



COUNTRY VILLAGE
Montessori School

CVMS Handbook
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Country Village Montessori School

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Welcome to Country Village Montessori School!

In this Handbook you will find navigating one's way through the educational journey we call CVMS. We will explain why we do what we do and help you understand our school's aims and goals.

Please take the time to read and become very familiar with the contents. We have been diligent to include information for reference when in doubt. So always, if you are unclear about anything - don't hesitate to ask for advice if you can't find it in the Handbook.

We hope that you will be an active member of our community. We welcome your comments, support, and suggestions. The last page of this handbook is an important acknowledgement for you to sign and return. It becomes a record of your understanding and agreement with the school and part of your child's records.

Thank you in advance for your time and care!

Claire and Jim Doody

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The Mission of Country Village Montessori School

“We are here to offer to this life, which came into the world by itself, the means necessary for its development, and having done that we must await this development with respect.”

-Dr. Maria Montessori

The first goal of Country Village Montessori School (CVMS) is to provide a safe, clean, and happy environment for children and to support them in their social, cognitive, emotional, physical, and psychological growth during their stay with us.

We adhere to the American Montessori Society code of ethics and provide a Montessori classroom of materials and instruction for children between the ages of 2 years 9 months and 15 years of age.

We continually strive to keep pace with the rapidly growing bodies of research in the field of Child Development while validating and advocating Dr. Maria Montessori’s educational theories and practices.

As adults in the environment, we will model standards of grace and courtesy to each other as well as actively promoting peace between children.

We “follow the child,” as advocated by Dr. Maria Montessori. We offer help when needed but essentially free them to develop according to their own timetables.

Respect is our watchword. We respect ourselves, each other, and our environment.

Non-Discrimination Policy

Country Village Montessori school does not discriminate in admitting or providing services to children and their families on the basis of race, religious affiliation, national or cultural heritage, gender, sexual orientation, or marital status. The school reserves the right to withdraw a child from the school if it is the opinion of the staff and director that the child is not able to benefit from the program, or is a disturbing influence upon the class, or the parent of any child is detrimental to the functioning of the school.

About Maria Montessori

“A positive approach to learning is something that the children can develop at an early age.”

—Maria Montessori

Dr. Maria Montessori was born in 1870 in Italy before it became a unified country.

She was one of the first women to receive a medical degree from the University of Rome. Her interest in Human Development led her to the works of her predecessors, Itard, Seguin and Pestalozzi, to name a few. Here she discovered sensory based education, and she first applied it to the “deficients” of society before discovering its wider application and benefits to all others. Opportunities led her to open the first “Montessori” school called La Casa Dei Bambini, or The Children’s House, in 1907. She can be credited with creating an environment with child-sized furnishings and carefully crafted materials to assist children in their development that were at their disposal; things we take for granted in schools and daycares today. The least that can be said of Maria Montessori is that she was a woman with incredible insight, intellect, and genius.

The Montessori experience not only embodies a well-planned environment with Montessori materials but also is a philosophy of education. The philosophy emphasizes each child’s own natural desire to learn. Dr. Montessori believed that the child learns best within a social environment that supports an individual’s unique development. Her knowledge and time-tested experiences have resulted in an international system of schools that provide children with an aesthetically pleasing, well-ordered environment that promotes freedom of choice within structure and allows the child to work at their own pace.

Dr. Montessori wrote many books and gave many lectures on her educational theory and practice. Her constant emphasis was on the spiritual nature of the child and the importance of striving for world peace by educating children with respect for their dignity and the dignity for all life. Twice, Montessori was nominated for the Nobel Peace Prize. She traveled, gave training courses, and supervised additional schools as her method grew throughout the world. Dr. Maria Montessori died in Holland in 1952 at the age of 82. Since her death, her work continues to grow and flourish internationally.

For further reading about Dr. Montessori -

Maria Montessori by Rita Kramer

Montessori, The Science Behind the Genius by Angeline Polkhillard

The Child is the Teacher by Christina Destefano

Educational Philosophy

The foundation of education must be based on the following facts: That the joy of the child is in accomplishing things great for his age; that the real satisfaction of the child is to give maximum effort to the task at hand; that happiness consists in well directed activity of body and mind in the way of excellence; that strength of mind and body and spirit is acquired by exercise and experience.

—Dr. Maria Montessori

Young children have an innate desire to learn. The Montessori environment provides the child with a structure that allows for freedom within limits and offers developmentally appropriate activities to aid the child in their cognitive development. Movement and active involvement with the learning environment, rather than dependence on adults for constant direction, fosters patterns of concentration and perseverance in the child. Skills are presented which teach children how to learn which encourages them to be self-motivated, competent learners. The focus is on the process of learning rather than on the simple accumulation of facts. We provide the opportunity for children to function in a safe and positive climate. The result is a child who becomes a lifelong passionate learner who embraces a sincere love of learning.

The primary objective is to provide a unique cycle of learning designed to take advantage of the child's sensitive periods when information can be absorbed from a rich environment. By pursuing their own interests and challenged to pursue others in a stimulating Montessori classroom, our students develop an early enthusiasm for learning. Children are exposed to a method that will promote curiosity and exploration and assist them in building a habit of concentration and completion, which are lifelong study skills. Our goals are to:

1. Develop within the child a love of learning that will last a lifetime
2. Create an enriched peaceful environment
3. Provide opportunities for children to discover and create at their own pace
4. Foster an inner discipline and sense of order
5. Promote a deep respect and sensitivity to all life
6. Experience the joyful community of the classroom
7. Support each child's burgeoning sense of self-efficacy and worth
8. Model peace and non-violence in our community and thus the world
9. Be a welcoming presence to our school families, to offer support and communicate openly
10. Advocating for each child to reach their own full potential

Children's House Curriculum

Children's House is our classroom for 3–6-year-olds (preschool to kindergarten)

The materials in our classroom support the Montessori curriculum areas of practical life, sensorial, language and math. We also have Spanish, geography, culture, music, science and art as regular features of the classroom. The Montessori classroom is grounded in a curriculum of peace. The environment, actions and interactions between members of the classroom community, and the atmosphere of the school speak to the child of the importance of living in peace and harmony with each other and nature.

Practical Life

Practical life offers the child simple and precise tasks that the child has already observed in the home. The purpose of these activities is to assist in inner construction of discipline, organization, independence, left to right correspondence, and concentration. Everyday tasks such as pouring, scooping, transferring, washing or polishing, to name a few, are designed to improve a child's concentration, coordination and attention to detail. Some of the activities also help fine motor coordination. The Practical Life materials are arranged in an ordered sequence. Care of the self, plants, and animals are also included. Lessons in grace and courtesy top off the impressive list of accomplishments in the Practical Life.

Sensorial

The purposes of the Sensorial Materials are many. The roots of math and science abide here. Organization, classification, comparison, and contrasts are all here with specific and isolating materials for the sensory impressions of color, size, texture, smells, sounds, shapes, weight, and form, to name a few. Again, the materials invite the child to explore and discover what they have already been exposed to both in the classroom and in their larger environments of home and beyond. Children learn through their senses; in fact, they have been doing so since birth. In addition to the experiences of the senses, the language of their experiences is also supported.

Mathematics

Through manipulation of concrete materials, children will gain a strong understanding of our numeric system. First, we present quantity, then numeration, and finally association of quantity and numeric symbol. Many specific exercises assist the children in the move toward abstraction but not without first experiencing it concretely. Dr. Montessori demonstrated that if children have access to mathematical equipment in their early years, they can easily and joyfully assimilate many facts and skills of arithmetic without anxiety, fear, or learned dislike of math. The 3 - 6-year-old child, within the 3-year curriculum, is exposed to the 4 operations of Math: addition, multiplication, subtraction, and division.

Language and Writing

Writing typically precedes reading in a Montessori classroom. The young child develops a lightness of touch as well as learns associated sound/symbol relationships of our language with the sandpaper letters. Metal insets for shape tracing give the child plenty of pencil and paper experience without the

necessary stress of producing the written word. Pin punch work as well as map tracing give the child's hand quite a workout. The moveable alphabet becomes an invaluable tool once the child can master even a handful of sounds to build 3-letter phonetic words as they begin to read. The language in the classroom permeates throughout the curriculum. Through systematic, repeated, and incremental steps, most children come to reading by the end of their 3rd year. A solid foundation is built for the rigors of elementary to come.

Geography and Culture

Our classroom is geography enriched by the study of our place in the world. Geography and cultures are sensitively approached using beautiful materials to explore places in the world, peoples, traditions, foods, clothing, languages, habitats, and religion. Flags of the various countries are studied and reproduced. These important studies sow seeds of tolerance and acceptance for all our beautiful and unique differences.

Science

Earth science consumes our focus in the children's house. We study the 5 classifications of vertebrates in evolutionary order: fish, amphibians, reptiles, birds, and mammals. In addition, we study our solar system, and the human body; skeletal system, five senses and internal organs. In any given year we can have several foci of studies: animal, vegetable, or mineral. We may even study igneous, sedimentary and metamorphic rocks, mountains and other land forms that cover our Earth. The sky is not the limit!

