAU Meeting on April 18<sup>th</sup></i>	MVSD Policy Packet
Staffing	8:00 PM	<i>Interim Superintendent, Mr. Steven Chamberlin, to Address the board on any nominations and/or resignations</i>	None
Board Member Resignation	8:05 PM	<i>The board to discuss board member vacancy</i>	Policy BBBC
Public Input II of II	8:10 PM		
Non-Public	8:25 PM	<i>RSA 91: A 3 II ( a &amp; c )</i>	
Meeting Adjourned	8:30 PM		

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To: Steven Chamberlin, Interim Superintendent of Schools  
From: Amy Facey, Business Administrator  
Re: RSA 198:20-b Hearing for Unanticipated Revenue  
Date: April 24, 2023

## **Executive Summary**

The Mont Vernon School District (District) FY23 voted budget is \$5,923,250. Of that amount, \$87,015 was allotted for Special Revenue Funds (grants). The remainder is allocated to the General Fund and Food Service Fund. Special Revenue Fund expenditures are offset by revenues collected from Federal, State, or Local granting agencies or donations and the spending from this fund has no impact on the tax rate for the Town. Since ballot voting in March, the Board has approved any additional local grants/donations as presented on the Consent Agenda at regular monthly meetings to increase the approved Special Revenue Fund budget.

During the current fiscal year, the District has also been allocated Federal and State grants in excess of what was anticipated at budget time. In addition, prior years grants that have not been fully expended are rolled to the next year and are available to the District.

Details of these grant allocation are listed on the next page. In addition, our Food Service fund received a Supply Chain Grant for \$4,952 in April 2022, which was deferred to FY23, and will receive a second allocation for \$5,064 in FY23.

This Public Hearing under RSA 198:20-b is to request to spend up to \$193,649 over the previously approved budget of \$87,015, as well as \$10,016 for the Food Service Supply Chain Grants for a total amount of up to \$203,665. This hearing process allows the District to expend funds that exceed budgeted amounts, taking advantage of grant and private donation opportunities that were unanticipated or not fully utilized.

## **Background Information**

*RSA 198:20-b provides that "... any school district at an annual meeting may adopt an article authorizing indefinitely, until specific rescission of such authority, the school board to apply for, accept and expend, without further action by the school district, unanticipated money from a state, federal or other governmental unit or a private source which becomes available during the fiscal year."*

*RSA 198:20-b goes on to provide that "for unanticipated funds in the amount of \$5,000 or more, the school board shall hold a prior public hearing on the action to be taken".*

## **Board Recommended Motion**

Under RSA 198:20-b, to accept and expend up to \$203,665 from federal and food service grants.

<u>Grant Type</u>	<u>Project #</u>	<u>FY23 Approved</u>	<u>FY23 Actual</u>	<u>Additional Amount to Approve</u>
IDEA & Preschool	#230213	\$58,315	\$70,988	\$12,673
IDEA & Preschool	#220014	\$0	\$1,211	\$1,211
IDEA & Preschool	#211023	\$0	\$42	\$42
Title IA	TBD	\$6,500	\$24,013	\$17,513
Title IA	#221081	\$0	\$10,330	\$10,330
Title IIA	#230199	\$7,200	\$14,668	\$7,468
Title IIA	#221144	\$0	\$14,512	\$14,512
Title IVA	TBD	\$10,000	\$10,000	\$0
Title IVA	#221275	\$0	\$10,000	\$10,000
Title IVA	#211876	\$0	\$7,188	\$7,188
ARP ESSER III	#220788	\$0	\$87,937	\$87,937
ARP IDEA & Preschool	#220978	\$0	\$9,121	\$9,121
CRRSA- ESSER II	#211707	\$0	\$7,714	\$7,714
REAP Grant	#202301	\$5,000	\$12,128	\$7,128
REAP Grant	#202201	\$0	\$812	\$812
Food Service Supply Chain-1		\$0	\$4,952	\$4,952
Food Service Supply Chain-2		\$0	\$5,064	\$5,064
<b>TOTAL</b>		<b>\$87,015</b>	<b>\$290,680</b>	<b>\$203,665</b>



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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.

Consent Agenda Item #1

# MVVS Principal's Report - 5/4/23

It takes a village to SOAR together....



We will Engage, Challenge, and Support All Learners

May 4, 2023

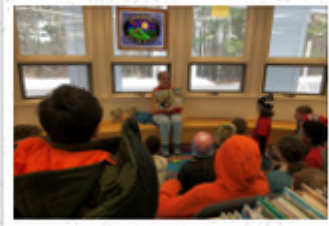




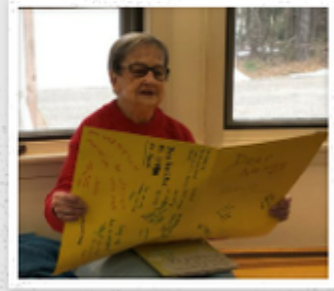
## MVVS MATH NIGHT

Wednesday, March 29th was Math Night here at MVVS. A big thank you to all who were able to attend. Also, a big thank you to our teachers and staff for making presentations on how we teach math concepts at our school. These presentations included manipulatives, sample lessons, and a breakdown of how our students are learning and growing with math. As a top-10 school for math achievement in our State, it was fun to share the amazing things our students are doing every day in our classrooms! [Please click here for the slideshow that was presented at the beginning of the event.](#)









## GUEST READERS

Our Read Across MV Week culminated with guest readers reading to our students, K-6. We are so fortunate to have a community who will do anything for our students! It takes a village to SOAR together!



## OPENING DAY SPIRIT DAY!

MVVS celebrated the opening of the baseball season with a spirit day. A big thank you to the #1 Mont Vernon Police Department and Chief Slavin for coming to our recesses to clock students'

throws, to our kitchen for their spirit and serving Falcon Franks, and to Ms. Lawrence who secured the donation of 4 Boston Red Sox tickets for our special raffle (all students were eligible). Congratulations to Royce Yamamoto and family for winning the raffle!

Program Date	Program Description	Age Band	Facilitator
July 11 - July 13, 2023	Make it Move	Grades 4 - 6	Christie Valihura
July 11 - July 13, 2023	Ecology: Water Protection Society	Grades 4 - 6	Christina Anderson and Suzanne Mazak
July 11 - July 13, 2023	Nature Inspires Art	Grades 1 - 3	Susanna Hargreaves and Maggie Holm
July 18 - July 20, 2023	Craft it 3D	Grades 4 - 6	Christie Valihura
July 18 - July 20, 2023	Nature Inspires Art	Grades 4 - 6	Susanna Hargreaves and Maggie Holm
July 18 - July 20, 2023	Boston Museum of Science STEM Camp	Grades 1 - 3	Laura Oberst
July 25 - July 27, 2023	It's Alive! Sculpting and Electricity	Grades 1 - 3	Charline Brown
July 25 - July 27, 2023	Boston Museum of Science STEM Camp	Grades 4 - 6	Laura Oberst
August 1 - August 3, 2023	STEAM Camp	Grades 1 - 3	Charline Brown
August 1 - August 3, 2023	Skill building: kindness and empathy	Grades 4 - 6	Anna Girard

## MVVS SUMMER ENRICHMENT PROGRAMMING

Last summer, we kicked off summer enrichment programming at MVVS and it was very popular. [Click here for the programs that will be running in this summer and dates.](#) Spaces are limited and registration will be sent out after break.





## SYMPHONY NH TRIO

MVVS was very fortunate to have the Symphony NH Trio perform for our school right before our spring break. They are celebrating their 100th year bringing quality classical music to local communities with. We took a journey through a range of pieces including the Super Mario Brothers theme song, a crowd favorite! A big thank you to our music teacher, Mrs. Ward, for coordinating this event!



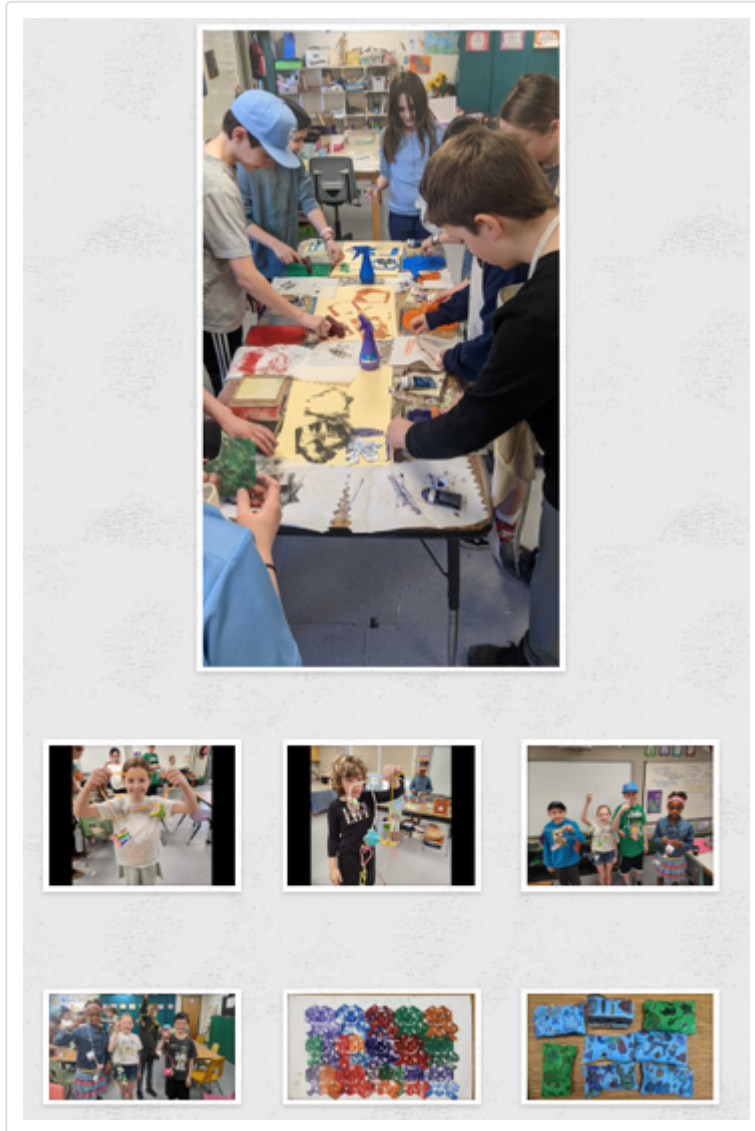
## FANTASY DRAWING CLUB

Fantasy Drawing Club and their favorite works of art created during club!





# 1ST GRADE MATH LESSON



## INTEGRATED ART

Integrated Art with math concepts in 3D and 2D shapes, organic and geometric shapes, and tessellations using translation!



## SECOND GRADE MAKERSPACE!

In celebration of having the most participants in the Bookopoly game over the last three months, 2nd graders enjoyed a special Makerspace in April.



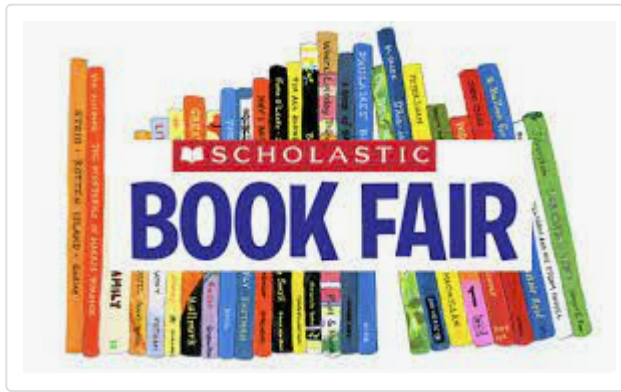


### KINDERGARTEN INFORMATION NIGHT

We held our Kindergarten information night a couple of weeks ago. The turnout was fantastic! We gave an overview of our Kindergarten program. [Please click here for the slideshow with information that was presented.](#) We can't wait to greet our new students in our MVVS community!

### POPCORN FRIDAYS!

A big thank you to Susan Ciatto for volunteering in April to help us pop and deliver!



## MVVS SPRING BOOK FAIR: 5/23-5/26

MONT VERNON VILLAGE SCHOOL ENROLLMENT REPORT 2022-23								
Grade	Aug.**	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
<b>K</b>	25	25	25	26	26	27	28	28
<b>1</b>	28	28	29	29	29	29	29	29
<b>2</b>	31	30	30	31	31	31	31	31
<b>3</b>	29	29	30	30	30	30	30	30
<b>4</b>	32	31	32	34	34	34	34	34
<b>5</b>	36	36	36	36	36	37	37	37
<b>6</b>	31	31	31	31	31	31	31	31
<b>Total:</b>	<b>212</b>	<b>210</b>	<b>213</b>	<b>217</b>	<b>217</b>	<b>219</b>	<b>220</b>	<b>220</b>
<b>Family:</b>		<b>147</b>	<b>148</b>	<b>151</b>	<b>151</b>	<b>153</b>	<b>154</b>	<b>154</b>
<b>Homeschool Students</b>								
<b>K-6</b>	12	9	8	8	8	8	8	7
**Numbers subject to change as families complete registration								

## Enrollment Update



## 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, 103 of 105 Informal/Formal Evaluations.
- **Emergency Drills:** Evacuation (9/1, 9/9, 10/5, 11/7, 4/10), Lockdown (9/15, 11/18, 1/13), Shelter in Place (10/27), Bus Evacuation (10/12), Scan (2/8)
- **April Early Release:** Critical Friend Groups
- **April PD Staff Meeting:** Mandatory Trainings
- **Assessment:** .We will be conducting our end of year assessments during the month of May. This includes NWEA testing for grades k-2 and the NH State Assessment (SAS) for grades 3-6. [Please click here for more information on the SAS assessment](#) and [click here for our assessment schedule in May.](#)

## Kindergarten Update:

Kindergarteners are continuing to practice building a strong phonics foundation. We are continuing to practice tapping out and spelling CVC words. Students are learning digraphs th, sh, ch, ck, and wh. Kindergarteners are also working on spelling and reading words with these patterns. We are continuing to learn our grade level trick words. Kindergarteners are starting a unit on Fairy Tales. We will be discussing story elements including problem and solution, character and their traits, and setting. Kindergarteners will start persuasive writing making sure to support their opinions. Students will continue to make sure that sentences start with a capital letter, have spaces between words, and punctuation at the end. In math students will work on solving addition and subtraction number stories. They will practice solving these using a combination of pictures and number sentences. Kindergarten students will be able to identify the number of tens and ones in a teen number. They will be able to identify teen numbers on a number line. They will compare teen numbers and be able to identify which is greater or less than. Kindergarteners continue to practice correctly writing numbers 0-20. They will continue building their addition and subtraction fluency. In science students will continue to explore nature and animals around us.



Friday, April 14thKindergarteners are continuing to practice building a strong phonics foundation. We are continuing to practice tapping out and spelling CVC words. Students are learning digraphs th, sh, ch, ck, and wh. Kindergarteners are also working on spelling and reading words with these patterns. We are continuing to learn our grade level trick words. Kindergarteners are starting a unit on Fairy Tales. We will be discussing story elements including problem and solution, character and their traits, and setting. Kindergarteners will start persuasive writing making sure to support their opinions. Students will continue to make sure that sentences start with a capital letter, have spaces between words, and punctuation at the end. In math students will work on solving addition and subtraction number stories. They will practice solving these using a combination of pictures and number sentences. Kindergarten students will be able to identify the number of tens and ones in a teen number. They will be able to identify teen numbers on a number line. They will compare teen numbers and be able to identify which is greater or less than. Kindergarteners continue to practice correctly writing numbers 0-20. They will continue building their addition and subtraction fluency. In science students will continue to explore nature and animals around us.

Friday, April 14th

## First Grade Update:

As spring approaches we are truly in awe of all the growth and learning we have seen in our first graders. We are so proud of them and all the hard work they put into their learning daily. We are currently finishing unit 3 in reading which focuses on the big jobs of readers. Students worked on using and developing skills in phonics, fluency, and comprehension and applying them to their reading. We have seen these students grow immensely in their reading skills and enjoy reading as well as listening to them read everyday. We also just finished unit 6 in math. Unit 6 is tightly focused on addition and subtraction to 20. During this unit, first graders continued to develop fluency with addition and subtraction facts to 10 and strategies for working with facts to 20. We recently began unit 12 in our Foundations curriculum. Some of the skills students have been working on over the last couple units are, closed syllables, open syllables, vowel teams, segmenting and blending 5 sounds, vowel-consonant-e syllables, suffixes, the concept of multi syllabic words, compound words, syllable division rules, and reading and spelling words with two closed syllables or closed and v-e syllables. We are in the middle of our opinion writing unit. Students have been writing about collections and “picking a best in show”. We are now moving on to writing opinion stories about our favorite things and giving reasons to support their thinking.

## Second Grade Update:

In math, second graders have worked on identifying, describing, and extending number patterns through the use of unifix cubes and other manipulatives. Likewise, they have explored the concept of area using pattern blocks, geo boards, and square units. In literacy, we wrapped up our series book unit by writing book recommendations. Our work continues with writing about reading. Students have been sharing their opinions of favorite books, characters, and events. Grade 2 authors are excited about publishing their nonfiction books. They are being



exposed to different styles of poetry. In science, students are exploring the needs of plants through hands-on investigations. They learned how plants disperse their seeds, what seeds need in order to grow, and what adult plants need in order to survive. In honor of Earth Day, students have also been talking about taking care of our earth.

