

Mont Vernon Village School

Student Handbook 2011-2012



To Engage, Support and Challenge All Learners

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www.sprise.com/montvernon

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WELCOME

Dear Parent(s)/Guardian(s) and Students,

It is with pleasure that we welcome you to Mont Vernon Village School. We look forward to working with you and encourage you to express your ideas and concerns with us. Communication among students, parents/guardians, the community and the school is essential to our mutual success. We believe that learning is a lifelong process, and that it takes the cooperation of everyone concerned working together to promote a safe, positive and effective school experience for ALL children.

The Mont Vernon Village School Board, Mont Vernon Village School Administration and staff are dedicated to providing a stimulating environment for learning, where strong academic skills are developed in conjunction with physical proficiency, social responsibility, and sound aesthetic and moral judgment. This includes demonstrating respect for one another and the school facility, encouraging a sense of self-responsibility and taking pride in working to the best of one's ability. Within this environment, we also are obligated to:

- Develop each student's full academic potential;
- Create opportunities to develop good character, citizenship and self-reliance;
- Help students to build positive self-esteem and desire to become life long learners;
- Encourage collaboration among staff to provide learning experiences relevant to all students' needs;
- Implement curriculum in ways which will motivate and challenge students to learn;
- Involve students in programs that promote healthful living;
- Establish a school and community partnership.

We hope that you will find this handbook helpful in answering questions regarding policies, procedures and practices at Mont Vernon Village School.

WHAT YOU SHOULD KNOW

ABSENTEEISM & REPORTING

Generally, absences other than for illness during the school year are strongly discouraged-this includes family vacations. Mont Vernon School District Policy JH- Attendance, Absenteeism and Truancy can be found on the SAU 39 website at www.sprise.com/policymv.aspx.

If your child will be absent from school, a parent/guardian will call the school office prior to 8:00 AM. Mont Vernon Village School has voice mail. You can leave a message anytime before 8:30 AM. Please leave your name, your child's name and indicate the reason for absence. The school nurse must document communicable illnesses for the State, as well as, track frequency and types of illnesses within the school community. Attendance is essential to learning and will be monitored. We ask that you **limit absences, tardies and dismissals**. Please inform the school directly about any extenuating circumstances.

INCLEMENT WEATHER

If you have any further questions or concerns, please listen to the following radio and/or TV stations for information about school closings and delayed openings: WBZ, 1030 AM, Boston, MA; WSMN, 1590 AM, Nashua; WHOB, 106.3 FM Nashua; WZID, 95.7 FM, Manchester; WGIR, 610 AM, 101.1 FM, Manchester; WMUR- TV, Ch. 9, Manchester; WNNH, 99 FM, Concord; WCVB- TV, Ch. 5, Boston, MA.

SCHOOL LUNCH PROGRAM

A school lunch, which includes milk, is available every school day. Milk may also be purchased separately. Students eat their lunches in the multipurpose room.

To establish an account for your child's lunch program, please access the SAU website, <http://www.sprise.com/dining> and use the MyNutrikids link. This website also displays the current menu and allows you to track your child's account balance. Please keep your child's account current, as lunch options are limited when there is a negative balance. If you have any questions, please contact Sharon Colburn at scolburn@sprise.com. Financial assistance is available, please contact the school nurse.

The current price for hot lunch is \$2.65. Free and reduced lunches are available for those who qualify. Please contact Mrs. Colburn for an application.

SCHOOL ARRIVAL/DISMISSAL

School hours are 8:40 AM – 3:00 PM. Children should not arrive at school before 8:30am. It is essential that your child arrives to school on time. To keep classroom interruptions to a minimum, **please leave items to be delivered to the classroom in the school office.** They will be delivered at an appropriate time.

All late arrivals and early dismissals **must check in at the school office.** Please limit these disruptions for your child as much as possible. A NOTE FROM PARENTS is required for a change in dismissal arrangements. **Changing buses is discouraged** for safety reasons, but if you are asking that your child ride a bus to a different address you must include the date, student's first and last name, teacher name, bus number and address to which your child is going.

Below are the definitions we are using to clarify the three major types of dismissal at MVVS:

- WALKER—defined as any student who *is leaving* the Mont Vernon Village School property by foot, bike, skateboard, or scooter and *not* in a vehicle. If you are meeting your child, please do so at the end of the walkway rather than in front of the building as this space is dedicated to bus dismissals.
- PICK-UP—defined as any student who is being picked up by *vehicle* using the vehicle pick-up line.
- BUS—defined as any student who will be going home by bus, either regularly assigned or on a different bus for which a note has been provided.

Please review the definitions listed above and provide the school with written notes to confirm with as much detail as possible the type of dismissal classification that best defines your child's mode of transportation on any given day.

Although *email* communication can provide an effective tool for many purposes, it should only be used as a *LAST RESORT* for dismissal plans. You should receive an acknowledgement receipt regarding emailed dismissal changes. If you do not receive this acknowledgement, please call the school. The office gets very busy after 2:00pm—please plan accordingly.

BICYCLES

Students riding bicycles should not arrive before 8:30 AM. Bicycle racks are provided for the purpose of parking student bikes for the day. Bicycles should be walked on school property at all times. For the safety of our students we recommend they wear appropriately sized bicycle helmets. The school cannot assume responsibility for damage to bicycles.

RECESS

Recess in grades K-6 consists of one 20-25 minute period each day. Children should come to school prepared for outside play. Winter gear must include hats, mittens, boots and snow pants. We discourage children from bringing items from home as we supply appropriate play items (balls, jump rope, etc...). If you allow your child to bring a personal item to school please understand that the school will not be responsible for lost or

broken items. Please no trading items, electronic items (cell phones, video games), knives, water pistols or other dangerous items.

PLAYGROUND SAFETY

It is important that students take the time to learn about playground safety. Doing so will protect all children from unnecessary harm and risks during their recess times.

- 1) Be Safe:**
 - Use equipment properly/safely
 - Seek adult help as needed.
 - Seek adult permission before leaving the playground.
 - Engage in safe play.
- 2) Be Responsible:**
 - Care for and return equipment
 - Be a problem solver
- 3) Be Respectful:**
 - Be a good sport
 - Be kind
 - Everyone plays

TEACHER CONFERENCES and REPORT CARDS

Appointments for parent/teacher conferences may be scheduled during Open House or by calling or e-mailing your child's teachers. Report cards are distributed three times a year. Please examine the card carefully, sign the envelope and return it promptly. Teachers may also send home progress reports at any time during the school year.

CHILD ABUSE See Mont Vernon Policy JLF at www.sprise.com/policymv.aspx

In compliance with NH laws: It is the policy of the Amherst School District that any teacher or other school employee who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect shall report such to the Division of Children and Youth Services. Adopted: 2/28/91

EMERGENCY NOTIFICATIONS

In the event of a school emergency, all parents/guardians will receive communication via our electronic phone system. This system automatically dials phone contacts, leaving a voice message regarding the emergency, which may include weather-related school attendance. During these times, please limit calls into the school buildings.

BIRTHDAYS

Nutritional birthday snacks from home are welcome. Please check with your child's teacher to schedule a day and time. All snacks must be dropped off in the main office. In consideration of the feelings of all of our children, birthday invitations may not be sent to school.

