

**SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE**  
 Amherst, Mont Vernon, and Souhegan Cooperative School Districts



STEVEN CHAMBERLIN  
 Interim Superintendent of  
 Schools

CHRISTINE M. LANDWEHRLE  
 Assistant Superintendent

MARGARET A. BEAUCHAMP  
 Director of Student Services

AMY FACEY  
 Business Administrator

**Mont Vernon School Board Meeting**

Tuesday, June 13<sup>th</sup> – 6:00 PM  
 Mont Vernon Village School- Library  
 1 Kittredge Road  
 Mont Vernon, NH 03057

*If you would like to join this meeting virtually,  
 you can find the Zoom link on our website:  
[https://www.sau39.org/school\\_boards/mont\\_vernon](https://www.sau39.org/school_boards/mont_vernon)*

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

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the Mont Vernon School Board, Mr. Peter Eckhoff, to call the meeting to order	None
Public Input I of II	6:00 PM		Public Comment Procedure
Board Seat Appointment	6:15 PM	The Board to appoint a new board member to the vacant seat	Policy BBBC Board Seat Application
Consent Agenda	6:20 PM	1. MVVS June Principal’s Report 2. AMS May Principal’s Report 3. MVSD June Food Service Projections 4. Unanticipated Revenue \$70 5. Budget Transfer 2024 001 6. Feb. 2023 Treasurer’s Report 7. FY 24 General Assurances- Final 8. May 4 <sup>th</sup> 2023 Draft Minutes	MVVS Principal’s Report AMS Principal’s Report MVSD June Food Service Projections Unanticipated Revenue Memo Budget Transfer Memo Feb. 2023 Treasurer’s Report FY 24 General Assurances 05 04 2023 Draft Minutes
Board Goals Discussion	6:30 PM	Discussion on Board Goals	MV Draft Board Goals
Formation of Building Committee Discussion	6:45 PM	The Board to discuss the formation of a Building Committee	None
Unassigned Fund Balance Update	6:55 PM	SAU #39 Business Administrator, Ms. Amy Facey, to Provide the board with an update on the unassigned Fund balance	UFB/projects List

Board Calendar	7:15 PM	<i>The board to discuss the Board calendar</i>	MVEA Petition
MVEA Petition	7:30 PM	<i>The board to discuss the MVEA Petition</i>	MVEA Petition
School Security Discussion	7:55 PM	<i>The board to discuss school security</i>	None
Staffing	8:15 PM	<i>Interim Superintendent, Mr. Steven Chamberlin, to Address the board on any nominations and/or resignations</i>	None
Public Input II of II	8:25 PM		
Non-Public	8:40 PM	<i>RSA 91: A 3 II ( a &amp; c )</i>	
Meeting Adjourned	8:10 PM		

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## Public Comment Procedure

We will take public comment tonight from our virtual audience.

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

In order to speak, please do the following:

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

## 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

Revised: October 14, 2021

Adopted: October 1994 (Mont Vernon)

# Mont Vernon School Board - Vacant Member Seat

Please complete and submit this form if you are interested in filling the vacant school board member seat on the Mont Vernon School Board.

The Mont Vernon School Board will review submissions and make an appointment for a new board member during its June 13, 2023 meeting at the Mont Vernon Village School.

If you do not wish to complete this form but would like to be considered, please email [awallace@sau39.org](mailto:awallace@sau39.org) with your Letter of Intent.

This form is in compliance with MVSBS Policy BBBC: <https://tinyurl.com/y35zrykp>

This form will close on June 7, 2023.

The respondent's email ( [REDACTED] ) was recorded on submission of this form.

Full Legal Name \*

Andrew Thomas Stokinger

Email Address \*

[REDACTED]

Phone Number \*

[REDACTED]

Street Address \*

[REDACTED]

Please share why you wish to be considered for the Mont Vernon School Board \*

I would like to ensure the highest level of education for my children attending MVVS as well as help provide ideas that can make that financial possible for the town and the whole of SAU39

Please share any public service or other relevant experience \*

I was on the MVVS middle school committee and strategic advisory committee (2022 only).

Do you have any educational background or work experience that you feel would be beneficial to your role as a school board member?

I have an MBA degree and understand financial accounting. I work in tech, and can understand software as a service contracts, as well as other service contracts.

By clicking "YES," I understand the following: \*

1. The time commitment of this role includes, but is not limited to two board meetings per month, plus committees as assigned
2. This position will be served until the next election (March 2024)

YES

NO

This form was created inside of School Administrative Unit 39.

Google Forms

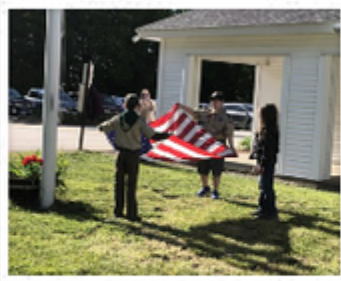
# MVVS Principal's Report - 6/13/23

It takes a village to SOAR together....



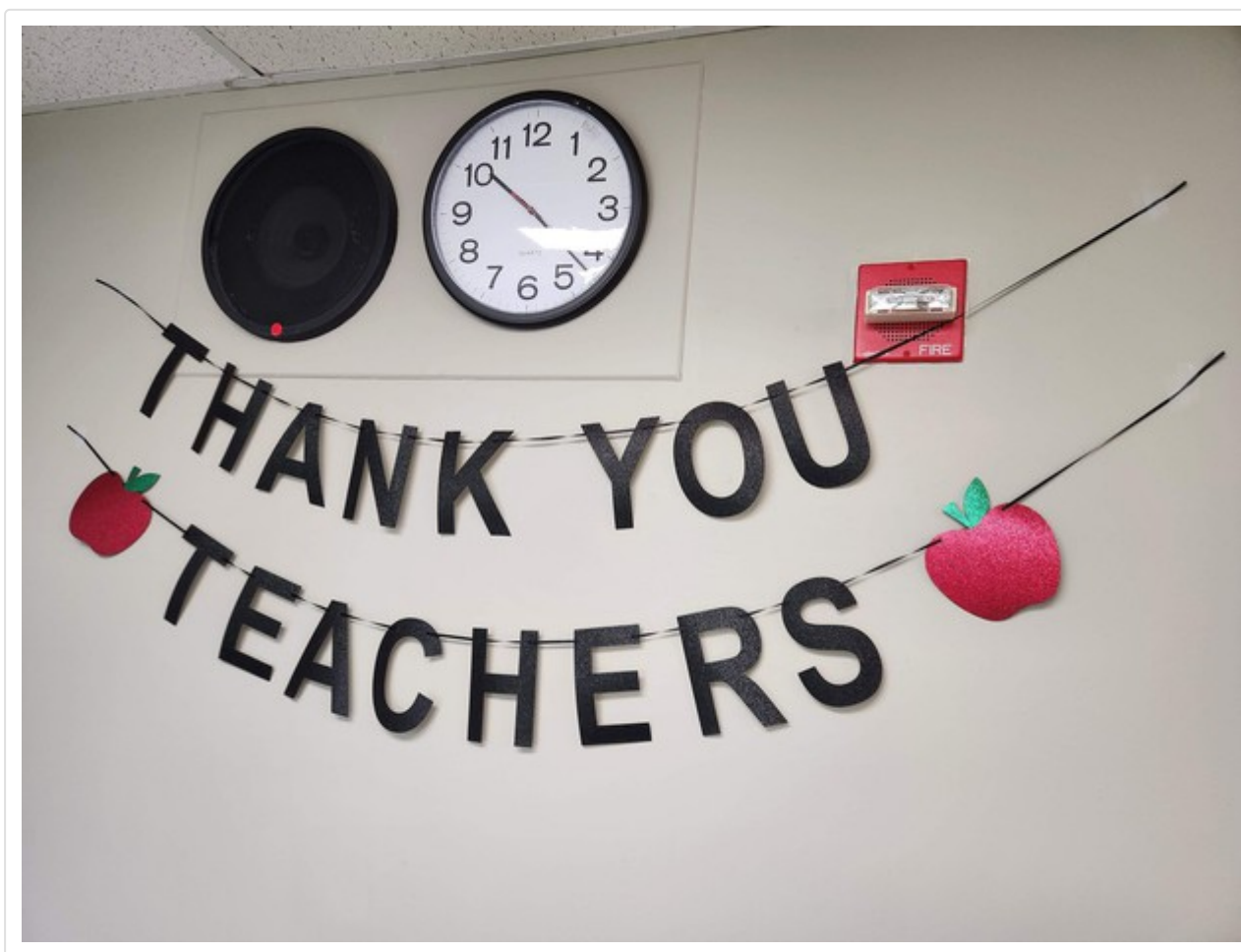
We will Engage, Challenge, and Support All Learners

June 13, 2023





We had a Memorial Day ceremony on May 26th to honor those who have lost their lives for our country. Thank you to our scouts for leading the flag raising. Our ceremony included words of remembrance, the flag raising, the Pledge, and Taps played by two SHS students.





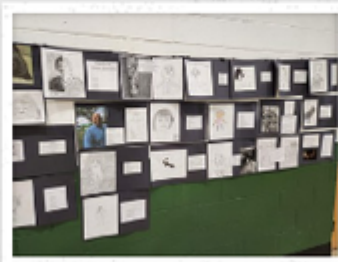
## THANK YOU, MVVS TEACHERS!

I am humbled and honored to work with a team of teachers who truly care about our students, not only as learners but as human beings. The investment and dedication that they pour into our school, our community, and their students is hard to capture in words. We are very fortunate at MVVS to have teachers who teach at the highest of levels with the highest of expectations yet see each student as individuals and respond to them as though they are the only student in their classroom. The second week of May was Teacher Appreciation Week. We and our PTA celebrated each day of the week. A big thank you to our PTA for their thoughtfulness, kindness, and support! We love our partnership!



## MATH CARNIVAL

The turnout for our Math Carnival in May was amazing. Our students did a phenomenal job of making this a terrific experience for families and their peers. Another amazing event at MVVS!

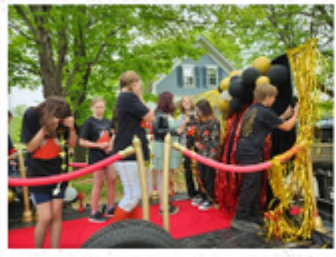




## MVVS WRITING FESTIVAL

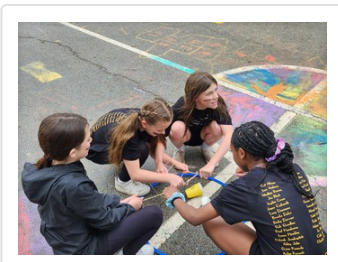
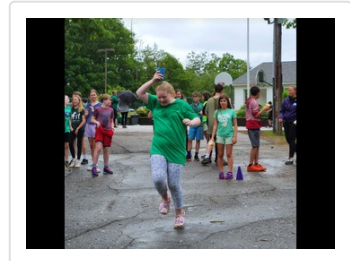
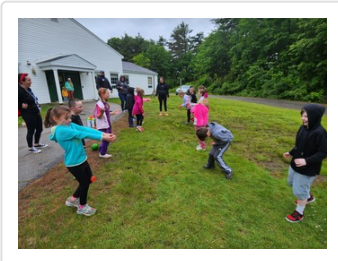
Our students showcased their writing from this year at our writing festival in May. We had a great turnout and many proud students. We followed up with classroom visits to the festival on Thursday. A big thank you to our students, staff, and Ms. Lawrence (grade 5) for their hard work in making this happen!





## MV SPRING GALA/5K AND KIDS RUN!!!!

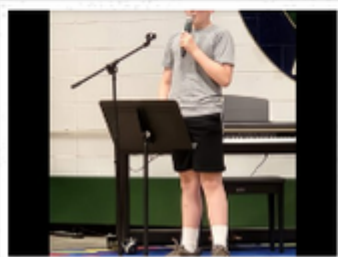
We saw a fantastic turnout of MVVS students at the Kids Run, 5K Race, and Spring Gala events. Thank you, MV Rec, Heather Kennedy, and team for a great day. We appreciate you!