## Third Grade Update:

Third grade students completed their character studies unit. We continued book clubs to practice the reading strategies taught and followed their characters along their journeys. Students followed their characters along a story mountain, watching how their characters face and react to trouble, noticing the roles secondary characters play in the main character's journey, and noticing how their character resolves big trouble. Students often predicted the apex of their story mountain as they read. Students completed their persuasive writing unit, focusing on looking at problems, and finding solutions. Students used a graphic organizer to help structure their writing, including a topic/claim, reasons, details, and an ending sentence. We have begun our final reading and writing unit of the year. This focuses on researching information from multiple sources, synthesizing the information, and writing a report. During Foundations, we worked to solidify students' understanding of decoding and spelling of multisyllabic words with closed, open, and v-e syllables. We also explored closed-syllable and open-syllable prefixes. Prefixes are added at the beginning of the word to change its meaning. Finally, we explored the concept of Latin roots. A root is a grouping of letters that gives the base meaning of a word. We learned that a root can sometimes stand alone to form a word but is most often combined with other word parts. We are almost done learning to write in cursive.

During math, we just wrapped up our unit in geometry. Students developed increasingly precise ways to describe, classify, and make generalizations about two-dimensional shapes, particularly quadrilaterals. Students explored polygons in a variety of creative ways. They formed polygons and special quadrilaterals to build understanding that shared attributes can define a larger category. Students combined geometry and measurement as they measured the perimeters and areas of polygons. They wrapped up the unit with opportunities to apply what they learned about quadrilaterals and their area in the context of fractions.

## Fourth Grade Update:

STEM:

Fourth graders have completed their 5th unit which covered Geometry and Measurement and have begun a new unit which will have students make connections between multiplication and division. We started the unit by reviewing some of the strategies we developed at the beginning of the year, and choosing the most efficient strategies based on the numbers that are involved in the problem. Students will then revisit area and perimeter of rectangles, finding unknown dimensions. Towards the end of this unit, students will shift their focus into collecting and representing data measured in fraction form on a line plot. We will then circle back into solving division problems with remainders, using fractions and decimals in the process. The month of May in Number Corner will take a closer look at symmetries, collecting and graphing data, and

measuring with decimals. In science, students have completed their chain reactions and have begun looking at electricity as a form of energy. Students will investigate electrical energy by building a circuit to make their own mini flashlights. Along the way, they'll learn about the anatomy of a battery, begin to see how circuits work, and discover how handy an on-off switch can be.

Humanities:

This month, we started to read *Number the Stars* by Lois Lowry, focusing on the mood as we start historical fiction texts. Students practiced by reading just the beginning of various texts to identify the mood. We thought about timelines as we read, fitting history and characters together and learned to consider how a character's perspective is influenced and shaped by the world around them. We continued to practice finding symbols and themes in the story as well. The majority of students finished writing their American Revolution essays, which are in the process of being turned into informational chapter books, including sources and creating covers. Our Foundations focused on **-nce** and **-nge** ending closed syllables and when to use the trigraph **-dge** instead of **-ge**. In social studies, we learned about government, learning about the different branches of government and their differences. We also learned about the levels of government, specifically in our state, and are learning about the responsibilities of each level.

## Fifth Grade Update:

STEM:

Over the past month, 5th grade students have been very busy in math and science classes. Students recently finished their unit on matter and moved onto a study of earth's systems. This started with an overview of the 4 spheres of the earth: the biosphere, atmosphere, geosphere, and hydrosphere. Students explored the different parts of each sphere and discussed how the spheres interact each day to change the earth both positively and negatively. We then moved onto a deeper study of the hydrosphere where we talked about the limited availability of water and its unequal distribution on earth. We are now exploring the water cycle, as students learn that the water they drink today may have been the same water George Washington used to water his plants years ago. In math class students completed our 5th unit on multiplying and dividing fractions. This unit required the students to understand how the multiplication and division of fractions could be represented through visual models and how those visual models help us better understand fractions. After visualizing and discussing the various models, students discovered algorithms that could be used to easily multiply and divide fractions. The students also solved real-world problems that required the multiplication and division of fractions. Students are now involved in their geometry unit. They are working with coordinate grids and learning how to sort quadrilaterals based on their attributes. This unit will finish up shortly after April break.

Humanities:

Students continue to participate in literature circles and are learning about different types of text structures. They are practicing writing informational pieces. Currently, they are learning

about events that led up to the American Revolution and are writing an informational essay on this. They are also pretending to be journalists from that time period, writing newspaper articles about some of the events. They experienced a simulation in order to help them understand what “no taxation without representation” means. Working in partnerships, students have researched a country. To practice their presentation skills and share what they learned, they gave a presentation to a different grade level. Students also wrote an ode poem.

## Sixth Grade Update:

### STEM:

This month in sixth grade STEM, students finished learning about percentages and then began their unit on algebraic expressions. Students have learned about vocabulary related to algebra, including important key words such as terms, coefficients, constants, and variables. They have learned about simplifying algebraic expressions by combining like terms, using the distributive property to expand and factor expressions, and evaluating expressions. Looking ahead, students will learn about algebraic equations and inequalities and will be able to write and solve both equations and inequalities using variables. In science, students have been learning about the cycles of matter (water, nitrogen, carbon, and phosphorus) and the relationships between organisms. Students have examined symbiotic relationships and explored how such relationships affect how organisms survive in their environments. Students have also examined graphical data to explain how organism populations respond to changes in the environment via limiting factors and carrying capacity. Students are learning about eukaryotic cell structures, which allows them to understand how photosynthesis and cellular respiration occur in organisms. We will finish up the unit by spending more time analyzing biodiversity in ecosystems, including in our own, and then wrap up the year with our Bio-Alert project.

### Humanities:

The sixth graders are eagerly anticipating Ecology School and promotion activities. In ELA, we have enjoyed the nice weather by completing outdoor learning activities, such as going on a wonder walk and writing a poem about the walk to celebrate National Poetry Month. Students are currently working on writing a narrative piece in preparation for the upcoming author visit. Students are enjoying our last novel, “The Lightning Thief” by Rick Riordan. We are reviewing the elements of literature and the characteristics of a mythological hero. In Social Studies, students are learning about the cultural impacts of Ancient Greece, most recently focusing on studying the Persian War and Peloponnesian War.

## PE Update:

3-6: Students are learning all about the fastest growing sport in North America- Pickleball! They are learning the differences in pickleball shots and game play from other racquet sports. Students are learning how to play within pickleball court boundaries, including the non-volley zone, and how to self-officiate mini games. Many students are experiencing more success with

pickleball over other racquet sports as it is generally easy to learn with basic rules. It has been a fun way to wrap up our net unit!

K-2: Students have taken their striking skills to the next level by using them in game situations! The added challenge and competition creates a fun and exciting atmosphere and provides opportunity for great discussion around fair play, sportsmanship, and how to work as a team. Students continue to build on their cardiovascular fitness through a variety of running activities. They have been learning how different games and activities require different levels of running (i.e. fast pace for short distance, slower pace for long distance).

## Music Update:

Overall, students have been very busy in music class lately! 3rd through 6th grade have learned how to play B, A, and G on their recorders and we are planning to play through some well-known songs, utilizing those first three notes. The use of one handed playing on the recorders has been established while using the resting hand to support the instrument but I'm looking forward to attempting to have the upper grades add a second hand, if possible! It's been a pleasant surprise having some of the students volunteer to play solos from our exercise books. Their rhythm patterns and established pitches are able to be heard plainly and I can customize instruction based on their class demonstrations. One of the signs of success for these beginner woodwind players is articulation. They are displaying pure and accurate tones when adding proper mouth placement and are so excited when they get it right! I am so proud of their hard work.

General music instruction for the lower grades has included a discovery of the record player and a little show and tell from me with the help of my grandmother's old Broadway albums! This transitioned into the official introduction of our Spring Chorus Concert called "Broadway Beat". We've taken a virtual tour of Broadway, including famous theaters, shows, and composers dating back over 100 years! The students are practicing singing their concert songs and getting excited for their upcoming performance.

Symphony New Hampshire is coming to MVVS before the vacation week and a string trio will be playing some beautiful selections during an interactive enrichment assembly for the whole school to enjoy! Spring is in the air and so are the sounds of beautiful music.

## Art Update:

**Sixth Grade-** Students completed pastel lunar landscapes with inspiration from pictures and discussions of galaxies, nebulas, solar flares, planets with rings such as Saturn, vehicles like rocket ships and robots like perseverance, and satellites. Drawing techniques included shading 3D shapes such as spheres, cones and cylinders with chalk pastels. The new medium also taught students proper management, safety, and care of pastels.

**Fifth Grade-** Students created an art and math integrated tessellation project and learned about the artist M.C. Escher. We did the basic transition tessellation that uses slides to transform their square shape. The final assessment piece was done using a linocut printmaking technique to make a foam stamp tessellate.

**Fourth Grade-** Students completed their Calder inspired mobiles with the challenge to allow

their shapes to spin 360 degrees without getting tangled with any other pieces. While completing this lesson students displayed another challenge I hadn't realized which was to tinker with rods, wires and string to assemble their mobile to find out what worked and didn't work and to make iterations as necessary.

**Third and Second Grade-** Students completed sewing their embroidered abstract felt projects into pillows. They learned how to reverse their pillows to hide the sewn stitches and to use thin string vs. thick string which required different knots. Third grade students also learned the different stitches "running stitch" and the "whip stitch". Second grade are now focusing on an Earth day lesson turning trash into art project using recycled materials to make a mosaic.

**Kindergarten and First Grade-** Students have been working hard on their collaborative coral reef mural with Clark/Wilkins school. They successfully help to paint a shark, dolphins, and a humpback whale! They also learned how to draw fish on their own or with guided shape tracers and full form fish tracers,

Kindergarten students made individual fish from paper plates. First Grade made fish from origami paper. All students learned how to make clam shells open and close to reveal pearls and starfish. All individual projects were collaged into their pictures of coral reefs that they had drawn earlier. K-1 is now learning about lines and using burlap, wires, and string to sew an abstract line design, developing fine motor skills and crafting skills.

Grades 3-6 are getting excited for the visiting author Gordon Korman by creating their own stories in the style of comic books, this activity also gets students talking about what makes a good story and how to develop strong characters. Third will be making a short comic strip, fourth will make a small 8 page comic book, and fifth and sixth will make a 16 page book called a comic zine. These books all use only one sheet of paper so it is a lesson in kirigami as well! Comics are used to reinforce proportions of the face, understand emotions and how to recognize them in facial features and body language, how to draw 3d objects, and with emotions, and build stronger stories. The sixth grade is continuing their ELA "What if" assignment by illustrating it as a comic. Students are also creating welcome banners, a thank you card, and fifth graders are making life size characters from Korman's books to hang up around the school..

## Library/Tech Update:

In April, we celebrated Earth Day, Poetry Month, Spring and World Autism Day with read alouds. All classes practiced their keyboarding skills and worked on research projects using PebbleGo, EBSCO, FactCite, and Worldbook Online. Kindergarten students completed a fiction/nonfiction book study and research project on foxes. They learned about rhyming in poetry and listened to multiple versions of poems and nursery rhymes. For Earth Day, they learned how we can help keep our Earth healthy.

1st graders completed a fiction/nonfiction book study and research project and learned that whales can sing along with other facts. For poetry month, they learned about humor and rhyming in poetry while enjoying the poetry of Shel Silverstein. 2nd graders completed research on endangered animals and shared their knowledge with the class. They created an acrostic poem using their name and recited it in class. 3rd graders created and presented storyboards and book trailer videos using Microsoft PowerPoint to promote their favorite books. 4th graders wrapped up and presented their National Parks project and will begin working on their Passion Project (they choose a topic they love) after the break. Research skills continue to be

the main focus of 5th graders as they wrapped up their country research project. They learned how to use a dictionary and thesaurus online to improve the quality of their writing. For poetry month, students created a digital version of a Blackout Poem using Google Slides. 6th graders completed a multiple week personal budget project and learned how to present this information using chart infographics in Microsoft Excel. In the coming weeks, students will complete author studies, study multiple versions of classic folk and fairy tales, visit the Daland Library, and continue learning new tech programs, keyboarding, coding, and research skills.

## School Counselor Update:

During the month of April, the Kindergarten classes completed Unit 3, Emotion Management, and started Unit 4, Problem Solving, of the Second Step program. In this unit, the students learned how to understand the feelings they feel in their own bodies and worked to understand problems and ways to solve them. First and Second grade started Unit 5, Bullying. This Unit provides students with information on what bullying is and ways to recognize it. Third grade classes completed Unit 3, Emotion Management and have almost completed Unit 4, Problem Solving. This Unit teaches the students a 4 step process to solve problems that allows responsibility for actions without blame. The Emotion Management Unit taught students how to identify their own feelings, what a strong feeling is, how to identify anger, ways to calm down anger, frustration and anxious feelings. The lower grades participate in individual and group activities to reinforce these new skills. Fourth graders completed Unit 3, Problem Solving. They are taught a concrete process for how to solve problems with their peers and ways to include others in school settings. They will continue to practice these skills as well as ways to calm their bodies down as they complete the unit. Fifth graders are working through the DARE curriculum at this time. Sixth graders completed the emotion management lessons this month and also worked with the school counselor and AMS staff to learn information about transitioning to middle school. Sixth graders will continue to work through the Second Step curriculum while also iterating transition planning into the middle school during lessons. The upper grades are taught skills and then they participate in reinforcement activities through individual, group and partner activities.

Next month, Kindergarten will complete Unit 4, Problem Solving Skills, and start Unit 5, Bullying. They will continue to practice these skills through individual, partner and group work. Grade 1-3, will complete Unit 5, Bullying and do skill practice for all lessons. Fifth grade class will pause Second Step lessons while they complete the DARE Program. Grade 4 will be moving onto the Bullying Unit. Grade 6 will continue discussing middle school needs as well as complete lessons on Substance Use Prevention. The classes will continue to be given opportunities through partner and group work to practice and refine these skills.

Next month, Kindergarten will complete Unit 3, Emotion Management, and move on to Unit 4, Problem Solving Skills, where they will start to learn how to solve problems using a 4 STEP process. They will continue to practice these skills through individual, partner and group work. Grade 1-3, will complete Unit 4, Problem Solving and move on to the Bullying Unit. The fifth grade class will pause Second Step lessons while they complete the DARE Program. Grades 4 and 6 will complete Unit 3 and move onto the Bullying Unit. The classes will continue to be given opportunities through partner and group work to practice and refine these skills.



## Special Services Update:

The special education team has been working to provide services and supports to students in the general education and special education settings, as outlined in their IEPs. The special education team worked over the past month to report student progress through special education progress notes, as well as on report cards, for students who participate in modified curriculum. Students have made wonderful progress over the past quarter, and are generalizing those skills to the general education classroom. To further prepare for progress review, the special education team has been preparing for upcoming spring assessments by inputting all accommodations into the NH SAS system, as well as assisting to prepare schedules and accommodation notifications for teachers. The special education team will assist in provision of student assessment accommodations in the coming month. The special education team participated in the kindergarten screening process in April 2023. Incoming kindergarten students were assessed in the areas of early academics, speech and language, and motor skill development to identify potential strengths and potential areas in need of support. Information obtained from assessment results inform teachers of areas of potential focus for the upcoming school year. The special education team is also working to transition 6th grade students to the middle school setting. Transition meetings have already been taking place over the course of April, and will continue into May. Students will be supported with transition activities that include visits to AMS to make connections with key supports at the middle school. Finally, as we near summer break, the special education team has been working with teams to identify Extended School Year supports needed for students to maintain skills over the summer break. ESY program design will be individualized to meet student needs, and will include academics and related services, as outlined in student IEPs.

## Math Specialist Update:

Just like the bloom of spring, math students have had a bloom of skills over the past month. In kindergarten, we continue our study of teen numbers, laying the groundwork for the understanding of place value. In first grade, we have worked to build our repertoire of strategies for addition and subtraction within 20. Second graders have built strategies to become efficient word problem solvers while third graders continue their work on basic multiplication facts. Our fourth grade students reviewed multiplication of multi-digit numbers. In grades five and six, students have worked on solving word problems with multiplication and division of whole numbers as well as fractions. All the while, students are preparing for the types of problems that they will encounter on the Spring NWEA or the NHSAS tests, gaining confidence and comfort. In pull-out enrichment sessions, first and second graders have discovered the foundations of division and multiplication. They have completed enrichment tasks involving algebraic thinking and learned multiple problem solving approaches. We have also started our Math Club Carnival sessions, with over 40 children participating, and look forward to displaying all of our hard work on the night of May 23rd.

## Reading Specialist Update:

Reading Support classes across the grades have been working hard on all basic decoding skills and comprehension. Many are showing good growth and progress toward grade level skills. With Spring Fever upon us, various groups are looking forward to some reading-related fun like cooking, following written clues to find their books, a gold-rush themed "Escape Room", as well as a book-based board game. We are doing our best to finish the school year strong and focused!

## 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:

### May

- 1 - Author Gordon Korman visits MVVS!
- 3 - MVVS/AMS Transition Evening, 6-7:30p, AMS
- 4 - MVS Meeting 6-8:00pm
- 6th Grade Class Photo 7:45am
- 5 - Meet-n-Greet w/ Principal Gauthier, AMS 9-10am @MVVS Gr 6 students
- 6 - SAU 39 Art Show-District Wide 12-2pm
- 8-12th - Teacher Appreciation Week
- 9 - Late Start
- 11 - Grade 4 Virtual Field Trip 1-2:00pm
- 15-19 - Ecology School-Grade 6
- 16 - Kindergarten Experience (group screening) 9-10:30am
- 20 - Mont Vernon Spring Gala
- 26 - DARE Graduation MPR 12-2pm Pizza 11:00 in classroom
- 22-26 - PTA Book Fair
- 23 - Grade 4 State House 9-12pm field trip
- Grade 6 to Cemetery 9:00am walking field trip
- 25 - AMS Connection Day 8:25-3:24pm @AMS
- Spring Concert 6-7pm
- 26 - Memorial Day Remembrance, 8a, Basketball Court, MVVS
- 30 - Grade 6 Hike (rain date 5/31)
- Walking Field Trip to Daland Library
  
- 31 - Writing Festival (families welcome) 6-7:00pm, MVVS

### June



- 1 - SHS Class of 2024 MV Student Graduation Walk
- 2 - Talent Show
- 5 - Field Day
- 6 - Field Day Rain Date
- 8 - 6th Grade Promotion Ceremony



## Mont Vernon Village School

 Facebook

 1 Kittredge Road, Mont Vernon,...

 tleclider@sau39.org

 (603) 673-5141

 sau39.org/mvvs



# Principal's Report

*April 2023*

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## AMS Student Runner Up at NH Spelling Bee

AMS 7th grader, Aum Pradhan, came in runner up at the Union Leader NH State Spelling Bee on March 25th. Aum was the winner of our school spelling bee earlier this year and it is his third time at the state finals. You can read more about the spelling bee [here](#).