EMERGENCY DRILLS

The school holds regularly scheduled evacuation drills throughout the school year. Students must remain quiet and in line with their teacher throughout each drill. Evacuation directions and Emergency Response Procedures are posted in each classroom and other instructional areas of the school. The school also holds other emergency drills.

2011-2012 SCHOOL YEAR CALENDAR
Amherst, Mont Vernon, and Souhegan Cooperative Schools

(1)	AUGUST 2011	School Opening Information	FEBRUARY 2012	(18)																																																												
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(21)	SEPTEMBER 2011	<p>September 5, 2011 - Labor Day Teacher Inservice Day-TBD October 10, 2011 - Columbus Day November 11, 2011 - Veteran's Day celebrated November 23 - November 25, 2011 - Thanksgiving Recess December 23, 2011 - January 2, 2012 - Holiday Recess January 16, 2012 - MLK Day Teacher Inservice Day-TBD February 27 - March 2, 2012 - Winter Recess April 23 - April 27, 2012 - Spring Recess May 28, 2012 - Memorial Day</p>	MARCH 2012	(20)																																																												
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(19)S (20)A	OCTOBER 2011	<p>PC Parent Conferences Souhegan High School - October 28, 2011 Mont Vernon and Amherst - November 17, 2011 - evening Mont Vernon and Amherst - November 18, 2011 - early release day</p>	APRIL 2012	(16)																																																												
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(16)	NOVEMBER 2011	<p><i>To be determined</i></p> <p>Amherst/Mont Vernon/Souhegan Late Starts Sept. 13, 2011 Feb. 14, 2012 May 8, 2012 Oct. 11, 2011 Mar. 13, 2012 May 29, 2012 Nov. 8, 2011 Apr. 10, 2012 June 5, 2012 (SHS only) Dec. 6, 2011 Apr. 17, 2012 (SHS only) Jan. 31, 2012 (MV, SHS only)</p>	MAY 2012	(22)																																																												
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(16)	DECEMBER 2011	<p>Days of Lower Attendance Observance of the following religious holidays should be noted: September 28, 2011 - Rosh Hoshanah * October 7, 2011 - Yom Kippur * April 6, 2012 - Good Friday April 7, 2012 - Passover *</p> <p>*Holiday begins at sundown on day before date specified</p>	JUNE 2012	(10)A (10)M (11)S																																																												
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(20)	JANUARY 2012	<p align="center">End of Year School Schedule</p> <p><i>The last day of school will be:</i> June 21, 2012 - Amherst & Mont Vernon - 180th day + 5 snow days June 22, 2012 - Souhegan High School - 180th day + 5 snow days June 15, 2012 - Souhegan High School Graduation</p>	<p>Calendar subject to change by School Board, State Department of Education, or due to emergency or weather related conditions.</p>																																																													

7/6/2011

Mont Vernon Village School Program Profiles

All classrooms provide a nurturing, interactive environment. Children are encouraged to learn and develop at their own pace without fear of failure.

EARLY INTERVENTION

In an effort to promote peak academic performance and success for all children, our schools offer early intervention services. This may include supports and services offered by a variety of staff, such as: Literacy Teacher, Classroom Assistant, Speech/Language Pathologist, Occupational Therapist, or Special Educator. It is our intent to offer a variety of multidisciplinary approaches to learning that will foster each child's physical, social, emotional and academic success. If you have questions about any support your child may be receiving, please contact your child's classroom teacher directly.

KINDERGARTEN PROFILE

Mrs. Gretchen Dunn

Public kindergarten provides a common educational foundation upon which skills/concepts and learning strategies are promoted and enhanced which will lay the essential foundation for success in first grade. The kindergarten curricular areas are an integral part of the skills and strategies continuum. All kindergarten curricula are consistent with our school district's educational philosophy, expectations and goals.

All academic subjects are taught in kindergarten: math, integrated language arts, science and social studies. Art, music, physical education and library are included in the program. The classroom is set up with centers, some of which are: math, building, writing, reading, science/social studies, kitchen, art, water/sand/rice table, dramatic play, and circle/gathering center.

Kindergarten at Mont Vernon Village School is offered in two, two and one half day sessions. One session meets for full days on Monday and Thursday with a half day session on Wednesday mornings. The second session offers full days on Tuesday and Friday with a half day on Wednesday afternoon. This arrangement offers our young students the opportunity to experience a regular school day which includes recess and lunch with age appropriate peers. In addition, students experience more time on task which provides a smoother transition to first grade.

FIRST GRADE PROFILE

Mrs. Amy Lavoie

Mrs. Lorin Philobotte

The first grade experience aims to facilitate the extension of the child's world beyond her/himself. It is during this experience that children learn to feel good about themselves with relation to their school experience. This is one of the most important concepts of the first grade experience.

First grade provides a variety of appropriate experiences in the curriculum areas of language arts, math, science, social studies, art, music, physical education, health, library, and guidance. Each child moves through the curriculum at a comfortable yet challenging pace. The program is designed to meet the individual needs of each student. The intent of the program is to provide the groundwork for teaching independent work skills and responsibility, two areas of great importance in providing a solid educational foundation.

GRADES TWO

Mrs. Meghan Libby

Mrs. Shakeh Dagdigian

The focus in second grade is to continue to build on the developmental profile of each individual student. The continuum can be thought of as a building with supports being offered when necessary to assure success in the areas of language acquisition, phonemic awareness, phonics, fluency, comprehension and vocabulary (Five Essential Components of Reading). In addition, we continue building critical thinking

skills and problem solving in the areas of math, science and social studies. Writing is essential in all curriculum areas.

THIRD GRADE

Mr. Barry Jordan
Mrs. Jan Mattie

This year, we will continue to focus on basic math facts. This includes review of addition and subtraction facts as well as multiplication facts.

For Social Studies we will be studying basic economics (supply and demand), communities and their differences (urban, suburban, and rural), and basic map skills. The students will also be studying science units on weather, plants and animals survival, humans, and properties of matter. The Language Arts program we will be using is the Scott Foresman Reading Street. This encompasses reading, grammar, spelling, and writing. Cursive writing will also be taught.

FOURTH GRADE

Mrs. Karin Alger
Mrs. Kim Tighe

Students are expected to assume more responsibility for their own work and become more independent in the fourth grade. Science and Social Studies become daily subjects in grade 4 and a major shift from *learning to read* to **reading to learn** occurs. An outline of the 4th grade curriculum is provided below.

Reading

Our fourth grade reading program is balanced between reading both fiction and non-fiction pieces of literature. The skills are reviewed and reinforced throughout the school year by using the Scott Foresman Reading Street anthology and leveled readers, as well as novels for smaller literature circle groups. Reading skills that are learned and practiced at school are expected to be reinforced at home through student's weekly reading homework.

Language Arts

We are using the Scott Foresman Reading Street integrated spelling and integrated grammar programs. The spelling program combines spelling-meaning connections, vocabulary skills, dictionary skills and proofreading-editing skills with every week's spelling list. Students will get extra practice at home with a spelling worksheet and should practice their words at home for a weekly spelling quiz. Major units of study in grammar include the sentence, nouns, verbs, adjectives, capitalization and punctuation, pronouns, and adverbs and prepositions. Formal grammar lessons will be taught in the classroom and children will have an opportunity to practice the skills after the lesson. Grammar homework will be sent home once per week to help reinforce skills that were covered in classroom instruction.