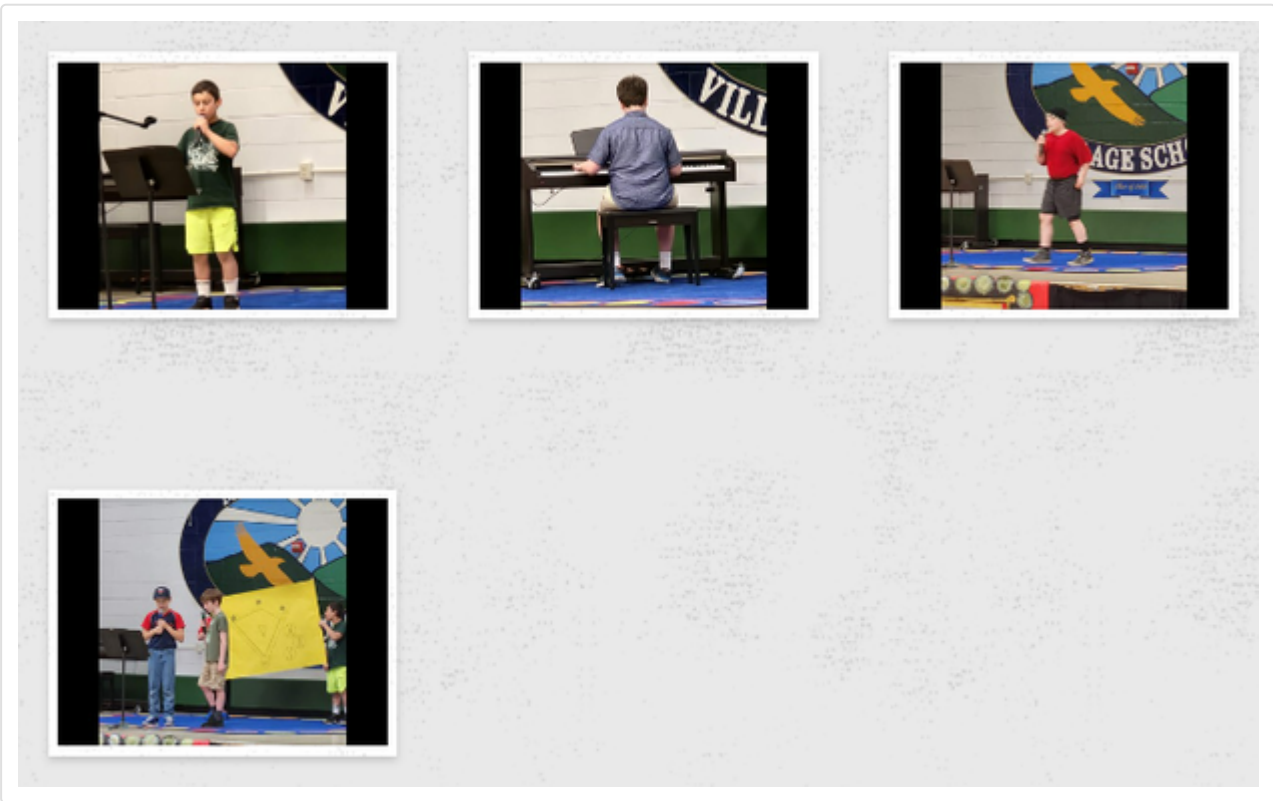




## Field Day

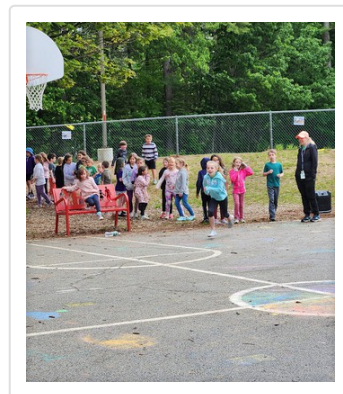
The weather was gloomy but spirits were high and fun was had by all. Field day was a big success! Thank you to our rockstar volunteers for all of their support of our students.





## MVVS Talent Show

We were fortunate to enjoy the talents of our amazing MVVS students on Friday, June 2nd. Thank you to all of our performers. It takes a ton of courage to stand up before the school to perform. Also, thank you to Mrs. D and Mrs. Hall for coordinating the show this year!



## Student Sprints!

Our students showed off their speed during recess on Field Day. Special thanks to Chief Slavin for coming out to clock our students' speed on his radar gun. Fastest was 16mph! Field Day was a great day!





## SHS Class of 2023 Senior Walk

Congrats to the SHS class of 2023. We were honored to celebrate the seniors of SHS as they marched through the hallways of MVVS. Our students lined the halls then showered the class with cheers, claps, and high fives. This was a proud moment for our entire school community!



## DARE GRADUATION

Congratulations to our 5th graders on their successful completion of the DARE program. We held our graduation in May. Thank you to Officer D for all of his work with our students this year. We are fortunate to have a wonderful partnership with the Mont Vernon Police Department. Also, a big shout out to our teachers Ms. Lawrence and Mrs. Millas for their work with our students.



## 5TH GRADE ART/STEM - ANIMATIONS - SECRET UV SIGNALS - STOPMOTION

Thank you to Ms. Christie for the creativity that our students demonstrated in her class this week!



## GRADE 6 SQUID DISSECTION

Our 5th and 6th graders participated in a squid dissection today. Special thanks to Mrs. Millas for her work behind the scenes and to Ms. Anderson for partnering with her to make this happen.



## MVVS HANDPRINTS WITH MRS. JOANN FROM DALAND MEMORIAL LIBRARY

The tradition continues! Our students and staff leave their mark in our entrance to officially commemorate them as part of our Falcons team. Thank you to Mrs. Joann for your amazing work with our students!



## 5TH GRADE WALK THROUGH HISTORY



Grade 1 Math Lesson



4TH GRADE VIRTUAL SPACE FIELD TRIP



## GRADE 6 ECOLOGY SCHOOL

Our 6th graders had an amazing week at Ecology School in Maine. A big thank you to our teacher chaperones Ms. Anderson, Ms. Mazak, and Mr. Blake for supporting our students throughout this incredible experience.



# MVVS Spring Concert

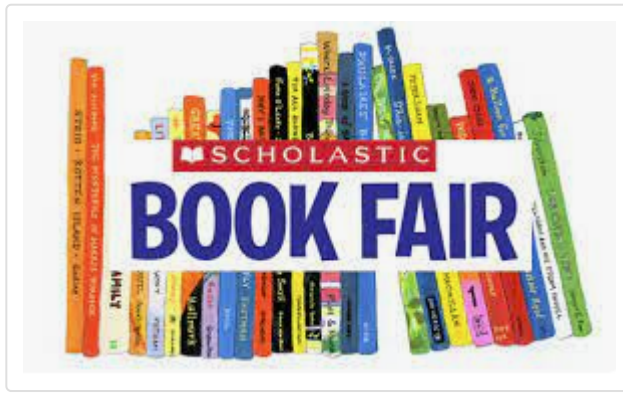
The MVVS Broadway Beat Spring Musical was well received by a very enthusiastic audience.

Thank you to our fantastic MC's Charlotte, Crew, Jackson and Soleil, our fabulous student performers, our wonderful music teacher Ms. Ward, our fantastic art teacher Ms. Christie, the invaluable production assistance of Ms. Mazak, and our amazing audience of families, friends, and MVVS staff.



## SECOND GRADE BOOK BUDDIES WITH KINDERGARTENERS





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





## AUTHOR GORDON KORMAN VISITS MVVS!

New York Times Best Selling author of more than 100 books, Gordon Korman visited MVVS on Monday and shared his books and writing experiences with our 3rd-6th grade students. His advice to aspiring writers is to ask the question "What If" when looking for ideas, look for inspiration all around you, work hard, be patient, and read books! A big thank you to Ms. Lawrence for coordinating this wonderful experience for our students.



## Student Art Show

We had a fantastic turnout at the student art show at the Amherst Public Library in May. Thank you to all who came and a big congrats to our students on their amazing work. Also, thank you Miss Christie for your work!



## POPCORN FRIDAYS!

Thank you to our parent volunteers, Ms. Mazak, Ms. Anderson, and our sixth graders for their hard work this year with our popcorn Fridays. Nothing says Fridays like the smell of popcorn in our hallways!



## Silly String for Books!

Since our 5th graders raised the most in the coin drive, which supports purchasing books for every classroom, they were able to participate in the Principal prank which was fun for all! Thank you Mr. Lecklider for being a good sport and for the MVVS PTA for sponsoring this event!

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

Grade	Aug.**	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
K	25	25	25	26	26	27	28	28	28	27	
1	28	28	29	29	29	29	29	29	29	29	
2	31	30	30	31	31	31	31	31	31	31	
3	29	29	30	30	30	30	30	30	30	30	
4	32	31	32	34	34	34	34	34	34	33	
5	36	36	36	36	36	37	37	37	37	37	
6	31	31	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>220</b>	<b>218</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>154</b>	<b>153</b>	

#### Homeschool Students

K-6	12	9	8	8	8	8	8	7	7	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, 5/15), Lockdown (9/15, 11/18, 1/13), Shelter in Place (10/27), Bus Evacuation (10/12), Scan (2/8)
- **May Early Release:** Curriculum Work - Content Specific
- **May PD Staff Meeting:** Responsive Classroom
- **Assessment:** .We completed our SAS and NWEA assessments at the end of May.

## Kindergarten Update:

Kindergarteners are continuing their fairy tale unit. They are looking for clues on how to identify a fairy tale including things happening in 3's, royalty, good and evil, magic, once upon a time, and happily ever after. Students are continuing to review character traits and story elements. Kindergarteners are working on persuasive writing, making sure to state their opinion and give reasons for their opinion. Students are reviewing letter and digraph sounds. They are writing CVC words, CCVC words and CVCC words. Kindergarteners are reviewing math skills learned throughout the year. They continue to practice strategies to solve word problems including drawing a picture, writing an expression, or using words to show their thinking. Students are continuing to practice adding and subtracting within 5. They are practicing ten buddies and how to use a ten frame. Student's are skip counting by 2's, 5's, and 10's. They continue to practice writing numbers to 20 and counting to 100 by 1's. Kindergarteners are learning about Memorial Day and the changes that happen in summer.

## First Grade Update:

First grade finished the year strong. We just recently finished our last math unit of the year. The focus of Unit 7 was place value. During this unit, first graders continued to develop deep understandings of numbers to 120 as they estimated, counted, compared, added, and subtracted two-digit quantities using familiar models: sticks & bundles; dimes, nickels, and pennies; and the number line. In writing students also finished our unit on opinion writing. Students completed many reviews and stories, about different topics. They were able to write their opinion and give many reasons that supported their opinions. During reading we worked to finish our last unit about story elements, characters, and lessons we learn as we read. We

were also able to finish units 12 and 13 from our Foundations curriculum. Students continued to read and write multisyllabic words, add suffixes to them and learned our last group of trick words. We had a wonderful year together!

## 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:

In 4th grade math this month, students further developed their skills and concepts associated with multi-digit multiplication and division. Through problem solving, students discovered that the strategies used to solve multiplication problems were equally efficient when solving division problems. Students learned to divide numbers into the thousands by 1-digit numbers, using strategies based on the relationship between multiplication and division. We then moved onto our final unit of the year, which reviewed identifying and generating equivalent fractions, and comparing fractions with unlike numerators and denominators. Students used visual models and multiplication concepts to find common denominators, which is a critical skill in learning to add and subtract fractions with unlike denominators in fifth grade. In science, 4th graders completed their energy unit, which investigated energy and how energy is transferred from one object to another. We then moved onto our unit about sound waves, learning about how they travel, and the differences in frequency of high and low pitch sounds. Through learning about each of these concepts, students continued to work through hands-on experiments where they were able to test out different ideas to understand them through their own discoveries.

