

The Newport Montessori School

Parent/Student Handbook 2025-2026

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Section 1: Introduction to Montessori Education

The Montessori classroom is a child-centered community, designed to facilitate maximum independent learning and exploration. It is an interactive, caring, and safe atmosphere where children learn to take responsibility for themselves and each other, respecting each other's differences, abilities, work and work space, and to treat each other with courtesy and dignity. Within the Montessori classroom, the role of teachers is to guide, suggest, introduce, and model, but it is the children who become the active agents in their own growth- choosing, repeating, exploring, perfecting, observing, and expanding their own expectations and abilities. Growth, or learning, builds itself as the child develops confidence from successful work with materials that are both intriguing and challenging. Teachers present exercises individually to each child when success is possible, but not necessarily easy. Each activity has been broken down into a detailed series of steps that are shown to the child, carefully, clearly, and again and again as required. The emphasis is initially on process rather than product. All of the early materials are "self-detecting" (pouring has not been done *quite* correctly if there is water all over the table...) and "self-correcting" (a sponge or cloth to mop up is included as part of each water exercise). Once shown how to work with a particular exercise, the child learns by doing. A child can always do a piece of work again better, more easily, or more beautifully (the child will realize this), but she/he does not have to be told that the work has been done "wrong." It is through *their own awareness of success* that Montessori children develop the courage and confidence to engage themselves with the ever-widening sets of activities available in the classroom.

Exercises in a Montessori classroom are generally divided as practical life (washing a table, arranging flowers), sensorial (matching or grading color tablets), language, and math. Activities that we call art, music, natural science, and geography build on and incorporate abilities and awareness developed through work with some of the more specific exercises: pouring water, a practical life skill, is needed to water seedlings grown as a natural science exercise; geography puzzle-maps are at first a sensorial activity, (visual discrimination of size and shape to replace the pieces in the puzzle), then a language exercise (learning the names of the continents or countries, or –finally- writing and reading these names as a child makes her/his own maps).

For most of the school day, the children are free to move throughout the classroom and make their own choices of materials with which to work. "Rules" are simple: a child must know how to work with a material she/he is selecting (the material will have been introduced by one of the teachers, or the child may ask to be shown a material that has attracted her/his interest); the material must be available (not in use by someone else); and each child must respect the classroom environment (including the particular material he/she is using) and preserve it as a tranquil (calm and reasonably quiet) and beautiful (orderly) place in which every member of the class can work.

With a family-like mix of ages (just three to turning six, or six to turning nine, nine to turning 11, 11 to turning 14), the Montessori class becomes a tiny community, sharing rich and unique experiences as a group and within small subgroups as well. Each child comes to

know her/his classmates as individuals with particular interests, abilities, and idiosyncrasies. In the classroom community, each child's strengths become evident and valuable, whether in tying shoes, defining an unfamiliar vocabulary word, preparing the snack, singing, reading the calendar, observing, philosophizing. Children's abilities do not necessarily develop in a fixed order: the child who already reads may not yet be coordinated enough to carry a puzzle to the table without tripping and spilling the pieces, while the most accomplished puzzle-doer may not have yet thought a bit (or care a bit) about those things called letters. The children in the classroom begin to learn from each other, both directly and by example, understanding which child might be the one to help them with a particular task, and correspondingly which child might need help they might be able to offer.

We continually work to help the children realize that most problem situations can be resolved if those involved respect each other, take the time to think out and discuss possible solutions, and work together to implement whatever plan is decided upon.

As a child advances to first grade after three years in a Montessori primary classroom and to third grade after two years in a Montessori Lower Elementary classroom; to sixth grade after three years in a Montessori Upper Elementary classroom, and to high school after three years in a Montessori Middle School classroom, we expect that she/he will have developed a healthy degree of self-confidence, real academic accomplishments, and an understanding of community that involves both giving and receiving.

Section 2: School Program and Administrative Details

The Newport Montessori School began to form when our director, Christy Whipple started researching pre-schools in the Newport area in 2004 for her four-year-old son Alexander, and three-year-old daughter, Natasha. Wanting something more consistent than two or three day a week options, and lengthier than a couple of hours each day, Christy began looking outside of the immediate area. She found the Hanover Montessori School and was immediately impressed; however, that school had an extensive waiting list. Wanting to utilize her Masters Degree in Education and fulfill a need in the Newport area, Christy began plans for the Newport Montessori School. It is her wish that you become as impressed with Montessori learning as she is, and that it fits your family's educational needs as it has met hers.

The Newport Montessori School was incorporated in September, 2005 as a non-profit organization with the goal of meeting the growing need for a non-traditional private preschool and kindergarten experience in the Newport and surrounding communities. Classes were first in session in September, 2005.

The school opened with two primary classes. The founding student body consisted of 18 students ranging in age from 2.5 to 5 years of age. In the summer of 2008, the Newport Montessori School expanded its program to include the lower elementary Montessori curriculum. This expansion included the renovation of a multi-purpose room to become the lower elementary classroom; additionally a new 30 x 13 multi-purpose room was added.

In the summer of 2010, NMS again expanded its' facility to grow to 9,000 square feet. This expansion included the addition of three classrooms, three additional bathrooms, an office, a janitorial closet, and a multi-purpose room.

In the summer of 2012 NMS expanded its outdoor classroom possibilities with the addition of a multi-use field space. This space has become used for physical education classes, recess, special event parking, and for outdoor classroom opportunities.