## Spring Sports

We are currently undergoing a staffing change in our athletic department. Mr. Jeff Wing, paraprofessional in our reading department and long-time athletic director, was given the opportunity to move to Georgia sooner than he had anticipated in order to be with his grandchildren.

Jeff has been an advocate for middle school athletics in his roles as athletic director and coach. We are grateful for the support Jeff has given to our programs and we wish him the best of luck in his next adventure.

We are currently working with Kelli Braley, Athletic Director at Souhegan High School to ensure that spring sports take place as planned this season. Kelli, along with Assistant Athletic Director Tony Ramos, will also take over athletic director responsibilities for Amherst Middle School going forward into the 2023-2024 school year. We are incredibly fortunate to have their support and look forward to continuing to solidify a partnership between middle and high school athletic programs.

We have 211 students currently registered for spring sports - Girls' and Boys' Lacrosse, Girls' Softball, Boys' Baseball, and Coed Track & Field. It should also be noted that we have collectively opted to eliminate "cuts" during the team selection process for all Spring Sports. We feel that this will provide an opportunity for students to make a stronger connection to the school while they hone their skills in preparation for high school participation.

On the track and field team, we have welcomed over 110 5th through 8th graders from AMS and MVVS. This is a great opportunity for students from both towns and various grade levels to connect and compete together.

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## Culture Club Staff Lunch Events

The AMS Culture Club has been busy organizing events for staff to come together for lunches on a regular basis. On March 17th, we hosted a staff potato bar lunch and on March 30th we celebrated baseball opening day with a hot dog lunch. These events are organized by our wonderful staff volunteers and members of the AMS Culture Club. Staff members brought in items to share and/or contributed money. Additional funds went directly to a AMS family in need, which is organized by the nurses in our Health Office.



## Master Schedule Update

A small group of teachers and administrators met on Monday, March 27th at the SAU to look more in depth at developing a master building schedule for the 2023-2024 school year. We utilized professional texts including [The Successful Middle School: This We Believe](#) as well as [The Successful Middle School Schedule](#) from AMLE (Association of Middle Level Educators) in order to support our work. We also examined and analyzed schedules from local and peer districts in order to help guide our work. As part of this work, we are looking at the current structure of our world language programs at the middle level. We look forward to having a schedule that works more efficiently and effectively for students and staff in the years to come.



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## School Building Beautification

### *Artist in Residence*

Thanks to the support of the Amherst PTA, we are working with Mr. Ryan O'Rourke, local illustrator and graphic designer, to help design a mural project in our hallway. Mr. O'Rourke will work with Ms. Brandie Pettus in our Integrated Arts department to collaborate with students and create a mural. We look forward to sharing updates soon!

### *Bathroom Beautification*

Renovating four bathrooms is no small feat! Work has begun on our upstairs girls' bathroom. This "Nature Calls" theme incorporates an "under the sea" or ocean theme and we are excited to see it completed in the coming weeks. Stay tuned for updates about the other three bathrooms.



## NJHS Induction

We recently inducted 8th graders into the Amherst Middle School chapter of the National Junior Honor Society. These students were nominated based on their academic performance from 5th through 7th grade. Students then entered into an application process in order to showcase their achievements toward all 5 pillars of NJHS: Scholarship, Service, Character, Leadership, Citizenship. This ceremony was student-led by the officers and facilitated by Mr. Bryan Dine, the group advisor.





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## Classroom Updates

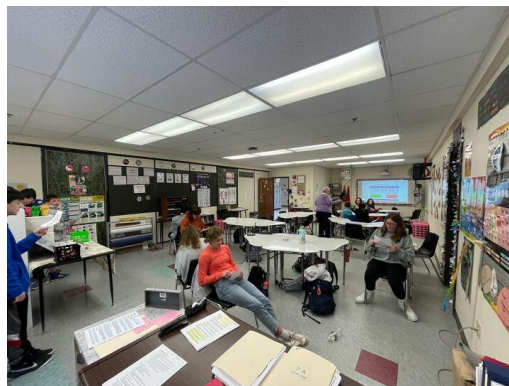
### 7th Grade Social Studies - Hotel Rwanda

*7th grade SS had an amazing response for the elective after school Hotel Rwanda movie with over 60 students signed up to attend today. We wanted to share how proud we are of these students for taking time to learn more about world events and hopefully to work to build a community of kindness.*



### 7th Grade Health - Communication

*In Health, we talked all about effective communication and students participated in “partner drawing”. Students were paired up and stood or sat back to back. One partner had a photo that they had to describe to their partner, using effective communication, and the other partner had to do their best to re-create the drawing based on what their partner was communicating!*



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## Physical Education - Vertical Planning

Mr. Corey White and Mr. Brendan Holt were spotted doing vertical planning for physical education. We love to see this type of collaboration, as it gives students a well-planned and calibrated experience in physical education in grades 1-8.



## AMS Olympics

On March 31st, we held our second annual AMS Olympics. Students traveled with the Launchpad/Morning Meeting groups to various activities. From trivia and sculpting to basketball and obstacle courses, there was something for everyone to participate in. These groups created their very own team flags and displayed them proudly during a parade which kicked off the event. They earned points throughout the day and won prizes, along with the glory and fame of topping 40+ other groups!



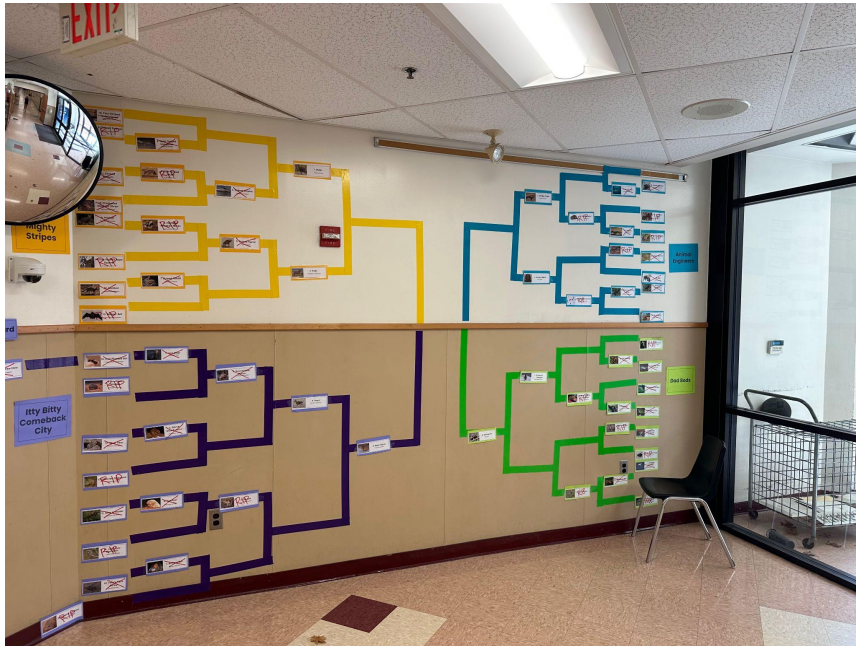






## March Mammal Madness

Our STEM classes have been enthralled in March Mammal Madness this past month!



From the March Mammal Madness [website](#):  
*Inspired by (but in no way affiliated with or representing) the NCAA College Basketball March Madness Championship Tournament, March Mammal Madness is an annual tournament of \*simulated\* combat competition among animals. Scientific literature is cited to substantiate likely outcomes as a probabilistic function of the two species' attributes within the battle environment. Attributes considered in calculating battle outcome include temperament, weaponry, armor, body mass, running speed, fight style, physiology, and motivation.*

Our students have been having a blast using real scientific research to pick bracket winners and to see if their predictions come true! Many thanks to Ms. Kelly Blais, 7th grade science teacher, for organizing and sharing information with AMS teachers and students!

## ICAC Task Force Presentation



SAU39 School Resource Officers hosted this very important presentation about Internet Safety with the Internet Crimes Against Children (ICAC) Task Force on Tuesday, April 4th Amherst Middle School. We hope to continue this partnership with parents in the future, and even extend this important topic to students in an age-appropriate way.

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# Teacher Supervision and Evaluation

On Tuesday, October 11th, we started visiting classrooms for documented observations (formal and informal) as part of the teacher evaluation process. We have put significant time into completing formal observations over the past few months. *These observations include a pre-meeting, observation block, and post meeting, with written documentation for all three parts.* We will continue to update the board each month about our progress toward completion of this process for the 2022-2023 school year.

As of 04.05.2023:

Type	Completed	Remaining	Total
Informal	31	145	<b>176</b>
Formal	35	3	<b>38</b>

# Staffing Update

Amherst Middle School has had some recent mid-year departures and we are looking for long term substitutes to fill those roles for the remainder of the 2022-2023 school year.

- Social Worker (5/6)
- Learning Specialist
- Office Manager (due to shift within SAU)

We are very excited about several positions that have been posted and are at various stages of the application review and hiring process for the 2023-2024 school year.

- Computer Teacher
- Math Interventionist
- 7th Grade English Language Arts Teacher
- 5th Grade Humanities Teacher
- Front Office Secretary
- Learning Specialist
- Social Worker (5/6)
- Health Teacher

- 
- Physical Education Teacher
  - Reading Specialist

## Upcoming Events

April 3 (Mon): Q4 begins

April 3 (Mon): AMS Olympics

April 4 (Tues): NH ICAC Task Force Parent Presentation, 7pm

April 7 (Fri): Q3 Progress Reports available in Empower and sent home

April 11 (Tues): Late Start Day, School begins at 10:30am

April 14 (Fri): Semi-Formal Dance for 7th and 8th graders, 7-9pm

April 24-28: NO SCHOOL, Spring Recess

May 2 (Tues): Transition Night for 4th gr families, 6pm

May 3 (Wed): 8th Grade STEM Day at Fisher Cats

May 3 (Wed): Transition Night for MV 6th gr families, 6pm

May 8-12: 6th grade Dustin/Robinson and Mosby/Miller at Ecology School

May 9 (Tues): Late Start Day, School begins at 10:30am

May 15-19: 6th grade Rogers/Estabrook, Manor/Argeropoulos and MV teams at Ecology School

May 22 (Mon): Spring Chorus Concerts

May 23 (Tues): Spring Band Concerts

May 24-25: Grade 7 at Battleship Cove

May 29 (Mon): NO SCHOOL, Memorial Day

May 30 (Tues): Museum of Science, grade 5

## Enrollment

	August 2022	Sept. 2022	Oct. 2022	Nov. 2022	Dec. 2022	Jan. 2023	Feb. 2023	March 2023	April 2023
<b>TOTAL</b>	<b>634</b>	<b>638</b>	<b>640</b>	<b>639</b>	<b>639</b>	<b>640</b>	<b>641</b>	<b>641</b>	<b>641</b>
<b>5<sup>th</sup></b>	136	138	138	138	138	138	138	138	138
<b>6<sup>th</sup></b>	152	150	151	151	151	151	151	151	151
	August 2022	Sept. 2022	Oct. 2022	Nov. 2022	Dec. 2022	Jan. 2023	Feb. 2023	March 2023	April 2023
<b>7<sup>th</sup></b>	167 (29MV)	169 (32MV)	170 (33MV)	170 (33MV)	169 (33MV)	169 (33MV)	170 (33MV)	170 (33MV)	171 (33MV)
<b>8<sup>th</sup></b>	179 (34MV)	181 (33MV)	181 (33MV)	180 (33MV)	181 (33MV)	182 (34MV)	182 (34MV)	182 (34MV)	181 (34MV)

Respectfully submitted to the Amherst School Board on April 5, 2023

**Kristen Gauthier**, Principal, Amherst Middle School

# Consent Agenda Item #3

SAU #39

4/25/2023

Mont Vernon Village School

April Facilities Update

## Vendor Maintenance Completed

- Troubleshoot/repair boiler pump #1 leaking
- Replaced coupler on hot water pump #2
- Grounds maintenance and spring flowers
- Temporary facilities cleaning services
- Waste management services weekly schedule
- Monthly pest services monitoring program

## MVVS Facilities Staff Projects Completed

- Setup and breakdown for town events
- Installed new wax ring for staff toilet
- Replaced HV2 contactor and fuses
- Care and upkeep of grounds
- [Daily water meter readings](#)
- [Daily cleaning and disinfecting](#)
- Weekly generator test
- [Weekly fuel readings \(building fuel and generator\)](#)
- [Monthly fire extinguisher inspection](#)
- [Monthly underground storage tank inspection](#)

## Upcoming Work

- Gym equipment inspection
- Septic cleanout (June)

Replaced coupler on hot water pump #2



Setup and breakdown for town events





## MVVS CLUB/ACTIVITIES FORM

### Consent Agenda Item #4

Name of activity: Talent Show Club

Name of staff: Sherry Hall & Shakeh Dagdigan

Date of activity: Tues and/or Thur: May 9, 16, 18, 23, 25, June 30, with school day performance on Fri. June 2 in the MPR

Time of activity: 2:15 - 3:15 PM, plus a school-day performance on June 2

Room needed for activity: Grade 3 - Hall classroom

\*Per Superintendent: Please avoid Thursday night activities!

Who is involved: Grades: 4-6  
(parents, students, etc?): Maximum number of students: Limited to 20 acts (3-min or less)

Request for Principal to attend? (Yes or No): No

Justify how this activity will support student learning/content:

- |  |  |
|--|--|
| <p><b>Benefits of a Talent Show Club at the upper elementary level:</b></p> <ul style="list-style-type: none"> <li>● building and developing self-confidence</li> <li>● building and developing public speaking skills</li> <li>● problem-solving with others</li> <li>● team building, including social interaction and cooperation</li> <li>● Building connections with others</li> <li>● Building a connection with the Arts</li> </ul> |  |
|--|--|



Final approval by Principal (When this form has been approved by Principal, please return to Sharon Soucy)

Date checked by S. Soucy

Added to Facebook and/or updated PUP

Added to Website

Added to Principal's calendar

## MVVS CLUB/ACTIVITIES FORM

### Consent Agenda Item #5

Name of activity:	Math Club Carnival
Name of staff:	Charline Brown and Sara Millas ( due to the numbers invited, we are both seeking a stipend to run this program)
Date of activity:	April - May 2023
Time of activity:	Some Wednesdays and Fridays, along with the carnival hosted at the end of May
Room needed for activity:	Sara Millas's room and Charline Brown's Room
*Per Superintendent: Please avoid Thursday night activities!	
Who is involved: (parents, students, etc?):	Parents, Students, Teachers, Community Members
Request for Principal to attend? (Yes or No):	Yes

Justify how this activity will support student learning/content:

Math Club Carnival will invite students in grades 4-6 to learn about probability and statistics. They will discover how to create a fair game, one in which all outcomes have a fixed probability. We are anticipating approximately 40 students signing up to be part of this activity. Over weekly sessions on Wednesdays and/or Fridays, students will work in groups to design and implement 10 carnival games in which winning is based on luck, not skill. Additionally, students will learn about budgeting and supply and demand. They will get to spend the balance remaining in the Math Club Carnival account (money remaining from the last Math Club Carnival) to host the event and buy prizes. In May, we will host the Math Carnival, inviting all students in our community to attend. Students pay a small amount (usually 20 cents a game) to play and win tickets that can be exchanged at the prize booth. We seek only to make back the money we spend. That way, the same total is held in account for the next Math Club Carnival. This is our 4th Math Carnival and we have over 700 held in account at this time. Generally speaking, over 120 children come to play our games on Math Carnival night. It is a wonderful event combining math and student problem solving.

	Final approval by Principal (When this form has been approved by Principal, please return to Sharon Soucy)
	Date checked by S. Soucy
	Added to Facebook and/or updated PUP
	Added to Website
	Added to Principal's calendar



Consent Agenda Item #6

**MEMO**



School Administrative Unit 39  
1 School Street  
P.O. Box 849  
Amherst, NH 03031  
Phone: 603-673-2690  
Fax: 603-672-1786

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**Date:** 04/20/2023  
**To:** Mont Vernon Board  
**From:** Katie Hannan, Budget Director  
**Re:** Unanticipated Revenue

---

Unanticipated revenue in the amount of \$75.00 has been awarded to the Mont Vernon School District this month.

**Requested Board Actions**

1. Motion: To accept and expend unanticipated revenue in the amount of \$75.00 from Carol Hopfenspirger to be used for the Class of 2029 to help pay for student t-shirts. These funds shall be accepted into the Student Activities Fund- Class of 2029 account.

CAROL R. HOPFENSPIRGER  
JOHN P. HOPFENSPIRGER  
603-320-5134  
85 PALMER ROAD  
FRANCESTOWN, NH 03043

54-153/114

7920

DATE 20 April 2023

PAY TO THE  
ORDER OF

Mont Vernon Village School

\$ 75.00

Seventy five and 00/100

DOLLARS



Security Features  
Included.  
Details on Back.