### 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:

In 5th grade STEM classes, students ended the year with their study of geometry in math and learning about biomes and food chains in science classes. In math class, students worked to identify and sort a variety of shapes, mostly quadrilaterals, using various attributes. Students also worked to generate and graph patterns on a coordinate grid. They learned how these grids can be used to plot real-world data and how they can be used to solve problems and predict patterns. Students also reviewed the concept of volume, which was a review from the start of the year. In science class, students finished off the year by learning about various biomes and the plant and animal life that live and interact in these environments. They also learned about



food chains and webs. We finished the year off with a short research project where they got to dive a bit deeper into a biome that interested them.

Humanities:

Students are listening to *My Brother Sam is Dead* to support what was taught in Social Studies. Students conducted research and wrote an informational essay on a person who was alive during the time of the American Revolution. Then, they hosted "A Walk Through Time," standing in order according to the year the person they researched was born and acted as if they were them when students from MVVS walked by. The next day they then did the walking; walking the Freedom Trail in Boston and taking a guided tour on a Duck Boat, so they could see the places they have learned so much about. Students have learned a variety of topics pertaining to the American Revolution, like how the Sons of Liberty didn't all agree on the Boston Tea Party, how Henry Wadsworth Longfellow's poem on Paul Revere's ride is inaccurate, different spy tactics used during the Revolution (decoding actual messages), and so much more. They completed the American Revolution unit by taking an assessment. Students practiced determining the main idea of an article and learned about the Salem Witch Trials. Some students are writing a fairytale script and putting on a puppet show. (

## Sixth Grade Update:

STEM:

To end the year in math, students spent some time being introduced to a variety of topics including: algebraic expressions, equations, and inequalities; area of triangles, trapezoids, and rectangles; volume and surface area of rectangular and triangular prisms and cylinders; analysis of histograms, box-and-whisker plots, dot plots, and frequency tables; and measures of central tendency. Sixth graders wrapped up science for the year by visiting the Ecology School and working on their Bio-Alert projects. Students had an absolute blast at the Ecology School and learned a lot while having fun outdoors. Students got to know their sixth grade AMS counterparts, too, which was an additional benefit to visiting the Ecology School. A favorite program for students was visiting the tide pools, where students learned about the organisms that live there, their characteristics, and their interactions with their environment and other organisms. Back in school, students took all they learned about ecology and began work on a cumulative project called the Bio-Alert. Students created their own organism and then entered it into an existing ecosystem. They presented about its interactions with other real organisms, its role in the food chain, and had a great time being creative while applying their scientific knowledge. Best wishes for a successful transition to middle school!

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 participated in drills and games to further develop basketball skills such as shooting, dribbling, and passing. As the weather turned warmer, we made our way down to the field to work on football skills. Students practiced throwing, catching, punting, snapping, and running with flags. We wrapped up the month with favorite organized games played throughout the year.

K-2: Students participated in a variety of stations and activities to work on their dribbling, shooting, and passing. Stations like dribbling in a moving hoop pulled by a partner, shooting through hoops attached to the basketball nets, and collecting beanbags during dribbling relay. As we moved classes outside to the field, students were able to experience throwing a variety of different footballs (foam footballs of various sizes, trainer footballs, and full size flag footballs).

## Music Update:

Wrapping up the end of our school year, all musicians were prepared for and encouraged to participate in a full-school chorus concert! The Broadway themed evening incorporated highlights of classic theatrical songs from over a century of hit shows. Many MVVS family and community members showed their support to our students singing on stage that evening with a full house! Our talented musicians put on a fantastic performance and sang so well. I could not be more proud of all of their hard work and success.

In addition to concert song rehearsals and performance preparation, music classes included playing songs with three notes on the recorders (for the upper grades) and ceremoniously completing our unit by having the students excitedly take home their instruments.

Lower grades were taught about George Gershwin and his famous orchestral masterpiece, "Rhapsody in Blue". After having listened to the jazz piano concerto and discovering more about our composer, students were challenged to envision Gershwin's musical depiction of New York City (composed almost 100 years ago!) and recreate an image of their own with the orchestral piece playing in the background as their inspiration. Many creative endeavors were displayed!

Also, as a much deserved celebration for the students' hard work and dedication in preparation for the concert, a post-performance choice time of song sharing, musical games, sing-alongs and jamming with instruments, guided-imagery and music relaxation exercises, and talent-show practice performances were engaged in and thoroughly enjoyed!

Lastly, our 6th grade selections for Song of the Week wrapped up beautifully with positive and encouraging messages to all of the student body. Our communal song-sharing has been a pleasant surprise for me this school year. As a music educator, allowing time and space for the music itself to be a catalyst for connection and self expression has been an invaluable experience and an integral part of the process to develop life-long learners and lovers of 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:

Kindergarten students completed research on foxes using the PebbleGo database, and shared what they learned with the class. Students studied multiple versions of *The Three Little Pigs* and identified differences and made comparisons. They enjoyed their author study of Laura Numeroff, author of *If You Give a Mouse a Cookie* and other books. They learned that persistence is important in coding and began to troubleshoot and solve problems. 1st graders completed an author study of one of their favorite author/illustrators, Mo Willems. Students studied multiple versions of *Goldilocks and the Three Bears* and identified differences and made comparisons. They learned about persistence, listened to a related read-aloud, and then completed a difficult challenge and coding puzzles to test their own persistence. 2nd graders learned how to incorporate loops in their coding and practiced this technique by completing several coding puzzles using this tool. Students studied multiple versions of *Rapunzel* and identified differences and made comparisons. They completed an author study of local author/illustrator Marty Kelley. 3rd graders completed and presented their book trailer videos, learned about the history and symbolism of the Statue of Liberty, completed a mini research assignment and shared the results with the class. They practiced coding and learned about the classifications of seashells using field guides. Students studied multiple versions of *Rumpelstiltskin* and identified differences and made comparisons.

4th graders completed and presented their passion projects using Google Slides. They learned about the differences in literary genres and were encouraged to read a book in a new genre. 5th Students learned about traditional literature and studied multiple versions of *Cinderella*, identifying differences and making comparisons. They learned how to create in Google Drawing, created an original monster, then wrote detailed descriptions on how to draw their monster. They then tried to recreate a classmate's monster using the written instructions and compared the results. It was evident in this exercise that success was largely dependent on the details in the writing. 6th graders completed a personal budget in Excel and learned how to convert their data into charts and graphs using this software. They learned about some tips and technology tricks to help them succeed in middle school. They completed an author study of Kwame Alexander, Newbery award winning author of *The Crossover*, *Booked*, *Rebound*, *The Undeclared*, and many more. Students learned how the internet works, its history, and the physical underwater cables that support it. All students participated in a field trip to the Daland Library where they learned about the summer reading program and 6th graders will have the opportunity to join the teen program. During the last week of school, students used their critical thinking skills during a hands-on Makerspace in the library.

## 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 continues to provide supports and services for students through the end of the academic year. The special education team has been working to support students in academic settings, as well as supporting emotional and behavioral needs on field trips. With support, students have participated in successful enriching learning experiences. The team is working to evaluate and report student progress. The special education team worked to provide accommodations to students during end of year NWEA benchmarking and NH SAS assessments. Students have made wonderful progress over the course of the year! To ensure maintenance of that progress, teams have been working to review Extended School Year needs. To meet these needs, the special education team is developing engaging programming. In preparation for the coming year, the special education team is planning and preparing. Transition activities are taking place to ensure that students will be comfortable and prepared for the coming year. Additionally, the team is working to assign caseloads, developing daily schedules, preparing for meetings, and ordering instructional materials to ensure that services may begin promptly at the beginning of the coming school year. All team members are looking forward to continuing supporting the needs of students at MVVS!

## Math Specialist Update:

The realm of math intervention and enrichment has been joyously packed with wonderful projects as the year comes to a close. Our schedule was altered some while navigating through the waters of state testing and spring NWEA. Classrooms welcomed a collaborative opportunity to engage in a special activity – running a pet store. In grades 1-4, students reviewed a multitude of skills in this endeavor. They budgeted for inventory of their store and “bought” a selection of animals. They used measurement and scale to design a store layout with adequate space for tanks, aquariums and cages. They looked at the time involved in caring for different species of animals and our older students developed a schedule for feeding, cleaning and other care. Lastly, they looked at needed accessories and supplies and problem-solved some different scenarios. In additional enrichment sessions school-wide, students have learned about some games that they are encouraged to play over the summer break that will challenge their brains and allow for review. We’ve talked about how ten-minute sessions, three days a week, will allow them to come back in September ready for new math learning. All-in-all it has been an amazing year for math in the Village School. I am looking forward to developing a plan for next year over the summer so that we can hit the ground running in the fall. Thank you to the board for always encouraging the love of mathematics at MVVS. You have done so much in inspiring a future generation of mathematicians.

## Reading Specialist Update:

Reading support classes are wrapping our last term by reviewing key concepts, finishing stories we’ve been reading and enjoying, and celebrating students’ growth as readers. Year-end assessments are complete for nearly all current program participants. Invitations for Title 1 summer programming for eligible students have gone out, and recommendations for summer reading at home will go home this week.

## 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:

### June

8 - 6th Grade Promotion Ceremony



## Mont Vernon Village School

 Facebook

1 Kittredge Road, Mont Vernon,...

✉ [tlecklider@sau39.org](mailto:tlecklider@sau39.org)

☎ (603) 673-5141

🌐 [sau39.org/mvvs](http://sau39.org/mvvs)





# Principal's Report

*May 2023*



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## NHMEA SW District Middle School Music Festival

Seven AMS Band Students and two of our Chorus students (not pictured) participated in the NHMEA SW District Middle School Music Festival in Keene on Saturday, May 6th, alongside 130 talented band and chorus students from around the region.



## NHMEA Honors Chorus

On March 31st, four AMS chorus students traveled to Concord to participate in the NH Music Educators Association Elementary Honors Chorus. AMS 5th grader Masia C. and 6th Graders April C., Eva G., and Aoibh R. joined with students from schools all across NH to spend the day rehearsing five songs, concluding with a public concert. Congratulations to our students for a job well done!



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## Spring Sports

We are very proud of all our athletes as they took to their respective fields. Our coaches welcomed our student athletes to Baseball, Boys Lacrosse, Girls Lacrosse, Softball and Track and Field. The teams combined include over 200 students. Our teams have all gotten off to a great start celebrating their wins and learning from their losses.

We also welcomed our returning and new coaching staff. This year's coaches are:

- Ian Wilson - Baseball
- Robert Gray - Boys Lacrosse
- Mike Blake - Girls Lacrosse
- Rick SInner - Softball
- Olivia Rougeau - T&F
- Tivan Casavant - T&F
- Laura Oberst - T&F
- Denise McCloat - T&F
- Bryan Dine - T&F

## Youth Risk Behavior Survey (YRBS)

Students in grades 7 and 8 participated in the Middle School Youth Risk Behavior Survey on April 19th. This was an anonymous survey and survey results will also be pooled with other Southern NH middle schools. The results from the survey will allow our school, district, and community organizations to better support the development of our youth through education and programing. Families were notified ahead of time and given the opportunity to opt out of the survey. We look forward to getting results and using this information to help drive our programming.

## NH-SAS Testing

We are well underway with NH-SAS testing at Amherst Middle School. Students in grades 5, 6, 7, and 8 participate in testing in Mathematics and ELA (Reading and Writing), while students in grades 5 and 8 also participate in a science assessment. In order to ensure the most accurate results and to adhere to the highest level of test security, all staff members underwent significant training for proctoring testing. It is clear that our students and staff have given a strong effort toward completing these assessments and we look forward to getting results in the early fall.

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## 6th Grade Ecology School

Sixth grade teams attended [The Ecology School](#) in Saco, Maine during the weeks of May 8th and May 15th. Students from Mont Vernon Village School joined Amherst Middle School students during the week of May 15th. Many thanks to students, staff, and families for their support and preparation leading up to the trip.