In the school year 12-13, NMS added a security system to help keep our students and staff as safe as possible during the daily operations of our school. In the summer of 2013, NMS replaced the main sign located near the driveway entrance to our school. The new larger sign now depicts our school's logo, as well as the ages & grades of students taught at the 96 Pine Street Campus.

In the summer of 2014, the NMS driveway and parking areas were reconstructed to maintain a smooth entrance to and departure from the school as well as to add additional parking spaces.

One week into the summer of 2015 Newport Montessori School experienced a significant flood due to a cracked water valve. 9 rooms were renovated as a result of the flood. The result was that the oldest parts of the school building became the newest.

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In the Spring of 2016 the NMS School Board of Directors (BOD) voted to move forward with adding a third primary classroom. During the Summer of 2016 the former Multi-Purpose Room was renovated and furnished to create the West Primary Classroom.

During the Summer of 2017 NMS completed interior and exterior painting, restoring our building to its original beauty. In June of 2017 NH Governor Chris Sununu signed SB8 (Croydon Bill) School Choice Bill into Law. NMS was instrumental in the fruition of this law and takes great pride in our role of securing NMS as a school of choice for students and their families living in communities without particular grades or schools.

During the school year of 2017-2018 NMS purchased its first 14 passenger school bus. In the summer of 2018 NMS completed interior painting, replaced carpets in the North, South, and West classrooms, crack filled & seal coated the driveway & parking areas, and added a Gaga pit to the upper field playground area.

During the school year of 2018-2019 NMS purchased a 7-passenger minivan. Our geographical area experienced a windy and long winter which resulted in our school needing to replace the 5 trees that are located just outside our fenced play area. In the summer of 2019 NMS completed interior painting of our entire school building, cleaning of all carpets and buffed and waxed all tile flooring areas.

In the Spring of 2020 a world-wide pandemic brought on by the Covid 19 Corona Virus pushed the Newport Montessori School to close its' preschool classrooms out of an abundance of caution. Additionally, kindergarten through 8th grade students and staff moved to remote learning for the remainder of the school year. NMS is proud to have had a 99% participation rate and a 100% success rate for all students.

During the 20-21 school year, NMS upgraded to a newer 14-passenger school bus. In the summer of 2021 to meet the growing enrollment interest, the West Classroom was renovated to become a second middle school classroom. The JC locker area added additional lockers. 4 Promethean boards replaced classroom white boards in the LE, UE, and JC.

In the summer of 2022, the cafeteria and lower level bathroom tiled floors were replaced. The non skid safety tread on the stairs was also replaced. The VCT flooring on the upper level was replaced with Quartz tile. The upper parking lot was re-striped. The JC flower garden was reclaimed and the shrubs aligning the school's driveway were cut back.

In the summer of 2023, NMS purchased a second 14-passenger bus to replace an aging mini-van. This increased the number of students able to be transported at one time. Additionally, the School's outdoor play structure dragon and sunshades were replaced. Both the bus and play structure purchases were due to generous donors.

In the summer of 2024 carpets were replaced in the front lobby (Flat Rock Tile & Stone), the Lower Elementary Classroom, and the Upper Elementary Classroom (Byron's Flooring). The mini-split heating/cooling unit was replaced in the Head of School Office (AEC and Lake Sunapee Plumbing & Heating). Additionally, the school sign was refurbished by Paint n Place Signs.

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Although we have enjoyed rapid growth, we are committed to a school that is small enough to maintain a feeling of community. Ultimately, we hope to house approximately 110 students ranging in ages from 2.5 to 14. This number will allow diversity within both the student body and faculty. Thus we can maintain individual attention and foster the development of each child in our care.

The Newport Montessori School is licensed exempt by the State of New Hampshire Department of Health and Human Services Division of Childcare Licensing. NMS is also an approved, non-public school as defined by the State of New Hampshire Department of Education. NMS is an affiliate of the American Montessori Society. Additionally, NMS has been an approved Candidate for Accreditation by the New England Association of Schools and Colleges (NEASC).

Definitions

Primary: this refers to a Montessori multi-aged classroom containing students between the ages of 2.5 and 6 years of age (preschool and kindergarten).

Lower Elementary: this refers to a Montessori multi-aged classroom containing students between the ages of 6-8 years of age (grades 1, 2, and 3).

Upper Elementary: this refers to a Montessori multi-aged classroom containing students between the ages of 9-11 years of age (grades 3, 4, and 5).

Junior Years: this refers to a Montessori multi-aged classroom containing students between the ages of 11-14 years of age (grades 6, 7, and 8).

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Our program: enrollment options

Primary

Our primary classrooms are in session from 8:30 a.m. to 2:30 p.m. Monday through Thursday, and from 8:30 a.m. to 12:30 p.m. on Friday. There is a before-school child-care program and two sessions of after-school child care offered from 7:30 a.m.-8:15 a.m. and 2:30 p.m. to 5:30 p.m. Monday through Thursday.

Children who are three years old (occasionally, nearly three) at the start of the school year are enrolled for five mornings (8:30 a.m. to 12:30 p.m.). Children five years old (in their kindergarten year) are enrolled Monday through Thursday for the full day (8:30 a.m. to 2:30 p.m.) and on Friday for the morning only (8:30 a.m. to 12:30 p.m.) Parents of the three and four year olds may choose either the morning option or (with the concurrence of the teachers) the full day option for their children. All children bring lunch to school each day or they may purchase hot lunch through the Upper Elementary's Meals Program.