**Citizens**

MEMO

class of 2029

Carol R Hopfenspirger MP

7920

Consent Agenda Item #7

**MEMO**



School Administrative Unit 39  
1 School Street  
P.O. Box 849  
Amherst, NH 03031  
Phone: 603-673-2690  
Fax: 603-672-1786

---

**Date:** 04/13/2023  
**To:** Mont Vernon Board  
**From:** Katie Hannan, Budget Director  
**Re:** Unanticipated Revenue

---

Unanticipated revenue in the amount of \$500.00 has been awarded to the Mont Vernon School District this month.

**Requested Board Actions**

1. Motion: To accept and expend unanticipated revenue in the amount of \$500.00 from HealthTrust to be used for staff wellness activities. These funds shall be accepted into the Special Revenue Fund.





Enclosed, please find your Member Group's Wellness Coordinator check for the 2023 program year. You may also have a stretch goal check included if your Member Group hit one of the 2022 stretch goals.

As a reminder, Wellness Coordinator funds are designated for staff wellness programs to encourage healthy habits and to promote wellness at your worksite. At the end of each year you are required to submit at least one Campaign Summary Form in the Wellness Coordinator Portal so please make sure you have submitted one for the 2022 program year.

We hope to see you at the in-person Wellness Coordinator training at HealthTrust on Thursday, May 11<sup>th</sup> from 9am – 1pm. Registration will open on April 5<sup>th</sup> in the Wellness Coordinator Portal and will be limited to 60 participants so register early if you would like to attend.

Thank you again for all you do to support and promote health and wellness at your worksite!

Thank you,

*Krista Bouchard*

Wellness Coordinator



Consent Agenda Item #8

Mont Vernon School District  
Treasurers Cash Journal - November 2022

**Treasurers' Cash Journal**

DATE	DESCRIPTION	M&T Acct #502003822 AMOUNT	DESCRIPTION	M&T Acct #502003822 AMOUNT	BALANCE M&T Acct #502003822 AMOUNT
11/1/2022	Beginning Balance				\$251,557.99
11/1/2022	State of NH	\$223,696.00			\$251,557.99
					\$475,253.99
11/3/2022			Expense CK#'s 5057636-5057666	\$111,374.42	\$363,879.57
					\$363,879.57
11/8/2022			Direct Deposit	\$72,142.05	\$291,737.52
			EFT IRS	\$25,563.21	\$266,174.31
					\$266,174.31
11/10/2022	Void CK# 5057641	\$11,342.55	Retirement	\$800.00	\$276,716.86
			Payroll CK#'s 5057667-50567669	\$3,433.81	\$273,283.05
11/10/2022	State of NH	\$14,440.00	Payroll Ded CK#'s 5057670-5057672	\$1,481.41	\$286,241.64
					\$286,241.64
					\$286,241.64
11/14/2022	Deposit CK# 244253	\$105.68			\$286,347.32
	CK# 402092	\$3,968.75			\$290,316.07
	CK# 243455	\$689.76			\$291,005.83
					\$291,005.83
11/15/2022	Void CK# 5057315 Kristin Yonge	\$332.17			\$291,338.00
					\$291,338.00
11/17/2022	State of NH	\$1,118.76	Expense CK#'s 5057673-5057709	\$29,768.92	\$262,687.84
					\$262,687.84
					\$262,687.84
11/21/2022	Deposit CK# 402133	\$5,592.05			\$268,279.89
	CK# 244784	\$1,863.11			\$270,143.00
	CK# 244526	\$53.16			\$270,196.16
11/23/2022			Direct Deposit	\$58,748.17	\$211,447.99
			EFT IRS	\$19,209.35	\$192,238.64
			Retirement	\$800.00	\$191,438.64
			Payroll CK#'s 5057710-5057712	\$1,851.60	\$189,587.04
			Payroll DED CK#'s 5057713-5057715	\$1,473.16	\$188,113.88
					\$188,113.88
					\$188,113.88
11/29/2022			Payroll DED CK#'s 5057716-5057719	\$79,589.15	\$108,524.73
					\$108,524.73
11/30/2022	State of NH	\$7,611.33			\$116,136.06
11/30/2022	Food Service	\$557.00			\$116,693.06
	Interest	\$249.02			\$116,942.08
	<b>TOTALS</b>	\$271,619.34		\$406,235.25	

Accounts Payable Voucher - November 2022

22-Nov \$141,143.34

Payroll Voucher

22-Nov \$89,429.13

Payroll - Direct Deposit & Taxes

22-Nov \$175,662.78

TOTAL

\$406,235.25

11/30/2022

\$204,542.57

0

Outstanding A/P CK #

5057442	\$562.41	Thomas Lackliger
5057674		540 Banwell NH
5057675	\$520.00	Budget Document Technology
5057680	\$759.05	Coughlan Companies LLC
5057682	\$30.00	Education Health Services LLC
5057691	\$90.00	Carol Hopfenspirger
5057697	\$810.00	NHASP
5057700	\$1,243.80	OTS Leasing
5057706	\$532.86	The Math Learning Center

AP Total \$5,088.12

Outstanding P/R CK#

5057710	221.64	Danae Marotta
5057712	808.12	Adele Sesrosiers
5057714	\$946.73	MVEA
5057671	\$946.73	MVEA
5057716-5057719	\$79,589.15	Payroll DED Ck's

P/R Total \$82,512.37

Total Outstanding \$87,600.49

Book Balance \$116,942.08

Adj Book Balance \$204,542.57

\$ -

Consent Agenda Item #9

Mont Vernon School District  
Treasurers Cash Journal - December 2022

<i>Treasurers' Cash Journal</i>					
DATE	DESCRIPTION	M&T Acct #502003822 AMOUNT	DESCRIPTION	M&T Acct #502003822 AMOUNT	BALANCE M&T Acct #502003822 AMOUNT
12/1/2022	Beginning Balance				\$116,942.08
					\$116,942.08
12/1/2022			Expense CK#'s 5057720-5057745	\$27,340.94	\$89,601.14
					\$89,601.14
12/5/2022	Void CK# 5057729	\$165.13			\$89,766.27
					\$89,766.27
12/6/2022			Direct Deposit	\$62,888.79	\$26,877.48
			EFT IRS	\$21,349.92	\$5,527.56
			Retirement	\$800.00	\$4,727.56
					\$4,727.56
12/8/2022			Payroll CK#'s 5057746-5057748	\$1,735.74	\$2,991.82
			Payroll DED CK#'s 5057749-5057751	\$1,473.16	\$1,518.66
					\$1,518.66
12/13/2022	Depost CK# 25962	\$384,289.00			\$385,807.66
	CK# 402158	\$4,227.67			\$390,035.33
	CK# 7055739	\$10,708.17			\$400,743.50
					\$400,743.50
12/15/2022			Expense CK#'s 5057752-5057795	\$105,540.82	\$295,202.68
					\$295,202.68
12/19/2022	State of NH	\$23,786.96			\$318,989.64
					\$318,989.64
12/20/2022			Direct Deposit	\$63,274.43	\$255,715.21
			EFT IRS	\$21,268.65	\$234,446.56
			Retirement	\$800.00	\$233,646.56
			Payroll CK#'s 5057796-5057802	\$2,662.90	\$230,983.66
			Payroll DED CK#'s 5057803-5057805	\$1,454.67	\$229,528.99
			Payroll DED CK#'s 5057806-5057809	\$83,467.52	\$146,061.47
					\$146,061.47
12/28/2022	State of NH	\$136,007.44			\$282,068.91
					\$282,068.91
12/31/2022	Food Service	\$708.00			\$282,776.91
	Interest	\$150.67			\$282,927.58
	<b>TOTALS</b>	\$560,043.04		\$394,057.54	

Accounts Payable Voucher - December 2022

22-Dec \$132,881.76

Payroll Voucher

22-Dec \$92,393.99

Payroll - Direct Deposit & Taxes

22-Dec \$168,781.79

TOTAL \$394,057.54



12/31/2022

\$379,271.27

Outstanding A/P CK #

5057734	22.99	Thomas Lecklider
5057738	1,400.00	Mystery Science Inc
5057756	2,539.58	BrainPop LLC
5057759	1,989.33	Caring Hands
5057760	529.73	Carolina Biological Supply
5057762	19.95	Comcast
5057763	1,113.21	Consolidated Communication Inc
5057764	30.00	Educational Health Services, LLC
5057770	200.83	Gray Consulting and Therapy LLC
5057771	550.00	GW Shaw and Son, Inc
5057776	325.00	Lawrence Mackenzie
5057780	497.24	Otis Leasing
5057782	250.78	Pesi Healthcare
5057786	2,626.50	Soliant Health Inc
5057790	241.24	Sarah Terminello
5057792	325.00	Kim Tighe
5057793	141.83	Christine Valihura
5057795	72.96	Jennifer Whitney

AP Total

\$12,876.17

Outstanding P/R CK#

5057806-5057809 83,467.52 Payroll DED CK's

P/R Total

\$83,467.52

Total Outstanding

\$96,343.69

Book Balance

\$282,927.58

Adj Book Balance

\$379,271.27

\$ -

**Mont Vernon School District  
Treasurers Cash Journal - January 2023**

Consent Agenda Item #10

**Treasurers' Cash Journal**

DATE	DESCRIPTION	M&T Acct #502003822 AMOUNT	DESCRIPTION	M&T Acct #502003822 AMOUNT	BALANCE M&T Acct #502003822 AMOUNT
1/1/2023	Beginning Balance				\$282,927.58
					\$282,927.58
1/3/2023	State of NH	\$335,544.00			\$618,471.58
					\$618,471.58
1/5/2023			Expense CK#'s 5057816-5057837	\$389,723.66	\$228,747.92
					\$228,747.92
			Direct Deposit	\$57,117.27	\$171,630.65
			EFT IRS	\$18,396.24	\$153,234.41
			Retirement	\$800.00	\$152,434.41
			Payroll CK#'s 5057810-5057812	\$1,572.17	\$150,862.24
			Payroll DED CK's 5057813-5057815	\$1,446.42	\$149,415.82
					\$149,415.82
1/17/2023			Direct Deposit	\$60,319.42	\$89,096.40
					\$89,096.40
1/19/2023			EFT IRS	\$19,112.20	\$69,984.20
			Retirement	\$800.00	\$69,184.20
			Payroll CK#'s 5057838-5057840	\$1,874.77	\$67,309.43
			Payroll DED CK#'s 5057841-5057843	\$1,454.67	\$65,854.76
			Expense CK#'s 5057844-5057873	\$45,179.85	\$20,674.91
					\$20,674.91
1/20/2023	State of NH	\$482.26			\$21,157.17
					\$21,157.17
1/25/2023	CK# 25994	\$384,289.00	Payroll DED CK #'s 5057874-5057877	\$83,074.03	\$322,372.14
	CK# 26017	\$384,289.00			\$706,661.14
	CK# 247348	\$29.93			\$706,691.07
	CK# 246854	\$81.85			\$706,772.92
	CK# 247109	\$48.12			\$706,821.04
	Deposit CK# 402179	\$5,278.25			\$712,099.29
	CK# 273	\$4,449.81			\$716,549.10
	CK# 246333	\$1,674.40			\$718,223.50
	CK# 402194	\$13.81			\$718,237.31
	CK# 246054	\$19.96			\$718,257.27
1/31/2023	Food Service	\$454.00	Direct Deposit	\$58,316.21	\$660,395.06
	Interest	\$890.30			\$661,285.36
	<b>TOTALS</b>	<b>\$1,117,544.69</b>		<b>\$739,186.91</b>	

Accounts Payable Voucher - January 2023

23-Jan	\$434,903.51
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Payroll Voucher

23-Jan	\$91,022.06
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Payroll - Direct Deposit & Taxes

23-Jan	\$213,261.34
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TOTAL

\$739,186.91
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1/31/2023

\$720,186.29

Outstanding A/P CK #

5057770	200.83	Gray Consulting and Therapy LLC
5057792	325.00	Kim Tighe
5057795	72.96	Jennifer Whitney
5057844	4,400.00	ACP Facility Services, Inc
5057845	585.15	Amazon Capital Services
5057848	2,486.66	Caring Hands Transportation
5057850	123.66	Electrical Supply of Milford
5057858	63.59	Lowe's
5057860	671.58	NCS Pearson Inc
5057861	497.24	OTS Leasing
5057863	387.66	Powerschool Group LLC
5057868	8,742.30	The Birchtree Center
5057872	166.14	
5057876	776.67	Mony Life Insurance
5057877	39,401.49	NH Retirement System

AP Total

\$58,900.93

Outstanding P/R CK#

P/R Total

\$0.00

Total Outstanding

\$58,900.93

Book Balance

\$661,285.36

Adj Book Balance

\$720,186.29

\$ -



# SAU 39 Grade 5 Social Studies Curriculum



## Consent Agenda Item #11

### Year-Long Scope and Sequence

	<b>September - November 3 months</b>	<b>December - March 4 months</b>	<b>April - June 2 months</b>
<b>Unit Topic and Title</b>	Exploration and Discovery	Native Americans	The American Revolution

## SAU 39 Grade 5 Social Studies Curriculum

### Unit Overview

Unit Title: Exploration and Discovery

### Unit Summary

In this unit, students will learn about the geography of the world in relation to exploration. In addition, students will research various explorers and the voyages they embarked upon. They will analyze the motivation for exploring as well as the result of those explorations. Students will also learn about the Columbian Exchange including what was exchanged and the impact it had on the world.

### Approximate Time Needed

3 months  
September - November

### Unit Foundation

#### Assessed Competencies

Reading Informational  
History  
Geography

#### Assessed Standards

**Reading:**

RI 1 - Draw inferences/Cite Evidence  
RI 2 - Central Idea/Summary  
RI 9 - Cross Text Analysis

**Social Studies:**

Exploration and Discovery  
Geographic Representations

### Curriculum Framing Questions

#### Enduring Understandings

Students will understand that:

- people explore for various reasons
- the outcome of exploration can vary depending on experiences

## SAU 39 Grade 5 Social Studies Curriculum

### Essential Questions

Why do people explore?

What happens as a result of exploration?

## SAU 39 Grade 5 Social Studies Curriculum

### Unit Overview

Unit Title: Native Americans

### Unit Summary

Students learn about changes to life for Native Americans. Students start with traditional life for Natives, what life was like when European settlers arrived, and what life is like today.

### Approximate Time Needed

4 months  
December to March

### Unit Foundation

#### Assessed Competencies

History  
Geography  
Reading Informational  
Writing  
Speaking and Listening

#### Assessed Standards

##### **Social Studies:**

Changes in Native American Life  
Geographic Representation

##### **Writing / Speaking and Listening:**

W 1-3 - Focus, Development, and Organization  
W 5 - Writing Process  
W 8-9 - Use of Sources  
L 1&2 - Conventions of Standard English  
L 3-6 - Language and Vocabulary  
SL 1-3 - Comprehension and Collaboration  
SL 4-6 Presentation of Information and Ideas

##### **Reading Informational:**

RI 1 - Quote Accurately/Draw Inferences  
RI 2 - Central Idea and Summary  
RI 4 - Authors Word Choice  
RI 6 - Point of View  
RI 9 - Cross Text Analysis



## SAU 39 Grade 5 Social Studies Curriculum

### Curriculum Framing Questions

#### Enduring Understandings

Students will understand that:

- experiences, interactions, and choices can impact culture over time

#### Essential Questions

How did miscommunication influence the relationship between Natives and Settlers?

Why is it important to have an understanding of cultures other than your own?

## SAU 39 Grade 5 Social Studies Curriculum

### Unit Overview

Unit Title: The American Revolution

### Unit Summary

This unit builds upon what students have learned in their fourth grade literacy unit on the American Revolution. Teachers can adjust this unit as needed based on student prior knowledge.

Students will learn about the events that led up to The American Revolution. This will include The French and Indian War, various acts, Boston Massacre, Boston Tea Party, First Continental Congress, Paul Revere's Ride, the battles of Lexington and Concord, the Declaration of Independence, the Battle of Bunker Hill, spies, the role of women and children in the war, and various influential people. They will research a particular person alive during this time period.

### Approximate Time Needed

April - June  
2 months

### Unit Foundation

#### Assessed Competencies

History  
Reading Informational  
Writing

#### Assessed Standards

**Social Studies:**

American Independence  
Historic American Documents

**Reading Informational:**

RI 3 - Analyze Development and Interaction  
RI 7 - Analyze Multiple Accounts or Representations  
RI 8 - Delineate/ Evaluate Arguments

**Writing:**

W 1-3 - Focus, Development, and Organization  
W 8-9 - Use of Sources  
L 3-6 - Language and Vocabulary

## SAU 39 Grade 5 Social Studies Curriculum

### Curriculum Framing Questions

#### Enduring Understandings

Students will understand that...

- A single event can cause a series of effects
- An individual/group can impact society

#### Essential Questions

How does one event connect to another?

How can one person impact society?

How was America developed?