## School Building Beautification

### *Artist in Residence*

Illustrator, graphic designer, and Amherst resident Ryan O'Rourke, is beginning work on a new mural in our first floor hallway. The theme is Best Day Ever and will feature aspects of a school day at AMS that make it the *best* day for our students. Mr. O'Rourke is working collaboratively with Ms. Pettus's students on completing this mural project. Students will have the opportunity to learn more about mural design and creation in the process. We are so excited to see the final product!



### *Bathroom Beautification*

Ms. Pettus and her Mural Club (along with winners of the Bathroom Beautification Contest) are working hard on all of the details in our 2nd floor girls' bathroom. This *Nature Calls* "under the sea" theme includes shadows of ships, mermaids, and various ocean creatures with backgrounds that include various shades of blue. We look forward to wrapping up this project and moving forward with our next bathroom: *Locker Room Lavatory!*



## 4th to 5th Grade Transition

We had a packed house for 4th to 5th Grade Transition Night on Tuesday, May 2nd. The cafeteria was filled with incoming 5th grade students and their families. The evening started with a presentation by administrators and school counselors, followed by focus groups where current 5th grade students were able to share their experiences at Amherst Middle School. The evening wrapped up with tours given by 8th grade National Junior Honor Society students. Many thanks to Ms. Maggie Kim, AMS school counselor, and all of the 5th and 8th graders who welcomed students and their families to our building.





We are excited for the AMS lower school team to visit Wilkins next month and for students to join us on Step-Up Day on June 8th.

We are currently working to plan a summer orientation for incoming 5th graders - *Fifth Grade Flight School* - and we can't wait to share more information with you soon.

## 6th to 7th Grade Transition (MVVS Students)

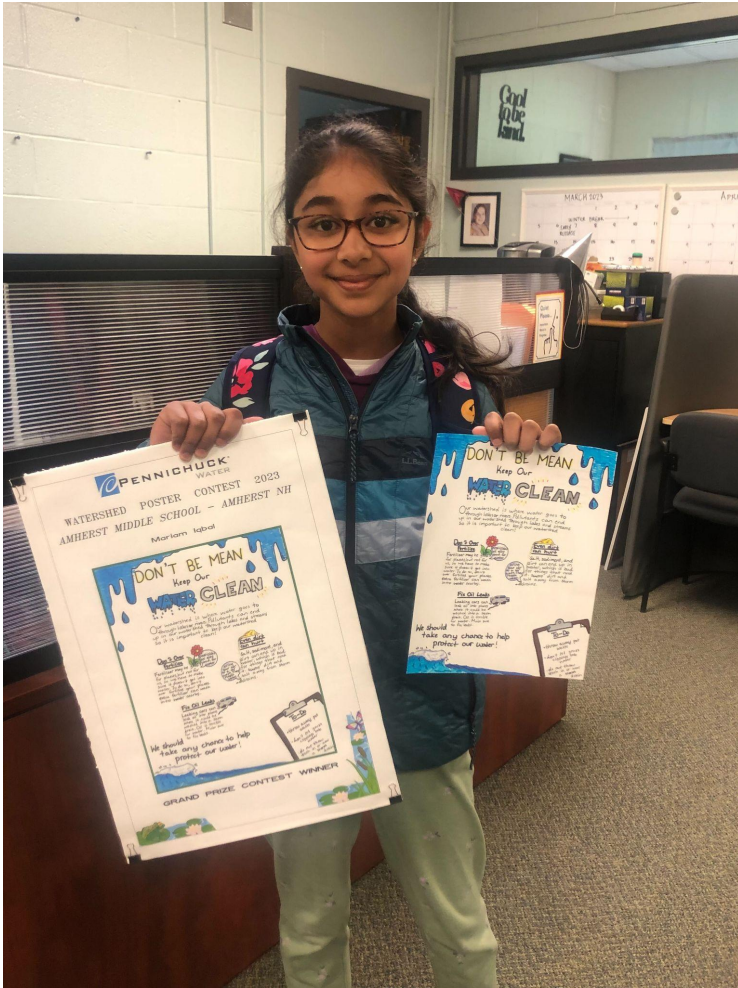
MVVS sixth grade students and their families visited Amherst Middle School on Wednesday, May 3rd for 6th to 7th grade transition night. Much like the incoming 5th graders, the evening started with a presentation by administrators and school counselors, followed by focus groups where current 7th grade students were able to share their experiences at Amherst Middle School. The evening wrapped up with tours given by these 7th grade students.

On Friday, May 6th, the MVVS 6th graders were visited by Mrs. Gauthier, who gave a presentation, answered questions, and handed out AMS stickers. We look forward to seeing these incoming 7th graders at Connection Day on May 25th where they will shadow current 6th graders for an entire school day. This group will also visit AMS for Step Up Day on June 8th.

## Pennichuck Water Poster Contest

Representatives from Pennichuck Water Works visited with 5th graders on March 29th as part of the 9th year of the Watershed Education Program. The purpose of the program is to increase awareness about watershed protection by teaching students about the water cycle, the Pennichuck Brook Watershed, and stormwater pollution prevention. We had several students submit poster designs for the 9th annual poster contest. The contest theme continues to be pollution prevention and cash prizes were awarded for first, second, and third place winners from each school and one

grand prize winner. Congratulations to Mariam I. (Grand Prize Winner) Ella E. (1st place), Reagan H. (2nd place), and Emma I. (3rd place).



# PTA Staff Appreciation Week

Many thanks to the Amherst PTA for all they did to make AMS Staff Appreciation week happen! We are grateful for the support we receive from our PTA and families year round, but this week was extra special!

- 5/1 Monday: "Hands Down, the Best" - complimentary hand sanitizer in the staff room
- 5/2 Tuesday: Snack Bar
- 5/3 Wednesday: Ice cream floats & raffles
- 5/4 Thursday: "Bursting with Thanks" - Starburst candies for all!
- 5/5 Friday: Puritan Backroom Luncheon

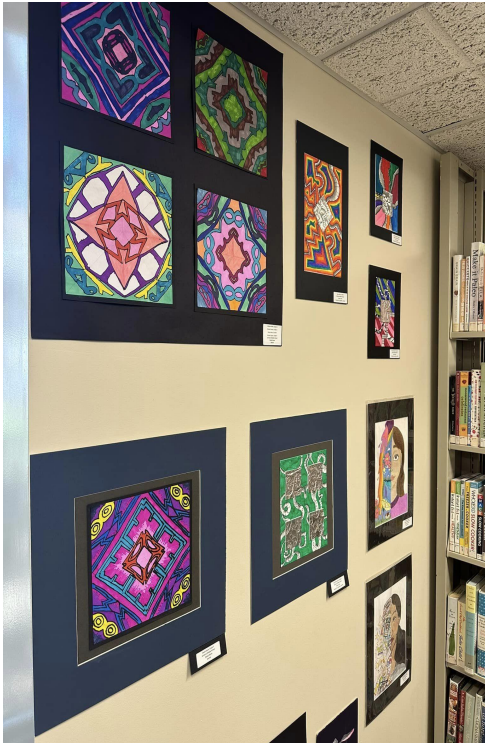




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## AMS at the Art Show

AMS student work was featured at the Art Show at the Town Library on Saturday, May 6th. It was wonderful to see such a variety of media used by students in 5th, 6th, 7th, and 8th grade. This event was sponsored by The Friends of the Amherst Town Library and included over 400 works of art. Student artwork will be on display through May 25.



## 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 spent some time in late April combing through our remaining observations and prioritizing classroom visits. We will continue to work to get in classrooms for the remainder of the school year and document these visits as part of our supervision and evaluation process.

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As of 05.08.2023:

Type	Completed	Remaining	Total
Informal	53	97	<b>150</b>
Formal	31	2	<b>33</b>

## Staffing Update

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 - complete
- Math Interventionist - complete
- 7th Grade English Language Arts Teacher - complete
- 7th Grade Mathematics Teacher - in process
- 5th Grade Humanities Teacher - in process
- Front Office Secretary - complete
- Learning Specialist (3) - complete
- Social Worker or School Counselor (5/6) - in process
- Health Teacher - complete
- Physical Education Teacher - complete
- Reading Specialist - complete
- Reading Teacher - in process
- School Psychologist - in process
- Learning Specialist (Life Skills) - in process
- Information Specialist - in process

## Upcoming Events

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

May 22 (Mon): Spring Chorus Concerts 6:00-8:00 PM

May 23 (Tues): Spring Band Concerts 6:00-8:00 PM

May 24-25: Grade 7 at Battleship Cove

May 29 (Mon): NO SCHOOL, Memorial Day

May 30 (Tues): Grade 5 at Museum of Science

June 1 (Thurs): SHS Seniors Grad Walk at AMS 10:00 AM

June 2 (Fri): 5th Grade DARE Graduation

June 7 (Wed): 8th Grade Graduation (6:00 PM - 7:00 PM)

June 7 (Wed): 8th Grade Grad Dance (7:00 PM - 8:00 PM)

June 8 (Thurs): Early Release at 12:30PM, Step Up Day for 4th-7th

## Enrollment

	August 2022	Sept. 2022	Oct. 2022	Nov. 2022	Dec. 2022	Jan. 2023	Feb. 2023	March 2023	April 2023	May 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>642</b>
<b>5<sup>th</sup></b>	136	138	138	138	138	138	138	138	138	138
<b>6<sup>th</sup></b>	152	150	151	151	151	151	151	151	151	152
	August 2022	Sept. 2022	Oct.2022	Nov.2022	Dec. 2022	Jan. 2023	Feb. 2023	March 2023	April 2023	May 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)	171 (33MV)
<b>8<sup>th</sup></b>	179	181	181	180	181	182	182	182	181	181



	(34MV)	(33MV)	(33MV)	(33MV)	(33MV)	(34MV)	(34MV)	(34MV)	(34MV)	(34MV)
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Respectfully submitted to the Amherst School Board on May 8, 2023

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



# 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

Dear Amy Facey,

Please see the Nutrition Services update for Mont Vernon Village School.

## Mont Vernon Village School Financial Projections

	0	2	3 pay 20	19	17	16	FY 23 20	18	3 pay 20	15	22	6	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Proj	Proj	Totals
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
<b>Revenues</b>													
Sales	\$0	\$461	\$5,597	\$6,449	\$6,009	\$5,712	\$7,110	\$6,122	\$7,528	\$6,356	\$8,562	\$2,274	\$62,179
Revenue from Special Functions	\$0	\$0	\$0	\$0	\$0	\$14	\$0	\$0	\$0	\$1,405	\$0	\$0	\$1,418
State/Federal	\$0	\$0	\$1,751	\$1,738	\$1,714	\$1,695	\$2,101	\$1,805	\$2,072	\$2,797	\$2,437	\$553	\$18,663
Supply Chain Grant Revenue	\$0	\$0	\$0	\$0	\$0	\$961	\$374	\$592	\$549	\$264	\$1,252	\$0	\$3,991
Transfer from GF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenues</b>	\$0	\$461	\$7,349	\$8,187	\$7,723	\$8,382	\$9,584	\$8,518	\$10,149	\$10,821	\$12,251	\$2,826	\$86,251
<b>Expenses</b>													
District Allocation	\$0	\$0	\$2,426	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$9,703
Wages	\$0	\$0	\$2,906	\$4,589	\$5,285	\$5,150	\$3,574	\$4,570	\$5,553	\$5,123	\$4,889	\$2,832	\$44,472
Benefits	\$0	\$0	\$227	\$1,071	\$633	\$1,301	\$1,876	\$2,861	\$3,018	\$2,943	\$3,493	\$479	\$17,902
Professional Development	\$0	\$184	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$184
Repairs	\$0	\$327	\$0	\$40	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$367
Travel/Purchased Svs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$3,584	\$2,638	\$4,171	\$3,079	\$3,360	\$2,808	\$4,077	\$2,051	\$4,448	\$1,170	\$31,387
Software	\$0	\$0	\$0	\$899	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$899
Equipment	\$0	\$0	\$0	\$424	\$156	\$0	\$0	\$1,165	\$0	\$0	\$0	\$0	\$1,745
Fees	\$0	\$0	\$235	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$235
<b>Total Expenses</b>	\$0	\$511	\$9,378	\$10,470	\$11,054	\$10,338	\$9,618	\$12,213	\$13,457	\$10,926	\$13,639	\$5,290	\$106,894
<b>Net Income (Loss)</b>	\$0	(\$51)	(\$2,029)	(\$2,282)	(\$3,330)	(\$1,956)	(\$34)	(\$3,695)	(\$3,308)	(\$105)	(\$1,389)	(\$2,464)	(\$20,643)