Writing

Writing is based on the 6 plus one traits program. The traits of ideas, voice, organization, word choice, sentence fluency, conventions, and presentation will all be taught in isolation. Students will focus on one trait at a time in their writing until they have practiced all individually. By the end of the school year, students will be integrating all of the traits into each writing assignment.

Math

Math is taught using the Everyday math program. Students receive direct instruction daily and reinforce concepts and skills in homework assignments and classroom math games. Major areas of focus include Numbers & Numeration, Operations & Computations, Data & Probability, Measurement & Reference Frames, Geometry, and Patterns, Functions, & Algebra.

Science

Curriculum Units in 4th grade science include Development and Change of Earth and Its Materials, The Effects of Force and Motion, Life in an Ecosystem, and The Earth, Sun and Moon. Children in grade 4 observe, describe, and interact with the world around them. At the fourth grade level, science will be integrated with other curricular areas (reading, writing, math, social studies, technology, art, music and

physical education) on a regular basis.

Social Studies

Fourth Grade Social Studies Curriculum Units include Regions of the United States, New Hampshire, and World Holiday studies. Civics and Government, Economics, Geography and US and NH History will be covered in these units. We use the Harcourt Social Studies book, States and Regions, as a reference for our units. There will be open book quizzes and both in-class and home projects throughout the year. At the fourth grade level social studies will be integrated with the other curricular areas (reading, writing, math, science, technology, art, music, and physical education) on a regular basis.

FIFTH GRADE

Mrs. Charline Brown

Mrs. Sarah Millas

Fifth grade is a year of transition at MVVS. Students are moving from an elementary school model to a routine that more closely mimics that of a middle school. Students really begin to learn about the importance of organization while moving between classrooms, working with both fifth grade teachers. Students work collaboratively as a team with their classmates, and benefit from being part of changing, flexible groups throughout the school year.

During their fifth grade experience, students will continue to work with Everyday Mathematics and Scott Foresman Reading Street programs. Students' progress will be monitored continuously so that lessons taught will coincide with their pace of learning. In math, students will dive deeply into fractions, while reviewing basic operations, geometry, and some basic algebra. During reading class, students will be given an opportunity to work in small and large groups to gain a solid understanding of a variety of reading skills and strategies. Students will also read several novels throughout the school year that coincide with Science and Social Studies units.

The Science and Social Studies units taught are of very high interest for most fifth graders. Students will learn the ins and outs of the human body, make working circuit boards, and study changes in the earth. Social Studies class is an adventure that takes students from the times of early exploration through the Revolutionary War and the birth of our nation. Though students will have to work hard to keep up with the demands of fifth grade and the increasing workload that goes with it, they will hopefully feel more prepared for the fast pace of middle school by the end of the year.

SIXTH GRADE

Mr. Peter Denio

Mrs. Melanie Jones

Sixth graders are heading towards adolescence. They show more self-assertion and curiosity. They are socially expansive and aware.

Reading: Our goal is to continue their interest in reading and improve comprehension strategies. Students build fluency while they are introduced to many different kinds of literature. They continue to use comprehension strategies: compare and contrast elements, fact and opinion, make text connections, find author's purpose, cause and effect. They are expected to make inferences and evaluate the text. They learn to use context clues to expand their vocabulary.

Writing: Students have opportunities with different forms of writing: narrative, descriptive, expository, and persuasive. They use stages of the writing process; organizing, drafting, revising, and editing. Students are assessed on organization of ideas, sentence fluency, word choice, voice, conventions and presentation. They are encouraged to define good writing and to identify the strengths and weaknesses in their own writing and that of others. Students work on writing portfolios that contain files of children's past writing, recently completed works, and writing in progress. Viewing this work over time is important to a child's self-evaluation and growth. Students are encouraged to record questions and insights about the various subjects they study as well as personal reflections.

Grammar and Spelling: Children will continue to learn how to use common writing conventions, including punctuation marks, paragraphing, and verb tenses.

Public Speaking: Students are given many opportunities to speak in a variety of contexts: telling and retelling stories, participating in focused discussions about particular topics, sharing information with other children, giving speeches, assuming the roles of historical figures to gain greater understanding of the lives of others, and reading published poems or their own writings aloud.

Math: Sixth grade children are encouraged to think out ways to solve problems. The emphasis is on the ability to apply concepts. There is a great attempt to make math relevant to their daily surroundings. They learn to understand and perform all operations for rational numbers. They write, simplify, and manipulate expressions and equations in all areas of problem solving – including ratios, proportions, geometry, statistics, and probability.

Social Studies: Students will learn how archaeologists and historians have pieced together accounts of life in early civilizations; the role geography played; types and how civil governments were formed; how various peoples interacted and cultures grew; and the role of religion in ancient civilizations.

Science: Inquiry - an open-ended approach to the study of science - has a large role in the sixth grade. Students are engaged in the process of inquiry, experimenting with ways of finding answers. Students are scientists. They define a problem and then figure out how to solve it.

FOREIGN LANGUAGE PROGRAM (SPANISH)

Mrs. Alma Garcia

The Spanish language instruction program includes all grades at MVVS (K – 6). Students have a Spanish lesson once a week with an additional class every two weeks for a total of six lessons per month notwithstanding holidays or unforeseen cancellations.

The principle objective is to orient the students to the idea of a foreign language, in this case Spanish, through the translation and significance of words, phraseology and texts and also to the introduction of the comprehension of other forms of thinking, of other traditions and cultures.

Games, songs, exercises, readings, routine situations, and videos will help facilitate the students to incorporate and learn the language in a lively way that is appropriate for each age group and in accordance with the psychological characteristics of each age group.

ART

Mrs. Jill Camitta

The Art program at Mont Vernon Village School focuses on the characteristics of the visual arts. The National Standards for Arts Education are incorporated within our curriculum framework to insure art excellence. Appropriate concepts and problems solving tasks are introduced and reinforced. Students learn how to work with various tools, processes and media. They learn to coordinate their hands and minds to respond to the natural world and stimuli all around us. As children move through the elementary grades they are given the opportunity to further develop observation skills and learn the visual connections relating to objects, people, places and events establishing a visual vocabulary. Natural inquisitiveness is encouraged and the value of persistence is nurtured.

Learning to use the elements of design, composition and spatial aptitude increase in challenge and match appropriate developmental expectations for each grade. Group projects are often integrated and connected with other curricula to insure class unity and school spirit and allow effective sensory information learning.

MUSIC

Mr. James Wickham

Music education is a medium which aids in the total development of each student. It provides opportunities for individual growth as well as involvement with group activities. The objective of the program is to provide a high quality, sequential and well-balanced music education for every child.

The Mont Vernon Village School music program focuses on six areas of study: reading/writing, playing, listening, creating, moving and singing. All children engage in grade appropriate activities, designed to promote musical literacy and enjoyment in all six areas of study. Music is continuously integrated with regular classroom studies, as well.

PHYSICAL EDUCATION

Mrs. Linda Narducci

The goal of the Physical Education program at Mont Vernon Village School is to provide our students with the skills and confidence to enjoy participating in a variety of physical activities and exercise that will lead to a healthy lifestyle.