# SAU 39 Grade 6 Social Studies Curriculum



## Consent Agenda Item #12

### Year-Long Scope and Sequence

	<b>September - December 3 months</b>	<b>January - March 3 months</b>	<b>March - May 3 months</b>
<b>Unit Topic and Title</b>	Survival - Early Humans	R.E.S.P.E.C.T. Self, Society and Culture - Ancient Egypt	Hero's Journey - Ancient Greece

## SAU 39 Grade 6 Social Studies Curriculum

<b>Unit Overview</b>
Unit Title: Survival - Early Humans
<b>Unit Summary</b>
During this unit, students will learn about Early Humans. They will demonstrate their knowledge and understanding of how early people in the Paleolithic and Neolithic era lived and survived. In addition, they will study the differences between primary and secondary sources. They will learn about Mesopotamia and early civilizations and study about what was unique about its geography, how the land provided opportunities for the civilization to grow, and how geography affects our everyday lives.
<b>Approximate Time Needed</b>
3-4 months September - December
<b>Unit Foundation</b>
<b>Assessed Competencies</b>
<ul style="list-style-type: none"><li>● History</li><li>● Geography</li><li>● Reading Informational</li><li>● Writing</li><li>● Speaking &amp; Listening</li><li>● Language</li></ul>
<b>Assessed Standards</b>
<b>History:</b> Early Human Communities Mesopotamia  <b>Geography:</b> Geographic Representations, Places and Regions Location and Economic Activity  <b>Reading Informational:</b> RI 1 - Draw Inferences and Cite Evidence RI 2 - Central Idea/Summary



## SAU 39 Grade 6 Social Studies Curriculum

RI 5 - Analyze Text Structure  
RI 6 - Point of View/Purpose  
RI 7 - Analyze Multiple Accounts Or Representations

### **Writing/Speaking and Listening:**

W 6 - Use of Technology  
W 7 - Research and inquiry  
W 8-9 - Use of Sources  
SL 4&5 - Presentation of Information and Ideas

### **Language:**

L 1&2 - Conventions of Standard English  
L 3-6 - Language and Vocabulary

### Curriculum Framing Questions

#### Enduring Understandings

Students will understand that:

- Humans persevered through challenges to survive
- Humans had to work together to develop societies
- Environmental factors impacted survival including food, water, shelter, and other resources

#### Essential Questions

- *How are resources and attributes important to overcoming challenges and obstacles?*
- *How does geography and availability of resources shape societies?*

## SAU 39 Grade 6 Social Studies Curriculum

<b>Unit Overview</b>
Unit Title: R.E.S.P.E.C.T. Self, Society and Culture - Ancient Egypt
<b>Unit Summary</b>
Students will learn about the Ancient Civilization of Egypt. They will explore the geography and culture of this ancient society. During this study, students will explore and participate in researching an individual topic, take notes, and write a research paper.
<b>Approximate Time Needed</b>
January - March Approximately 3 months
<b>Unit Foundation</b>
<b>Assessed Competencies</b>
History Geography Reading Informational Writing Language Speaking and Listening
<b>Assessed Standards</b>
<b>History:</b> Ancient Egypt
<b>Geography:</b> Geographic Representations, Places and Regions Location and Economic Activity
<b>Reading Informational:</b> RI 1 - Draw Inferences / Cite Evidence RI 2 - Central Idea / Summary RI 3 - Analyze Development and Interaction RI 4 - Author's Word Choice RI 5 - Analyze Text Structure RI 6 - Point of View / Purpose

## SAU 39 Grade 6 Social Studies Curriculum

RI 7 - Analyze Multiple Accounts or Representations

RI 9 - Cross Text Analysis

### **Writing:**

W 1-4 - Focus

W 1-4 - Development

W 1-4 - Organization

W 5 - Writing Process

W 6 - Use of Technology

W 7 - Research and Inquiry

W 8-9 Use of Sources

### **Language:**

L 1&2 - Conventions of Standard English

L 3-6 - Language and Vocabulary

### **Speaking and Listening:**

SL 1-3 - Comprehension and Collaboration

SL 4&5 - Presentation of Information and Ideas

## Curriculum Framing Questions

### Enduring Understandings

Students will understand that:

- All people find value and importance in other beings, events, concepts, etc.
- Culture is the knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religions, etc. of a group of specific people.
- All cultures have uniquely distinguishing attributes that separate their group or category of people from another.
- All cultures add value to a global community.

### Essential Questions

- What is the relationship between self, society and culture?
- How does geography shape and influence a culture?

## SAU 39 Grade 6 Social Studies Curriculum

Unit Overview
Unit Title: Hero's Journey - Ancient Greece
Unit Summary
Students will learn about the Ancient Civilization of Greece. They will explore the geography and culture of this ancient society. They will look at how Greek culture has influenced the world today.
Approximate Time Needed
March to June 3 months
Unit Foundation
Assessed Competencies
History Geography Reading Literature Writing
Assessed Standards
<b>History:</b> Ancient Greece  <b>Geography:</b> Geographic Representations, Places and Regions Location and Economic Activity:  <b>Reading Literature:</b> RL 1 - Draw Inferences / Cite Evidence RL 2 - Theme / Summary RL 3 - Analyze Story Elements RL 4 - Author's Word Choice RL 5 - Text Structure / Meaning RL 6 - Point of View RL 7 - Analyze Multiple Representations / Interpretations RL 9 - Cross Text Analysis

## SAU 39 Grade 6 Social Studies Curriculum

### Writing:

W 1-4 - Focus

W 1-4 - Development

W 1-4 - Organization

W 5 - Writing Process

### Curriculum Framing Questions

#### Enduring Understandings

- Myths are ancient stories that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses (legendary heroes) and their interventions in the lives of mortals.
- Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history.
- Greek culture and society had a significant impact on today's world.

#### Essential Questions

How do human beliefs, customs and experiences intertwine with their culture?



## Consent Agenda Item #13

1 Mont Vernon School Board

2 Thursday, April 6<sup>th</sup>, 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, Shakeh Dagdigian and Kim Tighe  
7 Second Grade Teachers at the MVVS.

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

10 Meeting Minutes: Danae A. Marotta

11 Public: Matthew Murray, Vachon Clukay and Company PC, 608 Chestnut Street, Manchester,  
12 NH, 03104.

### 13 Meeting Summary:

- 14 • The Board elected Mr. Peter Eckhoff as Chair, Ms. Jessica Hinckley as Vice Chair and  
15 Mr. George Torres as Secretary. Ms. Lawrence and Mr. Eckhoff will sign the Manifest.  
16 The rest of the committee assignments were tabled till the next meeting.
- 17 • Ms. Shakeh Dagdigian and Kim Tighe, Second Grade Teachers at MVVS presented on  
18 Fairy Tales and Folk Tales.
- 19 • Vachon Clukay and Company Representative, Mr. Matthew Murray, presented the board  
20 with the Audit Presentation.
- 21 • The Board approved the Consent Agenda items Consent Agenda 1. MVVS April  
22 Principal's Report, 2. AMS March Principal's Report, 3. MVSD March Facilities  
23 Update, 4. MVVS Co-Curricular Report, 5. Policy GBGBA – Use of Automated External  
24 Defibrillators, 6. March 3rd 2023 Draft Minutes and 7. ELA Curriculum.
- 25 • Interim Superintendent, Mr. Steven Chamberlin, explained the Grant Program  
26 Assurances to the board.
- 27 • The board discussed the election results and Business Administrator, Ms. Amy Facey will  
28 continue to update the board on the unassigned fund balance at future meetings.
- 29 • The board accepted the resignation of Ms. Kim Deppen with regret and appreciation for  
30 her service.

31

32 I. Call to Order

33 **Interim Superintendent, Mr. Steven Chamberlin, called the meeting to order at 6:05 PM.**

34 II. Organizational Meeting

35 Mr. Chamberlin noted that we start the Organizational Meeting by electing the Chair. The Chair  
36 takes over asking for nominations for Vice Chair, Secretary and committee appointments. He

37 noted that the Board Chair meets regularly at the Four Chairs Meeting and then as an on call as  
38 things come up.

39 **Ms. Sarah Lawrence nominated Mr. Peter Eckhoff as MVSB Chair. Seconded by Mr.**  
40 **George Torres.**

41 There were no other nominations.

42 Mr. Chamberlin asked Mr. Eckhoff if he would be willing to serve.

43 Mr. Eckhoff replied yes.

44 **There was no discussion, the vote is unanimous.**

45 Mr. Eckhoff took nominations for Vice Chair.

46 **Ms. Lawrence nominated Ms. Jessica Hinckley as Vice Chair. Ms. Kristen Clark seconded**  
47 **the motion.**

48 Ms. Hinckley noted that she would serve as Vice Chair.

49 **There was no discussion, the vote is unanimous.**

50 Mr. Eckhoff asked for nominations for Secretary.

51 **Ms. Lawrence nominated Mr. George Torres as Secretary. Ms. Hinckley to second the**  
52 **motion.**

53 Mr. Torres noted that he would serve as Secretary.

54 **There was no discussion, the vote was unanimous.**

55 Mr. Eckhoff noted that they will table the committee assignments until the next meeting.

56 Ms. Facey remarked that they need someone to sign the Manifest.

57 Ms. Landwehrle commented that it is electronic every other week.

58 Ms. Lawrence and Mr. Eckhoff noted that they will sign the Manifest.

59 **Mr. Eckhoff motioned for Ms. Lawrence to sign the Manifest and himself as a second**  
60 **signer. The vote was unanimous, motion passed.**

61 Ms. Facey added that they are thinking of doing a training as there are some new features. They  
62 can do it on zoom as well.

63 The Board thanked Mr. Chamberlin.

64 III. Second Grade

65 Mr. Chamberlin introduced MVVS second grade teachers, Ms. Shakeh Dagdigian and Ms. Kim  
66 Tighe to present on second grade at the MVVS.

67 Ms. Dagdigian noted that their discussion tonight is about Reader's Theater- Fairy Tales and  
68 Folk Tales.

69 She added that they blended both classes and it was great to see the friendships form. She noted  
70 that they assigned the plays to the groups and the students were in charge of choosing parts and  
71 working together to decide who is going to take which part. They were also in charge of creating  
72 their own props.

73 Ms. Tighe noted the reading standards that they covered: literature, determine point of view, text  
74 structure, describe characters, settings, and events. Speaking and listening – presentation of  
75 events and ideas.

76 Ms. Tighe noted the work study practices, collaboration, creativity, self-direction, and  
77 communication.

78 She displayed a photo of students making props, it was good to see self- direction.

79 Ms. Dagdigian noted the plays that they performed, Jack and the Beanstalk, Goldilocks and the  
80 Three Bears, the Three Little Pigs, Tiger, Brahman, and Jackal, Anansi and the Talking  
81 Watermelon and How the Grandmother Spider Stole the Sun.

82 She showed video clips of the students performing their plays.

83 Mr. Chamberlin noted his support.

84 Mr. Eckhoff suggested that they make this possible in third grade but with different plays.

85 Mr. Chamberlin noted that they are both educators in innovation.

86 The Board thanked Ms. Dagdigian and Ms. Tighe.

87 IV. Public Comment

88 No Public Comment

89 V. Audit Presentation

90 Vachon Clukay and Company Representative, Mr. Matthew Murray, noted of the first letters that  
91 you'll have in front of you would be the Governance Letter and that's the required  
92 communication from us to the board and outlines the overall process of the audit itself. We're  
93 required to discuss new any new standards that are applicable. For fiscal year 22 a new standard  
94 that was applicable is GASB state number 87. There is nothing that actually applied as it's a  
95 leasing standard, only if there were any sort of copiers that were leased. What ends up happening  
96 is they used to be operating leases where you had to require disclosure to future payments, now  
97 underneath the new standard GASB says you have to report that as maintainable right to use  
98 asset advertise that and then pick up a lease liability. Ms. Hannan said that might be something  
99 that would possibly be applicable going forward but for the current year that doesn't apply.

100 If we had any internal control deficiencies, we would eventually address that to the board and  
101 make reference to our separately issued internal control letter. We didn't have any internal

102 control findings during the course of the audit. If there were any material audit adjustments that  
103 we proposed that would also be within that communication letter. If we don't find anything we  
104 are not technically required to communicate that with you, but our firm's stance is that we  
105 always do that.

106 What is most important to the board and the public is the opinion on the district's financial  
107 statements. The whole District had an unmodified opinion on its financial statements for each  
108 individual opinion unit which for the district are the governmental activities which is more  
109 similar to an overall business. In the current year, the district had the General Fund, the Food  
110 Service Fund, the Grants Fund and then everything that is not a major fund it's aggregated  
111 together and is identified as a non-major governmental fund. As far as the opinion an unmodified  
112 opinion on all the reporting units which basically means that as far as the numbers that went in  
113 here there's nothing that's materially misstated and all the required disclosures that were made  
114 within the notes of the financial statements are there and there's nothing missing.

115 If you are looking at the statement of Net Position, you'll see that there's a rather large deficit  
116 nothing to be alarmed about. GSBY has statement number 68, and statement number 75.  
117 Statement 68 requires you to report your proportion share of New Hampshire Retirements. This  
118 retirement system was unfunded plus the single employer OPEB which is basically it's an  
119 implicit rate that is being charged and it generates an actuarially calculated liability. It is not  
120 something you can pay off and it's because of state law requires full rates. People who are  
121 actually older you know their rate. If they were to go out and get their own health insurance it  
122 would actually be higher than somebody, who is you know 20, 30, 40 years old and is on the  
123 district's health insurance. They take that and they calculate and it's not a natural true cost of the  
124 district, but they generate this liability and with those two standards that actually resulted in  
125 roughly a \$2.8 million dollar impact to the district's overall net position. If you look at it, the  
126 district has a \$2.1 million dollar deficit and if you really want more information go to notes five  
127 and six in the financial statements and there's plenty of information there.

128 The next thing that's important to the board and public is on page 26 in the financial statements.  
129 This is a budgetary comparison schedule and for the district the important part is that cumulative  
130 it was roughly \$323,000 underneath its approved budget which was roughly \$5.8 million dollars  
131 and that essentially represents a 5.6 favorable variance. On a year-to-year basis you have some  
132 level of encumbrances at the end of the year which are added to your gap-based expenditures  
133 within the prior to your encumbrances come out to get you to where your budgetary fund balance  
134 is at the end of the year.

135 Mr. Chamberlin noted that the fund balance is what they are trying to look at and track.

136 Mr. Torres asked about deferring the liability.

137 Mr. Murray replied that they found out that the district owns their copiers and that is the most  
138 common item that they see. They will do an evaluation.

139 Mr. Torres asked about the sick time payable back.

140 Mr. Murray replied that if there was a current portion you would have seen it broken out on the  
141 statement of net position, exhibit a.

142 Mr. Torres asked about the pension liability.

143 Mr. Chamberlin added that we own it.

144 Mr. Torres asked has our funding changed with that as well.

145 Mr. Murray replied that NH retirement system is based off of member contributions. If you go to  
146 page 30 it is a 10 year analysis. If you look at the district's proportionate share that is how it gets  
147 allocated out.

148 Mr. Torres added that the big concern is on the liability side.

149 Mr. Chamberlin added that it is a GSBY requirement. He asked when it will be paid off.

150 Mr. Murray replied that it was supposed to be 30 years before it was fully funded but it is not  
151 there.

152 The Board thanked Mr. Murray.

153 VI. Consent Agenda

154 Mr. Eckhoff noted the items on the Consent Agenda 1. MVVS April Principal's Report, 2. AMS  
155 March Principal's Report, 3. MVSD March Facilities Update, 4. MVVS Co-Curricular Report, 5.  
156 Policy GBGBA – Use of Automated External Defibrillators, 6. March 3rd 2023 Draft Minutes  
157 and 7. ELA Curriculum.

158 Ms. Lawrence asked about the Math Night.

159 Ms. Landwehrle responded that we had an author Ms. Vivian Kirkfield come to speak to  
160 students. It was great, we were able to use some grant funds to support her in coming and talking  
161 to our students and we had her change her presentation. She focused deeply on writing and the  
162 process of writing and being a writer. We're excited Mr. Gordon Korman who's a really famous  
163 author will be coming in May to talk to the older students, and we will be using grant funds for  
164 that as well. Ms. Kirkfield spoke to K-3 and Mr. Korman will be speaking with grades 4 to 6.

165 They are starting the 6<sup>th</sup> grade transition with Guidance Counselor Mr. Chris Beede coming up  
166 with his therapy dog. The flood construction repair is almost done with a tiny patch that needs to  
167 be fixed. There were a few days where students were diverted but nothing major.

168 Mr. Chamberlin added that they have a therapy dog in training.

169 Ms. Landwehrle mentioned that Norman was supposed to be a seeing eye dog and has changed  
170 to a therapy dog, which is exciting work.

171 She noted that she is happy to talk about the 5/6<sup>th</sup> grade curriculum.

172 Ms. Lawrence asked about the intermural basketball and how many students are included.

173 Ms. Landwehrle replied that it is a small group but very engaged.

174 Mr. Eckhoff noted that it would be great if the visit with Mr. Korman was a community event.

175 Ms. Landwehrle replied that she knows that he has an engagement in Maine after, but it would  
176 be great.

177 Ms. Clark asked about the end of school date.

178 Mr. Chamberlin responded that they will waive the snow days and they still have enough  
179 instructional hours.

180 Ms. Clark asked about the process.

181 Mr. Chamberlin commented that they will work with the MVEA, and they need to decide in  
182 September.

183 Ms. Lawrence added that they need to get away from the bare minimum.

184 **Ms. Clark motioned to approve the consent agenda items 1. MVVS April Principal's**  
185 **Report, 2. AMS March Principal's Report, 3. MVSD March Facilities Update, 4. MVVS**  
186 **Co-Curricular Report, 5. Policy GBGBA – Use of Automated External Defibrillators, 6.**  
187 **March 3rd 2023 Draft Minutes and 7. ELA Curriculum. Ms. Hinckley seconded the**  
188 **motion. The vote is unanimous, motion passed.**

189 VII. Grant Program Assurances

190 Mr. Chamberlin explained that they follow and commit to the guidelines in the Grant Program  
191 Assurances.

192 Mr. Torres asked about the different grants.

193 Ms. Landwehrle explained the process for the grants. One thing that came out with reporting for  
194 grants was that they had to report their time better. They have since changed their time sheets for  
195 better time reporting.

196 Mr. Chamberlin noted that the Grant Assurances will be included in the minutes.

197 VIII. Election Results

198 Mr. Chamberlin noted that the default is not a budget, but a calculation. Areas that Ms. Facey is  
199 looking at is transportation. The amount in the default is the last approved budget which was FY  
200 23. So, the FY 23 transportation rate is what is funded, but gas goes up and contract itself. They  
201 are going to meet with legislators over the summer. They are committing to 15 busses. We are  
202 hoping for GMR and how do we cover FY 24 health insurance rates because they were less  
203 expensive in 2023.