Art and Music

The children through art and music have many opportunities for self-expression, creativity, and imagination. In Art we study several art forms and artists in the time, place and the various artist's major works. Often children's stories accompany their drawings, as they are compelled to break out in song. We love it. Dr. Montessori's bell cabinet and bell material, not often seen in many schools, are here for instruction and use. In music we study composers, listen to their music, and note the types of music. We have undertaken the study of many composers as well as enjoyed contemporary children's and folk music.

From working with various mediums of marker, pencil, paint, clay, cra-pas, chalk, crayons, Play-Doh, colored pencils, water colors, and Model Magic for example, both crafting and spontaneous art occurs daily. Additionally, tools like scissors, stamp pad, rolling devices, glitter and stickers are also used to embellish their works. Indeed, we pay tribute to many artists along the way as we discuss sculpture, portraiture, landscape, and still life paintings, to name a few art forms.

Both Art and Music are examined from an historical context. This makes for interesting studies and opens the acoustic ear and aesthetic eye to the fine arts.

Elementary Curriculum

Lower Elementary is for 6–9-year-olds, Upper Elementary is for 9–12-year-olds, and Middle School is for 12-15 year olds

The Montessori curriculum integrates history, geography, and physical and biological sciences. We are in no short supply of Language Arts, Mathematics, Geometry, Foreign Languages, Art and Music, micro economy, and public service either. Maria Montessori called this “cosmic education.” The structure of the curriculum centers around Montessori’s Five Great Lessons:

1. Creation Story
2. Timeline of Life
3. Timeline of Humans
4. History of Writing
5. History of Mathematics

They are repeated each year and are layered upon with new meaning and discoveries each time the presentations are given. It is the interconnectedness of the studies and follow-on aspects of the student’s work that make this curriculum work in its richness, breadth, depth and width of the subject areas.

A brief list of the curriculum areas and subjects are provided in the tables titled Outline of the Lower Elementary Curriculum, Outline of the Montessori Upper Elementary Curriculum, and Outline of the Montessori Middle School Curriculum

Lower Elementary

Completing the Three-Year Cycle In Lower Elementary

The following goals for completing the three-year cycle of our lower elementary classroom truly embraces the beauty of the Montessori classroom. We believe that each student will come to fulfill these goals along different periods within the three years. A student will reach these goals at their own pace. The teachers will guide students in reaching these goals.

End of Third Year Expectations:

1. Work neatly, forming letters and numbers legibly.
2. Write reports and stories in complete sentences with correct capitalization and punctuation.
3. Write at least one page in various genres.
4. Spell words correctly.
5. Look up new words in a dictionary.
6. Working knowledge of the parts of speech.
7. Read chapter books and write complete book reports.
8. Ability to read time from analog clocks in hours and fractions of hours.
9. Work with money.
10. Have a working knowledge of maps of the world and use an atlas.
11. Know basic land and water forms.
12. Know early American and NH history.

13. Know ancient civilizations.
14. Understand the 5 Great Lessons.
15. Know basic concepts in science: solar system, scientific method, 5 Kingdoms, magnetism, light, work of water, work of wind, periodic table, etc.
16. Know how to work and to research a topic independently.
17. Speak clearly to teachers, peers, and whole groups.
18. Show a positive attitude toward school work and learning.
19. Be a kind and helpful member of the community.
20. Meet the Math Competencies.

Each student brings their own unique set of gifts and challenges to the class. We look forward to the journey with humor, warmth, and appreciation of their differences.

End of Third Year Math Competencies

1. Demonstrates knowledge of place values through the millions.
2. Memorized addition and subtraction facts.
3. Memorized multiplication and division facts up to ten.
4. Familiarity with the language of addition, subtraction, multiplication, and division: addend, sum, divisor, dividend, etc.
5. Demonstrates addition, subtraction, multiplication and division processes, both static and dynamic.
6. Demonstrate carrying in addition, subtraction, and multiplication, with up to four-digit numbers.
7. Abstraction to pencil and paper for simple computations.
8. Demonstrates fraction concepts and concrete operations with fractions.
9. Demonstrates addition, subtraction, multiplication, and division of fractions using pencil and paper.
10. Identify and make equivalent fractions.
11. Demonstrates use of basic units of metric and standard measurement.
12. Familiarity with bar and line graphs.
13. Introduction to the concepts of probability.
14. Ability to read and solve simple word problems, to articulate, write, read, draw ideas for solutions, write simple equations.
15. Ability to orient written problems vertically or horizontally, align place values.
16. Familiarity with concepts of "greater than, less than, equal to" and $<$, $>$, $=$.
17. Introduction to concepts of squaring and cubing with concrete materials.
18. Identify types of lines, triangles, quadrilaterals, polygons, circles, and curvilinear shapes and their nomenclature.
19. Demonstrate basic knowledge of congruency, similarity, and equivalence.
20. Knows angle measurement and terminology.

Outline of the Montessori Lower Elementary Curriculum

	First Year	Second Year	Third Year
Math	- concept & process in operations of + and - - skip counting: sequence of numbers - introduction to fractions - coin values/recognition - word problems - simple graphing/sampling	- concept & process in operations of - and x - skip counting: powers of numbers. memorization - +/- of like fractions - addition of coins; making change - more word problems - Venn diagrams	- concept & process in operations of +, -, x, and / with integers & fractions - multiples and factors - pre-algebra: parentheses etc. - equivalent fractions; + and - fractions with different denominators - introduction to decimals; +/- of decimals to millionth place - mixed word problems
Geometry	- basic concepts: point, line, surface and solid - names of geometric solids - study of circles - study of lines: parts of lines. positions of one straight line. relations of two straight lines	- study of angles: whole, straight, right, acute, obtuse; convex/reflex angles: angles formed by a transversal - names of plane figures, including triangles & polygons - using constructive triangles to create various quadrilaterals	- detailed study of triangles - study of quadrilaterals (parallelogram, trapezoid, rhombus, rectangle, square) - study of polygons (pentagon through decagon) - similarity, congruence, and equivalence
Language and Reading	- reading instruction - reading comprehension - word study: classifying, compound words, alpha order, - mechanics: periods and capitals - phonics: short and long vowels, consonant digraphs - spelling rules: silent e - spelling checks - writing process - poetry and dramatic recitals - print handwriting	- reading instruction - reading comprehension - word study: syllabication, suffixes, prefixes, antonyms - mechanics: periods, quotations marks, commas - phonics: blends, vowel digraphs. - spelling rules: - spelling checks - writing process - poetry and dramatic recitals - cursive handwriting	- reading instruction - reading comprehension - word study: synonyms, homophones, homonyms, homographs, guide words - mechanics: apostrophes for contraction and possession - phonics: review - spelling rules: plural endings - spelling checks - writing process - poetry and dramatic recitals - cursive handwriting
Grammar	- the function of the "noun family": article, adjective, noun - the function of the verb - introduction to sentence structure: "asking" vs "telling" sentences; concept of a sentence as a complete thought	- function of prepositions - function of adverbs - function of conjunctions - function of pronouns - function of interjections - four types of sentences	- study of style: analyzing simple texts for frequency of parts of speech - sentence analysis: simple sentences with predicate, subject and object. indirect object; adverbial extensions
Biology	- parts of five classes of vertebrates: fish, amphibians, reptiles, birds, and mammals - parts of "plants": seaweed, moss, ferns, pine trees, flowering plants, fungi - first knowledge of animals and plants	- body functions of animals and plants: (movement, anchorage, protection, support, nutrition, circulation, reproduction, dispersal) - beginning research into animals and plants of choice - parts of a flower/leaf/root	- advanced botany nomenclature (e.g. types of leaf margins, types of fruits, etc.) - taxonomy: classification of animals/plants according to a 5 kingdom model - research and guided report writing with Q&A game
History*	- concepts of time: changes in seasons - graphing child's family ages - passage of years: making a personal timeline of child's life - history of names of days of the week and months of year	- telling time on analog clocks - study of fundamental human needs of various cultures - parts of a year - the Gregorian calendar and BC/AD	- the "long black line" (an impressionistic overview of earth history) - the "Clock of Eras"
Geography & Physical Science	- history of maps; puzzle mapping. compass directions - land & water forms: physical geography - work of water and air - sun and earth	- pin maps: political boundaries of continents - parts of a flag; study of flags - beginning basic research on countries of choice - sound, light, magnetism	- economic geography - advanced land & water forms - detailed research on countries of choice - parts of a river. mountain - nature of elements

Yearly	First Great Lesson: Creation Story (Story of the Universe) Second Great Lesson: Timeline of Life Third Great Lessons: Timeline of Humans	- Fourth Great Lesson: History of Writing - Fifth Great Lesson: History of Mathematics
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* History Expanded:

- 1st Year: Exploring New Hampshire and America:
 - NH's mountains, lakes, rivers, and seacoast
 - First inhabitants - Abenaki - homes, food, and traditions. Activity: build an Abenaki wigwam
 - Native animals and NH state symbols
 - Puzzle map of North America and Timeline of early America.
 - Native American living - fundamental needs.
 - Explorers and early settlers - Columbus, Pilgrims, early colonies
 - American Symbols and Geography: Flag, bald eagle, Liberty Bell, Statue of Liberty. USA puzzle map.
- 2nd Year: Settles and Colonial Life
 - Earlier settlers and colonial towns Activity: Build a simple log cabin or churn butter.
 - Life in colonial NH. What did kids do in the 1700's. Activity: write with a quill pen
 - NH and the American Revolution. Paul Revere's ride. Activity: make a tricorn hat.
 - Building a nation: American Revolution, Why did America want freedom? Constitution and Bill of Rights, Pioneers and westward expansion.
- 3rd Year: How NH Changed Over Time
 - NH becomes a state: first state to write a constitution. Activity: write a classroom constitution.
 - Factories and Mill Towns: Manchester's textile mills. Activity: weave on a small loom.
 - NH Today: Why do people visit - Foliage, maple syrup, hiking. Activity: tap a maple tree.
 - Civil War timeline, Ellis Island immigration role play, Civil War and Abraham Lincoln. Activity: make a freedom quilt square with fabric or paper.
 - Immigration and industrial revolution: Factory work.
 - Famous American and Movements for Change: MLK Jr., Rosa Parks, Susan B. Anthony
- Field trips: NH State House, Canterbury Shaker Village, Beaver Brook Association to tap a maple tree, museums, historic landmarks

Additional information for Lower Elementary parents and students.