During the morning hours, 8:30 a.m. to about 11:30 a.m., both of our classrooms closely resemble the traditional Montessori classroom described in Section 1: Introduction to Montessori education. When the weather is beautiful-in any season- we may take extra advantage of outdoor opportunities offered by our woodland environment. Preschool students participate in 30 minute art classes, PE classes, Indonesian classes, and Music classes once each week. Kindergarten students participate in 45 minute art classes, PE classes, and Music classes once each week. Elementary & Middle School students participate in these specialty classes for a minimum of one hour each week. We also come together as a school once each week for a Friday assembly of singing, practiced performances, school concerns, school praises, and muffin snacks. At least once each month our whole school comes together for participation in activities led by our monthly presenters. Past presenters include: The Newport Police Department, The Newport Fire Department, Hamstead Performers, Steve Blunt (musician), Wildlife Encounters, Junk 2 Funk, and various musicians and magicians.

Lunch each day will begin close to 11:15 a.m. and after lunch, weather permitting we all play outside together, or inside in the event of cold or wet weather. Morning children are normally picked up from the play yard, and older children continue to play outside until 1:00 p.m. or so- a good hour or more.

When the full day children come in from recess, they are divided into year long groups (there are three separate groups) by age and reading level. We will be able to structure this reading time to the particular children in the group, choosing ever longer picture and then chapter books that first build on the children's interests and finish by broadening their horizons. We close each reading group with a snack shared by all three reading groups in our South Classroom. A book is read by one of the teachers or students to the whole group.

There is an after-school child-care program available to interested parents for children ages 3 and older. This program will operate from 2:30 p.m. to 5:30 p.m. Monday through Thursday. The children will be monitored by a teacher or aide and will be in the cafeteria

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for arts and crafts or outside on the playground depending on weather. No formal lessons will be given in this program; it is strictly a child-care program available to accommodate those parents whose schedules do not allow them to pick up their child at 12:30 or 2:30 p.m.

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The Newport Montessori School has two primary classrooms. Twenty-one students may be assigned to each fully enrolled classroom at the start of the school year. Any changes in students assigned to a classroom will come as a result of director and teacher agreement. Also, any changes will take place within the first two weeks of the school year.

Elementary & Middle School

Our Elementary & Middle School classrooms are in session from 8:00 a.m. to 3:15 p.m. Monday through Friday. There is an after school child care program offered from 3:15 p.m. to 5:30 p.m. Monday through Thursday.

Children who are six years old (occasionally nearly six) at the start of the school year are enrolled for five full days (8:00 a.m. to 3:15 p.m.) Monday through Friday. All children bring their lunch to school each day or they may purchase hot lunch through the Upper Elementary Meals Program.

During the morning hours, 8:00 a.m. to 12:00 p.m. our elementary & middle school classrooms resemble the traditional Montessori classroom described in Section 1: Introduction to Montessori education. When the weather is beautiful-in any season- we may take extra advantages of outdoor opportunities offered by our woodland environment.

Lunch will begin close to 12:00 each day. After lunch, weather permitting, we all play outside together, or inside in the event of cold or wet weather. Our recess does overlap with the primary students' recess. The elementary & middle school outdoor time will be for at least 45 minutes each day.

When the students return to the building at the conclusion of our outdoor time, the elementary & middle school students participate in the extra curricular classes of Art, Physical Education, Indonesian, and Music at least one hour each week. The extra curricular classes at this level often involve trips outside of the classroom. For example, the art class may visit the Newport Library Arts Center (located on Belknap Avenue). Permission slips will be given to parents and guardians prior to the date of an out of building excursion in an effort to keep parents informed of their child's whereabouts during the school day.

There is an after-school child-care program available to interested parents for children enrolled in the elementary & middle school program. This program will operate from 3:15 p.m. to 5:30 p.m. Monday through Thursday. The children will be monitored by a teacher or aide and will be in the cafeteria for arts and crafts or outside on the playground depending on weather. No formal lessons will be given in this program; it is strictly a child-care program available to accommodate those parents whose schedules do not allow them to pick up their child at 3:15 p.m.

The Newport Montessori School has 4 elementary & middle school classrooms. Up to 30 students will be assigned to the classroom at the start of the school year; two teachers will be assigned to each fully enrolled classroom at the start of the school year.

Start of the year home visits:

In order to help new children feel comfortable as they begin the year in a new, or first, school setting, our classroom teachers will try to arrange a short informal visit with each child at her/his home in the last few days before school starts. Children may choose to show the visiting teachers something of special interest to them (their bedroom, a favorite toy, a pet). They may have questions about the new school to ask. They may feel suddenly shy and not say a word. They may even choose to ignore the visitors entirely. No matter which response the child makes, the dual purposes of the visit are nevertheless accomplished. The teachers have a context in which to place the child and enough particular information to help draw out the child some days later at the school. The child, on the other hand, will see at least two familiar faces when she/he comes to school on the first day.

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Section 3: Orientation Week

After much discussion with directors and teachers of other Montessori schools, we have implemented the following schedule to ease the transition from summer and being at home to school.

Elementary & Middle School students will have their first day of school on Tuesday, September 3, 2024 beginning at 8:00 a.m.