## Mont Vernon Village School Year Over Year Participation Summary

SY21-22	August/Sept		October		November		December		January		February		March		April		May		June		YTD AVG	
(Participating in SSO Waiver)	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Mont Vernon Village School	6%	43%	11%	49%	14%	52%	8%	51%	14%	50%	17%	52%	18%	53%	18%	55%	18%	57%	19%	59%	14%	51%
SY22-23	August/Sept		October		November		December		January		February		March		April		May		June		YTD AVG	
(No SSO Waiver)	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Mont Vernon Village School	4%	34%	5%	38%	7%	39%	5%	41%	7%	42%	9%	41%	9%	44%	10%	44%	10%	41%			6.00%	36.00%
SY21-22	August/Sept		October		November		December		January		February		March		April		May		June		Total Meals Served	
(Participating in SSO Waiver)	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Mont Vernon Village School	280	2062	466	2114	540	2006	495	1959	616	2164	630	1979	745	2247	642	1953	834	2642	329	1051	Breakfast: 4,832	Lunch: 19,477
SY22-23	August/Sept (22)		October (19)		November (17)		December (16)		January (20)		February (18)		March (18)		April (15)		May (22)		June (6)		Total Meals Served	
(No SSO Waiver)	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Mont Vernon Village School	5	145	227	1614	258	1482	188	1495	294	1794	315	1513	384	1797	358	1493	501	2047			Breakfast: 2,530	Lunch: 11,387

## Mont Vernon Year Recap

Mont Vernon Nutrition Services are projected to end the school year at a loss of \$20,643. This loss will be covered primarily by the MVSD Nutrition Services Fund Balance, but a transfer of approximately \$7,000 from the General Fund may be required. The loss is due to:

- High labor costs because of paying two managers while they are out due to medical absences.
- Increased cost of food and supplies. Increases average between 25%-48% depending on the product.
- Decrease in participation due to the loss of universal free meal funding from the USDA. Participation from last year has dropped 52% for breakfast and 58% from lunch.

Krystal Gendreau and Amy Facey have discussed ways to prevent such a loss in the upcoming school year by:

- Cutting back the part time position in the kitchen from five hours a day to three hours a day, saving roughly \$138.25 per week in labor.
- Krystal working one-on-one with the interim kitchen manager about inventory and better product use.
- Offering a classroom party menu to parents to increase sales.
- Implementing the sale of Low-Fat Ice Cream once a week at lunch.

This school year the Mont Vernon Kitchen Staff has done an excellent job with student interaction, trying to boost participation by offering lucky tray day, as well as implementing menu items that students have suggested. Over the summer, the interim kitchen manager and Director will be updating the décor of the serving area to better market the program.

It has been an absolute pleasure working at Mont Vernon Village School for the past month. I have enjoyed interacting with the children, getting to know their likes and dislikes, as well as creating staff specials for the faculty. Please do not hesitate to contact me with any questions.

Sincerely,

Krystal Gendreau

Director of Child Nutrition

SAU 39: Amherst, Mont Vernon, Souhegan Cooperative School District

# MEMO



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1 School Street  
P.O. Box 849  
Amherst, NH 03031  
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Fax: 603-672-1786

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**Date:** 05/04/2023  
**To:** Mont Vernon Board  
**From:** Katie Hannan, Budget Director  
**Re:** Unanticipated Revenue

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Unanticipated revenue in the amount of \$70.00 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 \$70.00 from Anna Girard 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.

# RECEIPT

No. 869660

DATE 5-3-23

FROM Anna Girard

\$ 70.00

Seventy and 00/100 DOLLARS

FOR RENT  
 FOR Class of 2029 tshirts

ACCT.	
PAID	<u>70 00</u>
DUE	

- CASH
- CHECK
- MONEY ORDER
- CREDIT CARD

FROM \_\_\_\_\_ TO \_\_\_\_\_  
BY Jennifer Whitney

A-1152  
T-4161



**MONT VERNON SCHOOL DISTRICT  
SCHOOL BOARD BUDGET TRANSFER REQUEST**

**Consent Agenda Item #5**

REQUEST FOR BUDGET TRANSFER NO.: 2024-001

DATE: 6/5/2023

TRANSFER FROM:					TRANSFER TO:				
Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.	Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.
10.1100.738.10.000000	REPLACEMENT OF EQUIP-TECHNOLOGY	\$11,727.00	(\$11,727.00)	\$0.00	10.1410.130.10.000000	CO-CURRICULAR STIPENDS	\$9,774.00	\$3,600.00	\$13,374.00
10.1210.114.10.000000	SALARIES-INSTRUCTIONAL ASSIST.	\$87,094.00	(\$25,564.00)	\$61,530.00	10.1410.220.10.000000	SOCIAL SECURITY CONTRIBUTIONS	\$554.00	\$223.00	\$777.00
10.2190.320.10.000000	ASSEMBLIES	\$481.00	(\$481.00)	\$0.00	10.1410.221.10.000000	MEDICARE	\$130.00	\$52.00	\$182.00
10.2725.519.10.000000	TRANSPORTATION-FIELD TRIPS	\$3,716.00	(\$1,716.00)	\$2,000.00	10.1410.232.10.000000	NH RETIREMENT-TEACHERS	\$1,886.00	\$621.00	\$2,507.00
					10.2220.645.10.000000	PERIODICALS AND NEWSPAPERS	\$400.00	\$500.00	\$900.00
					10.2220.650.10.000000	COMPUTER SOFTWARE	\$1,548.00	\$142.00	\$1,690.00
					10.2310.115.10.000000	SALARY-SCHOOL BOARD SECR	\$3,000.00	\$1,350.00	\$4,350.00
					10.2310.220.10.000000	SOCIAL SECURITY CONTRIBUTIONS	\$337.00	\$115.00	\$452.00
					10.2310.221.10.000000	MEDICARE	\$78.00	\$27.00	\$105.00
					10.2410.111.10.000000	ADMINISTRATIVE SALARIES	\$120,000.00	\$3,600.00	\$123,600.00
					10.2410.115.10.000000	SECRETARIAL SALARIES	\$46,350.00	\$1,970.00	\$48,320.00
					10.2410.220.10.000000	SOCIAL SECURITY CONTRIBUTIONS	\$10,534.00	\$124.00	\$10,658.00
					10.2540.550.10.000000	PRINTING	\$0.00	\$7,691.00	\$7,691.00
					10.2620.624.10.000000	OIL AND DIESEL	\$38,316.00	\$24.00	\$38,340.00
					10.2620.731.10.000000	NEW MACHINERY/EQUIPMENT	\$0.00	\$4,200.00	\$4,200.00
					10.2840.610.10.000000	TECH SUPPLIES	\$2,500.00	\$5,630.00	\$8,130.00
					10.2840.650.10.000000	WIDE AREA SOFTWARE	\$9,097.00	\$2,963.00	\$12,060.00
					10.2900.110.10.000000	POOL FOR NON-UNION INCREASES	\$8,717.00	\$4,429.00	\$13,146.00
					10.2900.220.10.000000	SOCIAL SECURITY CONTRIBUTIONS	\$522.00	\$293.00	\$815.00
					10.2900.221.10.000000	MEDICARE	\$122.00	\$69.00	\$191.00
					10.2900.231.10.000000	NH RETIREMENT-NON TEACHERS	\$1,182.00	\$97.00	\$1,279.00
					21.3100.110.10.000000	FOOD SERVICE SALARIES	\$38,431.00	\$225.00	\$38,656.00
					21.3100.150.10.000000	HEALTH WAIVER PAYOUT	\$0.00	\$1,500.00	\$1,500.00
					21.3100.213.10.000000	LIFE INSURANCE	\$182.00	\$6.00	\$188.00
					21.3100.221.10.000000	MEDICARE	\$559.00	\$2.00	\$561.00
					21.3100.231.10.000000	NH RETIREMENT-NON TEACHERS	\$3,321.00	\$35.00	\$3,356.00
<b>TOTAL TRANSFERRED FROM:</b>			<b>(\$39,488.00)</b>		<b>TOTAL TRANSFERRED TO:</b>			<b>\$39,488.00</b>	

**JUSTIFICATION:** Reallocation of Defaut budget to Reccomended budget for FY24 budget year- effective 7/1/2023.

Katie Hannan, Budget Director 6/5/2023  
REQUESTOR: DIRECTOR/DATE

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

Amy Facey, Business Administrator

Consent Agenda Item #6

Mont Vernon School District  
Treasurers Cash Journal - February 2023

<b>Treasurers' Cash Journal</b>					
DATE	DESCRIPTION	M&T Acct #502003822 AMOUNT	DESCRIPTION	M&T Acct #502003822 AMOUNT	BALANCE M&T Acct #502003822 AMOUNT
2/1/2023	Beginning Balance	\$0.00		\$0.00	\$661,285.36
2/2/2023		\$0.00	EFT IRS	\$18,724.83	\$642,560.53
		\$0.00	Retirement	\$800.00	\$641,760.53
		\$0.00	Payroll CK#'s 5057878-5057880	\$1,899.98	\$639,860.55
		\$0.00	Payroll DED CK#'s 5057881-5057883	\$1,446.42	\$638,414.13
		\$0.00		\$0.00	\$638,414.13
		\$0.00	Expense CK#'s 5057884-5057903	\$78,152.81	\$560,261.32
2/3/2023	State of NH	\$2,609.88		\$0.00	\$562,871.20
2/6/2023	Deposit CK# 26163	\$307,125.00		\$0.00	\$869,996.20
	CK# 248234	\$660.69		\$0.00	\$870,656.89
	CK# 247814	\$14.96		\$0.00	\$870,671.85
	CK# 402221	\$8,439.14		\$0.00	\$879,110.99
	CK# 6029805	\$125.29		\$0.00	\$879,236.28
		\$0.00		\$0.00	\$879,236.28
2/14/2023		\$0.00	Direct Deposit	\$60,066.87	\$819,169.41
		\$0.00	EFT IRS	\$19,125.97	\$800,043.44
		\$0.00		\$0.00	\$800,043.44
2/16/2023		\$0.00	Retirement	\$800.00	\$799,243.44
		\$0.00	Payroll CK#'s 5057904-5057906	\$1,973.21	\$797,270.23
		\$0.00	Payroll DED CK#'s 5057907-5057909	\$1,451.92	\$795,818.31
		\$0.00		\$0.00	\$795,818.31
2/15/2023		\$0.00	Expense CK#'s 5057910-5057942	\$68,562.02	\$727,256.29
		\$0.00		\$0.00	\$727,256.29
2/22/2023		\$0.00	Expense CK# 5057943	\$2,193.62	\$725,062.67
		\$0.00		\$0.00	\$725,062.67
2/24/2023		\$0.00	Payroll DED CK#'s 5057944-5057947	\$81,844.87	\$643,217.80
		\$0.00		\$0.00	\$643,217.80
2/16/2023	State of NH	\$14,870.98		\$0.00	\$658,088.78
		\$0.00		\$0.00	\$658,088.78
2/27/2023	Deposit CK# 26247	\$307,125.00		\$0.00	\$965,213.78
	CK # 248763	\$225.97		\$0.00	\$965,439.75
	CK# 402258	\$6,483.20		\$0.00	\$971,922.95
	CK# 249027	\$1,687.50		\$0.00	\$973,610.45
	CK# 4717043	\$145.80		\$0.00	\$973,756.25
		\$0.00		\$0.00	\$973,756.25
2/28/2023	Food Service	\$646.25	Direct Deposit	\$59,261.93	\$915,140.57
	Interest	\$1,402.20		\$0.00	\$916,542.77
	<b>TOTALS</b>	\$651,561.86		\$396,304.45	

Accounts Payable Voucher - February 2023

23-Feb	\$148,908.45
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Payroll Voucher

23-Feb	\$90,216.40
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Payroll - Direct Deposit & Taxes

23-Feb	\$157,179.60
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TOTAL	\$396,304.45
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2/28/2023

\$1,039,106.43

Outstanding A/P CK #

5057770	200.83	Gray Consulting and Therapy LLC
5057795	72.96	Jennifer Whitney
5057886	1,045.45	Bump Armour
5057910	1,165.00	Able Restaurant Equipment
5057911	215.58	Amazon Capital Services
5057914	904.40	Canon Solutions
5057916	44.90	Comcast
5057918-5057921	4,826.15	Expense CK's
5057925	114.60	Hillyard Inc
5057926	591.90	HP Hood LLC
5057928	55.16	Thomas Lecklider
5057930	1,860.00	NH HVAC Systems, Inc.
5057931	455.00	Karen uttall
5057932	497.24	OTS Leasing
5057934-505939	27,390.70	Expense CK's
5057942	1,278.92	William MacGill & Co.