We'd like to share procedures we use to help your child gain responsibility and accountability for their schoolwork while here at Country Village Montessori School. This centers around planning, executing, and recording their work.

Your child(ren) will be receiving a binder that will house their language, math, and cultural works. All their assignments, projects, and notes will be organized *by them* inside this binder.

You will be receiving this binder on Fridays. Your child will bring it home. You may explore their work together and engage in meaningful discussions about their learning experiences.

Please do not take things out of the binder. They will be bringing works home at different times throughout the year.

Each Friday, students will complete a "Habits of Mind" sheet with their teacher during which they will review their work. These weekly meetings will help with their accountability. These habits of mind assessments will give you weekly insights into your children's progress and an accumulating

comprehensive view of their journey.

*This Habits of Mind sheet needs to be initialed by *you* prior to returning the binder to school.

Another key aspect to this program centers around your child returning to school *with* their binder on Monday morning.

- Failure to present themselves ready on Monday morning with their binder means they must return home to get it before returning to school late
- OR go home to stay and try again on Tuesday morning to be there with their binder

Upper Elementary and Middle School

Completing the Cycle In Upper Elementary and Middle School

The following goals for completing the three-year cycle of our upper elementary classroom truly embraces the beauty of the Montessori classroom. We believe that each student will come to fulfill these goals along different periods within the three years. A student will reach these goals at their own pace. The teachers will guide students in reaching these goals.

Transitioning to Middle School Expectations:

1. Write reports and stories in cursive with complete sentences, and correct capitalization and punctuation.
2. Write using the following forms: narrative essay, fiction, descriptive essay, persuasive essay, expository essay, a compare and contrast essay, poetry, and a research paper that is documented.
3. Make bibliographical and other forms of source documentation.
4. Read chapter books and non-fiction books and write complete book reports.
5. Know the advanced rules of punctuation - independent and dependent clauses, appositive, prepositional phrase, use of the colon, semicolon, comma, dash, punctuating a person speaking, direct object, indirect object, etc.
6. Know verbal, mood, tone, and voice.
7. Know US and NH history and government from the Revolutionary War period to today.
8. Know modern civilizations - medieval time forward.
9. Locate continents, countries, capitals, rivers, and mountains.
10. Know the advanced geography nomenclature in Imaginary Island.
11. Use an atlas.
12. Apply economic geography knowledge in state and country reports.
13. Use the scientific method with experiments.
14. Use the science of solar system, scientific method, 5 Kingdoms, magnetism, light, work of water, work of wind, periodic table, etc. to solve problems.
15. Research a topic independently.
16. Able to participate in presenting the 5 Great Lessons.
17. Know how to independently transition to new classroom work when other classroom work is completed.
18. Express yourself verbally to teachers, peers, and whole groups.

19. Show a positive attitude toward schoolwork and learning.
20. Be a kind and helpful member of the community.
21. Meets the Math Competencies.

Each student brings their own unique set of gifts and challenges to the class. We look forward to the journey with humor, warmth, and appreciation of their differences.

Goals for End of Sixth Year

1. Know place values from millionths to millions.
2. Know the standard and expanded form of a number.
3. Know operations using positive and negative exponents and exponential notation.
4. Know how to use all operations (+, -, x, and /, exponents) with positive or negative fractions.
5. Abstraction to pencil and paper for complex computations.
6. Fluency with addition, subtraction, multiplication, and division tables of facts when solving large number problems with either positive or negative numbers.
7. Know how to convert between basic units of metric and standard measurement.
8. Familiar with graphing and coordinate plane.
9. Know the concepts of interest, percentage, ratio, probability.
10. Know geometric nomenclature of the line, triangle, circle, polynomial, & geometric solids.
11. Know concepts of congruent, similar, and equivalent.
12. Know binomial/trinomial squaring and cubing.
13. Familiar with decanomial process, change of colors, squaring, and cubing.
14. Familiar with going from a square to a successive square and non-successive square.
15. Familiar with going from a cube to a successive cube and non-successive cube.
16. Know PEMDAS and pre-algebra equation rules.
17. Know formulas for area and volume of different geometric shapes and forms.
18. Know how to find the LCM and GCF.
19. Solve math word problems.
20. Know basic trigonometry.

Outline of the Montessori Upper Elementary Curriculum

(This represents the full breadth of possibilities and may not be what every student accomplishes)

	Fourth Year	Fifth Year	Sixth Year
Math	- review of multidigit x and $+$ - multiples - divisibility - powers (exponents) - lowest common multiples - greatest common factor - advanced fractions - decimals - algebraic decimal	- polynomials - cross multiplication - squaring - square roots - advanced fractions continued (mixed numbers, $\frac{*}{+}$ with different denominators, story problems with fractions) - decimals continued	- square root, special-cases - percentage and interest calculation - cubing - cube roots - signed numbers - money games - bases other than 10
Geometry	- study of the 7 triangles of reality (incl altitude and center) - 6 types of quadrilaterals - concept of congruence, similarity and equivalence - equivalence studies - concept of the apothem	- relationships of a line and circle - relationships of two circles - concept of squares as a unit of measure of area - area of polygons and arete - concept of area	- concept of cube as unit of volume - calculation of volume of polygon based prisms - volume of non-prisms - lateral and total surface area of prisms, cylinders, pyramids and cones
Language	- adv. study of noun family - sentence analysis: simple texts and study of style - writing: sentences and paragraphs (e.g., topic sentence) - friendly and business letters - the 4 types of sentences - poetry: syllabication - Great Book literature study - cursive penmanship - vocabulary and spelling	- adv. study of prepositions, conjunctions and interjections - sentence analysis: all adverbial modifiers - writing: essays and nonfiction (incl organization editing and revision) - poetry: metrics, accent, sign - Great Books literature study - cursive penmanship - vocabulary and spelling	- adv. study of verb family and pronouns, including verbal, mood verb forms and voice - sentence analysis clauses - writing, essays and nonfiction (incl self-chosen and preselected topics). - poetry: works from Shakespeare and others - Great Books literature study - cursive penmanship - vocabulary and spelling
Biology	- review of classification system of biology and zoology (Kingdom, Phylum, Species) - vital functions of animals	- vital functions of animals continued - internal parts of animals and plants - vital functions of plants and plant physiology	- human biology - ecology - advanced classification - the "Tree of Life"
History*	- US History (all year)* - NH State history and government* - timeline of life (2nd level) - timeline of humans (2nd level) - significance of the appearance of humanity - human evolution - difference between society and civilization (2nd Level)	- US History and government (all year)* - NH State history and government** - Town of Amherst history*** - building blocks of civilization - Great Civilizations - timeline of Holocene - the Middle Ages and the Renaissance	- US History and government (all year)* - NH State history and government** - 128 Civics Questions and Answers (2020 version)**** - pre-Columbian America - colonization
Geography	- economic geography (production linkages, imports, exports, trade, currency) - advanced mapping skills - the universe, solar system and earth - solar energy and the Earth	- economic geography (continued) - advanced mapping (continued) - movements of the earth and their consequences - Atmosphere and its phenomena (e.g., winds and precipitation)	- economic geography (continued) - advanced mapping (continued) - Imaginary Island - work of wind - the hydrosphere and its phenomena
Physical Science	- light - sound - measurement of length, area, volume, angles, temperature and mass (metric/customary)	- chemistry (matter/elements) - weather - measurement continued	- simple machines - magnetism - electricity - measurement continued

Every Year	- First Great Lesson: Creation Story (Story of the Universe) - Second Great Lesson: Timeline of Life - Third Great Lessons: Evolution of Humans - Fourth Great Lesson: History of Writing - Fifth Great Lesson: History of Mathematics
	● History Expanded: 4th, 5th, and 6th year history and government uses a series of texts titled <u>A History of US</u> by Joy Hakim. The titles indicate the time periods covered: ● 1. <u>The First Americans - Prehistory - 1600</u>, ● 2. <u>Making Thirteen Colonies - 1600 - 1735</u>, ● 3. <u>From Colonies to Country - 1735 - 1791</u>, ● 4. <u>The New Nation - 1789 - 1850</u>, ● 5. <u>Liberty for All? - 1820 - 1860</u>, ● 6. <u>War Terrible War - 1860 - 1865</u>, ● 7. <u>Reconstructing America - 1865 - 1880</u>, ● 8. <u>An Age of Extremes - 1880 - 1917</u>, ● 9. <u>War, Peace, and All That Jazz - 1918 - 1945</u>, ● 10. <u>All the People - 1945 to Present</u>. ● When appropriate field trips to historical sites in NH and MA like Lexington and Concord. ● State history is covered in part every year - topics range from a state symbols study to New Hampshire first in the nation primary. We visit the State House in Concord, NH every two years coincident to the national election cycle. This is when we cover the three branches of the NH Government and how it mirrors the National Government. ● Every three years we cover the history of the Town of Amherst NH from colonial times and tour the town using the Historical Society's Walking Tour Guide. ● 6th grade will study the 128 Civics Questions and Answers (2020 version) from the U.S. Citizenship and Immigration Services. This is the capstone to the U.S. History curriculum.