Start of the year phase in period for primary students

We have found during our 18 years of operation that using a phase-in sequence for the first days of school works best for new and returning children, teachers, and parents. On the Tuesday, September 3rd, we will have a Family Night in the classrooms from 4:00 p.m. to 6:00 p.m. to which all families, including siblings and grandparents, are invited. In a social atmosphere without anxiety, children and parents will be able to form an impression of the new environment in which the child will be working.

On Wednesday, September 4th, classes will be held from 8:30-12:30 a.m. for all students. We believe it is best if parents do not expect to stay with the children in the classroom. The moment of separation is always the hardest one for both child and parent (it is very hard to leave a crying child), but a child who has been prepared for the fact that he/she will be at school without the parent is almost always able to be engaged by the teachers or other children after a minute or two. If you are most worried, you are welcome to leave the classroom, but view your child from the observation mirrors located in the cubby area of the school. If you plan to utilize the observation area, we ask that you leave the building until 8:30 when the classroom doors will be closed and then return to observe.

On the Thursday, September 5th, the full schedule of enrollment will be held. Dismissals will take place at 12:30 p.m., 2:30 p.m., 3:15, 4:30, or 5:30 p.m., depending on your child's enrollment.

On the Friday, September 6th, all primary students will be dismissed at 12:30 p.m., which is our regular Friday dismissal time. Sibling Sitter Club dismissed at 3:15.

****Sibling Sitter Club:** NMS offers a Sibling Sitter Club available to those families with one or more children enrolled in the primary program **and** one or more children enrolled in the elementary/middle school program. The Sibling Sitter Club will meet on Friday afternoons from 12:30-3:15 in the cafeteria and will be supervised by our After School Care Teaching staff.

Section 4: School Calendar/Cancellations/Absenteeism

At the start of the school year, each parent will be given a preliminary school calendar which will show dates of importance such as: holiday parties, music concerts, vacation dates, and guest appearances by professionals from the community. Parents will be notified in advance of any changes in the calendar.

Our school calendar (which may be viewed on the school's website: www.newportmontessori.org) follows closely, but not exactly, the Newport Public Schools. The first day of school for students is September 3, 2024. The last day of school is June 12, 2025. Unlike the public schools, the date indicated as the last day of school will not change, regardless of the number of snow days we may have had to take during the year.

Our decision to close school for snow will be based on the ability of students and teachers to get to school safely. Because our students travel by car, and because we have many students outside the Newport area, even if we do open the school, we ask that you make the decision based on the safety of the roads where you live. Missing a day or two of school is a fair exchange for your safety.

Please listen to the following stations for cancellation info:

- WMUR-Channel 9
- WCNL
- Posted on the school's Facebook page
- Posted on SchoolInfo App
- Emailed through Montessori Records Xpress Contact System

Absence from School:

To obtain the most benefit from instruction and participation, it is important that students arrive and depart from school each day on time.

If your child will not be attending school, please call the school and inform the school administrative assistant. If your child is absent and we have not heard from you by 9:30 a.m. we will telephone you. The staff takes a special interest in each child's health and welfare. We would appreciate a phone call from you.

Unexcused absences, tardiness and early departures are closely monitored by the School. Missing classroom time for reasons other than illness or other sufficient cause, determined at the discretion of the School in a manner consistent with state law, will be considered unexcused.

The School reserves the right to disenroll any student who has six or more unexcused absences within a school year. Additionally, the School may take other action such as alerting local or state authorities that the student is believed to be truant. Unexcused tardiness and early departures of more than one hour shall count as one-half of an unexcused absence day.

The School may require documentation to excuse absences at its discretion, including, but not limited to, documentation from a treating medical provider.

Section 5: Medical Matters

A child should be kept home if she/he has a fever, a bad cough or cold, an unidentified rash, red or discharging eyes, has vomited within twenty-four hours, seems unusually fatigued, or is complaining of an ear ache, head ache, or stomach ache. A day at home is in the best interest of any child who is, or has been, sick, and is also an enormous help in limiting the spread of germs throughout the school. One child sent to school with gooey eyes, excessively sneezing, or a runny-nosed cold can infect a whole classroom (including teachers). Please be as prudent as possible if you think your child might have a spreadable condition.

When your child is going to be absent, please notify the school by 9:00 a.m. If your child has a communicable illness, please let the school know this as well. The school, in turn, will do our best to inform parents of any communicable illnesses we know to be "going around."

When a child has been home from school with an illness, it is sometimes hard to tell when she/he is well enough to return. *As a general rule of thumb, a child should be fever-free and not have vomited **for twenty-four hours** before returning to school.* (A child's temperature often drops to normal by early morning, only to rise again later in the day. Similarly, a child's digestive system might be emptied of food already eaten but not yet ready to keep food down.) The following are more specific guidelines for a number of commonly encountered situations:

Cold	twenty-four hours after fever is gone, providing there is no heavy or discolored nasal discharge
Strep throat	after the child has been on medication for twenty-four hours
Conjunctivitis	eyes should be clear of discharge and, if bacterial, the child needs to have been on medication for twenty-four hours
Impetigo	after the child has been on medication for forty-eight hours and does not have oozing lesions
Ear infection	when the child has been pain and fever free for twenty-four hours
Head lice	after treatment prescribed by child's physician, and when no egg cases are present
Covid-19	our school will follow the current DOE and DHHS guidelines at the time of your child's exposure or positive test result.

For new students, a New Hampshire Health Form must be completed by your child's physician at the start of each school year. (This will be included in the August Parent Packet to be returned on or before your child's first day of school.) For returning students, a new health form must be completed by your child's physician immediately following his/her birthday.