AP Total \$40,718.79

Outstanding P/R CK#

5057944-5057947 81,844.87

P/R Total \$81,844.87

Total Outstanding \$122,563.66  
Book Balance \$916,542.77  
Adj Book Balance \$1,039,106.43  
\$ -

## Consent Agenda Item #7



**Frank Edelblut**  
Commissioner

**Christine Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
25 Hall Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

April 3, 2023

TO: Superintendents

FROM: Lindsey Labonville, Administrator  
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2024

The New Hampshire Department of Education (NHED) has developed the attached "General Assurances, Requirements and Definitions for Participation in Federal Programs" document that must be signed by all agencies and organizations that receive federal funds through the NHED. The federally funded programs which flow money through the NHED require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore, considered "general assurances."

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHED has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHED requests an annual submission for all of your Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHED Commissioner

of Education certify to the Secretary of Education the status of all LEAs. In New Hampshire both School Districts and School Administrative Units (SAUs) are considered LEA's. Individual program policy establishes which of these two entities may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

I am requesting that you and the local School Board complete the certifications at the end of the enclosed general assurance document; initial each page in the spaces provided and return it in full to the attention of the Bureau of Federal Compliance. The Bureau of Federal Compliance office will notify the directors of all NHED programs approving federal funds to LEA's when they have received your assurances. The directors of the various federal programs are not to request additional copies from you, but to accept the Bureau of Federal Compliance list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances will still be requested from the LEA's by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during on-site federal compliance monitoring. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHED Bureau of Federal Compliance office no later than **June 30, 2023**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at [Lindsey.L.Labonville@doe.nh.gov](mailto:Lindsey.L.Labonville@doe.nh.gov) or at 603-731-4621.

# New Hampshire Department of Education

**FY2024**

## **GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS**

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHED) must submit a signed copy of this document to the NHED Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval”. Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHED (34 CFR 708).

**Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHED.**

While there have been no significant changes notable in the last year, this FY2024 general assurances document contains a few minor differences from the FY2023 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

**Once the document is fully executed, email a copy of the entire document to:**

**New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street  
Concord, NH 03301  
federalcompliance@doe.nh.gov**

Should you have any questions please contact Lindsey Labonville at 603-731-4621, or Katelyn Komisarek at 603-856-4075.

# General Assurances, Requirements and Definitions for Participation in Federal Programs

## A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
  - (a) Per 2 CFR 200.330 the non-Federal entity is required to submit reports at least annually on the status of real property in which the Federal Government retains an interest.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions ‘*Federal Awarding Agency*’) with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
  - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
  - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
  - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;



- (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
  - (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
  - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
  - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
  - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
  - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
  - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
  - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
  - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
  - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
  - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
  - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
  - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
  - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

*"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."*

- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.

- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2023. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 37) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

## **B. Explanation of Grants Management Requirements**

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

### **1. Financial Management Systems**

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

### **2. Written Policies and Procedures**

The subrecipient must have written policies and procedures for:

<b>Policy/Procedure Name</b>	<b>In Accordance With</b>	<b>Policy</b>	<b>Procedure</b>
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy & Procedure	2 CFR 200.317-327		

Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A
<b>Policy/Procedure Name</b>	<b>In Accordance With</b>	<b>Policy</b>	<b>Procedure</b>
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy & Procedure	2 CFR 200.430		
Records Retention Policy & Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

### 3. Internal Controls

The subrecipient must:

- a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- b) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- e) Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

### 4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

## 5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHED Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHED template provided by the BFC for audit findings related to NHED funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHED funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

## 6. Reports to be Submitted

### Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpjf0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpjf0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the

subrecipient directly to:

- a) **New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street  
Concord, NH 03301** Or via email to: [federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)
- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

#### Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2023**. A copy of the forms will be provided to each subrecipient by the NHED via email.

### **7. Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

## **8. Drug-Free Workplace (Grantees Other Than Individual)**

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
  - o The dangers of drug abuse in the workplace.
  - o The recipient's policy of maintaining a drug-free workplace.
  - o Any available drug counseling, rehabilitation, and employee assistance programs.
  - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
  - o Abide by the terms of the statement.
  - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service  
U.S. Department of Education  
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]  
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
  - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
  - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or



other appropriate agency.

- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

### **9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHED must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age**. Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHED program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

### **10. Gun Possession (Local Education Agencies (LEAs) only)**

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrative officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHED in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
  - 1) Whether a firearm is legally licensed under RSA 159; or
  - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
  - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
  - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

## **11. Lobbying**

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its

instructions.

- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

#### **New Hampshire RSA 15:5 - Prohibited Activities.**

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

#### **12. Subrecipient Monitoring**

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

#### **13. More Restrictive Conditions**

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be “high risk” shall be subject to the imposition of more restrictive conditions as determined by the NHED.

#### **14. Obligations by Subrecipients**

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

#### **15. Personnel Costs – Time Distribution**

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge

of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

## **16. Protected Prayer in Public Elementary and Secondary Schools**

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

## **17. Purchasing/Procurement**

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
  - a. Micro-purchases
  - b. Small purchases
2. Formal procurement methods
  - a. Sealed bids
  - b. Proposals
3. Noncompetitive procurement

## **18. Retention and Access to Records**

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHED] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

## 19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

*When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.*

## 20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

## C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.

- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.
- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

**CERTIFICATION**

**Instructions:** The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (*See* RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHED. **No payment for project/grant awards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHED Bureau of Federal Compliance at federalcompliance@doe.nh.gov

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**Superintendent or other Qualifying Administrator Certification:**

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on \_\_\_\_\_, \_\_\_\_\_, that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: \_\_\_\_\_ District or SAU Name: \_\_\_\_\_

District UEI : \_\_\_\_\_ UEI(Sam.gov) Expiration: \_\_\_\_\_

\_\_\_\_\_  
Typed Name of Superintendent  
or other Qualifying Administrator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**School Board Certification:**

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board’s obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board’s oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

\_\_\_\_\_  
Typed Name of School Board  
Chair (on behalf of the School Board)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please email a fully executed copy of the entire document to:

**New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street  
Concord, NH 03301  
[federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)**



## Consent Agenda Item #8

1 Mont Vernon School Board

2 Thursday, May 4<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, and Amy Lavoie, Megan Gallagan,  
7 Kara Kucenski (long term sub) and Lorin Philibotte- MVVS Teachers.

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

10 Meeting Minutes: Danae A. Marotta

11 Public: Eileen Naber, 15 Beech Hill Road, Mont Vernon, NH.

12 Meeting Summary:

- 13 • The Board held a Public Hearing to accept funds from federal and food service grants.  
14 The board motioned under RSA 198:20-b, to accept and expend up to \$203,665 from  
15 federal and food service grants.
- 16 • The Kindergarten and First Grade Teams provided the board with a presentation on the  
17 Writing Workshops.
- 18 • MVVS Principal, Mr. Tom Lecklider, reviewed highlights from the Principal's Report.
- 19 • The Board approved consent agenda items 1. MVVS May Principal's Report, 2. AMS  
20 April Principal's Report, 3. MVSD April Facilities Update, 4. MVVS Co-Curricular  
21 Request Talent Show Club, 5. MVVS Club Activities Form-Math Carnival, 6.  
22 Unanticipated Revenue \$75, 7. Unanticipated Revenue \$500, 8. Nov. 2022 Treasurer's  
23 Report, 9. Dec. 2022 Treasurer's Report, 10. Jan. 2023 Treasurer's Report, 11. Grade 5  
24 Social Studies Curriculum, 12. Grade 6 Social Studies Curriculum, and 13. April 6th  
25 2023 Draft Minutes.
- 26 • The Board had a discussion on the recommended default budget changes. The board  
27 voted to support the recommended default changes.
- 28 • SAU #39 Business Administrator, Ms. Amy Facey, presented the board with Unassigned  
29 Fund Balance Projections. The current amount is \$211,400 which will cover the warrant  
30 articles. She will present the board with more information in June.
- 31 • The board approved the policies of GBED Prohibitions Regarding Use of Tobacco  
32 Products, E-Cigarettes, and E-Liquids In and On School Facilities and Grounds, GCEB  
33 Administrative Staff Recruiting and GCF Professional Staff Hiring.
- 34 • The Board recognized a resignation with regret.

35

36 I. Call to Order

37 **Mr. Peter Eckhoff, Chair of the Mont Vernon School Board called the meeting to order at**  
38 **6:00PM.**

39 II. Public Hearing

40 Interim Superintendent, Mr. Steven Chamberlin, noted the hearing is for the acceptance and  
41 expenditure of unanticipated fund through our grant program. There is a memo in the packet  
42 expertly written by Ms. Facey who will speak to it. What we're talking about tonight is accepting  
43 about \$203,000. By statutes and probably by annual meeting back then. This is a important  
44 procedural piece and was fully noticed.

45 SAU #39 Business Administrator, Ms. Amy Facey, added that here's a memo in your packet that  
46 provides both some written information as well as a listing of all of the grants that we are looking  
47 to accept and be able to expend. The reason it's important to do this is as a district we are not  
48 allowed to spend any more than what was approved by the voters. In order to be able to have the  
49 opportunity to spend any additional money we need to have that approved by the board to be  
50 able to accept and expend. As you know in the packets you'll often have memos that say we  
51 received a donation from the PTA or from whoever and need to accept those funds to be able to  
52 expend them because they're added both as a revenue and an expenditure. Legally we are not  
53 able to spend more than what's called the gross budget.

54 Accepting these funds hasn't always been a practice in SAU 39 but it really is best practice to  
55 accept all grant funds whether or not those funds are expended during the year. It gives you the  
56 opportunity to be able to spend those funds. We are not able to supplant expenditures in the  
57 budget there are federal requirements. You will see prior year grants that were not spent.

58 Ms. Landwehrle noted that most of the funds are two year grants. It may look like we were  
59 holding money back, but we were waiting with intention.

60 Ms. Facey added that the grants are highly regulated and are administered through the  
61 Department of Education. We did receive a food service supply chain grant that was unexpected.  
62 In your packet there is a listing of the grants. This is a practice that we want to continue going  
63 forward.

64 Mr. Eckhoff asked if this was a use it or lose it.

65 Ms. Landwehrle replied that it depends on the grant, our goal is to expend all of the grant funds.

66 Mr. Chamberlin noted that there is an action item. You are welcome to take public input.

67 Mr. Torres joined the meeting via phone.

68 There were no public comments regarding the public hearing.

69 Mr. Eckhoff closed the Public Hearing.

70 **Ms. Lawrence motioned under RSA 198:20-b, to accept and expend up to \$203,665 from**  
71 **federal and food service grants. Ms. Hinckley to second the motion. The vote was**  
72 **unanimous, motion passed.**

73 III. Public Comment

74 Eileen Naber, 14 Beech Hill Road, Mont Vernon, NH, noted that she is here to provide  
75 documentation on who really owns McCollom Field. Because there has been public confusion as  
76 to the ownership of McCollum Field, I am submitting to you copies of the relevant deeds proving  
77 the Mont Vernon Village School owns that property.