At the lower levels – Kindergarten, First and Second Grade – games and activities are introduced that work on basic loco motor skills, spatial awareness, directions (left, right, front, back and side), catching, throwing, kicking, dribbling, volleying, balance, eye-hand coordination, listening, following instructions, cooperation, sportsmanship, team work and respect.

As the students progress into the upper levels – Fourth, Fifth and Sixth Grade – we take these basic skills and work to improve and advance them into traditional and cooperative games and activities our students can play throughout their lives.

We do expect all students to come to Physical Education class prepared to “Play”. This means wearing comfortable clothes that allow lots of movement and sneakers. We will be outside for as long as the weather permits, so we ask that students are prepared for chilly conditions.

TECHNOLOGY EDUCATION PROGRAM

Mrs. Amy White,

Mr. Thomas Campbell

Learning Commons Technology

At Mont Vernon Village School our students develop good ICT (Information and Communication Technology) skills through hands on activities in both the technology center of their classroom as well as in the Learning Commons technology lab. It is our school philosophy to teach ICT skills in an integrated fashion – working to embed these skills in the everyday work of the students. It is our goal that library and technology skills will support students by providing a deeper learning experience in all their areas of study.

By December of first grade, our students begin to access our network and information resources using their own student accounts to our network and library databases. Each year thereafter, we deepen their experience with a variety of devices: computers, laptops, digital video and recording devices. Throughout their Village School experience, students develop the research and presentation skills that are absolutely necessary in order for them to demonstrate their development and mastery of the material they are learning about. Throughout the experience students learn about the various types of software and hardware that can be used to support their research and presentation, and throughout the experience, they develop successful problem-solving skills that can be applied in any learning environment.

Our approach to ICT intends to honor and support the instruction made by teaching teams as they develop rich, integrative, learning-centric materials.

Learning Commons Library

Our Learning Commons Library is an essential part of the educational programming at the Mont Vernon Village School. It is through library that students can access a wide variety of resources both in print and online to enrich and expand a student's learning experience.

Our library program is integrated with each grade level. Teachers and the librarian collaborate to embed information literacy skills in students every day work. Therefore students may use the library resources in an intensive manner when completing a project, and then in the following stop in simply to check out books.

The Learning Commons is open daily for students to access library resources. In addition, special interest clubs are offered to help expand and widen the Learning Commons community.

MVVS recently implemented library automation software. Resources of the Learning Commons will now be available to students from home as well as in the school. The automation was made possible by generous donations from the MVVS PTA, Rotary Club of Milford, Friends of the Daland Memorial Library, an anonymous donor, and in memory of McKayla Geisinger, a former student of MVVS.

INTEGRATED LANGUAGE ARTS PROGRAM

Mrs. Fay Deyscher, Reading Specialist

A broad variety of literacy experiences are provided to the children in the classroom environment which enhances the children's skills in becoming active and independent readers, writers, listeners, speakers and thinkers. This integrated language arts approach utilizes literature to develop reading strategies and skills. All of the elements are taught as an integrated whole rather than fragmenting the skills into isolated parts. The literacy curriculum enhances the success of each individual, thus varied supplemental services are offered.

TITLE I PROGRAM

Mrs. Crista Burrel, Math Coach/Interventionist/Title I Program Manager

Title I is a federally funded supplemental education program that provides assistance to Mont Vernon Village School to improve educational opportunities for students at risk and students who are not meeting the State of NH standards. MVVS is a targeted assistance school and is required to use funds for programs that provide services to eligible students identified as having the greatest need for additional assistance. At MVVS, we provide these services to identified students in grades K-6.

The Title I program is designed to help students meet the state content and performance standards in reading, language arts, and mathematics. Our goal is to improve teaching and learning to enable Title I students to meet the challenging state performance standards that all students are expected to master. The MVVS Title I program uses effective instructional strategies and materials in accordance with a student's academic needs. We communicate regularly with classroom teachers and align our supplemental instruction to support the classroom curriculum. The MVVS Title I program encourages parental involvement in their child's education through reading incentives, parent meetings, parent newsletters, and Family Fun Night.

In the fall, students are screened in the areas of reading and math. Screenings may also take place periodically throughout the school year. Students are also referred to the Title I program by their classroom teachers as a need arises.

SCHOOL GUIDANCE PROGRAM

Mrs. Barbara Belak

The School Guidance and Counseling program is designed to help all students in decision making and problem solving related to their growth and educational experiences while strengthening their social

skills, communication skills and self awareness. The program is developmental, proactive and preventative in nature, taking the form of classroom instruction, individual and group counseling, consultation, crisis intervention and contact with outside agencies.

Classroom curriculum responds developmentally covering topics such as: social skills, bullying, drug awareness, conflict management, personal safety, anger management, career exploration, honesty and transitions. Small group support is available in areas such as friendship/ social skills, loss/grief, stress/anxiety, school skills and changing families. Referrals for individual or small group counseling may come from parent, school staff or students with written parental permission required for regular participation. The guidance office available for visits from children who request a brief visit, such as during a snack period or lunch time, with the counselor; parental permission is not required in these situations.

SPECIAL NEEDS PROGRAM

Mrs. Renea Sparks, Director of Special Instructional Services

Ms. Amy Sarsfield, Assistant Director

Mrs. Anne Richard, Special Education Teacher/Coordinator

Mrs. Anne Bailey, Special Education Teacher

Ms. Kelsey Hamel, Special Education Teacher

Mrs. Kristina Newbold, Special Education Administrative Assistant

The special services program at MVVS is designed to educate students with special needs within their classrooms. Students identified for special education and/or related services (i.e., speech/language, occupational therapy, physical therapy...) receive diagnostic/prescriptive remedial teaching based on team agreed upon goals and objectives found in their Individualized Education Program.

HEALTH PROGRAM

Mrs. Kimberly Deppen, RN

Through school nursing, essential and valuable contributions are made to the educational program as it strives to serve the needs of all children. It is the active and sincere efforts of home, school and community that will promote good personal healthy habits.

The purpose of school health services is to support the educational process within a comprehensive school health program. The school nurse acts as a specialist in the coordination of school health services which include: promotion of healthy decision-making, prevention of illness and injury, determination of the health status of students, provisions for early intervention and health screenings. School nurses also serve as health resources to the classroom teachers. In addition, they work closely with community and state agencies in the fields of health education and welfare. Please feel free to contact the nurse to discuss any health concern you may have.

Height, weight and vision screenings are done in all of the grades. Hearing screening is done in grades K-3 and 5 and as needed. The school nurse keeps health records on all students, which will include the results of the screenings.

The school nurse will inform the classroom teacher, guidance counselor, and other necessary staff members of the individual health needs of any student that are appropriate for the health and safety of each child.

There are certain circumstances that will require exclusion from school. The requirements are:

*Fever: 24 hours fever free without the use of fever reducing medication.

Vomiting/diarrhea: 24 hours after vomiting/diarrhea has subsided.

Strep throat: 24 hours after starting medication.

Conjunctivitis: 24 hours after starting medication and absence of eye drainage.

Communicable conditions: such as impetigo, ringworm and scabies require exclusion for 24 hours after starting treatment.

Coughing that would disrupt the class.

*If your child does not feel well in the morning and has a fever (100 degrees or more), vomiting, diarrhea, or a rash, please keep him/her home. It is not appropriate to medicate your child for a fever and send him/her to school. In the case of a significant rash, your doctor should be consulted to make sure the rash is not contagious. Keeping your child at home prevents the spread of illness to others and allows your child to get well more quickly.