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General Illness: In spite of everyone's careful attention, it sometimes happens that a child becomes sick at school. If a child complains that she/he does not feel well, we normally take the child's temperature and then have him/her lie down in a quiet place. If there is no fever, we allow the child to rest a little and then check again. (Often a few minutes' rest is all it takes for a transient complaint to pass.) If the child continues to complain, or if she/he has a fever or other obvious symptoms of illness, we will make every effort to contact the parents. Until a parent, or designated adult, arrives to pick up a sick child, we will keep the child comfortable, warm, quiet, and apart from his/her classmates. Our lofts may serve as a classroom infirmary.

Emergencies: At the start of the school year, a Medical Release form must be signed by a parent or guardian in order for the school to seek proper emergency care. (This is part of the Personal Information/Medical Release data collected through our online Family ID registration. In the event of an accident or sudden illness, the school will call 911 and will make every effort possible to contact parents first, before calling the emergency number on file. If necessary your child will be transported by ambulance to Valley Regional Hospital in Claremont, NH. The emergency form will accompany the child so that treatment can be administered immediately in the absence of the parent.

Medications: If your child needs to be administered medication during the school day, *the medication must be sent in its' original prescription container and accompanied by a signed note from a parent stating time(s) and dosage to be given.* This is true for prescription and non-prescription medication. Please hand the medication to the school's administrative assistant or director. Medications may not be left in your child's cubby or included in a lunch box, however responsible you may believe your child to be. It is preferred that for medications requiring 3 times a day administration, that the medication be given before school, after school, and at bed time.

Section 6: Dropping Off and Picking Up Children

Dropping off a child at school

The start of the school day is 8:30 a.m., although the school doors will be open at 7:45 a.m. for Elementary & Middle School students and 8:10 a.m. for Primary students in order to accommodate parents with complicated morning schedules. We expect all Elementary & Middle School students to be in the building no later than 8:00 a.m. We expect primary children to trickle in between 8:10 and 8:30 a.m. Arrival later than 8:30 (except in unusual circumstances) is difficult both for children and for teachers. Classroom activity is by then under way. A child arriving after 8:45 finds it hard to enter the environment when all of her/his classmates are already at work, and teachers may have to interrupt work just begun (with one or more of the children) to greet and settle the new arrival. So, for the good of all, it is important for your child to be at the classroom door within the "on time" window.

When you arrive at school, please stay with your child in the cubby room and wait for her/him to remove outside clothes and change into inside shoes. We expect that you will accompany your child to the classroom entrance. Normally it is best to say goodbyes as the children enter the classroom, although this is not a hard-and-fast rule. If your arrival is on the early side and if your child has something special he/she wants to show you, it is fine to come in quietly and briefly to look at whatever has excited your child. Elementary & Middle School students need not be accompanied into the school building. Students in grades 3-8 will enter through the lower doors and be greeted by Mr. Alan or Mr. Ryder. Students in preschool, kindergarten, grades 1 & 2 will enter through the main lobby doors; Either the school secretary or Mr. Ricky will greet your child in the upper parking lot. After 8:30 Elementary & Middle School students must be accompanied into the building and signed in by their parent/guardian.

Picking up half-day children at school

The school day ends for half-day children at 12:30 p.m. By the 12:30 pick-up time, we will almost always be outside (poor weather causes the most obvious exception and we can then be found in our classrooms. If you arrive at school before 12:30, please plan to wait outside (in your car or on the play yard) until you see the children outside. When you do see the children outside, we would like you to come around the building (rather than through it) to greet your child. If it is raining, please come inside to find your child in his/her classroom.

Recognizing that it is difficult to time your arrival at the school to the exact minute, we view the mid-day pick-up time as extending from 12:30-12:45, but it is important that you arrive *not later than 12:45*. We invite you to then spend a few minutes watching your child at play, talking with other parents, or asking a quick question of an available teacher. When you are picking up a child at mid-day, we are happy to have younger siblings join in the play-yard activities. **It is important for all parents to remember, however, that they are the ones responsible for younger siblings and that all children playing at school must respect the rules and boundaries the school has established for outside play (see Section 8).**

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When you are ready to leave, please let a teacher know you are going. Take your child in through the cubby-room door to collect his/her lunch box, extra clothes, paintings, etc. (often the children will know of things to take home that might otherwise be overlooked.) Stay with your child in the building, and leave together through the parking-lot doors. Children normally should not need to use the bathroom or have a drink on the way through (having just done these things at lunch time). In the event that a child does need to use the bathroom, we would like to ask that she/he use the bathroom in her/his own classroom (leaving outside shoes/boots at the classroom door) rather than the cubby room bathroom reserved for adults.

Even though full-day children will quite probably still be playing outside, we do expect all half-day children to have left the play yard by 12:30 p.m., with the exception of Fridays. However, on Friday afternoons, the school building will be closed at 1:00 p.m., so please plan to collect all belongings and use the bathrooms, if needed, before that time. (Teachers count on using the Friday hour between 1:00 and 2:00 p.m. to clean the classrooms, do classroom laundry, etc., and hold staff meetings.)

Picking up full day children at school

Our full-day primary program ends at 2:30 p.m. At the afternoon pick-up time, we are almost always inside, and you can come in to fetch your child.