Outline of the Montessori Adolescent Curriculum

The following comes from the Montessori National Curriculum: for the Third Plane of Development from Twelve to Fifteen/Sixteen Years.

“The Montessori adolescent program builds on the achievements of the earlier planes. Building on this foundation, during the adolescent years, Montessori students explore their place in human society and the way they might contribute to society. At the conclusion of the Montessori adolescent program young adults are prepared to contemplate their mission in life. The aim of the Montessori adolescent program is to provide an educational environment that enables students to:

- transform themselves into independent self-regulating, resourceful and adaptable adults
- become interested observers, listeners, critical thinkers and engaged citizens
- express their own opinions, develop their own talents, make decisions and solve problems, on their own or collaboratively, with a confidence that is grounded in the practical, social and

- intellectual knowledge, skills and values they are developing in the Montessori environment
- contribute productively, with enthusiasm and integrity, to family, school and community life, and to the wider society, both national and global
- dedicate themselves to the future of humanity”

The focus during adolescence is to grapple with questions such as:

- Who am I
- Where do I fit into society?
- How can I be of use?”

	Knowledge, Skills and Understandings		Knowledge, Skills and Understandings
Math	Whole numbers - Memorize operations - Estimating and rounding - Different bases and cultures that use them - Solve word problems - Rational and irrational numbers Fractions Powers of numbers Percentages/fractions/proportions/ratios Number patterns, e.g., LCM, factoring Squaring and cubing Algebra rules Linear equations Equations and inequalities Data, statistics, probability Graphs and charts Spreadsheets Functions	History and Humanity	History and Humanities - US History and government (all year) - NH State history and government - Town of Amherst history - Building blocks of civilization - Great Civilizations - Timeline of civilizations - Map reading - GPS & longitude and latitude - Understanding diversity Study of cultures - Compare fundamental needs of different civilizations - Study the evolution of people and civilizations Inquire into what makes people and civilizations different Micro economy - expanded below
Geometry	Geometry I - study of the 7 triangles of reality (incl altitude and center) - 6 types of quadrilaterals - concept of congruence, similarity and equivalence - equivalence studies - Perimeter, area, & volume	English	Listening - Listen to others - Listen in meetings - Listen to provide constructive criticism - Identify ideas and information, and take notes
	Geometry II - Study angles and relationships - Graphs and charts - Plane figures and 3D solids - Euler's rule with polyhedra		Speaking - Speak in different contexts with peers and experts - Participate in discussion groups - Read passages aloud - Deliver spoken presentations - Participate in spoken performances, e.g., a play - Create multimedia presentations
	Integrating geometry and algebra to solve problems Patterns, relationships, and functions using graphs Euclidean geometry: theorems, postulates Trigonometry		Writing - Written text - Grammar, punctuation, & structure of paragraphs - The study of style - Handwriting and typing - Use steps in the writing process, e.g., planning - Write for different audiences - Write in a range of forms, e.g., poetry, essay, letter - Proof reading and editing - Visual Literacy - align words with

			visual artifacts
Science	The study of Earth and living things Earth and space science - Cosmology - Astronomy - Geology - Physical geography Biological sciences - Botany - Zoology - Physiology/anatomy - Health science Classification systems Physical sciences - Physics - Chemistry Contemporary science - Mechanics - Engineering - History of science and technology		Reading - Read different formats, e.g., Factual, persuasive texts - Recognize the elements of a text - Recognize literary techniques, e.g., simile, irony - Participate in a book group Respond personally, analytically, and critically to a given text - Read to build understanding of a subject - Recognize and describe author’s intent and point of view - Build and expand vocabulary - Read to learn and for enjoyment
Biology	Review of classification system for biology and zoology (Kingdom, Phylum, Species) Vital functions of animals	Measurement	Units of measurement Time Standard and metric Linear, area, & volume
Micro Economy	Rural or urban centered - Rural setting: designed to take into account the following dimensions of development - physical, including health, fitness and nutrition - emotional - social - intellectual - moral, or ethical - The rural setting is the blueprint for integrating study and work in all Montessori adolescent programs. - The Urban setting is the alternative environment can apply to such domains examples as: - market gardening, greenhouse or rooftop garden, horticulture, landscaping, hydroponics, worm-farming - land and bush care - recycling and managing water resources - maintenance of bicycles, computers, sports equipment, etc. - managing all aspects of a school lunch program - making and marketing items such as clothing, belts, soap, candles and baked goods		
Every Year	- First Great Lesson: Creation Story (Story of the Universe) - Second Great Lesson: Timeline of Life - Third Great Lessons: Evolution of Humans - Fourth Great Lesson: History of Writing - Fifth Great Lesson: History of Mathematics		
History Expanded: Continue the Joy Hakim series: <u>A History of US.</u> • The titles indicate the time periods covered: • 4. <u>The New Nation - 1789 - 1850,</u> • 5. <u>Liberty for All - 1820 - 1860,</u> • 6. <u>War Terrible War - 1860 - 1865,</u> • 7. <u>Reconstructing America - 1865 - 1880,</u> • 8. <u>An Age of Extremes - 1880 - 1917,</u> • 9. <u>War, Peace, and All That Jazz - 1918 - 1945,</u> • 10. <u>All the People - 1945 to Present.</u> • When appropriate field trips to historical sites in NH and MA like Lexington and Concord. • State history is covered in part every year. We visit the State House in Concord, NH every two years coincident to the national election cycle.			

- Every three years we cover the history of the Town of Amherst NH from colonial times and tour the town using the Historical Society's Walking Tour Guide.
- Middle School will continue through the remaining A History of the U.S. and then study the 128 Civics Questions and Answers (2020 version) from the U.S. Citizenship and Immigration Services.

Orientation to Children's House

There is no predicting how your child will adjust to being at school five days a week after the relaxed and wonderful summer most of us have been having. Just know that "this too shall pass." Luckily, our first week of school is usually a 4-day week and this may help some. The most important thing is to establish routines, perhaps even starting the last two weeks of August.

Expect your child to be tired. Unfortunately, cranky often accompanies tired. Being on top of what needs to be done, lunches packed, clothes picked out, teeth brushed, etc.; the dreaded "routines" may help you weather any eventual storms.

You will want to avoid bribing, promising treats, food, iPad, and the like, and above all: stay calm. You want to show your child that this is what is expected of them. They get up and they go to school, just like the adults in their world get up and go to work or get on with your day. Whatever your day has in store for you, *call it work*. Elevate the importance to get up, get ready and go to find their work at school.

Sometimes anxiety does not kick in. Sometimes it does, but it does not get a hold of them. They are beginning to learn trust. Our school is a nice place to be, and we will help them negotiate our world. Rest assured after a quick and loving goodbye; we are ready to handle what may come. Lingering goodbyes do not help. They prolong the agony. Separation is an issue for some children, but we have found that if you take a positive attitude and reassure your child you will be back when school is over - we will reinforce that, and they can and will calm rather quickly.

Rest assured we will call if your child cannot calm themselves down. We never leave a child alone to work it out if they are distressed. We have found that there is so much here to divert their attention to – it all smooths out rather quickly.

We will call each parent at the end of the first full week to let you know how all is going. That means about nine days into the school year, expect a phone call. You may, of course, give us a call sooner if *you* have any anxiety.

We generally do not like speaking about your child in front of them. Likewise, if there is anything pressing you need to tell us, we ask you not to "spill the beans" in front of them. Even something as seemingly innocent as, "Junior is really tired today," may set your child in a mindset that they will be acting tired. Slip us a note, call and leave a message on the school phone or text it. Likewise, it is important for us to know about events in your child's life that may explain some of their behaviors or attitudes like, "Princess" pet turtle escaped this weekend." Again, not to be said in front of the child so you don't set them up for sad thoughts.

Know that we will be here to support your children through orientation, vacations, life's ups and

downs, and everything in between and stand “at the ready” for you, too!