78 I have attached a copy of the two deeds pertaining to McCollom Field, Mont Vernon lot 10-34.  
79 The ball field was given to the school district in 1970 by the Trustees of the McCollum Institute.  
80 That deed included a reversionary clause stating that to the school no longer use the land, the  
81 ownership would return to the Trustees of the McCollom Institute. However, the second deed  
82 issued upon dissolution of the McCollom Institute in 1990, modified the reversion statement to  
83 read “should the school no longer use the land, the land ownership goes to the Town of Mont  
84 Vernon”.

85 I met with the Selectmen on January 24th and gave them the ownership information. Lot 10-34 is  
86 currently listed on the Mont Vernon Tax Map as belonging to the Town of Mont Vernon, as is  
87 Lot 4-89 the school building site which is incorrect and disagrees with the State listing. I asked  
88 that the ownership listing for McCollom Field on the Town Tax records to be corrected. The  
89 Selectman said they will comply. I will note that has not yet been done. I request the retention  
90 of these documents by SAU 39 to remove any question of ownership going forward.

91 Ms. Naber provided the copies of the deeds to the board.

92 The Board thanked Ms. Naber.

93 IV. Writing Workshop – Kindergarten and First Grade

94 Mr. Tom Lecklider, MVVS Principal, introduced Ms. Amy Lavoie, Ms. Megan Gallagan, Ms.  
95 Kara Kucenski (long term sub) and Ms. Lorin Philibotte.

96 Ms. Lavoie noted that there are three types of writing in first grade, personal narrative, non-  
97 fiction, and opinion. They have included the standards as well.

98 Ms. Gallagan added that in Kindergarten Personal Narrative they use a combination of drawing,  
99 dictating, and writing to narrate a single event or several loosely linked events. They tell about  
100 the order in which they occurred and provide a reaction to what happened. In first grade Personal  
101 Narrative, they recount two or more appropriately sequenced events, include some details  
102 regarding what happened, use temporal words to signal event order and provide a sense of  
103 closure.

104 Kindergarten and first grade students read their narratives.

105 Ms. Lavoie noted the nonfiction writing, in kindergarten and first grade. In Kindergarten,  
106 students use a combination of drawing, dictating, and writing to compose informative  
107 explanatory texts in which they name what they are writing about. Students supply some  
108 information about the topic. In first grade, students write informative/explanatory texts in which  
109 they name a topic, supply some facts about the topic and provide some sense of closure.

110 Kindergarten and first grade students read their nonfiction work.

111 Ms. Lavoie reviewed opinion writing. In kindergarten, students use a combination of drawing,  
112 dictating and writing to compose opinion pieces in which they tell a reader the topic of the name  
113 of the book they are writing about. They state an opinion or preference about the topic or book.  
114 In first grade, students write opinion pieces in which they introduce the topic or name the book  
115 they are writing about, state an opinion, supply a reason for the opinion and provide some sense  
116 of closure.

117 First grade students read their opinion work.

118 Assistant Superintendent, Ms. Christine Landwehrle, noted that they have a writing celebration  
119 night, and Ms. Mackenzie Lawrence takes the lead on that event as part of her role as Curriculum  
120 Coordinator.

121 Principal Lecklider added that it is on the 31<sup>st</sup> of May. It is nice to see the progression and  
122 sequencing. He thanked the teachers for their work.

123 Mr. Eckhoff inquired if they do keyboard writing.

124 Ms. Landwehrle replied not at that level, second to third grade they start on that transition.

125 The Board thanked the teachers.

126 V. Public Input I of II

127 No Public Comment

128 VI. Board Organization Continued

129 The Board discussed committee assignments.

- 130 • Town Budget- TBD
- 131 • School Budget Liaison-Mr. Eckhoff
- 132 • Policy- Ms. Hinckley and Ms. Lawrence
- 133 • Transportation- Mr. Eckhoff
- 134 • RSEC- Next year Ms. Behm is off, and they will have a rep from MV.
- 135 • SAU- Mr. Torres
- 136 • NH School Board Association- TBD
- 137 • ASD Tuition Agreement and Negotiations- TBD
- 138 • MVEA Negotiations- Mr. Eckhoff, Ms. Hinckley
- 139 • Brick School Maintenance and Improvement Committee- Mr. Eckhoff
- 140 • PTA- Ms. Hinckley
- 141 • SAU Wellness- Ms. Hinckley (Ms. Lawrence as alternate)
- 142 • JFAC- Ms. Lawrence

143 Mr. Eckhoff suggested that they provide a description of the committees, when they meet and  
144 time commitment.

145 VII. Consent Agenda

146 Principal Lecklider highlighted that they had a great Math Night with positive feedback, and they  
147 are excited to continue the tradition. Mr. Gordon Korman gave the students an excellent  
148 presentation and engaging kids. It was an all around good day. They had guest readers; it was a  
149 great community event. They are getting started on summer enrichment programming which was  
150 well attended last year. They had Kindergarten information night and the AMS Transition Night  
151 which was great and well attended. Tomorrow, AMS Principal, Ms. Kristen Gauthier, is coming  
152 in to do a Q and A with the students.

153 Mr. Eckhoff asked about the Info Night for K.

154 Mr. Lecklider noted that Info Night is more of an explanation of what we offer for programming.  
155 They do several screening days. If they see students that have special needs, they also work with  
156 placement. We are right around 29-30 for enrollment and we are in May, there could be an  
157 increase in the summer.

158 Mr. Eckhoff commented that the homeschool students are declining and inquired where they are  
159 going. Are they allowed to keep track of that.

160 Mr. Lecklider responded that there are families that come in for specials. Sometimes families  
161 homeschool and then go back to specials.

162 Mr. Eckhoff asked about the summer programs and IEP's.

163 Mr. Lecklider explained that with students on IEP's, we have to determine whether there will be  
164 a regression over the summer. There are a number of way they can figure that out, through  
165 progress monitoring or history.

166 Ms. Landwehrle added that they have an ESY program for identified students, Title I and then  
167 enrichment program.

168 Mr. Eckhoff asked about funding.

169 Ms. Landwehrle replied that Title I is fully federal funded, and enrichment is grant funded.

170 Ms. Hinckley inquired about the enrollment of the enrichment program.

171 Ms. Landwehrle replied that they take as many students as they can. They have not sent invites  
172 out at this time. It was popular last year but did not sell out right away. There is a lot of  
173 coordination.

174 Ms. Hinckley asked if was open to all students.

175 Mr. Chamberlin replied everyone even homeschool.

176 Ms. Hinckley asked if the transitioning students are meeting with Mr. Chris Beede. It would be  
177 nice if there were adult familiar faces.

178 Mr. Lecklider added that AMS Guidance Counselor, Mr. Chris Beede was in attendance with  
179 Moose, his therapy dog. Mr. Beede is good with names, and there is a strong effort to make that  
180 personal connection.

181 Ms. Landwehrle mentioned that there is a full orientation.

182 Mr. Lecklider noted that it was a wide range of students on the panel. He had a good mix of  
183 students both Amherst and Mont Vernon.

184 Mr. Eckhoff asked Mr. Torres if he had any questions.

185 Mr. Torres had no questions.

186 Mr. Eckhoff continued with the items from the consent agenda.

187 Mr. Lecklider clarified that there are two co-curricular requests, Math Carnival, and Talent  
188 Show.

189 Mr. Chamberlin replied that they are both in the agenda packet.

190 Mr. Lecklider noted that the Talent Show is with Ms. Dagdigian and Ms. Hall they want to put  
191 on a talent show that is on Friday June 2<sup>nd</sup>. They are calling it Talent Show Club, and there will  
192 be a staff selection in the show this year.

193 There were no other questions on the Talent Show.

194 Mr. Lecklider discussed the Math Carnival run by Ms. Sara Millas, and Ms. Charlene Brown, it  
195 is under Math Carnival there are two enrichment stipends.

196 Ms. Hinckley suggested they email the older MV students to volunteer to help.

197 Mr. Chamberlin mentioned that in full transparency there was a leadership meeting this year  
198 about freezing budgets in Mont Vernon due to constriction on the budget. Ms. Facey is digging  
199 into the budget, and they do support this. There are implications on default budgets. This is not to  
200 be an alarmist but being honest.

201 Mr. Hinckley added that it is important to let the public know.

202 Mr. Chamberlin remarked that next year they do not know but he wanted to be honest with the  
203 board.

204 Mr. Eckhoff asked for the amount of the stipends.

205 Mr. Chamberlin replied \$500 each.

206 Mr. Lecklider emphasized the willingness and the enthusiasm of the teachers that want to do  
207 these programs.

208 Ms. Landwehrle noted that they budget for 10 enrichment stipends at \$400.

209 Mr. Eckhoff continued with the consent agenda items.

210 Ms. Landwehrle added that with the Social Studies Curriculum they have been making good  
211 progress with tweaks and changes. This is more clearly outlined.

212 **Ms. Lawrence motioned to approve the consent agenda items 1. MVVS May Principal's**  
213 **Report, 2. AMS April Principal's Report, 3. MVSD April Facilities Update, 4. MVVS Co-**  
214 **Curricular Request Talent Show Club, 5. MVVS Club Activities Form-Math Carnival, 6.**  
215 **Unanticipated Revenue \$75, 7. Unanticipated Revenue \$500, 8. Nov. 2022 Treasurer's**  
216 **Report, 9. Dec. 2022 Treasurer's Report, 10. Jan. 2023 Treasurer's Report, 11. Grade 5**  
217 **Social Studies Curriculum, 12. Grade 6 Social Studies Curriculum, and 13. April 6th 2023**  
218 **Draft Minutes. Ms. Hinckley seconded the motion. The vote was unanimous, motion**  
219 **passed.**

220 VIII. Board Goals Discussion

221 Mr. Eckhoff noted that he had sent out an email asking about thoughts. He welcomes the  
222 comments.

223 Ms. Hinckley remarked that they need to focus on community outreach, they really felt that with  
224 the budget, and it impacted the vote. There was a lot of misinformation that was in the  
225 community.

226 Mr. Chamberlin commented that board goals is what the board does. He is in agreement with the  
227 increased communication to the community. He explained the distinction.

228 Mr. Lecklider commented that he can give the board an update on the school goals each month.  
229 He explained that the action steps should be a high bar and attainable. The community  
230 engagement is a board focus and that is something that you can directly influence.

231 Ms. Landwehrle added that she and Principal Lecklider are happy to continue with this format on  
232 school goals.

233 Ms. Lawrence commented that it was important when Mr. O'Keefe pushed for the year of math.  
234 The board supports excellence and if they see an issue they will say something.

235 Mr. Lecklider noted that we are also a team and what drives the work every day.

236 Ms. Hinckley added that it is not their job or role to micromanage the school.

237 Mr. Lecklider commented that in his time in administration, he is amazed by such a high  
238 functioning team.

239 Mr. Eckhoff suggested they pick which goals they think are the best ones to focus on.

240 Mr. Lecklider recommended that they not make new goals every year. Literacy is a focus here  
241 and some of the action steps, and professional development may look different.

242 Ms. Lawrence added that mailers do not work she would like to get information in the MV flyer  
243 and do it in a consistent manner.

244 Ms. Hinckley commented that they need to be more visible in the community. She suggested  
245 having a letter from the board in the MV flyer every month, everyone gets it.

246 Mr. Chamberlin commented that two defaults in a row have an impact.

247 Ms. Lawrence added that they can leverage the PTA it is a missed opportunity if they don't.

248 Mr. Chamberlin gave his support for having a well-rounded board.

249 Mr. Torres commented that he would like to review building security and assess staff safety. He  
250 does not want to wait until something happens.