Pediculosis (head lice) happens occasionally. If a case is identified at school, the child will be sent home to be treated with a lice killing shampoo. Parents will be given written instructions of how to manage the problem in the home environment. Children dismissed for lice may not ride the bus or return to class until they have been checked by the school nurse.

MEDICAL REQUIREMENTS

Physicals: All students must have a physical exam within one year prior to entrance into the public school system. Forms may be obtained from the school office.

No medical examination shall be required of a child whose parent/guardian objects for religious reasons. In this case, a Religious Exemption Form needs to be completed. Forms are available in the school office.

All incoming students who move or transfer into the Mont Vernon School District must have proof of a physical examination from their previous public school within 30 days of admittance. If the parent or guardian is financially unable to fulfill this regulation, the building principal should be contacted.

Immunizations: The Division of Public Health Services requires that all children shall provide proof of proper immunization prior to the first day of school. Such immunizations shall not be required if the parent or guardian presents a Religious Exemption Form, which shows such immunizations are contrary to his religious beliefs. Such forms are available in the school office. No immunizations shall be required prior to school entrance if the parent/guardian presents written documentation from a physician stating that immunizations will be detrimental to the child's health.

Required Immunizations

DTP (Diphtheria, pertussis, and tetanus): A minimum of four or five doses providing that the last dose was administered on or after the age of 4. In addition, children 11 years of age are required to have a Tdap vaccine.

TOPV/OPV (Polio): A minimum of three doses providing that the last dose was administered after the age of 4.

MMR (Measles, mumps and rubella): Two doses

HEP B: Three doses

Varicella: Two doses

(These requirements are subject to change at the discretion of The New Hampshire Department of Public Health's Immunization Program)

Activity Restrictions: All students are expected to play outdoors during recess except in extremely cold weather or rain. If a child is not well enough to play outdoors at school, home care is recommended.

Exceptions are as follows:

1. Students who have medical issues which require an activity restriction. They must have a physician's note excusing them from physical education and/or recess. This note must be signed by the health care provider and indicate the type of restriction and the length of time the child is restricted.

2. For safety reasons, students who attend school with a cast, splint, and/or crutches will not be permitted to participate in physical education or outdoor recess without a physician's note stating they may do so.

Medication Policies and Procedures: State law requires certain policies and procedures be adhered to in the administration/assisting of medication dispensing in school. These policies are also implemented for safety reasons.

1. ALL PRESCRIPTION MEDICATION REQUIRES A WRITTEN ORDER* FROM A PHYSICIAN INDICATING THE FOLLOWING:**

- Name of student
- Name of medication
- Dose
- Route of administration
- Time to be given (Medications ordered three times a day usually do not need to be taken at school.)
- Duration of order (All orders automatically expire at the end of each school year and must be renewed at beginning of each school year.)
- Physician's name (printed please) and signature
- Physician's telephone number
- A diagnosis, if not a violation of confidentiality

* A prescription label does NOT suffice as a physician's written order. The order must specifically state the medication is to be taken in school.

**There are medication authorization forms available in the school and health offices

2. OVER THE COUNTER MEDICATIONS are discouraged unless recommended by the physician. Any that require a dosage different than the recommended dose on the label requires a Physician's written order. Any that are taken, must be brought to school in a new unopened bottle.
3. A medication authorization form must be signed by a parent/guardian for ALL medications (prescription AND non-prescription).
4. **All medications must be transported to school by a responsible adult. Medication must not be transported on the bus.**
5. All medications must be brought to school in the originally labeled container (most recently dated pharmacy label if prescription). Loose pills or liquids in home labeled containers **MAY NOT** be administered in school.
6. The FIRST DOSE OF ANY new medication should be given at home. This is to insure that any unanticipated side effects will most likely occur when the child can be closely monitored by you.
7. Under no circumstances are children allowed to keep medication of any kind on their person. **DO NOT** send in loose pills, cough drops, inhalers*, epipens*, etc. in lunch boxes or school bags. If a child is found with unauthorized possession of medication, he/she will be sent to the nurse or principal, and an attempt will be made to reach you to pick up or administer the medication.

* A special responsibility form must be signed by your child's physician and you if your child needs to carry an inhaler or epipen.

PARENT/TEACHER ASSOCIATION

The Mont Vernon Village School PTA, through its involvement and contributions, helps to support a superior educational environment for the children of the Mont Vernon Village School. The PTA publishes, at least four times a school year, the Falcon newsletter for school and community. All PTA events are open to the community, especially parents/guardians. Registration materials for PTA membership will be sent home in September of each school year, and PTA information is posted on the bulletin board outside of the school office.

Our service efforts include many school related events for students and parents. Past events have included speakers, authors, entertainment, and experiential activities. The PTA welcomes those of you

who are new to the Mont Vernon Village School System and would encourage you to attend our monthly meeting.

PARENT CONCERNS

Parents are encouraged to keep in touch with the classroom teacher on a regular basis. Appointments may be made to meet with teachers **before or after** school so that class time is not interrupted.

Parents with a concern may call and leave a message at the school, day or night. The **steps** for expressing a parental concern are as follows:

Step 1—Contact the teacher (or staff member) to discuss your concern. If you are not sure where to direct your concern, please check with your child's classroom teacher. To contact the teacher you may send in a note with your child, leave a note with an administrative assistant in the office, leave a telephone message with the office, or e-mail the teacher at the e-mail address he/she provided. The teacher or staff member involved will respond in a timely manner. If the concern needs further discussion, please inform the teacher or staff member and move to Step 2.

Step 2—Contact the Principal to discuss your concern. The Principal will usually include the appropriate teacher or staff member in discussions with the parent. If the concern still needs further discussion, please inform the Principal and move to Step 3.

Step 3—Contact the Superintendent to discuss your concern. If the concern needs further discussion, please notify the Superintendent and move to Step 4.

Step 4—Contact the School Board to discuss your concern.

SPECIAL EDUCATION AND SECTION 504 CHILDFIND NOTICE

The School Districts of Amherst, Mont Vernon and Souhegan Cooperative have a duty to locate, evaluate and identify any child residing in the respective District(s) who qualify for Special Education and/or related aids, accommodations and services.

Children eligible for special education under IDEA may include those children with disabilities who have an intellectual disability, autism, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, traumatic brain injury, acquired brain injury, visual impairment, or developmental delay and who, because of such an impairment, need special education services.

Children eligible under Section 504 for special education and/or related aids, accommodations and services may include those children who have a physical or mental impairment that substantially limits a major life activity.

If you suspect your child has a disability and may need special education and/or related aids, accommodations and services, or if you would like additional information, please contact the Director of Special Instructional Services, Renea Sparks, at 603-673-2690, extension 113.

MONT VERNON VILLAGE SCHOOL VISITOR AND SIGN-IN POLICY

Visitors and volunteers are welcome! For the safety and security of the children and staff, to avoid disruptions in the classroom, and to maintain maximum educational benefits for the children, we ask that you follow these procedures which apply to anyone entering the building (parents, workers, school district staff, volunteers, etc.):

- Enter through the **Main Door**, ring the buzzer for admittance, and go directly to the office.
- Sign in, let the office staff know why you're there, and you will be given a visitor or volunteer pass.
- Office staff will confirm your appointment.