204 One of the things that we spent a lot of time discussing is increasing compensation to attract and  
205 retain. Contracting out is not a long term solution. By next month they will give the board an  
206 update. The problem did not go away and this where we are. It is not good practice to budget



207 more than you need just in case and this will help us build to that. This was a hard budget  
208 process, and we will do what is best for kids. Votes have consequences.

209 Mr. Eckhoff added that they are transparent, and it is imperative when they don't have the money  
210 for something, and they have to cut back.

211 Ms. Facey added that next month they will have a detailed file of the proposed budget, default  
212 and then recommended budget and where there are choices to be made. It will probably come  
213 down to wages and benefit adjustments for non-union employees. I work with facilities,  
214 curriculum, technology, everyone and ask them to take a final look. It is a complicated process,  
215 but they will discuss it next month.

216 Mr. Eckhoff asked if they were going to be short \$17k to \$20k. He remembers something from  
217 last month.

218 Ms. Facey added that they were going to use fund balance to cover that.

219 IX. UFB

220 Ms. Facey noted that they are projecting a fund balance of close to \$175k so we can fund all of  
221 the warrant articles. We have revenues at \$79,900 and expenditures at \$94,800. She explained all  
222 of the expenditures. I would probably not recommend end of year projects at this time as we get  
223 closer to the end the board can decide.

224 Ms. Lawrence added that she heard that the voters did not vote for the budget because they have  
225 unreserved fund balance that gets carried over. She suggested that they be clearer as they get  
226 closer to the end of the year. The perception is that although they have a lean budget it is not as  
227 lean as it could be. They need to do a better job explaining what the impact is if it goes into  
228 default.

229 Ms. Hinckley commented that the transportation piece is huge.

230 Ms. Facey added that they do get legal advice.

231 Mr. Chamberlin added that you do put in the 2023 value in the default. It is an interesting  
232 dynamic.

233 Ms. Facey noted that the towns can carry that fund balance.

234 Ms. Clark mentioned that there is a there are conversations that get derailed on social media.

235 Ms. Lawrence added that the town budget did not get questioned and the selectmen got a 9%  
236 raise with a \$2,300 stipend per year.

237 Mr. Torres asked if it has affected morale.

238 Mr. Chamberlin noted that the custodial and food service were the positions that they were  
239 struggling with.

240 X. Staffing

241 Mr. Chamberlin noted that Ms. Kim Deppen has submitted her resignation with regret.

242 **Ms. Clark motioned to accept Ms. Kim Deppen's resignation with regret and appreciation**  
243 **for her work. Ms. Lawrence seconded the motion. The vote was unanimous, motion passed.**

244 XI. Public Comment

245 Ms. Clark noted that effective after next month May 4<sup>th</sup> she will be leaving the board due to a job  
246 relocation.

247 The board thanked her for all of her work.

248 XII. Meeting Adjourned

249 **Ms. Hinckley motioned to adjourn at 7:42PM. Mr. Torres seconded the motion. The vote**  
250 **was unanimous, motion passed.**

## Mont Vernon School District Board Goals 22-23 School Year

### **Literacy:**

Goal: Promote a literacy rich environment and encourage interest in writing for all students.

#### Action Steps:

- Implement Foundations phonics instruction with fidelity (30 minutes daily) in Grades K-3.
- Implement Heggerty phonemic awareness instruction with fidelity (10 minutes daily) in Grades K and 1.
- Access Newsela (Grades 2-6) on a routine basis to provide students with challenging and complex text across the content areas.
- Utilize NHSAS modular assessments in grades 3-6 for reading and writing.
- Support a school-wide reading challenge and school-wide writing showcase.
- Use grant funds to support a writer in residence
- Provide summer PD to teachers in writing
- Focus on instruction and assessment of writing (year-long focus/support) including a framework for organizing writing
- Support teachers in calibration and double scoring of writing K-6 using common rubrics

#### Outcomes:

65%-75% of Grades K and 1 students will meet target growth as measured by NWEA MAP assessment.

60%-70% of Grades 2-6 students will meet target growth as measured by NWEA MAP assessment.

Student growth in writing from beginning of the year to end of the year on common assessments using common rubrics.

### **Math:**

Goal: Support the development of mathematical thinking by continuing to encourage interest and excitement in math for all students.

#### Action Steps:

- Implement a new math resource that supports the development of deep conceptual understanding (K-5).
- Provide math professional development to all math teachers including math implementation training and targeted professional development sessions.
- Continue with a school-wide math initiative including sorting students into houses, posing math/STEM challenges, and hosting math club carnival.

#### Outcomes:

70%-80% of K and 1 students will meet target growth as measured by NWEA MAP assessment.

65%-75% of 2-6 students will meet target growth as measured by NWEA MAP assessment.

Increased interest in and enjoyment of math from students through teacher feedback and or student surveys.

## **Social and Emotional Learning:**

Goal: Create a supportive classroom and school environment to ensure the social and emotional needs of all students are met.

### Action Steps:

- Provide Responsive Classroom training to all staff (summer four day core course and one day course on August in-service day).
- Provide ongoing professional development to teachers in Responsive Classroom, focusing on a different area for each professional development session.
- Provide job embedded Responsive Classroom coaching for teachers throughout the school year to meet individual teacher needs.
- Continue to implement the Second Step program during weekly guidance lessons.

### Outcomes:

Teachers will show growth from the beginning of the year to the end of the year in their understanding and use of Responsive Classroom techniques as measured through Responsive Classroom Assessment Tool.

Students will show growth from beginning to the end of the year through a Social Emotional Learning tracking sheet completed by the school counselor and classroom teacher.

## **Community Engagement:**

Goal - Identify possible tools and pathways for community engagement to enhance communication with the community

### Action Steps:

- Survey community to determine possible best pathways and tools to engagement
- Trial different modalities for communication and track their effectiveness in terms of attendance/interaction
- Ensure access to reports and budgets by making them easily accessible on our website
- Budget funds for direct mail or creation of flyers if the survey supports that communication method

### **Outcomes**

The board will gather baseline information from the communication survey to set measurable goals.

## **Facility Review:**

Goal: Ensure proper use of existing facilities for all curricular needs (music, art, nurse, etc.).

### Action Steps:

- Review current student and staff instructional needs and align curricular needs to existing spaces.
- Collaborate with the Director of Facilities on current space needs and best utilization.
- Develop a draft plan by December for space use for the 23-24 school year with feedback from staff.
- Review long term projects to stay current on emerging needs and adjust to add additional projects based on newly identified needs.

Outcome: Finalized facility map for 23-24 school year with most effective use of learning spaces by March 2023.  
Updated long-term project list by January 2023.

**New Hampshire Department of Education  
School Year 2023-2024**

**GRANT PROGRAM ASSURANCES DOCUMENT**

Following are the 2023-2024 school year (SY) New Hampshire Department of Education (NHED) **ESEA Program Assurances** for the following federal formula grants (see below).

DEADLINE by **May 5, 2023**, the entire ESEA Program Assurances document should be:

- Emailed to [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) **and**
- Uploaded in the Grants Management System (GMS) on the LEA homepage for the 2023-2024 SY

**Superintendent/Charter School Administrator:** indicate which federal program(s) in which the LEA is accepting federal funds for the 2023-2024 SY.

Elementary and Secondary Education Act (ESEA) Programs	Participating	Not participating
<b>Title I, Part A</b> (Improving Basic Programs Operated by LEAs)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title II, Part A</b> (Supporting Effective Instruction state grants)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title III, Part A</b> (English Language Acquisition, Language Enhancement, and Academic Achievement Act)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title IV, Part A</b> (Student Support and Academic Enrichment Grants)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title IV, Part B</b> (21 <sup>st</sup> Century Community Learning Centers)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title V, Part B, Subpart 2</b> (Rural and Low-Income School Program)	<input type="checkbox"/>	<input type="checkbox"/>
<b>IDEA, Part B</b> (Individuals with Disabilities Education Act)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perkins V</b> (Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act)	<input type="checkbox"/>	<input type="checkbox"/>

**Superintendent/Charter School Administrator Contact Information:**

Local Education Agency (LEA): \_\_\_\_\_ SAU Number: \_\_\_\_\_

Superintendent/Charter School Administrator Contact Name: \_\_\_\_\_

Superintendent/Charter School Administrator Contact Phone: \_\_\_\_\_

Superintendent/Charter School Administrator Contact Phone Email: \_\_\_\_\_

Local Education Agencies (LEAs) must submit a signed copy of these Grant Assurances to the NHED prior to receiving formula funds for grants awarded under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Grant Assurances, the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations.

As the Superintendent/Charter School Administrator you must carefully review and sign each funding source that you will be accepting for the 2023-2024 SY. There is a signature field for Title III certification and one signature block at the end of the document Assurances that must be signed. Once the document is fully executed it needs to be emailed to [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) and uploaded to the LEA homepage of the online Grants Management System (GMS) no later than May 5, 2023. The NHED ESEA team will review and subsequently approve/return the document if it is/is not fully executed. **ESEA grants will not be substantially approved until the LEA has a fully executed and approved ESEA Program Assurances document on file with NHED.**

At the end of this document, you will find the General Education Provisions Act (GEPA) Section 427 which requires each LEA applying for federal funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded projects or activities.

**Each LEA accepting federal grants must provide a description of how it will ensure equitable access for students and teachers to participate in federally assisted programs.** Please provide a clear and succinct description of how you plan to address those barriers that are applicable to the LEAs circumstances.

Please remember that Program Assurances are reviewed and signed by you, the Superintendent/Charter School Administrator, as a way of indicating your agreement with the laws and regulations specific to certain grant types. The assurances below are not all-inclusive as to the entire scope of requirements for the LEA. Superintendents/Charter School Administrators are responsible for understanding all requirements of the grants they receive.

#### **The Process:**

Please read each step carefully:

1. The Superintendent/Charter School Administrator indicates which federal program(s) in which the LEA is accepting funds for the 2023-2024 SY and provides their contact information.
2. The Superintendent/Charter School Administrator carefully reviews the assurances for each federal program in which the LEA is participating and consults with the LEA School Board/Board of Trustees about the assurances.
3. The Superintendent/Charter School Administrator signs and dates the bottom of the Program Assurance document.
4. **All** Superintendent/Charter School Administrators (or designee) must complete the GEPA section.
5. The assurances must then be emailed to [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) and uploaded to the LEA Homepage of the online Grants Management System (GMS) by May 5, 2023.

Please contact your NHED program manager if you have any questions.



## **Section A: Assurances for ESEA - Title I, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title I, Part A the LEA will:**

### **A-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**

Use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of students participating in programs assisted under Title I, and not to supplant such funds. *Section 1118(b)*.

Under ESEA, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. This should expand Title I's spending options. Title I costs must still be allowable and must still support eligible students among other requirements.

### **A-2 MEET COMPARABILITY OF SERVICES REQUIREMENTS**

Ensure compliance with all comparability requirements, including establishing and implementing on a grade-span by grade-span basis or a school-by-school basis: (a) a local educational agency-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. *Section 1118(c)*.

### **A-3 INFORM SCHOOLS ABOUT SCHOOLWIDE PROGRAM OPTIONS AND PROVIDE TECHNICAL ASSISTANCE TO SCHOOLWIDE PROGRAMS**

Inform eligible schools (40% poverty and above) and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources under *Section 1114*.

Provide technical assistance and support to schoolwide programs, including a one-year planning period (exceptions provided in *Section 1114 (b)(1)*), in consultation with stakeholders described in *Section 1114(b)(2)* resulting in a written plan that addresses the required components pursuant to *Section 1114*.

### **A-4 PROVIDE SERVICES TO ELIGIBLE STUDENTS IN TARGETED ASSISTANCE SCHOOLS**

Provide supplementary services to educationally disadvantaged students in Title I schools. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria, pursuant to *Section 1115*.

### **A-5 PROVIDE ASSISTANCE TO SCHOOLS TO CLOSE THE ACHIEVEMENT GAP**

Ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. *Section 1112(b)*.

**A-6 ENSURE QUALIFIED AND EFFECTIVE EDUCATORS IN ALL LEA SCHOOLS**

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or beginning educators. *Section 1111(g)(1)(B)*.

Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *Section 1111(g)(2)(J)*.

At the beginning of each school year, the LEA receiving funds under this Part shall notify the parent(s) of each student attending any school receiving funds under this Part that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (I) Whether the students' teacher (I) has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, (III) is teaching in the field of discipline of the certification of the teacher. *Section 1112(e)(1)*.

**A-7 USE INTERVENTIONS THAT IMPROVE OUTCOMES FOR STUDENTS**

Take into account the strength of the evidence when selecting curricula and relevant interventions, identifying supports, services, and interventions that are likely to be effective for improving student outcomes. Title I, Section 1003 requires the use of evidence-based interventions that meet higher levels of evidence for schools identified for Comprehensive or Targeted Support and Improvement. *Section 1003 (b)(1)(B)* and *Section 8101(21)(A)*.

**A-8 ASSIST SCHOOLS TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Develop and maintain a written policy on parent and family engagement and work in consultation with schools as they develop and implement their plans for activities under *Section 1116*. Parents shall be notified of this policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. *Section 1116(b)(1)*.

Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this Part consistent with this Section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the LEA's expectations and objectives for meaningful parent and family involvement. *Section 1116(a)(1-2)*.

**A-9 ALIGN EARLY CHILDHOOD SERVICES WITH HEAD START STANDARDS**

In the case of an LEA that chooses to use funds under this Part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under *Section 641A(a)* of the Head Start Act (*42 USC §9836a(a)*). *Section 1112(c)(7)*.

**A-10 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:**

Provide, after timely and meaningful consultation with private school officials, equitable services to eligible students attending private elementary and secondary schools in accordance with *Section 1117*.

The LEA must consult with each non-public school about the Title I, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

**A-11 IMPLEMENT THE STATEWIDE ASSESSMENT PROGRAM AND USE ASSESSMENT RESULTS TO REVIEW AND ASSESS PROGRESS:**

Comply with the statewide assessment program requirements under *Section 1111 (b)(2)* or Innovative Assessment and Accountability Demonstration Authority under *Section 1204(b)(1)*, (i.e. Performance Assessment for Competency Education). Use the results of the statewide assessment and other measures or indicators available to the LEA, to review annually the progress of each school served by the LEA and receiving funds under this Part. In addition, make widely available through public means (includes posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA for each grade level served, information on each assessment required by the State to comply with *Section 1111*, other assessments required by the State, and where such information is available and feasible to report, assessments required by the LEA, including: (i) subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available: (I) the amount of time students will spend taking the assessment and the schedule for the assessment; and (II) the time and format for disseminating results.

**A-12 PARTICIPATE IN THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP), GRADES 4 and 8, READING AND MATHEMATICS:**

Participate, if selected, in NAEP for reading and mathematics in grades 4 and 8 carried out under *Section 303(b)(3)* of the NAEP Authorization Act (*20 USC SEC 9622(b)(3)*).

**A-13 PROVIDE TIMELY STUDENT REPORTS TO PARENTS AND TEACHERS**

Ensure that the results from the statewide academic assessments required under *Section 1111(b)(2)* and *Section 1204(b)(1)* will be provided to parents and teachers as soon as practicable after the assessment is taken, in an understandable and uniform format and, to the extent feasible, in a language that the parents can understand.

**A-14 PUBLICLY DISSEMINATE ANNUAL LEA AND SCHOOL REPORT CARDS**

Disseminate LEA and school report cards containing, at a minimum, information on teacher quality, assessment, and school and LEA accountability to all schools in the LEA and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand, and make the information available through public means. *Section 1111(h)(2)*.

**A-15 COORDINATE WITH OTHER EDUCATIONAL SERVICES**

Coordinate and integrate services provided under this Part with other educational services at the LEA or individual school level, such as services for English Learners, children with disabilities, migratory children, American Indian, Alaska Native, and the Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

In compliance with *Section 1112*, coordinate and integrate services with other programs under this Act (including Title I, Part C, Title II, Title III, etc.), the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the McKinney-Vento Homeless Assistance Act, the Head Start Act, the Adult Education and Family Literacy Act, and other Acts, as appropriate. Equity of services will be met for disadvantaged students, to include:

- Selecting migratory children who are eligible to receive services on the same basis as other children who are selected to receive services;
- Conducting outreach to identify homeless children and youth and working in consultation with shelters and other community agencies to identify and remove barriers to enrollment;
- Assuring space is available in Title I programs for students in foster care, homeless children and youth, and that homeless students are eligible for Title I services by virtue of their homelessness.
- Complying with the requirements of Immigrant Data Collection Survey located in the NH DOE Education Statistics System on an annual basis to ensure appropriate services are provided to English language learners; and
- If the LEA uses Title I or Title III funds to provide a language instruction educational program as determined under Title III, the LEA must comply and coordinate parent services for English learners as outlined in *Section 1112(3)(A-D)*.

**A-16 ENSURE THE EDUCATIONAL STABILITY OF STUDENTS IN FOSTER CARE**

Enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement. *Section 1111(g)(1)(E)(i)*.

Ensure that if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment. *Section 1111(g)(1)(E)(ii)*.

LEAs will immediately contact the school of origin to obtain relevant academic and other records. *Section 1111(g)(1)(E)(iii)*.

Develop and implement clear written procedures governing transportation for students in foster care in their school of origin when in their best interest. The procedure will be provided, arranged, and funded for the duration of their time in foster care, and ensure that students promptly receive that transportation. The transportation procedure must describe how this requirement will be met in the event of a dispute regarding which agency or agencies (LEA, multiple LEAs or child welfare agency) will pay any additional costs incurred in providing transportation and must describe which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. *Section 1112(c)(5); 34 Code of Federal Regulations §299.13(c)(1)(ii)*.

Designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. *Section 1111(g)(1)(E)(iv)*.

**A-17 COORDINATION REQUIREMENTS:**

Coordinate activities described under Section 1119 (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities, i.e., systematic procedures for receiving records of preschool children, communication, parent and

family engagement, teachers and Head Start to discuss needs of children, joint transition-related training and linking LEA educational services with Head Start agencies. *Section 1119.*

**A-18 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS**

Reserve Title I, Part A funds as necessary to provide comparable services to homeless children and youth that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youth in public schools, shelters and other locations where children may live (institutions for neglected children and, where appropriate, local institutions such as local community day school programs). This reservation requirement is not formula driven. The method of determination of such funds shall be determined as follows:

- Based on the total allocation received by the LEA; and,
- Prior to any allowable expenditure or transfers by the LEA. *Section 1113(c)(3)(A).*

## **Section B: Assurances for ESEA - Title II, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title II, Part A the LEA will:**

### **B-1 ENGAGE IN CONSULTATION AND USE DATA**

Use data (*Section 2102(b)(2)(D)*) and ongoing consultation described in *Section 2102(b)(3)* to continually update and improve activities supported under this Part.

### **B-2 TARGET FUNDS TO NEEDIEST SCHOOLS**

Target funds to schools within the jurisdiction of the LEA that are implementing comprehensive support and improvement activities under *Section 1111(d)* and have the highest percentage of low income children counted under *Section 1124(c)*. *Section 2102(c)*

### **B-3 ENSURE PRIVATE SCHOOL PARTICIPATION**

Comply with *Section 8501* regarding equitable participation by private school teachers in professional development activities. Provide for the equitable participation of private school teachers, and other educational personnel in private schools, and engage in meaningful consultation, in a timely manner, with private school officials during the design and development of their Title II, Part A program. *Section 2102(b)(2)(E)*.

The LEA must consult with each non-public school about the Title II, Part A grant. The LEA must maintain a written record of this consultation in its records and provide a copy to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

### **B-4 PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES**

Ensure that all professional development activities provided are evidenced-based and intended to improve the subject matter knowledge and the teaching and leadership skills of teachers, principals, and administrators and, in appropriate cases, paraprofessionals, and coordinated with professional development activities authorized under this Part with professional development activities provided through other Federal, State, and local programs. *Section 2102(b)(2)(F)*.

### **B-5 SUPPLEMENT, NOT SUPPLANT**

Ensure that Title II, Part A funds shall only be used to supplement, and not supplant, non-federal State and local funds that would otherwise be used for activities authorized under Title II, Part A. *Section 2301*.

## **Section C: Assurances for ESEA - Title III, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title III, Part A the LEA will:**

### **C-1 CONSULT WITH OTHERS ON PLAN DEVELOPMENT**

Assure consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. *Section 3116(b)(4)(C).*

### **C-2 ASSESS ENGLISH PROFICIENCY ANNUALLY**

Assess annually the English proficiency of all English learners participating in a program funded under Title III, consistent with *Section 1111(b)(2)(B)* and *(G)*. *Section 3113(b)(3)(A)* and *(B)*.

### **C-3 USE EFFECTIVE APPROACHES AND METHODOLOGIES**

Use effective approaches and methodologies for teaching English learners and immigrant children and youth to: 1) develop and implement new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs, 2) carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, 3) implement, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learner and immigrant children and youth, 4) implement, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant program, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth. *Section 3115(a)(1-4).*

### **C-4 COMPLY WITH PRIVATE SCHOOL PARTICIPATION REQUIREMENTS**

After timely and meaningful consultation with appropriate private school officials, provide to children who are enrolled in private elementary and secondary schools in areas served by such agency, consortium, or entity and to their teachers or other educational personnel, on an equitable basis, educational services or other benefits that address their needs under Title III the program. *Section 8501.*

The LEA must consult with each non-public school about the Title III, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

### **C-5 ASSESS ENGLISH LEARNERS IN ENGLISH**

Comply with the requirement in *Section 1111(b)(2)(B)(ix)* regarding assessment of English learners in English. *Section 3113(b)(3)(A).*

### **C-6 BE IN COMPLIANCE WITH STATE LAWS**

Assure, by signing in this section, that the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners (EL), consistent with Sections 3125 and 3126. *Section 3116(b)(4)(B).*



- C-7 USE TITLE III FUNDS TO ONLY SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**  
Use Title III funds in order to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learner and Immigrant children and youth, and in no way supplant such Federal, State, and local public funds. *Section 3115(g).*
  
- C-8 USE OF FUNDS**  
Use Title III funds to increase the English language proficiency of English learners, provide effective professional development, and implement effective parent, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for ELs. *Section 3115(c).*
  
- C-9 SELECT METHODS OF EFFECTIVE INSTRUCTION**  
Select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. *Section 3115(f)(1)*
  
- C-10 COMPLY WITH PARENT REQUESTS FOR INFORMATION ABOUT STAFF EDUCATING THEIR CHILDREN**  
Ensure that each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year. *Section 3116(b)(4)(A).*
  
- C-11 COORDINATE WITH HEAD START AND EARLY HEAD START**  
Coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. *Section 3116(b)(4)(D).*
  
- C-12 USE OF IMMIGRANT SET-ASIDE FUNDS**  
Understand that by accepting Title III Immigrant Set-Aside funds, if applicable, to use these funds to support activities that provide enhanced instructional opportunities for immigrant children and youth and agree to comply with all associated program requirements. *Section 3115(e).*
  
- C-13 REPORT ON A BIENNIAL BASIS**  
Ensure that at the conclusion of every second fiscal year during which the subgrant is received, the LEA provides the Department of Elementary and Secondary Education (DESE) with a report in the form prescribed by the DESE, on the activities conducted and children served as described in *Section 3121*. ESSA, Title III, *Section 3121(a).*

<b>Title III</b>	
<b>LEA CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH</b>	
I certify that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <i>Section 3116(c).</i>	
<b>Signature of the Superintendent / Charter School Administrator</b>	<b>Date</b>

## **Section D: Assurances for ESEA - Title IV, Part A**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title IV, Part A the LEA will:**

### **D-1 UNDERSTAND THE PURPOSE OF THE TITLE IV, PART A PROGRAM [ESSA SECTION 4101]**

The purpose of the Title IV-A Program is to improve students' academic achievement by increasing the capacity of the LEA schools, and local communities to:

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

### **D-2 PRIORITIZE THE DISTRIBUTION OF FUNDS TO MOST IN NEED SCHOOLS OR STUDENT POPULATIONS [ESSA SECTION 4106 (e)(2)(A)]**

The LEA, or consortium of LEAs, shall assure they prioritize the distribution of Title IV, Part A funds to schools that:

- (a) are among the schools with the greatest need (as determined by the LEA);
- (b) have the highest percentages of low-income students;
- (c) are identified for comprehensive support and improvement;
- (d) have consistently underperforming subgroups;
- (e) are identified as a persistently dangerous public elementary school or secondary school under Section 8532.

### **D-3 DEVELOP AN APPLICATION THROUGH CONSULTATION WITH A TITLE IV-A STAKEHOLDER TEAM [ESSA SECTION 4106 (c)]**

An LEA, or consortium of LEAs, shall develop its application through consultation with a Title IV-A Stakeholder Team that includes representatives from a variety of stakeholder groups. The Stakeholder Team should include, but not be limited to, parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, private school leaders who participate in equitable services, other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV-A.

### **D-4 PRIORITIZE ACTIVITIES IN THE APPLICATION ON NEED AND CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT, IF NECESSARY [ESSA SECTION 4106 (d)]**

The Stakeholder Team of an LEA, or consortium of LEAs, shall prioritize the needs based on an assessment of for improvement of—

- (a) access to, and opportunities for, a well-rounded education for all students;
- (b) school conditions for student learning in order to create a healthy and safe school environment; and
- (c) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

**Exception:** A local educational agency receiving an allocation under section 4105(a) in amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment.

**Frequency of Needs Assessment:** Each LEA, or consortium of LEAs, shall conduct a needs assessment described above at least once every 3 years.

**D-5 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS [ESSA SECTION 4106 (e)(2)(B)]**

The LEA will provide, after timely, meaningful, and continued consultation with private, nonprofit (ESSA Section 8101) school officials, equitable services to eligible students attending private, nonprofit elementary and secondary schools in accordance with Section 8501.

The LEA must consult with each non-public school about the Title IV, Part A grant, and include representation on their Stakeholder Team. The LEA must maintain a written records of consultation and participation in its records and provide a copy of the initial consultation to the SEA by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

**D-6 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT [ESSA SECTION 4106 (e)(2)]**

The LEA will assure that one of these conditions shall apply:

(1) If the LEA, or consortium of LEAs, receives a Title IV-A allocation in an amount less than \$30,000, shall be required to develop activities that support at least one of the three Title IV-A Program areas. [ESSA Section 4106 (f)]

(2) If the LEA, or consortium of LEAs, receives a Title IV-A allocation greater than \$30,000, the LEA shall be required to develop activities that support at least one of the three Title IV-A Program areas, in the following proportion:

- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities. [ESSA Section 4106 (e)(2)(C)]
- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students. [ESSA Section 4106 (e)(2)(D)]
- use a portion of funds received under Title IV-A to support one or more activities authorized under section 4109(a), but will not use more than 15% of funds in this program area to purchase technology infrastructure to support the effective use of technology, according to section 4109(b). [ESSA Section 4106 (e)(2)(E)]

**D-7 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES [ESSA SECTION 4110]**

The LEA will use Title IV, Part A funds only to supplement, not supplant, non-Federal funds that would otherwise be used for activities that are authorized under Title IV, Part A, but are either state/locally required or have been previously funded through state or local budgets.

**D-8 ANNUAL REPORTING TO THE STATE [ESSA SECTION 4104]**

The LEA will annually report to the State for inclusion in the report described in Section 4104(a)(2) how funds are being used under Title IV-A, including the degree to which the LEA has made progress toward meeting the objectives and outcomes of their activities as described in 4106(e)(1)(E).

## **Section E: Assurances for ESEA - Title IV, Part B**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title IV, Part B the LEA will:**

**E-1** Operate all Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) programs in a

manner that will maximize the program's impact on the academic performance of the participating students. Programs will provide a breadth of activities and services that offer opportunities for students to learn new skills, develop creative ways to approach challenges and achieve academic success (ESEA Section 4204(b)(2)(J)).

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. Lesson and/or unit plans for academic enrichment activities will be required. Each student in the program must be offered the full breadth of programming each week (ESEA Section 4204(b)(2)(B), ESEA Section 4205(a) and ESEA Section 4204(a)(2)).

Services and benefits provided must be secular, neutral and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving federal assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. (2 CFR 3474.15).

**E-2** Implement activities based on evidence-based research. The authorizing statute provides measures of effectiveness to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on evidence-based research. The programs or activities must be based in research that shows that the students will meet challenging State academic standards (ESEA Section 4204(b)(2)(E)).

**E-3** Use 21<sup>st</sup> CCLC funds to increase the level of state, local and/or other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds (ESEA Section 4204(b)(2)(G)). Programs must also coordinate Federal, State, and local programs to make the most effective use of resources (ESEA Section 4204(b)(2)(C)). Programs are prohibited from using 21<sup>st</sup> CCLC funds to pay for existing levels of service; rather, grant funds must supplement, not supplant, existing services. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency (LEA)/ community-based organization (CBO) that has a 21<sup>st</sup> CCLC grant.

**E-4** Will provide program facility(ies) that are as available and accessible to participants as the students' local school. The facility(ies) has/have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area and study area. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home (ESEA Section 4204(b)(2)(A)(ii)). The program will take place in a safe and easily accessible facility (ESEA Section 4204(b)(2)(A)(i)).

- E-5** Will provide nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21<sup>st</sup> CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Students shall not be charged for costs associated with supplemental snacks/meals. Documentation of meeting supplemental snack/meal requirements is required and may be subject to monitoring. (7 CFR 210.10 and 7 CFR 210.9(c)(1-8)).
- E-6** Offer children with special needs the same opportunities as children in the general population in accordance with state and federal laws. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21<sup>st</sup> CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. Description of services to students with special needs shall be documented and may be subject to monitoring (GEPA 427 General Educational Provisions Act).
- E-7** In accordance with ESEA SEC 4201(a)(3), 21<sup>st</sup> CCLC programs are required to offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents. A minimum of three (3) meaningful family engagement activities will occur throughout the year. Programming will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals.
- E-8** Have a professional development plan that is responsive to the needs of its staff and identifies the professional development activities for staff delivering program activities. Conferences and trainings will be linked to the 21<sup>st</sup> CCLC funding purpose. 21<sup>st</sup> CCLC orientation/professional development and evidence of staff training shall be documented, uploaded to Cayen systems and may be subject to monitoring (ESEA Section 4203(a)(6)). In accordance with ESEA Section 4204(b)(2)(M), if the program plans to use volunteers in activities carried out through the community learning center, a description is needed of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.
- E-9** Have partners to help coordinate the use of resources and implement components of programming that are not paid for with 21<sup>st</sup> CCLC funds. Partnerships through public and private community agencies will be developed to help carry out the activities identified in the needs assessment and in the development of a well-rounded community learning center that offers diversity in programming. In accordance with ESEA Section 4204(b)(2)(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity needs to be established prior to entering into a relationship with any entity. Funded 21<sup>st</sup> CCLC programs will complete a memorandum of understanding (MOU) as a formal agreement between all relationships with a partner/contractor, as described in 2 CFR Part 200.331 and maintain documentation to support that the partnership is completed prior to engaging the outside entity.
- E-10** According to ESEA, Section 4204(b)(2)(D), the 21<sup>st</sup> CCLC program will document that it was developed and implemented in active collaboration with the school district attended by the participating students. Adequate communication between the 21<sup>st</sup> CCLC program staff and the

students' regular school day teachers, school administrators and family members is critical to ensure student needs are addressed in the 21<sup>st</sup> CCLC program. **The agency has a written MOU with the school district stating how pertinent student data will be shared from the school district to the 21<sup>st</sup> CCLC program and how these groups will share information about the needs and performance of 21<sup>st</sup> CCLC students.** The written MOU will also include how the regular school lessons will be identified and reinforced during the 21<sup>st</sup> CCLC program.

- E-11** In accordance with ESEA Sec. 4204(b)(2)(K), have at least a preliminary plan for how the 21<sup>st</sup> CCLC program will continue after funding ends. Program will plan to sustain their 21<sup>st</sup> CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program. Must demonstrate how the proposed program will coordinate federal, state and local programs and make the most effective use of public resources. Establish a written plan to be disseminated through community outreach and engagement strategy that communicates the benefits of the program and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low-income students (ESEA Section 4204 (b)(2)(C)).
- E-12** Establish a local 21<sup>st</sup> CCLC Advisory Board comprised of students, teachers, parents and members of community agencies and businesses. The agency will collect and maintain documentation of board meetings, such as minutes and attendance lists. The Advisory Board will consider such topics as program needs and concerns, operations and sustainability. The Advisory Board will include **at least one parent and one student (if the program is serving middle or high school students) and take place a minimum of three (3) times per school year.** Documentation supporting 21<sup>st</sup> CCLC advisory board meetings are required to be uploaded to Cayen systems and may be subject to monitoring.
- E-13** Manage property acquired (e.g., computers, classroom desks, tables) under the 21<sup>st</sup> CCLC program in accordance with Federal regulations. Equipment and supplies will remain within the appropriate facility for continued use in the 21<sup>st</sup> CCLC program after the funding period has expired. If the 21<sup>st</sup> CCLC program at the facility(ies) is not maintained after federal funding expires, all equipment and supplies will be used and/or distributed in accordance 2 CFR 200.313 and 2 CFR 200.314.
- E-14** Fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the NHED and/or authorized representatives. The subrecipient agrees to participate in all statewide evaluation activities (e.g., cooperate with site visits, cooperate with the quality improvement evaluation process, responding to data requests, submitting accurate and on time data). The subrecipient will submit all required data and reports, as required and/or requested, to the NHED and the US Department of Education (USED) (ESEA Section 4203(A)(14)).
- E-15** Ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures, etc. will be clearly listed and widely disseminated, and that they will conform to applicable local and state practices/standards (ESEA Section 4204(b)(2)(iii)).
- E-16** Provide a timely and meaningful consultation with private school officials, providing equitable services to eligible students attending private elementary and secondary schools. The subrecipient must consult with each non-public school about the 21<sup>st</sup> CCLC grant. Consultation to private schools must be completed on an annual basis with the required Equitable Services Affirmation document by emailing [ESAffirmation@doe.nh.gov](mailto:ESAffirmation@doe.nh.gov) and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS) by June 30<sup>th</sup> prior to the start of each fiscal year, throughout the five (5) year grant cycle, in order for the grant to be approved to expend funds in the upcoming fiscal year. The applicant shall give the appropriate

representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. (Title IX, Part E Uniform Provisions, Subpart 1, Section 9501).

- E-17** The 21<sup>st</sup> CCLC program will target students who primarily attend schools with eligible programs under ESEA Section 1114, 1111, 1115 and 1113 and the families of such students (ESEA Section. 4204(b)(2)(F), ESEA Section. 4203(a)(3) and ESEA Section 4204(i)(1)(A)(i)).
- E-18** Agree that the NHED 21<sup>st</sup> CCLC Program Office shall periodically review the progress made on the activities and deliverables listed. If the subrecipient fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of information, proposed activities and/or proposed goals/objectives) or to make appropriate progress on the activities and/or towards the development of the program, and they are not resolved within four (4) weeks of notification, the 21<sup>st</sup> CCLC Program Office will (1) approve a reduced payment, (2) request the applicant redo the work and/or (3) terminate the project (2 CFR 200.339).