251 Mr. Chamberlin responded that would be great and they can discuss in non-public session. This  
252 is something that they are discussing SAU wide.

253 Mr. Lecklider added that Homeland security will come and do a security assessment. He has  
254 information from the last report.

255 Mr. Eckhoff suggested that the board come back at the next meeting with goals, thoughts, and  
256 action steps.

#### 257 IX. Default Budget Discussion

258 Ms. Facey commented that you have is a grid that writes out the major categories of the budget.  
259 The columns show the amounts that were in the proposed ballot, the default that was on the  
260 ballot and the difference between those numbers, the total is \$ 83,146. We're not allowed to  
261 spend more than the amount of \$6,266,304 unless we accept grant money. We worked with SAU  
262 administration and came up with what we are calling Ballot Proposed Recommendation.

263 There are changes in health and dental rates for non-union staff that cannot be included in the  
264 default, but we're obligated to pay to pay those differences. There are other areas where we just  
265 wanted to see if there was a way we could fund things that different folks felt were just really  
266 high priorities. We also wanted to see if we could fund non-union salary increases so we went  
267 through each of these different categories. You can see that the total amount in the  
268 recommended default is the same as the ballot default. The biggest cut was made from student  
269 services to move some special ed costs to a grant. I worked with Ms. Meg Beauchamp on that.  
270 She doesn't love it, but she felt that she could make that work for next year. Another cut that was  
271 not included in the recommended default was if you recall we were going to increase the  
272 custodian position from 0.75 to 1.0 so we're not doing that. We're also moving to funds to pay  
273 for facilities custodian work through the contracted provider as opposed to an employee. That  
274 provides some further saving, not ideal, but it's one of the decisions that was made. There was a  
275 non-union wage market adjustment for some admin staff that are not included. Another way we  
276 were able to find some savings was to reduce the total number of buses for all of SAU 39 from  
277 17 to 15. We operated this year on 15. It wasn't perfect but were able to have a working solution  
278 and realize some savings. We were able to create a recommended default.

279 Mr. Chamberlin commented that we were not able to move support for where we wanted to go  
280 with our employees, and this was an integrity thing.



281 Ms. Facey added that we will keep an eye on it and if we do a board transfer we have to come to  
282 you.

283 **Ms. Lawrence motioned to approve the recommended default for FY 24 as presented. Ms.**  
284 **Hinckley seconded the motion.**

285 Mr. Eckhoff asked for questions.

286 Ms. Lawrence inquired if she could summarize the changes in a budget document. That is  
287 information that needs to be explained in a really clear way. She inquired if we could we do a  
288 retroactive wage adjustment.

289 Mr. Chamberlin noted that they can put a not in December to remind them.

290 Ms. Hinckley asked about running few busses.

291 Ms. Facey added that it is the same that they have this year. 16 would be ideal the three busses in  
292 Mont Vernon are fine.

293 Ms. Lawrence asked about the contracted facilities and if they were an outside agency.

294 Ms. Facey replied yes, it is an outside agency.

295 Mr. Chamberlin mentioned they know that unless they go full time they cannot hire for that  
296 position.

297 Mr. Eckhoff asked to call for a vote.

298 **The vote was unanimous, motion passed.**

299 X. Unassigned Fund Balance

300 Ms. Facey noted that she wants to give the board the most recent information and that is why is it  
301 not in the packet. At \$211,000, we can fund all of the warrant articles. There was a question on  
302 the electricity projection last month and that account is not projected to have a loss. The rate is  
303 locked in, however, due to the ventilation project we powered the AC unit in the attic. That is  
304 why the usage was increased, and so that explained it. We are not projecting a loss there. We will  
305 have another update for you next month. We may have some additional revenue.

306 Mr. Eckhoff asked about food service.

307 Ms. Facey added that the quarterly projection will be in the June packet.

308 The Board thanked Ms. Facey.

309 XI. Facility Committee Formation

310 Mr. Chamberlin commented it is with great appreciation of the community for funding article  
311 four which was the sixty thousand dollars to continue the study work for this facility. There's  
312 three areas I think that are worthy of focus on based on just the needs in the last year that have  
313 come up. One is a feasibility study for owning their own preschool. I think would be a really

314 good thing and over time it could be a cost savings. This committee can take a look at NESDEC  
315 and what the projections are or just if enrollment increases what kind of space do we need just to  
316 meet our projected enrollment. The third is what this this board, the community is working on to  
317 look at what would a K-8 or even maybe a preschool-8 program might look here. They can look  
318 at vendors to define the scope. This would include two board members, Business Administrator,  
319 Facility Director, Superintendent/Asst. Superintendent and Principal. The funds for the  
320 committee will be available July 1<sup>st</sup>.

321 Ms. Lawrence asked if they could form the committee in advance of July 1<sup>st</sup>.

322 Mr. Chamberlin replied yes.

323 Ms. Hinckley inquired about cost.

324 Mr. Chamberlin commented that \$60,000 was a good amount. This was done over vacation  
325 break and is a draft.

326 Ms. Lawrence asked if they could have 3 community members.

327 Mr. Chamberlin responded yes.

328 Ms. Lawrence noted her interest in serving and put it out to community at large.

329 Mr. Chamberlin added that he will reach out to the community members and those that were  
330 involved in the Middle School Study Committee.

331 XII. Policy First Readings

332 Mr. Eckhoff asked for discussion on the policies of:

- 333 • GBED Prohibitions Regarding Use of Tobacco Products, E-Cigarettes, and E-Liquids In
- 334 and On School Facilities and Grounds
- 335 • GCEB Administrative Staff Recruiting
- 336 • GCF Professional Staff Hiring

337 **Ms. Hinckley motioned to approve policies as presented. Ms. Lawrence seconded the**  
338 **motion. The vote was unanimous, motion passed.**

339 XIII. Resignation

340 Mr. Chamberlin noted the resignation of Ms. Sarah Terminello.

341 Mr. Lecklider noted that they have two strong candidates with good references.

342 **Ms. Lawrence motioned to accept the resignation of Ms. Sarah Terminello with regret. Mr.**  
343 **Eckhoff to second the motion. The vote was unanimous, motion passed.**

344 XIV. Board Member Vacancy

345 Mr. Chamberlin noted that the policy is pretty clear, and they are ready to get the school board  
346 member vacancy posted.

347 Discussion ensued over the locations of the posting.

348 Mr. Chamberlin added that when posting they will clarify that it is for one year.

349 The board thanked Mr. Chamberlin.

350 XV. Public Input II of II

351 No Public Comment

352 XVI. Meeting Adjourned

353 **Ms. Lawrence motioned to adjourn the meeting at 8:25PM. Ms. Hinckley seconded the**  
354 **motion. The vote was unanimous, motion passed.**

**Mont Vernon School District  
Board Goals 23-24 School Year**

**Communicate:**

**Goal - Increase communication between the school board and community including but limited to budget advocacy and facility committee support.**

**Action Steps:**

- Submit a monthly board update to the Mont Vernon flier.
- Support the development of a fully staffed budget committee to provide oversight on the budget.
- Ensure access to reports and budgets by making them easily accessible on our website.
- Consider holding semi annual listening sessions with the community and/or get feedback through community survey.

**Outcomes:**

- Fully operational budget committee
- FY 25 Budget passes
- Community understands the work of the Facility Committee
- Results from listening sessions or community survey

**Monitor:**

**Goal: The board will monitor student achievement in literacy and mathematics.**

**Action Steps:**

- Receive monthly updates on school goals associated with math and literacy.
- Receive quarterly reports on student achievement in Literacy and Mathematics.

**Outcome:**

- School goals related to math and literacy are successfully achieved.
- Increases in math and literacy achievement and growth.

**Oversee:**

**Goal - Board will receive regular updates about policies, practices, and procedures related to security at MVVS**

**Action Steps:**

- Receive overview of school safety in fall 2023 for information about training, budget implications, and any grant applications.
- Receive monthly updates from administration on safety drills and continued staff professional development.

**Outcomes:**

- The board is aware of safety and security policies, practices, and procedures to understand any needs and budgetary impact.

**Facilitate:**

Goal: To facilitate implementation of facility study as per article 4.

Action Steps:

- Form facility committee
- Charge committee
- Determine scope of architectural and engineering study
- Select vendor

Outcome:

- Facility committee formed and carrying out the charge of the board.
- Vendor chosen and scope of work finalized.
- Completed architectural and engineering study.

DRAFT

Mont Vernon School District FY23 Potential Projects					
Mont Vernon Village School					Notes
Priority	Location	Facilities	Proposed Cost	Final Cost	
1	Building	Replacement 5 ton compressor for two classrooms	\$6,500		<a href="#">\$4909 quoted 9/19/22</a>
3	Building	Classroom signs/Painting	\$15,000		<a href="#">Quoted from Sousa on 12/8/2023 (sign 5200, painting 9800)</a>
2	Building	Access control for interior hallway and interior gym door, and exterior gym door (3)	\$10,500		
<b>Subtotal</b>			<b>\$32,000</b>		
Technology					
4	MPR	MPR Projector	\$12,000		Based on quote from ProAV
<b>Subtotal</b>			<b>\$12,000</b>		
<b>TOTAL</b>			<b>\$44,000</b>		

May 26, 2023

Steve Chamberlin, Interim Superintendent and Mont Vernon Village School Board,

Attached is the original email sent on March 23, 2023 regarding "waived snow days".

After sending this email the decision was announced that Paraprofessionals at MVVS will receive pay for the "waived snow days", but Administrative Assistants will not. The rationale received for this decision was that Administrative Assistants were not "student driven", and would be able to make up the hours, in order to receive payment.

MVEA disagrees with this decision, stating that all staff members work collaboratively and directly, with students throughout the school day.

MVEA continues to ask, if the practice changed, when did the change occur and why was there no notification. We would also raise the question of reports that all employees, throughout the SAU, have been paid for "waived snow days" except for two individuals. Those two individuals being our Administrative Assistants.

We would like it noted that we are in support of our Administrative Assistants and feel this should be reviewed by the MVSAB with a follow up on what the future expectations, practices/policies will be moving forward.

Thank you for your attention to this matter.

Mont Vernon Education Association

Kim Depper  
Shahab Dardiz  
Caterina Ghersey  
Melana Manda  
Sara Millas  
Lynn Philibotte  
Stephanie McHugh  
Christina Anderson  
Suzanne Nagak  
Carol Hoppener  
Zany Lee  
Mackenzie Lawrence

Laura O  
Kimberly Fiehe  
Amy Lewis  
Megan Galley  
Christina  
Charline A Brown  
Maggie Adm  
Christo Valihun  
Sherry Hall  
Lori Meader

**Kimberly Deppen <kdeppen@sau39.org>**

Thu, Mar 23,  
3:07 PM

to Steven, Indrani, Thomas, Amina, Abby, Shakeh, Charline, Patricia, Lorin, bcc: me

Hi Steve,

Tuesday at our monthly meeting you addressed my email regarding “waived snow days” that were approved by the MVSb, and how this decision will relate to our support staff, paraprofessionals and administrative assistants.

In the original email it was noted that historically all staff, including paraprofessionals and administrative assistants, were paid for “waived snow days off” without a requirement to make up the days, unless our school year was extended with students.

In comparing the contracts for the paraprofessionals and administrative assistants, the contracts are identical; the only difference being the number of “student days” listed for administrative assistants. The additional days are in place for preparation of the school year, registration and end of year business. Since the party’s contracts are under the same verbiage, wouldn’t the same standard apply to both positions, regarding “waiving snow days” with pay?

This historically has been the practice of the SAU and with the removal has created a discord. Main frustration being lack of communication with the change revealed only upon receipt of their paychecks.

If this practice has changed, when did the change occur and why was there no notification of these changes to those directly affected?

We strongly feel this is a topic for the school board, with a follow up on what the future expectations, practices/policies will be moving forward.

Thank you!

Kim

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