PARENT CLASSROOM VISITATIONS (MVSb POLICY KIA)

On occasion, parents/guardians may be interested in observing their child(ren) at school. In an effort to minimize disruptions for students, teachers, and related service providers, and to protect instructional or planning time, parents/guardians wishing to observe their child(ren) in school are to follow the following guidelines:

1. In order to observe during school hours, parents/guardians should submit a written request to the building Principal at least 48 hours prior to a planned visitation. Visiting parents/guardians must wear visitor badges.
2. The Principal will contact teacher (or the individual who is providing instruction or supervising the student) as a courtesy and for coordination/scheduling purposes. The principal or designee will respond to the parent making the request and confirm the scheduled visitation.
3. Visits to classrooms or other instructional areas are limited to 60 minutes.
4. Parents/guardians are reminded that classroom visits during instructional time should not interfere with the teaching/learning process.
5. Classroom visitations are not to be used for parent-teacher conferences or conversations.
6. Food and drink are prohibited during classroom visits, as is smoking (and all other consumption/uses of tobacco products), controlled substances, drugs, alcohol and weapons. (See RSA's 126-K-7;159;193 B2).
7. Personal telecommunication devices are to be silent while in the school.

WELLNESS POLICY

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

For the full policy please visit: www.sprise.com/policymv.aspx

MONT VERNON VILLAGE SCHOOL RULES

The philosophy of the Mont Vernon Village School is to provide a stimulating environment for learning, wherein each student develop strong academic skills, physical proficiency, social responsibility, and sound judgment. The school district promotes an atmosphere of mutual trust and respect. We collaborate to develop and implement initiatives toward this end.

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

Every attempt is made to teach students about the importance of the above. In an effort to provide the students with a measure for making appropriate choices, the student is asked to consider the following: "Is this choice/behavior safe, respectful and responsible?" When a student breaks a rule he/she may conference with a classroom teacher or other staff member. In the event of a major infraction or a pattern of misbehavior, the child will be referred to the Principal. The following guidelines are meant only to serve as a reference:

Minor: Name calling, running indoors, inappropriate hand gestures, non-compliance to adult request, and disrespect to peers or adults.

Major: Physical aggression (kicking, punching, slapping, head banging), threatening with words or objects, repeated occurrences of "minor" behaviors.

In the event a child is referred due to a major infraction of the rules, parent(s) will be contacted and a behavior report will be sent home for review/signature. Thank you for your support in reinforcing the core concepts of safety, respect and responsibility

SCHOOL BUS INFORMATION

First Student
211 Mont Vernon Road
Milford, NH 03055
672-3355

The bus schedule for the new school year is published in the Milford Cabinet one week prior to the opening of school. If you have questions about lost belongings, bus rides, stops, etc., please call the bus manager at 672-3355.

SCHOOL BUS CONDUCT

BUS RULES

BE SAFE

- Wait safely in line.
- Walk to and from your seat.
- Stay in your seat at all other times.
- Do not put hands, head, or belongings out the window.

BE RESPECTFUL

- Listen and obey the Bus Driver.
- Use quiet voices when talking.
- Keep hands and feet to yourself.

BE RESPONSIBLE

- Keep all belongings in your backpack.
- No eating or drinking on the bus.
- Keep the bus clean.

The school board and staff members are very concerned about safety as we transport pupils. Cooperation from both parents and students is requested as we work to keep the buses safe for all concerned. Students using district provided transportation should understand that they are under the jurisdiction of the school from the time they board the bus until they are delivered at school or are delivered at the stop nearest their home.

The district reserves the right to install video monitoring on buses to assist in maintaining compliance with disciplinary procedures.

The bus driver has the responsibility to maintain orderly behavior of students on buses and will inform the student if his/her misconduct is being written up and reported. The driver will then report the misconduct via the bus company manager to the student's principal. No student shall be put off the bus while traveling to and from school. Parents shall be notified and the daily trip completed before the student will be denied transportation service.

The school principal or designee will have the authority to suspend the riding privileges of students who cause disciplinary problems on the bus and fail to conform to the rules and regulations approved by the School Board. (See RSA 189:9-a.) Parents of children whose pattern of behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the following procedure:

Bus Disciplinary Procedure

1. Once the first offense is confirmed, the parents will receive a statement of reprimand. The statement will also include a warning that future infractions will result in bus suspension. A call or letter home is optional depending on the situation. Flagrant violations of the Bus Regulations will result in immediate suspension from riding the bus.
2. If the Principal has reasonable doubt about the guilt of the student, he or she may meet with the Bus Company Manager and/or driver and the student to clarify the reported misconduct.

If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has a right of appeal, within ten (10) days of suspension, to the authority that suspended this pupil's right. If the appeal is denied, the parent or guardian may appeal to the next level. If this appeal is denied, the parent or guardian may appeal to the School Board.

Bus Regulations

Students may be suspended from using district transportation according to the following schedule:

1. Throwing things on, at, or out of the bus: (2-10) day suspension.
2. Smoking: (10) day suspension.
3. Spitting at anyone or anything: (2-10) day suspension.
4. Possession of drugs or alcohol: (10) day suspension.
5. Unauthorized use of emergency door: (10) day suspension.
6. Damaging the bus or equipment: (2-10) day suspension and payment for damages.
7. Use of inappropriate language, obscene gestures, excessive noise, fighting, wrestling, or acts of physical aggression: (2-10) day suspension.
8. Sticking head, hands, feet, etc. outside the bus: (2-10) day suspension.
9. Disobeying the bus driver: (2-5) day suspension.
10. Leaving the bus prior to student's appropriate destination: (2) day suspension.
11. Riding unassigned bus: (2) day suspension (exceptions made with bus pass from Principal, or his/her designee to bus driver or high school ID).
12. Changing seats while the bus is in motion or annoying other riders: (2) day suspension.
13. Any action that creates a safety hazard for the passengers of the bus: (1-2) day suspension.

Bus Passes

The school must receive written permission from the parent or guardian granting permission for a student in grades K-4 to ride a bus different from his or her own. The date, destination, and student's name should be included on the permission.

Bus Carry-On

To insure the maximum level of safety for all bus students, large items such as SKIS, MUSIC INSTRUMENTS (those which cannot be held on one's lap), and SCIENCE FAIR PROJECTS are not

permitted to be taken onto the school bus unless they can be appropriately secured. No hazardous materials, glass, or live animals are permitted.

Bus Safety

Students are expected to be at their bus stop 5 minutes before the bus designated arrival time. Bus drivers have exacting schedules and will not wait for late arrivals. Students should remain well back from the road (approximately ten feet) while waiting for the arrival of the bus. Rushing toward the bus before it comes to a stop is dangerous. Misconduct at the bus stop will be reported. Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until their destination is reached. They should then leave the bus in an orderly fashion.

If students must cross the road after exiting the bus, they should walk 10 feet (five giant steps) past the front of the bus and look at the bus driver. S/he will indicate when it is safe to cross. STUDENTS MUST NEVER STOP IN FRONT OF THE BUS TO PICK UP A DROPPED SCHOOL PAPER OR BACKPACK.

RTI: Response-To-Intervention

Response-To-Intervention is an organizational structure we have implemented to provide all students with necessary supports. This is accomplished through strong universal or core (Tier 1), strategic or targeted (Tier 2), and intensive (Tier 3) instruction for all students.