General Information and Procedures

Arrival and Dismissal for Children's House - 2 Overlook Drive

When making either the right- or left-hand turn from 101A to Overlook Drive, please exercise due caution as you obey all traffic rules. We never want you to feel rushed either when bringing your child to school or when picking them up even if you are late.

Drop Off and Pick Up Procedure: We use the uppermost drive entry as our "IN" and the lower one as our "OUT." This helps maintain a coordinated traffic flow. **We ask you kindly, but firmly, not to get out of your car in carpool line when dropping off or picking up your children.**

When dropping off **Children's House** students, pull in as close to the school as possible. **Do not get out of your car.** The staff will come to your car and escort your child to their class or playground, wherever they are assembling. The staff will unbuckle them from their car seats, help gather their belongings and hold their hand as they escort them to the proper gathering area.

When *picking up* Children's House students, the staff will bring the children out to your car. We do not fasten their seatbelts. Please pull up as close to the mailbox as possible or park in a parking space where you may exit your car and manage the seatbelt. Again, we ask you to leave enough room so cars can get around you when pulling out.

If you need to get out of your car you may park in a parking space, and we ask that you hold your child's hand when you escort them to and from the school. Children 5 and under **must always hold an adult's hand** when being walked to and from the building, except when walking in line with THEIR class and during emergency drills. If you need to speak with a teacher, send a note and we'll get back to you as soon as we can.

Our goal is to keep Overlook Drive as free as possible from a line-up of cars, so we are good neighbors to the businesses that work to the left and right of us. We ask you kindly but firmly to park in a parking space and/or pull up as far to the right as possible, next to the curb, to keep the cars flowing. Thank you.

If you need to speak to one of us, park as requested, and wait until carpool is over. Before and after school are not ideal times to engage us, but we are available right after we deliver each child safely to the respective rooms or cars.

*Please note: If you plan an early pick-up or late drop-off for your child or your child is to be picked up by someone other than yourself, **a note, text, or email is required**.* For short notice changes the same applies. You may always call or text the school as we will check phone messages and texts throughout the day.

Arrival and Dismissal for Crossroads Elementary - 17 Route 101A

When making either the right- or left-hand turn from 101A to Overlook Drive, please exercise due caution as you obey all traffic rules. We never want you to feel rushed either when bringing your child to school or when picking them up, even if you are late.

Drop Off and Pick Up Procedure: When driving down the access road to Crossroads Elementary remember that it is a two-way road. Also, you need to approach the school with caution because there may be children walking or playing in the area. **We ask you kindly, but firmly, not to get out of your car in the carpool line when dropping off or picking up your children.**

Drop off and pick up occurs at the back door of the building. You must proceed with caution into the parking area and follow the arrows around the building.

Elementary students are free to exit their cars on their own, walk to the rear entrance, and enter the building. Due caution must be exercised by the drivers of cars and students when managing themselves. If your elementary child has a lot to manage, we request you to park and help them with their things.

If you need to speak to one of us, park as requested, and wait until carpool is over. Before and after school are not ideal times to engage us, but we are available right after we deliver each child safely to the respective rooms or cars.

*Please note: If you plan an early pick-up or late drop-off for your child or your child is to be picked up by someone other than yourself, **a note, text, or email is required**.* For short notice changes the same applies. You may always call or text the teacher as they will check for messages throughout the day.

Arrival Times

Class begins at 8:30 am. Please drop your child off between 8:15 and 8:30 am. Drop-off after 8:30 am is late. If you arrive after 8:30 am please drop your child off at the back door but do not leave until your child has entered the building. If you are late and the students are performing the Pledge of Allegiance in front of the flag pole you must wait until they are finished and have departed the driveway. For late drop-off a late fee accrues at \$1.00 per minute.

Dismissal Times

Your child's full day program ends at 3:30 pm. Please arrive between 3:15 and 3:30 pm for pick-up. It is important for you to be on time out of consideration for your child and the staff. A late fee of \$1.00 per minute will be assessed when late.

Parent Observations and Teacher Conferences

You are welcome to visit your child's class whenever you would like, however we respectfully suggest waiting until we establish patterns of arrival, work time, lunch and/or dismissal before you choose to make unannounced visits.

In addition to your unannounced visits, it is expected for you to make observations each school year prior to Parent conferences. Newsletters, emails, and *SignUpGenius* will inform you when conferences occur, at which time you will be able to schedule your conference.

Communication Between Parents and School

CVMS publishes regular newsletters with the latest news and information from our classrooms. You will be provided a hard copy of the newsletter and calendar in your child's take-home bag for your reference. The calendars will be posted on our Facebook page. Elementary and Middle School will follow the same procedures.

For the benefit of your child, lines of communication must be open not only from school to parent, but from parent to school. We will inform you what needs immediate attention and hope you will do the same for us. This includes but is not limited to:

1. Illnesses
2. Absences
3. Needing a change of clothes
4. Snack list
5. School closure
6. Late arrival
7. Late pick-up
8. Behavioral issues

Should you have a question, problem, concern, or compliment, you are welcome to call the school: for Children's House use 603-672-3882; for Crossroads use your teachers cellphone number. You may also leave a voice message if desired.

Parent Involvement and Volunteerism

Our classes ideally operate like finely tuned machines with a trained Montessori teacher and an assistant in each classroom. Sometimes we have the luxury of having an intern or co-teacher on hand as well. On occasion we may be requesting some hands-on help from you. It could be the Elementary students are going on a field trip and need drivers. So be on the lookout for ways to get involved!

Sibling Participation

Younger siblings are not invited to the school on a regular basis. The reasons are three-fold. First, our environment is not toddler safe. Second, a toddler requires too much restraint and attention that takes away from the function of the classroom; also our materials are often one of a kind, both teacher made and purchased and very expensive. Your children and teachers do not like to see the materials mishandled, chewed on, or destroyed. Finally, and most importantly, it is wonderful when you *do* visit the classroom to be able to solely concentrate on your children who are enrolled here. There are specific events throughout the year where families are welcome, and you will be notified of those in advance. Please take this into consideration for the Children's House, Elementary, and Middle School classes.

School Closure for Weather/Snow

In the event of inclement weather, parents are advised to use their judgment in the safe transportation of their children to and from school.

For school late opening, early release, or closure due to the weather refer to WMUR, Channel 9: <https://www.wmur.com/weather/closings> to follow openings and closures. We will also send out a text and/or email, and it may differ from the public school announcements. Do check WMUR and Email periodically for any changes.

Emergency Drills and Fire Safety

We conduct drills on a monthly basis, rain or shine. We use two exits from each class, so the children become familiar with exiting the building in a calm, orderly way. We record them as required by NH state law.

Conflict Resolution and Behavior Issues

As the need arises, children will be guided in “conflict resolution.” We guide the children with words to use and how to listen to each other. We assist as often as needed.

All behavior issues are initially handled in the classroom. Behavior guidance is accomplished in an unobtrusive, quiet, and constructive manner. Positive redirection is used to move a child to a more acceptable alternative behavior. For more information about how our teachers deal with behavior issues, please see our **Discipline Policy** which is in the School Policies section of this handbook.

The Children's House Snack Program

Children's House students are asked to bring snacks for the class on a rotating schedule. A snack calendar will be sent home at the beginning of each month, and the snack basket will be sent home with your child, usually on a Friday.

Country Village Montessori School

Great Snack Ideas

1. Applesauce and string cheese
2. Assorted veggies with dip
3. Banana and sesame seed butter squares (on crackers or bread)
4. Bread pudding
5. Carrots with (homemade) yogurt dip
6. Celery, cream cheese, and raisins
7. Clementines and breadsticks
8. Coleslaw and mini bran muffins
9. Cranberry bread with cream cheese or butter
10. Cucumber sandwiches
11. Dates stuffed with cream cheese
12. Dried Fruit mix and vanilla yogurt
13. Edamame and crackers
14. French bread and butter
15. Fruit kabobs and angel food cake
16. Gingerbread men and women with cream cheese
17. Ginger snaps and applesauce
18. Gluten free anything (not sugar laced)
19. Graham crackers and butter with banana
20. Guacamole and chips
21. Hummus and broccoli
22. Mango and Crackers
23. Mini enchiladas
24. Mixed fruit
25. Naan bread with yogurt dip
26. Oatmeal and raisins
27. Olives and provolone cheese
28. Orange wedges and orange cheese
29. Pizza squares layered with veggies /pineapple
30. Pot stickers filled with veggies
31. Potato latkes with applesauce or sour cream
32. Pumppernickel bread and salami or melted muenster cheese
33. Pumpkin Bread and spread
34. Short bread and peaches
35. Raisins and Cheerios (no Milk)
36. Ravioli with mini meat or meatless balls
37. Rice and veggies mix with soy sauce
38. Rice pudding
39. Silver dollar pancakes with bananas
40. Star Fruit and white Cheddar cheese
41. Strawberries and angel food cake cubes
42. String cheese and broccoli
43. Yellow or red cherry tomato and mozzarella kabobs
44. Yellow/red/orange/green pepper slices with hummus/yogurt dip/or cheese
45. Zucchini/carrot/orange/or banana mini-muffins with cream cheese or butter

WE ARE, AS MUCH AS POSSIBLE, A NUT FREE SCHOOL, so no peanuts or tree nuts are allowed. When choosing a snack, please choose healthy, whole foods and *avoid* processed foods with artificial flavors and colors, additives, preservatives, and trans fats. Fresh fruits, raw vegetables, natural breads, and homemade goods are encouraged. If you need wholesome snack ideas, consult the list.