Although we have several groups for reading, the full-day children have been combined in such a way as to provide more social opportunities in the afternoon. As a result, the children may not be reading in their morning classrooms. You will learn at the start of the year in which room your child's reading group meets. If you need to pick your child up between 2:15 and 2:30, please see the Administrative Assistant; she will fetch your child from his/her reading group session. (The reading group will still be at work, so please be sure to enter quietly.) If you know that your child needs to leave exceptionally early (before 2:15), and this is not a regular part of your schedule, it is helpful if you notify your child's teacher in the morning.

At 2:30, or shortly thereafter, we will take children into the cubby room to prepare for pick-up. We ask children to wait at their cubbies (rather than running to greet an entering parent) until the parent or caregiver comes to them. Please keep your child with you as you collect his/her belongings, speak to other parents or teachers, etc. Children should not approach the doors to the parking lot until you are ready to leave. *Children may never leave the building – to stand on the front step, go to the car, or play outside in the play yard – unless a parent or other caregiver is with them.*

You are welcome to use the playground at pick-up time, but please remember that for safety and consistency the same playground rules apply during and after school hours. The exterior doors of the school are locked at all times as part of our school's safety policy and procedures.

Authorizing someone other than parents to pick up a child after school

If a child will be picked up on a regular basis by someone other than her/his parents, the name(s) of such individual(s) should be listed on the "permissions" form filed with the school at the start of the year. The morning of the alternate pick-up, the

parent/guardian will be asked to complete an alternate pick-up form. The alternate pick-up person must bring this form to the supervising teacher on the playground before he/she removes the child from the playground. For this reason, the alternate pick-up person should first enter the building to sign the student out and to retrieve the alternate pick-up form from the school administrative assistant. We will only release your child to individuals listed on the permissions form and who are in possession of the alternate pick-up form. (If necessary, you may add to or change the list of named individuals during the course of the year.)

If an emergency should arise, or your plans should change during the time your child is at school, please call the school and let us know who will be picking up your child (a message on the answering machine is necessary and sufficient authorization).

It is important to remember that we are *not permitted to release a child to someone other than a parent or an individual enumerated on the permission form without a signed and dated note or a telephone message from the parent(s)*. It is not sufficient for an adult not on your list (even a grandparent or the parent of another child in the school) to appear and tell us that you have asked him/her to fetch your child.

Picking-up children at the conclusion of the After-School Childcare Program

This program concludes at 5:30 p.m. each day. The children will almost always be outside or if the weather is not permitting, downstairs in the cafeteria. Please pick-up your child from the outdoor play area by entering the play area from outside, rather than by walking through the building. Follow the same guidelines as those picking-up a child at 12:30 p.m. Should your child be located inside the school building, please use the front entrance of the building. Walk through the cubby area and down the stairs near the Head of School's office. Be sure to speak to your child's teacher when you are ready to leave.

Exceptions to regular drop-off and pick-up times

Occasionally, parents may have obligations that conflict with normal drop-off or pick-up times. If, exceptionally, you find that it would be easier for you to drop your child off, or pick her/him up earlier or later, than the normal drop-off/pick-up times, we are happy to try to accommodate your needs if we are consulted *in advance*. If you know of such a need (even an occasional full day for a half-day child), please speak to the administrative assistant as much in advance as possible (not later than the day before).

Section 7: Entry and Cubby Area Expectations

Opening onto the parking lot, the play yard, both primary classrooms, the downstairs areas, and our adult bathroom, the entry and “cubby room” are the crossroads of all activity in the school. For all members of the school community to be able to carry out their various activities in ways that are safe and comfortable, we feel it is important for everyone to understand and respect entry-cubby- room “rules of the road.”

Using cubby space itself:

Each child has a cubby labeled with her/his name. During the school day, jackets, sweaters, snow pants, hats, scarves, etc., are hung on the child's hook. The space under the cubby seat is intended for footwear only, storing slippers (indoor shoes) when children are outside, shoes or boots when the children are in the classroom. The seat has been made deep enough so that lunch boxes can be placed at the back of the seat and children can sit comfortably in front of them. In winter, mittens that are dry are best stuffed into pockets or sleeves. When wet, mittens can be laid out on the cubby seat or stood up in boot tops.

The children's indoor shoes are normally kept at school overnight and through weekends and vacations. Some families will also find it helpful to leave snow pants or boots at school, especially in the spring when we need these clothes to play outside but not necessarily to go back and forth to school. We ask that you try to limit clothing stored in the cubbies to the necessities (those actually used each day). Please keep the cubbies from becoming catch-alls for forgotten sweaters, outgrown shoes, left-over lunches...

Students in grades 1-8 have locker/cubby storage areas in or just outside of their assigned classroom.

Parent folders:

In the cubby room, just outside of each primary classroom, is a milk crate file with a folder for parents of each of the children in that classroom (labeled with the name of the child). At the back of the upstairs cubby area is an area containing teacher mailboxes. We would like to remind you that these folders are the mailboxes for exchange of information among the *adults* of the school community. It is important that parents (or other adult caregivers), rather than children, check the folders each day.

Students in grades 1-8 have a travel folder that should be checked each day after school. Parents will find the two pockets labeled “return to school” and “keep at home”. Entrusting your child/student with transporting items between home and school is a practical life skill as important to their increasing maturity responsibilities as core curriculum subjects.

Safety:

There are a number of things to remember in order for children to use the cubby room safely:

- Children's feet need to remain on the cubby room floor. (The cubby seats do seem inviting for children to stand on, but hooks are then dangerously close to

eye height). Please help us by reminding your child of this even when teachers are not present.