Representatives from our staff meet regularly to collaborate with colleagues and discuss students who present with academic, social, or behavioral concerns. When the team meets, we brainstorm accommodations and supports necessary to facilitate student achievement. The team's varied membership (guidance, classroom teachers, learning specialist, literacy coach, school psychologist, and administration) allows students to benefit from a variety of perspectives and professional training.

HOMEWORK GUIDELINES

Current educational research indicates that homework adds the greatest value to the educational process when it relates directly to work at school, enlists the support of families as part of the valuable home-school connection, and can support students in acquiring or enhancing essential learning skills and in developing effective work habits. Research also indicates that many children complete homework most successfully with clear time frames and guidelines for completion. At home, this may mean having a designated homework time and area. With that goal in mind, students in grades one through four should be assigned homework using the following guidelines and recommended time frames:

- *Kindergarten* – selected activities beginning in January of the school year
- *Grade One*—10 minutes per night for four to five nights per week
- *Grade Two*—20 minutes per night for four to five nights per week
- *Grade Three*—30 minutes per night for four to five nights per week
- *Grade Four*—40 to 45 minutes per night for four to five nights per week

Homework should typically focus on reading, writing, spelling or mathematics in the primary grades, with an increased focus on social studies and science in the upper elementary grades. Homework may include tasks such as reading with or to your child, reviewing basic math facts using flash cards, visiting a designated web site, or reviewing material in preparation for an upcoming assessment or test. For homework to be most effective teachers and parents must collaborate and communicate on this valuable, but often misused and misunderstood instructional strategy.

Homework will not be provided in advance of any absences. Children who are absent due to illness may be provided with homework beginning on the second consecutive day of absence.

ELECTRONICS/CELL PHONES

- We strongly discourage the use of any **electronic games, ipods, mp3 players** or similar electronic devices and cannot be held responsible for their security. Students sometimes bring them to use on the bus rides to/from school. During the school day, such items must remain in the student's backpack and are not to be used at recess.
- We recognize that more and more students may carry **cell phones** to communicate with families in the event of an emergency or change of before/after school plans. We cannot be held responsible for these items and ask that they be **turned off throughout the school day.**
- **Cell phones can be distracting and should not be visible.** Teachers will confiscate any visible cell phones and bring them to the office where a parent or guardian will need to retrieve them.
- Students are **prohibited from taking pictures via cell phone** whether it is on the bus or during the school day.
- Staff members will use proper judgment and discretion with regards to the use of cell phones. Usage should be limited to lunch or planning time-away from students. Emergency situations may call for use of cell phones.

**Amherst, Mont Vernon and Souhegan
Notification of Rights
under the Family Educational Rights and Privacy Act for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may have be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal and clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist, or special education evaluator); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or to a school in which a student has already enrolled.

- The right to file a complaint with the U.s. Department of Education concerning alleged failures by the Amherst, Mont Vernon, or Souhegan school districts to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Mont Vernon School District Policies

All parents/guardians are expected to read and familiarize themselves with the official policies of the Mont Vernon School District. Policies can be accessed via the following link:
Those listed in **boldface** may be of particular interest to parents/guardians.

The following policies are suggested reading:

Policy	Description
A	Foundations and Basic Commitments
B	Board Governance and Operations
C	General School Administration
D	Fiscal Management
E	Support Services
G	Personnel
I	Instructional
J	Students
K	School/Community Relations

The following policies have been reprinted from the website referenced above and are particularly important:

PARENT RIGHTS UNDER SECTION 504/TITLE II

Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act of 1990 provides rights for persons who, because of a disability, need or are believed to need special instruction or related services. You have the following rights:

1. The right to be informed of your rights in this document.
2. The right to be notified about the decisions about your child's identification, evaluation, and accommodations.
3. The right to have decisions regarding your child's evaluation and program/placement based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and the program/placement options. The right to have your child reevaluated periodically, to the extent necessary, including before any significant changes are made to your child's educational program.
4. The right to have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make appropriate accommodations, modifications, or provide related aids and services necessary to allow your child an equal opportunity to participate in school and school-related activities and to benefit from his or her educational program.
5. The right to review relevant school records relating to your child. If in order to access the records, you need to obtain a copy of them, said copies will be made available at a reasonable cost, unless the fee will effectively deny you access to the records.
6. The right to request changes related to the educational program of your child as it is affected by his/her disability.
7. The right to request an impartial hearing to be conducted by a person who is not an employee of the district, related to the district decisions or actions regarding students under Section 504 of the Rehabilitation act of 1973 and Title II of the Americans with Disabilities Act of 1990 regarding identification, evaluation, and educational program/placement. You and the student may take part in the hearing and have your attorney represent you at your expense. Hearing requests must be made to the Director of Special Instructional Services, P.O. Box 849, 1 School Street, Amherst, NH 03031. If your concern regards your child's eligibility under IDEA, your request for a hearing should be made to the NH Department of Education, 101 Pleasant Street, Concord, NH.
8. The right to file a local grievance through local grievance procedures regarding any alleged violation of Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act of 1990. Grievance

procedures can be found in your School District's Policy KED.

9. The right to file a complaint at any time with the Office for Civil Rights, U. S. Department of Education, 8th floor, 5 Post Office Square, Boston, MA 02109-3921.

The Director of Special Instructional Services is the 504 Coordinator/Title II Compliance Officer Renea Sparks, 603-673-2690, ext 113

SECTION 504/TITLE II PROCEDURES REGARDING IDENTIFICATION, EVALUATION, AND PLACEMENT are available on the SAU/Mont Vernon School District website, at the SAU 39 and school offices, and published annually in the local newspaper.

School District staff members will be familiar with the Section 504 referral form and the process utilized in addressing a 504 referral. A 504 referral can be made by parents, students, staff, or other personnel. The referral should be made in writing. If a parent requests a 504 referral, they will be provided with assistance.

Upon receipt of the referral the Building 504 Coordinator (Mrs. Barbara Belak) will schedule a 504 team meeting, send written notice of the 504 team meeting in advance to parents and other members of the team, enclose a copy of the "Parent/Student Rights under Section 504/Title II" with the meeting notice. At the 504 team meeting, the student's eligibility under Section 504 will be considered by review of all available evaluation data. Under Section 504, a qualified individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. If the team determines that additional information is necessary to determine eligibility, they will obtain consent to conduct additional evaluations from the parent/adult student. An additional eligibility meeting will be scheduled.

Parents will be provided with a copy of the "Parent/Student Rights under Section 504/Title II" again at the conclusion of the eligibility meeting. The notice states that the parent has a right to an impartial hearing for parental disagreements with regard to identification, evaluation, and program/placements of students under Section 504 and Title II. The notice also states that the parent/student has a right to utilize the grievance procedure (Policy KED).

If the team determines that the student is eligible under Section 504, the team will proceed to develop the student's 504 Plan.

NON-DISCRIMINATION POLICY

Mont Vernon Village School does not practice discrimination on the basis of race, color, national origin, sex, handicap, or age. This policy is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975.

Grievance Procedures to address alleged violations of Title VI of the Civil Rights Act of 1964, Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 are contained in the Amherst School District Policy KED. Grievance procedures to address alleged violations of Title IX of the Education Amendments of 1972 are set forth in Mont Vernon School District Policy ACA.