Note: Should a snack week assigned to you not work out, please plan with another parent to swap weeks. Use the class list or parent network to reach out and find someone willing to swap weeks.

What Your Child Will Need at School

School Clothing

Please be alert to the weather forecast. When in doubt, remember you can always take off a sweater or sweatshirt if warm, but you cannot put on what you do not have here at school. Young children should have well-fitting clothes that afford them easy on and off. Belts, buckles, overalls, while all cute, are extremely hard to negotiate for young children. Character clothing is prohibited. No super-heroes, cartoon characters, video games, or princess gear. We want to avoid commercialization and stereotypes. We encourage a tone of peace and respect. Jewelry, sandals, or dress-up shoes are prohibited as they pose a safety hazard. Sneakers and well soled shoes are expected.

School Uniform and Spirit Days

In 2015 CVMS instituted a simple school uniform. The shirt, with the school logo can be purchased from Lands' End ®. It is light blue. Pants, skirts, jumpers, sweaters, vests, jackets, and sweatshirts are optional. The top should have a logo on them, and the bottoms can be purchased wherever you like in addition to Lands' End ®. They are required to be worn on Mondays AND Fridays.

Change of Clothes

All children need to have a complete seasonal change of clothing labeled in case of bathroom, lunch, outdoor, or water works accidents. Please remember socks.

Slippers/Indoor Shoes

Each child is required to keep a pair of indoor slippers or shoes at school. They should not be bulky or pose a tripping hazard and should have hard soles and backs. Most of all they should be comfortable. Your child should be able to put them on and take them off by themselves.

Take Home Tote

This will be provided to your child at the beginning of the school year, and it is the only bag your child should carry to school (except lunch). We do not have space for larger backpacks. Children's House students will take home their bags and folders mostly on Take-Home-Tuesdays to be returned to school the next day. Please be vigilant in emptying before returning your child's folders the very next day from when they went home. Please help your child to establish this important habit of mind.

Elementary and Middle School students may take their bag home daily. *For information on Elementary and Middle School procedures please refer to the Elementary and Middle School Addendum at the end of this Handbook. Should you need a replacement tote bag, it can be replaced for \$25.

Food at Country Village Montessori School

There are several times during our regular school day that we will be in an activity that involves your child and food. This section is intended to clarify our guidelines, practices, and procedures for such events.

Good nutrition for your child forms the backbone, along with sleep, positive attention from you, reduced and or eliminated electronic stimulation, and plenty of exercise, of a child primed and ready to learn! It is one of the cornerstones for emotional, physical, social, and cognitive health.

We have found over the years that some foods and school do not mix well. Therefore, we have put several foods on a “banned foods group”. This mainly applies to Children’s House, once again, but Elementary and Middle School may have similar guidelines.

No-Nos:

- Fruit cups with juice
- Anything that has to be slurped out of a container - applesauce, yogurt, or any baby food
- Anything that has to be assembled (think lunchables or tacos with sauces)
- Fruit juices or milk
- Desserts of any kind

Children’s Allergies

Each year we issue a foods list we become aware of that **MUST** be avoided for some children due to allergies. Therefore, it is imperative that you do not bring **NUTS** (of any kind), or foods prepared in a facility that has nuts in them to school. We try to be as nut free as possible.

Over the years the lists of children’s allergies has become longer and longer. We find we cannot manage it by ourselves. Therefore, we will notify you all each year as to the allergies each class has. When your snack week comes, up you may choose to be sensitive when providing snacks to avoid them.

Breakfast

Each child should come to school after having a healthy breakfast at home. Snack is offered daily but it is not intended to take the place of a nutritious breakfast at home. If they have peanut butter on toast – for example, make sure they have washed their hands and face well and have not wiped any of the food on their clothing. This is especially important for their allergic classmates. Avoid the doughnut in the car routine at all costs. A great breakfast sets your child up to start their day well.

Snacks

Having snack in a Montessori classroom not only provides nutrition, but also is a part of our core curriculum of Grace and Courtesy. It becomes a learning process as well to be in tune with our body’s feelings of hunger. Here we also learn how to wait, how to ask a friend to join us for snack, how to accept an answer of “no, thank you” or how to deliver a “no, thank you” whether it is the answer to: Would you like to have snack? or Would you like to have snack with me? It is an important part of our daily routine, and we have it in groups at first and then 2 at a time as the school year progresses.

In Children’s House, snack is provided on a rotating basis from the generosity of our parent group, a week at a time. Several weeks and odd days are picked up by CVMS. Check the monthly calendar to find your week(s). If you are unsure of what to bring - check the snack list page. We are mindful of

families with two children in our Children's House class and try to pick weeks with shorter days as you have to cover snack more often as a family.

Children's House: Fridays are *International Snack* days. That means to try something new! Make your Friday snack an adventure to a new country. We'll use the snack's country of origin as a geography lesson for the children. Remember, it doesn't have to be something they are familiar with or even like – but a way to expand their experiences and palate. Greek olives, believe it or not, were a hit one year!

Here are a few guidelines to help you with you choose healthy whole foods and avoid:

- Food colorings
- Additives and preservatives, especially BHA, BHT, TBHQ
- Artificial flavors
- Trans Fats/GMOs

Lunch Guidelines

If your child is enrolled for the full day program, they will need to bring a lunch.

We are resolved to be good role models in that we, as a school, are consciously devoted to reducing the amount of waste we produce. In this regard we are requiring you to pack your child's lunch with reusable containers, plastic, glass, or metal, that your child can open and close. *Water is the only beverage allowed.* Lastly, Each student needs to have reusable utensils and a cloth napkin each day.

You are your child's best guide in knowing what they will and will not eat, the quantities they consume and their willingness to try new things. So, pack their lunches appropriately. The following lists may give you some ideas:

Note: This list is not exhaustive. There are many other choices on our 45 great snacks list earlier in the parent handbook.

<u>Protein</u>	<u>Breads/Grains</u>	<u>Fruit</u>	<u>Vegetables</u>
1. Yogurt	1. Naan	1. Bananas	1. Celery
2. Chicken	2. Bagel	2. Peaches	2. Carrots
3. Cottage cheese	3. Pita	3. Strawberries	3. Pepper
4. Fish	4. Grain or gluten-free bread	4. Melons	4. Green Beans
5. Legumes	5. Tortilla	5. Pears	5. Broccoli
6. Beef	6. Crackers	6. Blueberries	6. Edamame
7. Hummus	7. Pasta	7. Dried Fruit	7. Peas
8. Cheese	8. Pizza	8. Dates	8. Corn
9. Sun/Wow butter		9. Kiwi	9. Squash
10. Tofu		10. Cut grapes	10. Cauliflower
11. Turkey or ham		11. Cut cherry tomatoes	

As a general rule, look for the LEAST over-processed foods available. Fresh fruits, raw vegetables, natural breads, and homemade goods are always preferred over store-bought. Become a label reader.

Children's House Birthday Snack/Celebration

More will be shared on the types of snacks allowed for birthday celebrations, but as far as “sweets” are concerned, they are still **not allowed**. Mini muffins that are homemade with less sugar or honey can be made for the day. Zucchini, banana, or cranberry muffins have always been a hit. Also, you can always bring in a child's favorite. Believe it or not, one child brought in green pimento olives and strong provolone cheese and crackers. While not all children enjoyed or even tried it, the child was thrilled to be able to bring in their “favorite” to share with their class on their special day!

Snack is *not* something they are supposed to get full eating, often it's just a “try-it” exercise. No one has ever gone hungry by skipping or even, from time to time, forgetting, to have snack. It all works out in the end. Snack is an exercise in Grace and Courtesy first and foremost.

We DO encourage all children to join in the good wishes to a classmate when celebrating their birthday and we DO encourage all the children participate in making birthday cards at home to bring in on those special days. (Another Grace and Courtesy lesson).

Hopefully these grace notes can be turned into habits of mind.

Elementary and Middle School will still celebrate student birthdays, but there will not be a snack to accompany the celebration. However, a parent(s) may join their child for lunch at 11:30 AM.

Other Important Things to Know About Your Child's Day

Quiet Time and Nap

Each day after lunch will be a quiet time for all the children in Children's House. The teacher may read a story or have a quieting activity or lesson for children before nap.

Toileting

The licensing for the school from the State of New Hampshire requires that all the children are potty trained. We are not allowed to have a diapering facility on our premises. All kinds of accidents can and do occur, which is why it is important for you to always have a complete change of clothes for your child at school.