- It is not safe for children to run in the cubby room.
- To keep everyone safe at pickup time, we ask the children to stay at their cubbies until parents or care-givers come to them (which is to say, we cannot permit them to run to meet a parent entering the door).
- Please keep children with you as you collect lunch boxes, check folders, etc. For obvious reasons, we cannot have unaccompanied children “hanging around” the doors as parents finish up business in the school.
- *Children leaving the building from the cubby room or entry area must always be accompanied by an adult. It is never all right to send a child, however responsible, out to wait on the front step or to play outside alone.*

Cubby-room bathroom

Except in emergencies, the cubby room bathroom is intended for adults only.

Cell Phone & Smart Watch Use

Parents/Guardians please try to conclude all cell phone conversations prior to entering the school building.

It is the policy of the Newport Montessori School for staff to be engaged with students and the learning process at all times that staff members are responsible for student supervision. Therefore, apart from a rare emergency, all staff are prohibited from making personal calls or having personal text communications while responsible for students. Violations of this policy may lead to discipline. Repeat violations of this policy may lead to discipline up to and including administrative leave or termination.

For Students:

The use of personal communication devices by students during the school day has become a constant disruption to the educational environment, not conducive to productive learning experiences and often the source of multiple disciplinary interventions.

Students may not have a personal communication device (cell phone or other electronic device) “on” or in use during the school day or in a location that allows the student to hear or see the activated device during the school day. Any such item must be stored in a personal backpack or school designated area. Such items should not be kept on the person or in the clothing of a student. The School will provide a locked space for all students to store their electronic devices in the event that a student is non-compliant with storing their device in their personal backpack or school designated area.

Communication during emergency conditions-all staff members have access to communication devices during the school day and can contact the school office or emergency services should emergency conditions arise. During an actual school

emergency, students who access stored personal communication devices to make calls for assistance will not be non-compliant.

Personal headphones/ear buds that connect directly to school issued computers will be allowed for instructional purposes as assigned by the teacher when using the school issued device.

Discipline of Students:

If a student violates this policy and is found to have a device out during the school day, they will be sent to school administration. If administration determines that the student has failed to demonstrate the ability to adhere to applicable rules, regulations, and policy, the device will be turned over to administration. The device will be returned to the student at the conclusion of the school day. In the event that a student violates this policy on more than one occasion, parents/legal guardians of minor students will be required to make arrangements for picking up the device.

Prohibition Against Firearms on School Premises

The purpose of this policy is to assure a safe school environment for students, staff and the public. No student or non-student, including adults and visitors, shall possess any firearm of any type on the Newport Montessori School Premises. Should a parent or other responsible adult who can legally possess a firearm have a firearm in his or her vehicle upon entering into the school parking lot, the firearm must remain locked and in a safe condition within the vehicle at all times. Any person found to be carrying a firearm into the school building will be in strict violation of this policy and the School reserves the right to take any appropriate action at that time, including contacting the local police. This policy does not apply to certified law enforcement officers who regularly possess a firearm for the purpose of carrying out official duties.

Note: Possession of a firearm within 1,000 feet of school property without a valid New Hampshire Pistol/Revolver License, even though New Hampshire no longer requires said license for general concealed carry, is a felony criminal violation of federal law pursuant to the Gun Free School Zones Act of 1990. 18 U.S.C. § 921 et seq.

Section 8: Outdoor Environment, Play Yard, and Indoor Play Area

Outdoor Environment:

The Newport Montessori School has constructed an outdoor environment for use by students and staff. One may enter the outdoor environment on the path behind the paved turn-around area near the upper parking lot. The path proceeds parallel to the school building for approximately 1500 feet concluding near the play yard. We try to utilize this trail as often as possible throughout the school year to note changes in seasons as seen by wildlife, plant growth, and other seasonal indicators.

Play Yard:

- Children are to stay in the fenced in area unless accompanied by a parent, guardian, or teacher
- Children are to proceed feet first down the slides
- Children are to use the rock wall and bar climber one at a time
- The window seat is for sitting as opposed to climbing
- The bark mulch needs to stay on the ground
- Siblings are welcome to join us with parent/guardian supervision
- Children are encouraged to climb the dragon in a safe manner
- Children are encouraged to use the sand area to the depths of their imaginations
- Children are encouraged to enjoy the tether ball equipment in a safe manner
- Children are encouraged to use the outdoor Gaga Pit in an appropriate and safe manner
- Children are encouraged to enjoy the Frisbee Golf course in an appropriate manner

Indoor Play Areas:

- Walking is allowed
- Indoor voices are encouraged
- Indoor shoes are to be worn at all times
- The piano may only be used when accompanied by a teacher

Asbestos Statement:

The Newport Montessori School has no asbestos containing building materials (ACBM). The school has designated Richard Hammond to maintain the school's AHERA Management Plan and re-inspection reports.

Section 9: Clothing

Children should come to school in comfortable, practical clothing that can stand the normal wear and tear of a school day (working on mats on the floor, playing outside, painting at the easel, etc.). In the classroom, children should wear only clothing that they can manage themselves. Please be sure your child is able to fasten and unfasten belts, buttons, overall clips, etc., so that he/she may use the bathroom without needing help from a teacher.