Policies KED and ACA are available in their entirety on the SAU 39/Mont Vernon School Board website at www.sprise.com/policymv.aspx the school website, and at the SAU and Mont Vernon Village School office.

HARASSMENT POLICY

It is the policy of the Mont Vernon School District that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying. The Mont Vernon School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying and cyberbullying as defined herein. Any person violating this Policy may be subject to disciplinary action up to and including expulsion.

Student misconduct that constitutes harassment or bullying under the Public Safety and Violence Prevention Policy (Policy JICK) may constitute harassment on the basis of race; color, national origin, sex or disability. In situations where the bullying may constitute sexual harassment, the requirements of Policy ACA, Sexual Harassment & Sexual Violence, must also be met. Where the bullying may

constitute harassment on the basis of race, color, national origin, age, or disability, the requirements of Policy KED, Grievance Procedure for Alleged Discrimination, shall be followed. Mont Vernon School District Policies JICK, ACA, and KED can be found in their entirety on the SAU 39/Mont Vernon School Board website at www.sprise.com/policymv.aspx

BULLYING DEFINED

Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

1. Physically harms a pupil or damages the pupil's property
2. Causes emotional distress to a pupil
3. Interferes with a pupil's educational opportunities
4. Creates a hostile educational environment
5. Substantially disrupts the orderly operation of the school

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyberbullying is defined as any conduct defined as bullying in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

Electronic Devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

School Property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Sexual Harassment

Bullying may constitute sexual harassment in which case it shall be subject to and be handled in accordance with the School District's Sexual Harassment and Sexual Violence Policy (ACA).

Consequences

Refer to NH RSA 193:F. A student violating the Harassment Policy shall be subject to appropriate disciplinary action; including suspension and expulsion.

Training

The Superintendent or his/her designee may develop age-appropriate methods of discussing the meaning, substance, and application of this Policy with staff and students in order to minimize the occurrence of bullying, and for staff to effectively respond to any such incidents.

Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the School Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. A sign informing the occupants of school buses that such recordings may occur shall be posted on all buses.

Bullying as Abuse and Criminal Conduct

Under certain circumstances, bullying may constitute abuse under RS 169-C, the Child Abuse Reporting Act, or a crime. In such situations, employees shall comply with provisions of the School District's Policy concerning the Safe School Zones Law and the law. Violations of the Safe School Zones Act involving an act of theft, destruction or violence will be reported to police in accordance with that law.

Immunity

A school employee, or employee of a company under contract with the School District, who has reported violations of bullying to the Principal, or the Principal's designee, shall be immune from any cause of action which may arise from the failure to remedy the reported incident in accordance with this law.

Weapons Policy

Weapons or replicas of weapons must never be brought to school or onto school grounds. Anyone found to be in possession of a weapon or replica of a weapon will be issued an extensive out-of-school suspension or expulsion. Threatening the safety of another student or teacher with a weapon or replica of a weapon will result in a severe disciplinary action. RSA 193:13, II, III also address this issue:

RSA 193:13 II: Any pupil may be expelled from school by the local school board for gross misconduct or for an act of theft, destruction, or violence as defined in RSA 193:D:1, or for possession of a pellet or BB gun or rifle and the pupil shall not attend school until restored by the local school board. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal an expulsion by the local school board to the New Hampshire Board of Education.

RSA 193:13 III: Any pupil who knowingly possesses a weapon 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. Any expulsion shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such expulsion by the local school board to the State Board of Education.

Safe School Zone (RSA 193:D)

It is the School District's policy that all school buildings, premises, bus stops and associated areas shall be safe environments for students, free of danger posed by the presence of weapons or conduct that threatens harm by means of weapons or objects used as weapons. It is the school district's policy that the provisions of RSA 193:D will be carried out in all respects. Under the statute, a student may be suspended or expelled for acts of theft, destruction or violence occurring on school property, bus stops and routes and at school-sponsored events regardless of the age of the student, for homicide, assault (simple, second degree); sexual assault; criminal mischief; possession or sale of firearms or weapons; arson; burglary; robbery; theft; sale or possession of a controlled drug, or "look-alike" substances portrayed as illegal substances.

Drug Free School Zone (RSA 193:B)

Makes it unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense, or compound any controlled drug or its analog, within a drug-free school zone at any time of the year. Drug-free School Zone means an area inclusive of any property used for school purposes, whether or not owned by the school within 1000 feet of school property, or within or immediately adjacent to school busses.

Due Process in a Safe School /Drug Free School Zone

The School Board requires that the student body be annually notified of school rules including RSA 193:B, the drug free school statute; 193:D, (known as the safe school zone law); and 193:13, the law governing suspension and expulsion from school. The administration conducts a series of team-level Town Meetings throughout the school year to discuss all aspects of student expectations and conduct. The purpose of these meetings is to be proactive and educate the student body around respect and the school disciplinary policy. Students are offered steps to take to prevent incidents from occurring, ways to report them if they do, and given examples of behaviors to avoid.

Equality and Sexual Harassment (Title IX)

The Mont Vernon School District will not tolerate any form of sexual harassment. All students have the right to equal opportunity in an atmosphere that is free of sexual harassment.

**MONT VERNON SCHOOL
FACULTY & STAFF
2011-2012**

<u>NAME</u>	<u>ASSIGNMENT</u>
Gretchen Dunn	Kindergarten
Lorin Philibotte	First Grade
Amy Lavoie	First Grade
Meghan Libby	Second Grade
Shakeh Dagdigian	Second Grade
Barry Jordan	Third Grade
Jan Mattie	Third Grade
Kimberly Tighe	Fourth Grade
Karin Alger	Fourth Grade
Sara Millas	Fifth Grade
Charline Brown	Fifth Grade
Peter Denio	Sixth Grade
Melanie Jones	Sixth Grade
Ann Bailey	Special Ed. Teacher
Barbara Belak	Guidance Counselor
Kimberly Deppen	Nurse
Thomas Campbell	Technology Integrator/Teacher
Anne Richard	Special Ed. PreK-4
Cindy Gilks	School Psychologist
James Wickham	Music
Alma Garcia	Foreign Language
Fay Deysher	Literacy Teacher/Coach
Amy White	Librarian
Linda Narducci	Physical Education
Kelsey Hamel	Special Ed. 5-6
Jill Camitta	Art
Pamela Sanborn	Speech Pathologist
Crista Burrel	Math Coach/Title I Program Manager
Amanda Beadle	1-1 Para Educator
Jennifer Mailloux	1-1 Para Educator
Susan Casey	Teacher Assistant
Nancy Curry	1-1 Para Educator
Adele Desrosier	1-1 Para Educator
Robin Hoey	Reading Recovery Interventionist/Teacher Assistant
Sandi Saunders	Teacher Assistant
Sue Granfors	1-1 Para Educator
Beth Cianci	Physical Therapist
Dawn Massa	Occupational Therapist
Sharon Colburn	Assistant Café Manager
Mary Hemingway	Café Worker
Sheila Smith Asselin	Administrative Assistant
Charlotte Jameson	Administrative Assistant
Kristina Newbold	Special Ed. Secretary
Stephen Kent	Custodian
Dennis Melanson	Facilities Manager
Chris Davies	Custodian
Sue Blair	Principal