Outdoor Play

Fresh air as well as the opportunity to run, play, and use all the large muscle groups is a crucial part of your child's day and necessary for their physical development. We aim to have full day children outside three times a day, weather permitting for your child to exercise, take in fresh air, working their large motor groups by climbing, sliding, hanging, pulling and pushing. Additionally, they can:

1. form spontaneous group activities
2. let their imaginations run free
3. make individual choices

4. be a follower and a leader
5. learn how to wait their turn
6. learn to work out complex social situations

Tuition

Tuition is a yearly amount. Modest cost of living increases may be expected. We have several methods of collecting the yearly tuition. The most popular method of payment is monthly. You are not obligated to pay a service fee for monthly payment. If you pay on a monthly basis, you should be aware that 10 monthly tuition payments need to be made in order to pay your full yearly tuition.

Tuition payment is due the first of the month. We accept cash, personal checks, and bank checks. Many parents prefer to set up an automatic check payment through their bank and the bank will mail the check to the school. We do not accept credit cards. A late fee of \$30 must be added to the tuition payment if paid after the 10th of the month. A \$30 fee will be assessed in the event of a returned check. Dismissal of your student may occur if your payment falls over 30 days in arrears.

The non-refundable fees of enrollment, materials, and 1 month's tuition are not refunded under any circumstances.

Elementary Notes

Contacting Parents

If your child needs to contact you, they must ask a teacher for permission to use the phone. The teacher will evaluate the request and determine if it is appropriate to make the call. Under no circumstances is your child allowed to initiate a call from the school telephone without permission.

Delivering Information

Your child may be asked to bring information home from school to you. As the messenger, your child needs to hand the information to you. Be sure to check the Elementary and Middle School Addendum at the end of the Handbook.

Electronic Devices

No electronic devices including phones, laser pointers, and electronic games are allowed.

End of Semester Progress Reports and Conferences

We provide two formal reports: the January Progress Report covers the start of school through 31 December and June Progress Report covers 1 January through the end of school. You may request a conference at any time throughout the school year, but notably formal conferences occur with two written academic progress reports ideally after you have had a chance to observe the classroom. Look for sign-up times and dates.

Field Trips

Elementary and Middle School students will take many field trips throughout the year. The field trips augment our academic curriculum and may provide a deeper understanding or experience for each child. Permission slips are needed for each field trip - please return them in a timely manner.

As a matter of school policy and practice all Lower Elementary students must be in a child restraint device (full seat or booster seat) while being transported on a school field trip. Upper Elementary and Middle School students are not required by the school to use a child restraint device on school field trips. Lastly, no student may sit in the front seat of a motor vehicle used on a school field trip - no exceptions.

Personal Belongings

Your child needs to dress for the weather. We go outside for many activities and field trips, even in rain and snow. For some days you may want to provide sunscreen or insect repellent. It is best to secure their product(s) in a Ziplock type bag, marked with their name.

Your child will have a cubby in which to keep extra clothing, a book from home, CVMS canvas bag and lunch. Your child should leave anything that cannot fit in a lunch box or CVMS bag at home.

General School Policies

Attendance Policy

To gain the maximum benefit from a Montessori education, a student should arrive on time and attend school on a regular basis. However, for the well-being of the child and their classmates, a child who shows any sign of illness or fatigue should be kept at home. Please see the **Health Policy** for more information about illnesses.

Parents are *required to notify the school* if their child will be absent. Please call or message the school by 8:30am on each day of the absence.

Requests for absences not due to illness should be submitted in writing to the school as soon as possible. These requests must be in writing and include the name, date and reason for the anticipated absence. It should be noted that there are only 5 days of absences allowed due to other than illness.

Forms Required for Attendance:

1. Emergency Information

Your emergency information form must be on file in the office before the first day of school. If your emergency information should change after the school year begins, please contact the office as soon as possible to update your form.

2. Transportation Information

Your transportation information form must also be on file in the office before the first day of school. This form indicates how your child will be picked up and by whom. If this information changes, please submit a new form.

3. Health Forms

- a. Student physical (completed by your child's physician)
- b. Vaccination record or religious or medical exemption form
- c. Authorization to administer prescription and non-prescription medication form
- d. Medication order (if required) see p. 29:

4. Miscellaneous Forms

- a. Parent Permissions Form
- b. Emergency Relocation Form

Health Policy/Health Records

Children's House:

Prior to the start of the new school year, yearly physical exams performed by a licensed healthcare practitioner and immunization records are to be current and on file with the school office for each child unless there is a religious or medical exemption on file.

The State of New Hampshire immunization requirements for children entering a school or child care facility is found in [HeP- 301.13-15](#) . The following is an excerpt from *He-P 301.14, Immunization Requirements*.

(a) The number of immunization doses, dosage, route of administration, spacing, and age requirements shall be defined by the Recommended Immunization Schedules for Persons Aged 0-18 years – United States, 2016, as published by the Centers for Disease Control and Prevention (CDC) and as approved by the Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP), available as noted in Appendix A.

(b) Unless the child has received an exemption from the vaccination requirement pursuant to RSA 141-C:20-c, public or private primary or secondary schools, pre-schools and child care agencies shall not admit a child without first receiving documentation showing that the child has received the following age-appropriate and acceptable immunizations .

Elementary:

Students are required, upon enrollment to the school, to have a record of a physical examination performed by a licensed healthcare practitioner and immunization records (see immunization guidelines under Health Records, Children's House) are to be current and on file with the school office for each child, unless there is a religious or medical exemption on file. There is no state or local school district requirement for an annual physical for students in elementary school at this time.

Absences Due to Illness

DO NOT send your child to school if they have:

1. Vomited in the last 48 hours.
2. Had more than one episode of diarrhea in the preceding 48 hours.
3. A fever of over 100 degrees F.

4. An earache or difficulty swallowing due to a sore throat.
5. Red, crusty, or gooey eyes.

Be alert to your child's state of health. If you do not believe your child is well enough to go outside, then they are probably not well enough to be at school. If you send your child to school with a proviso that they do not go outside to play, then they are not well enough to be at school. At these ages, keeping them home for a day of rest may be in order.

If your child should become ill while at school, we will contact you to pick them up. This is why we ask you kindly, but firmly to keep your contact information updated with us at all times from year-to-year. While waiting for you to arrive, we will do our best to isolate your child from the other children with a caregiver and keep them as comfortable as possible. If your child has a communicable disease, please let the school know. In some circumstances, the school is required to report the illness to the bureau of disease control.

Communicable Disease Prevention When any child care personnel or children in the program have symptoms of or are known to have a communicable disease, the family child care provider, center director, site director, or designee shall contact the bureau of disease control and prevention for instructions regarding whether the ill individual is required to be excluded from the program and to determine reporting requirements in accordance with state statute He-P 301.03 Reporting of Communicable Diseases.

Administration and Storage of Medication The policy and procedure for us to administer medication to your child at school comes from He-C 4002.18 Administration and Storage of Medication. Our procedure for all prescription and non-prescription drugs follows:

You must provide a signed, dated, written authorization and instructions for the dispensation of said drug prior to our administering it. Please use the AUTHORIZATION TO ADMINISTER PRESCRIPTION AND NON-PRESCRIPTION MEDICATION form which you can get from the school or <https://www.dhhs.nh.gov/oos/cclu/documents/medication.pdf>.

Medication order (if required) must include the following:

1. Written directions provided by a licensed health care practitioner, and written parent permission.
2. Medication orders shall be valid for no more than one year
3. Each medication order shall legibly display the following information:
 - a. The child's name.
 - b. The medication name, strength, the prescribed dose and method of administration.
 - c. The frequency of administration.
 - d. The indications for usage of all medications to be used pro re nata (PRN); and
 - e. The dated signature of the parent or licensed health care practitioner for orders other than the prescription label.
4. Medication orders from a parent or as prescribed by a licensed health care practitioner regarding any medication that is to be administered PRN shall include:

- a. The indications and any special precautions or limitations regarding administration of the medication.
- b. The maximum dosage allowed in a 24-hour period.
- c. The dated signature of the parent for topical substances or non-prescription medication.
- d. For other than the prescription label, the dated signature of the licensed health care practitioner for prescription medication.
- e. The drug should be in its original container with health care practitioner's instructions for dosage.
- f. For a non-prescription drug, a parent statement with dosage instructions must be included, along with the original container showing the dosage for child's age.

School Field Trip Policy

Lower Elementary students must be in a child restraint device (full seat or booster seat) while being transported on a school field trip. Upper Elementary and Middle School students are not required by the school to use a child restraint device on school field trips. Lastly, no student may sit in the front seat of a motor vehicle used on a school field trip - no exceptions.

School Records Retention Policy

This is important information should you need copies of your child's transcripts after the school closes. The retention policy is in accordance with Part Ed 407 Retention of Student Records.

Ed 407.01 Student Records.

(a) CVMS will permanently maintain individual student records that include:

(1) Pupil registers for each year that the school was approved to operate, as required by RSA 189:27-a, that include, at minimum, the following information:

- a. Name;
- b. Date of birth; and
- c. Town of legal residence;

(2) Transcripts of academic performance for each year that a student attended the school

(b) In the event CVMS closes or terminates operations, CVMS shall notify the NH Department of Education no less than 90 days prior to the closing date and provide the following:

(1) Permanent location of student records, as described in (a) above, which shall be:

- a. Submitted in a format determined by the school if the school chooses to deposit the records to the local school district or other third-party agency; or
- b. Electronically, if the school chooses to deposit the records with the department;

(2) Reason(s) for closure; and

(3) The name and contact information of 2 school representatives who the department may contact after school closure will be provided when notifying NH DOE of the closure.