## **Section F: Assurances for ESEA - Title V, Part B, Subpart 2**

*All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title V, Part A, Subpart 2 the LEA will:**

### **F-1 USE FEDERAL FUNDS FOR AUTHORIZED ACTIVITIES**

Use Title V, Part A, Subpart 2 funds only for the following:

- (1) Activities authorized under part A of title I.
- (2) Activities authorized under part A of title II.
- (3) Activities authorized under title III.
- (4) Activities authorized under part A of title IV.
- (5) Parental involvement activities. *Section 5222.*

### **F-2 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES**

Use Title V, Part A, Subpart 2 funds only to supplement, not supplant, non-Federal funds that would otherwise be used for Title V, Part A, Subpart 2 activities. *Section 5232.*

## **SECTION G: ASSURANCES FOR IDEA, Part B**

*All Sections cited are from the Individuals with Disabilities Education Act as amended by P.L. 108-446, and the IDEA Regulations (34 CFR §300.201 through §300.213) unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in IDEA, Part B the LEA will:**

**G-1. Assure that the LEA meets each of the conditions in 34 CFR §300.201 through §300.213, including:**

### **§300.201 Consistency with State policies.**

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under Sec. Sec. 300.101 through 300.163, and Sec. Sec. 300.165 through 300.174. (*Authority: 20 U.S.C. 1413(a)(1)*)

### **§300.202 Use of amounts.**

**(a) General.** Amounts provided to the LEA under Part B of the Act--

- (1)** Must be expended in accordance with the applicable provisions of this part;
- (2)** Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
- (3)** Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

**(b) Excess cost requirement.**

**(1) General.**

**(i)** The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

**(ii)** The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the non-supplanting and other requirements of this part in providing the education and services for these children.

**(2) (i)** An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

**(ii)** The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in Sec. 300.16. That amount may not include capital outlay or debt service.

**(3)** If two or more LEAs jointly establish eligibility in accordance with Sec. 300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in Sec. 300.16 in those agencies for elementary or secondary school students, as the case may be. (*Authority: 20 U.S.C. 1413(a)(2)(A)*)

### **§300.203 Maintenance of effort.**

**(a) Eligibility standard.** (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (i)** Local funds only;

- (ii) The combination of State and local funds;
  - (iii) Local funds only on a per capita basis; or
  - (iv) The combination of State and local funds on a per capita basis.
- (2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§ 300.204 and 300.205 that the LEA:
- (i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
  - (ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.
- (b) *Compliance standard.* (1) Except as provided in §§ 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- (2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§ 300.204 and 300.205:
- (i) Local funds only;
  - (ii) The combination of State and local funds;
  - (iii) Local funds only on a per capita basis; or
  - (iv) The combination of State and local funds on a per capita basis.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.
- (c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of § 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.
- (2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.
- (3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.
- (d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the

amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower. (Approved by the Office of Management and Budget under control number 1820-0600) (*Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014)*)

**§ 300.204 Exception to maintenance of effort.**

Notwithstanding the restriction in Sec. 300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- (a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- (b) A decrease in the enrollment of children with disabilities.
- (c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child--
  - (1) Has left the jurisdiction of the agency;
  - (2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
  - (3) No longer needs the program of special education.
- (d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- (e) The assumption of cost by the high cost fund operated by the SEA under Sec. 300.704(c). (*Authority: 20 U.S.C. 1413(a)(2)(B)*)

**§300.205 Adjustment to local fiscal efforts in certain fiscal years.**

- (a) Amounts in excess. Notwithstanding Sec. 300.202(a)(2) and (b) and Sec. 300.203(a), and except as provided in paragraph (d) of this section and Sec. 300.230(e)(2), for any fiscal year for which the allocation received by an LEA under Sec. 300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by Sec. 300.203(a) by not more than 50 percent of the amount of that excess.
- (b) Use of amounts to carry out activities under ESEA as amended by ESEA. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA as amended by ESEA regardless of whether the LEA is using funds under the ESEA as amended by ESSA for those activities.
- (c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.
- (d) Special rule. The amount of funds expended by an LEA for early intervening services under Sec. 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section. (*Authority: 20 U.S.C. 1413(a)(2)(C)*)

**§300.206 Schoolwide programs under Title I of the ESEA as amended by ESSA.**

- (a) General. Notwithstanding the provisions of Sec. Sec. 300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA as amended by ESSA, except that the amount used in any schoolwide program may not exceed--
  - (1) (i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by
  - (ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

- (2) The number of children with disabilities participating in the schoolwide program.
- (b) Funding conditions. The funds described in paragraph (a) of this section are subject to the following conditions:
- (1) The funds must be considered as Federal Part B funds for purposes of the calculations required by Sec. 300.202(a)(2) and (a)(3).
- (2) The funds may be used without regard to the requirements of Sec. 300.202(a)(1).
- (c) Meeting other Part B requirements. Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools--
- (1) Receive services in accordance with a properly developed IEP; and
- (2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act. (*Authority: 20 U.S.C. 1413(a)(2)(D)*)

### **§300.207 Personnel development.**

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of Sec. 300.156 (related to personnel qualifications) and section 2122 of the ESEA as amended by ESSA. (*Authority: 20 U.S.C. 1413(a)(3)*)

### **§300.208 Permissive use of funds.**

- (a) Uses. Notwithstanding Sec. Sec. 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
- (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.
- (2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with Sec. 300.226.
- (3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.
- (b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities. (*Authority: 20 U.S.C. 1413(a)(4)*)

### **§300.209 Treatment of charter schools and their students.**

- (a) Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part.
- (b) Charter schools that are public schools of the LEA.
- (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must--
- (i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and
- (ii) Provide funds under Part B of the Act to those charter schools--
- (A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under Sec. 300.705 and includes other public schools--

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section. *(Authority: 20 U.S.C. 1413(a)(5))*

#### **§300.210 Purchase of instructional materials.**

(a) General. Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under Sec. 300.172.

(b) Rights of LEA.

(1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in Sec. 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. *(Authority: 20 U.S.C. 1413(a)(6))*

#### **§300.211 Information for SEA.**

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to Sec. Sec. 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. *(Authority: 20 U.S.C. 1413(a)(7))*

#### **§300.212 Public information.**

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. *(Authority: 20 U.S.C. 1413(a)(8))*

#### **§300.213 Records regarding migratory children with disabilities.**

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA as amended by ESSA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. *(Authority: 20 U.S.C. 1413(a)(9))*

### **G-2 PRIVATE SCHOOL PARTICIPATION**

Provide for services on behalf of students with disabilities enrolled in private schools as required by IDEA. *(Authority: 20 U.S.C. 1412(a)(10)).*

### **G-3. IEP SERVICES CONSISTENT WITH LAW**

Provide all services specified in eligible students' accepted individualized education programs (IEPs) consistent with the requirements of state and federal special education law and regulations. *(Authority: 20 U.S.C. 1414(d); NH PART Ed1109).*

## **Section H: Assurances for the Strengthening Career and Technical Education for 21<sup>st</sup> Century Act (Perkins V).**

*All Sections cited are from the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act P.L. 115-224, unless otherwise noted.*

**The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in the Strengthening Career and Technical Education for 21st Century Act, the LEA will:**

- H-1 Administer each program, service or activity covered by the LEA local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21<sup>st</sup> Century Act and in accordance with *Section 135 Local Uses of Funds*.
- H-2 Be in compliance with *Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act* and any other federal or state laws, regulations and policies which apply to the operation of the programs.
- H-3 Comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (*Section 122(d)(13)(A)*).
- H-4 Not to expend funds under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization affiliated with such an employee. (*Section 122 (d)(13)(B)*).
- H-5 Comply with all reporting requirements in a timely manner and ensure that the information reported is valid, reliable, and accurate.
- H-6 Not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided. (*Section 122(b)(9)(B)*).

**By signing this document, I attest I have read and understand the obligations of all the assurance statements above (Section A through H) and will ensure that the LEA complies with the assurances for the federal program(s) in which the LEA is accepting federal funds for the 2023-2024 SY. I further attest that I have provided a copy of all the assurances for the program the LEA will participate in to the LEA School Board and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA will email [ESEAAssurances@doe.nh.gov](mailto:ESEAAssurances@doe.nh.gov) and electronically attach this signed document in the online Grants Management System LEA homepage and a copy will be kept on file at the LEA.**

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Superintendent/Charter School Administrator Signature

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Date



**General Education Provisions Act (GEPA)  
Section 427 and 442 Requirements**

*Please compose answers carefully and completely. Use additional pages as needed.*

**Contact information for the person responsible for fulfilling GEPA requirements:**

Name/Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\_\_\_\_\_  
Superintendent/Charter School Administrator Signature

\_\_\_\_\_  
Date

**GEPA 427 General Educational Provisions Act Requirement**

1. Section 427 of GEPA (20 U.S.C. 1228a), requires subrecipients to provide a description of the steps it proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

DESCRIPTION: \_\_\_\_\_

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<b>Mont Vernon School District Default Recommendation</b>					
<b>Item</b>	<b>Ballot Proposed</b>	<b>Ballot Default</b>	<b>Ballot Proposed- Ballot Default</b>	<b>Recommended</b>	<b>Ballot Proposed- Recommended</b>
<b>Administration</b>	<b>\$827,278</b>	<b>\$803,957</b>	<b>-\$23,321</b>	<b>\$824,579</b>	<b>-\$2,699</b>
Personnel	\$495,755	\$479,967	-\$15,788	\$493,706	-\$2,049
Non-Personnel	\$331,523	\$323,990	-\$7,533	\$330,873	-\$650
<b>Curriculum</b>	<b>\$3,526,634</b>	<b>\$3,507,055</b>	<b>-\$19,579</b>	<b>\$3,522,391</b>	<b>-\$4,243</b>
Personnel	\$1,943,532	\$1,923,176	-\$20,356	\$1,943,532	\$0
Non-Personnel	\$1,583,102	\$1,583,879	\$777	\$1,578,859	-\$4,243
<b>Facilities</b>	<b>\$359,780</b>	<b>\$323,695</b>	<b>-\$36,085</b>	<b>\$328,919</b>	<b>-\$30,861</b>
Personnel	\$172,323	\$152,846	-\$19,477	\$145,105	-\$27,218
Non Personnel	\$187,457	\$170,849	-\$16,608	\$183,814	-\$3,643
<b>Transportation</b>	<b>\$283,711</b>	<b>\$269,921</b>	<b>-\$13,790</b>	<b>\$268,205</b>	<b>-\$15,506</b>
Regular School to Home	\$130,254	\$116,464	-\$13,790	\$118,748	-\$11,506
Special Ed School to Home	\$147,457	\$147,457	\$0	\$147,457	\$0
Field Trip/Co-Curricular	\$6,000	\$6,000	\$0	\$2,000	-\$4,000
<b>Technology</b>	<b>\$76,600</b>	<b>\$89,432</b>	<b>\$12,832</b>	<b>\$74,600</b>	<b>-\$2,000</b>
Personnel	\$32,250	\$31,187	-\$1,063	\$31,250	-\$1,000
Non-Personnel	\$44,350	\$58,245	\$13,895	\$43,350	-\$1,000
<b>Student Services</b>	<b>\$1,167,000</b>	<b>\$1,165,565</b>	<b>-\$1,435</b>	<b>\$1,139,163</b>	<b>-\$27,837</b>
Personnel	\$655,497	\$654,062	-\$1,435	\$628,660	-\$26,837
Non-Personnel	\$511,503	\$511,503	\$0	\$510,503	-\$1,000
<b>School Nutrition Services</b>	<b>\$108,447</b>	<b>\$106,679</b>	<b>-\$1,768</b>	<b>\$108,447</b>	<b>\$0</b>
Personnel	\$47,706	\$45,938	-\$1,768	\$47,706	\$0
Non-Personnel	\$60,741	\$60,741	\$0	\$60,741	\$0
<b>TOTALS</b>	<b>\$6,349,450</b>	<b>\$6,266,304</b>	<b>-\$83,146</b>	<b>\$6,266,304</b>	<b>-\$83,146</b>

# 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

## MEMORANDUM

TO: Peter Eckoff, Chair, Mont Vernon School Board  
Members, Mont Vernon School Board

FROM: Steven M. Chamberlin, Interim Superintendent of Schools

SUBJECT: Facility Committee Formation Information – Draft

DATE: April 26, 2023

### **Executive Summary**

This memorandum provides a sketch of the establishment of a Mont Vernon Facility Committee.

### **Background Information/Introduction**

On March 28, the following articles was approved:

Article 4. Shall the Mont Vernon School District raise and appropriate the sum of up to sixty thousand dollars (\$60,000) for the purpose of developing an Architectural and Engineering Study including a conceptual design, program study, cost estimate, and site review for a renovation/addition to the Mont Vernon Village School. This sum is to come from the June 30, 2023 unassigned fund balance (surplus) available for transfer on July 1, 2023. No amount to be raised from new taxation. This special article is a special warrant article per RSA 32:3, VI (d) and RSA 32:7, V. Majority vote required. Recommended by the Mont Vernon School Board (5-0) Estimated new tax impact of passing this article is: \$0.00 per thousand Estimated new tax impact of not passing this article is: -\$0.18 per thousand.

As of March 31, the unassigned fund balance is expected to fund this article. These funds would come available after July 1, 2023.

### **Draft Facility Committee Charge**

To Coordinate implementation of the Article IV funds including but not limited to:

- Procuring a vendor
- Developing the scope of the Architectural and Engineering Study
- Collecting information to support the study
- Informing the community at each stage of the study
- Making recommendations to the Mont Vernon School Board

### **Draft Facility Committee Membership\***

- Two Board Members
- Business Administrator
- Facility Director
- Superintendent/Asst. Superintendent
- Principal

- Teacher
- Member of the Support staff
- Two Community Members

\*Linking members to the Middle School Study Committee would be advised.

**Requested Board Action**

1. To provide input/feedback on the draft
2. To approve the charge and committee membership at the June 1, 2023, School Board Meeting

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

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AMY FACEY  
Business Administrator

The following policies were recommended for revision, adoption or reviewed by the Policy Committee.

## Policy Committee Update:

<b>Policy</b>	<b>Title</b>	<b>District Information</b>
GBED	Prohibitions Regarding Use of Tobacco Products, E-Cigarettes, and E-Liquids In and On School Facilities and Grounds	To approve – Amherst, Mont Vernon, Souhegan, and SAU
GCEB	Administrative Staff Recruiting	To approve – Amherst and Mont Vernon
GCF	Professional Staff Hiring	To approve – Amherst, Mont Vernon, and Souhegan

**GBED/ADC/JICG - PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS**

*Category: Priority/Required by Law*

*Related policy: IHAMA*

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

**A. Definitions. *These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.***

**"Tobacco product(s)"** means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

***"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.***

**"E-cigarette"** means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that ***may or may not contain nicotine or e-liquid.*** This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

***"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.***

**"Liquid nicotine"** means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

**"Facility"** is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

**B. Students**

No student shall purchase, attempt to purchase, possess or use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

**C. Employees**

No employee shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

**D. All other persons**

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, *device*, E-cigarette, *E-liquid*, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

**E. Implementation and Notice - Administrative Rules and Procedures.**

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be



developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

**Legal References:**

*RSA 155:64 – 77, Indoor Smoking Act*

*RSA 126-K:2, Definitions*

*RSA 126-K:6, Possession and Use of Tobacco Products by Minors*

*RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited*

***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.*

**AMHERST and MONT VERNON POLICY**

**GCEB – ADMINISTRATIVE STAFF RECRUITING**

Category O

For the purposes of this policy, “administrative staff” refers to direct reports to the Superintendent as well as Principal(s), Vice-Principal(s), Dean(s).

Administrative staff recruitment is the responsibility of the Superintendent, or their designee.

The Superintendent shall ensure a thorough check is made of the candidate's prior record, prior to nomination to the Board.

Whenever an administrative position is needed to be filled, the Superintendent or their designee shall notify the Board of the job opening and the process the Superintendent or their designee will use to select a candidate for nomination to the Board.

**GCF - PROFESSIONAL STAFF HIRING**

*Category R*

In accordance with RSA 189:39, the Superintendent will present to the Board a listing of teacher nominations for the coming school year. Such presentation will occur on or before April 15th of each school year.\* The Board shall then elect teachers to be employed in the district for the coming school year.

\* School districts operating under city charters will have a different date for presentation to the Board of teacher nominations.

***Legal References:***

*RSA 189:39, How Chosen*

*RSA 189:14, Liability of District*

*RSA 189:14(a), Failure to be Renominated or Re-elected*

*RSA 189:14(b), Review by State Board*

## AMHERST, MONT VERNON, and SOUHEGAN POLICY

### **BBBC – BOARD MEMBER OR DISTRICT OFFICER RESIGNATION AND VACANCY APPOINTMENT**

Any citizen who files for and seeks election to the Board should do so with full knowledge of an appreciation for the investment in time, effort, and dedication expected of all Board members and that the citizen's intent is to serve a full term of office.

However, if for reasons of health, change in domicile, or any other compelling reason a member decides to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for a replacement.

A letter of resignation should be sent to the Board Chairman with a copy to the District Clerk.

Vacancies shall be filled by appointment in accordance with RSA 197:26 and RSA 671:33 as they may be from time to time amended.

As part of the process to fill vacancies, the Board shall request that qualified voters of the District make application to the remaining members of the Board by way of letters of intent, listing qualifications, background education, and a statement as to why they wish to serve on the Board.

The Board shall review the letters of intent and may interview each applicant, if available, before reaching a decision as to the appointee.

The appointee shall serve as a full member of the Board until the next election.

#### ***Statutory References:***

RSA 197:26

RSA 671:33

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