Discipline Policy

Students new to Country Village Montessori School Children's House and Elementary are on a 90 day probationary period to ensure CVMS is suitable for the student.

The term "discipline" comes from the word "disciple" and means, literally, "to teach." The

Montessori approach to discipline is to help children learn they are responsible for what they do and that their actions and choices have consequences. When a child is disruptive, a teacher will offer support and understanding, including an attempt to help the child understand their own behavior and to find alternative approaches to solving the problem. If a child is experiencing difficulty, the child is given time and peace to think about the situation, to express their honest feelings, and to come to an increased understanding about it. As the situation becomes resolved, the child is invited to join the teacher in constructive activity as a means of re-integrating into the classroom. The adults take care to relate to the children according to their age, developmental level, and temperament.

No physical punishment, verbal abuse, or belittling remarks are used at the school. Discipline is not associated with food, naptime, or toileting. The teachers will work with the children to help them learn to use words to express themselves rather than acting out or becoming passive when they are disturbed. If unacceptable behavior persists, the teacher will consult with the child's parents. The belief is that through parent-teacher cooperation and consistency, improved behavior will result.

Our approach to discipline is to help children learn that they are responsible for what they do and that their actions have consequences. Often the consequences of a child's actions are good, but sometimes they are not. We present 3 basic ground rules to the children in the class to guide them along the way:

We take care of ourselves.

We take care of each other.

We take care of our classroom.

Each of these rules is explained the first day of school and reviewed and practiced in the group lessons throughout the year and individually as appropriate. Whether a problem involves only two people or the whole class, we try to help the children learn how to solve problems on their own. We encourage children to come to a mutual resolution through talking about the problem, listening to each side and understanding the differing points of view. * Note: You may insert *respect* for the words *take care and environment for our classroom*.

Discipline Procedure

1. The child is ***asked*** to correct their behavior by a positive restatement of the rule.
2. The child is ***told*** to correct the behavior.
3. The child is ***removed*** from the group until they are ready to rejoin the group.
4. If a problem persists beyond three consecutive days, parents are contacted to discuss strategies with the teacher to help the child and support the desired behavior change. At this point, procedures regarding serious and recurring misbehavior will be enacted.
5. **If the above steps fail, help from a professional may be suggested.**

*Note: The teacher records serious or recurrent misbehavior as they occur as documentation for possible further disciplinary action. These are known as Incident Reports.

Parents are asked to sign a statement of acknowledgement for their understanding of our stated policies. It is the last page of this Parent Handbook. A copy of the signed form will be placed in the

child's file.

Serious & Recurring Misbehavior

Serious misbehavior is defined as being damaging, disturbing, or dangerous to self, others, or the property of the school. Recurring misbehavior is defined as inappropriate behavior persisting after three weeks of focused strategies towards misconduct. Examples include but are not limited to verbal or physical abuse of peers, teachers, or staff members; malicious name calling; refusal to do work; out of control hitting and kicking; temper tantrums; throwing objects; damaging materials; hitting, scratching, kicking, or pinching others.

Biting cannot and will not be tolerated. Regardless of the reason for the child's choice to bite, a discussion between the children involved and a staff member will take place. The biter will be removed from the environment immediately. The staff member will write up an incident report notifying the parents of both children. The parents of the child who bit another child will be called to come and pick up their child immediately.

Policy and Procedures for the use of Physical Restraint. The school's policy and procedures addressing the use of physical restraints is based on the collaborative work of the Crisis Task Force Committee documented in the NHDOE "Guidance on Considering the Use of Physical Restraints in New Hampshire School Settings, Spring, 2005"

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/guidance_physicalrestraints.pdf Like any incident at school, parents will be notified.

Country Village Montessori School (CVMS), Amherst, NH 03031 authorizes trained staff members to use physical restraints in limited situations. Physical restraint may be used only under the following conditions:

1. Physical action of a student creates a substantial risk of harm to self or others.
2. All other positive interventions have failed, or the level of immediate risk prohibits exhausting other means.

Whenever there appears to be consistent discipline problems, every effort will be made by the teachers, assistants and the Director to work with the child, parents, and all professionals involved. Of course, it is of vital importance that regular communication between parents and teachers be maintained during this time period. If after three weeks of focused strategies towards a change in behavior the child is still exhibiting serious and recurring misguided behavior, the parents are again contacted, and the following procedure is explained. If, after all avenues have been followed, the child is not responding positively, dismissal may be warranted.

Procedure for Consideration of Dismissal

1. Any time after the beginning of the 3rd week of focused strategies, the teacher with the Director will decide further actions.
2. If/when the child continues their misguided behavior after the first incident, the teacher will request a verbal conference with the parents, as well as present to the parents a written report of

the child's actions/experience in the classroom. At that time, the teacher will discuss the child's situation and the possibility of their suitability for this school for this particular child. It may be advisable to explain to the parents that any more similar incidents will continue to result in removal from school for the remainder of the day, and subsequent days if the behavior continues.

3. Upon returning to school, if the child again disrespects social rules, removal from school will be enacted again.
4. Any discussion with a parent(s) will not include the child.
5. The Director will hold a special session, whereupon the teachers, assistants, interns and anyone having significant interaction with the child on a daily basis will present a recommendation for or against the child's dismissal. The Director will make the final decision.

Required Withdrawal

When students enter Country Village Montessori School it is understood that both they and their parents agree to support all the rules of the school as outlined in the CVMS Handbook and other communications to the families while the child is enrolled in the school. In situations involving repeated violations of school rules or continued disruptive behavior, or if at any time the child's influence is considered harmful to the other children, the environment, or the staff, the school reserves the right to require the child's withdrawal. In the case of biting, three biting incidents will result in the student's dismissal. Biting eclipses all waiting periods and other intervention and correction procedures.

Once all avenues are employed, such as intentional efforts with the child, discussions with the parents, and work with professionals/experts in the matter of concern, the Director may ask the parents to withdraw the child from school. Such a request should only occur if all efforts fail and/or the parents do not cooperate with the efforts of the school or the school truly cannot meet the educational, physical, or emotional needs of the child.

Other Circumstances for Termination of Enrollment

The staff of Country Village Montessori School is dedicated to providing the best education possible for EVERY CHILD in a safe, loving, and beautiful environment.

Every effort will be made to avoid terminating a child's enrollment in the school. However, termination of enrollment will be affected under the following circumstances:

1. Failure of the parents to cooperate with the school's discipline policies.
2. Failure of parents to provide health forms and other required enrollment paperwork
3. Failure by the parents to pay tuition by the tenth of every month.
4. Physical or emotional problems that require excessive one-on-one attention.
5. Parent's refusal to seek professional help when suggested as being in the child's best interests.
6. Inability of the school to meet the apparent needs of the child, as determined by teaching staff consensus.
7. Parent's disrespectful behavior toward other parents, children, teachers, administration, or any other staff.

Tuition Refund

In the case of the withdrawal of a student:

1. The parent must notify the school in writing of the withdrawal of the child.
2. If the child is withdrawn, there will be no refund or cancellation of any paid tuition or enrollment process fees.

Grievance Process and Procedures

Grievances will be addressed according to the following process and procedures and can be related to the following concerns: bullying, teacher misconduct, tuition refund, and child restraint practices.

1. **Bullying:** This school does not tolerate bullying in any form. See Discipline Policies, page 30.
2. **Teacher Misconduct:** Parents are to report alleged misconduct of Staff to the Director immediately. Proven teacher misconduct is cause for termination of the employee's contract.
3. **Tuition Refund:** See Tuition Refund, page 32.
4. **Child Restraint Practices:** The staff will physically engage with a child if they are in a position to hurt themselves, another student, or a staff member. They may not be restrained but only removed from the situation until proper assessment can be made. The potential outcome may be to have a staff member escort the child to another room as parents are called to come pick up their child. A staff member will stay with the child until the parents arrive.

Once grievances are made known to the director, it is requested that the complaints are made in writing, signed and dated to insure timely address. Complaints can be made by staff, parents, legal guardians, or volunteers serving at the school.

After a complete and thorough investigation, a grievance conference is set to include all parties that are addressed in the complaint, if possible. This is to occur within 5 days of receipt of the grievance.

At the conference, each party shall be prepared to consider as outlined in New Hampshire's Code of Administrative Rules Ed 406.08):

1. The simplification of issues and an agreement of facts.
2. Possibility of settlement; and
3. Such other matters as may aid in the disposition of the action.

Additionally, it is noted that parties may choose to be represented at the conference by counsel. The grievance process shall make a report on the disposition of the grievance to the commissioner within 10 days of the conference for review.

If additional action is needed it will be taken, followed up, recorded.

All records pertaining to such actions and/or procedures will remain confidential and secure in the school's office.

A possible outcome of such process may be removal of child from school with no further financial obligation on the part of the parent/legal guardian from date of removal.