Each child also needs a complete change of clothes (that fit and are appropriate to the season) to be kept at school in case of accidents (among other things, we use a lot of water in the classroom...) It is helpful if the child's name is written in/on every item of clothing, including shoes (an indelible pen works well for this).

We plan to go outside almost every day to play in the yard or to take a walk unless it is actually raining or too cold to be pleasurable (usually below about 25 F.). In order to make life at school as pleasant and easy as possible for your child, it is important that he/she have warm enough clothing for a prolonged period out of doors every day- sweater, jacket, hat, mittens, a scarf as appropriate to the season and to the weather that day. Again, it is helpful if your child is able to manage most of the outside clothing him/herself. Teachers and older children are always willing to help, but everyone's play-time is shortened when many children have overly-complex clothing with which to deal.

Shoes: indoor and outdoor

Children will need "indoor shoes" to wear in the classroom all of the time. This is designed to keep the classroom and children clean and quiet, and to save wear and tear on the floor, rugs, and work mats. Indoor shoes should be inconspicuous, soft-soled (not sneakers), and easy to put on (pull-on is best). Ballet slippers and leather-soled shoes both make excellent indoor shoes and are readily available, but there are many other possibilities as well. State child care regulations require that to be acceptable for classroom use, slippers must have soles (this is in case of fire drills or alarms), sandals must have **back straps**. Neither flip flops nor socks will do. It would be helpful if each child could already have indoor shoes (labeled with the child's name) on the first day she/he comes to school. Indoor shoes will be kept at school in each child's cubby. Please keep in mind that all floors in all areas of our building are heated by radiant heat, thus, light weight, less insulated shoes work best to keep youngsters from over-heating.

We plan to go outside almost everyday to play in the yard or to take a walk. Children need sturdy, safe, and weather-appropriate shoes or boots every single day (this includes waterproof footwear for the dewy grass of spring and fall mornings).

Again, as is the case with clothing- teachers are always ready to help with those parts of dressing that a child has not quite mastered. When choosing shoes, however, it will be helpful to the whole class if you are able to find shoes for your child (both indoor and outdoor) that are both functional and as easy for the child to deal with as possible.

Crocs are not safe footwear for Physical Education activities. To prevent injuries and accidents, a child wearing crocs to PE class will be asked to observe. The school also

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reserves the right to ask a student to observe who is wearing other inappropriate footwear.

Section 10: Snacks & Lunches

Snacks:

a. Primary Classrooms Snack Program

Upon entering their classrooms at the start of the day, primary students will place their snack container in the classroom snack holder. For reading group students, they will take out their afternoon snack from their cubby area on their way to afternoon snack following their reading group session.

b. Elementary & Middle School Class Snack Program

Elementary & Middle School students are asked to bring a snack in their lunchbox. The snack will be eaten in the classroom at some point during the morning work period. Some suggestions include: cheese sticks or cubes, yogurt, cream cheese, hummus, peeled hard-boiled eggs, fresh and dried fruits, fresh vegetables, mild salsa and chips. On days when an elementary & middle school student is celebrating a birthday, that student is asked to bring in a birthday snack to share with his/her classmates. Please note: on birthday celebration days, your child may or may not eat their individual snack placed in their lunchbox.

Lunches:

All of the children will be staying for lunch on most days. Classrooms alternate lunch periods from day to day to best utilize our cafeteria located downstairs. Elementary & Middle School lunch time will follow the primary lunch time. When the weather permits, we will eat outside on the lawn.

It is most important that your child actually like the lunch she/he brings. Many children are happiest with exactly the same (well-balanced) lunch every day. We do ask that you do not send candy or gooey cupcakes as part of your child's lunch.

We always have water available for children to drink at lunch (although your child may prefer to bring fruit juice or a thermos with milk). We also have spoons, forks, and knives for the children to use. It is not necessary (or even desirable) to send "silverware" to school with your child.

Please be sure that any containers you send are leak-proof! Also, please label your child's lunch box with his/her name, as well as any plastic containers or thermoses you may pack with the lunch.

NMS offers a hot lunch service Monday through Friday. Hot lunch at NMS is provided by Mr. Steve Roberts of Sawtooth Kitchen. The NMS Upper Elementary Class Business (UE's Busy Bees) coordinates the hot lunch service.

No Nut Policy

Due to a number of life threatening food allergies within our student population, the NMS Board of Directors has instituted a No Nut Policy (peanuts, peanut butter, almonds, cashews, walnuts, etc). We rely on the understanding and cooperation of parents, students, and staff members to make sure that no nuts or nut products are brought to the school at any time—including coffee hour, snack, lunch, birthday treats, and potluck dishes. If an individual is exposed to nuts at home before coming to school, we ask that person to be sure to wash hands and remove any traces of peanut butter from skin, face, and clothing.

Cross contamination is the greatest risk to children with these allergies. An allergic reaction can happen just by touching a material or door knob that a child who just ate one of these items previously touched, or even breathing peanut dust in the air. Given the severity of the consequences to children with nut allergies, any child who brings in snack or lunch items containing peanuts or tree nuts will not be allowed to eat them (an alternative will be provided by the school) and a note will be sent home to the parents reminding them of the policy. We realize that for some children, not having peanut butter and jelly sandwiches is a tough adjustment, but when a life of another child is at stake, it's a small sacrifice to make.

For children who are having difficulty giving up peanut butter sandwiches, given the school's no nut policy, we recommend you try Natural or Sunbutter (it's a peanut alternative made with sunflower seeds in a nut free facility and even our pickiest taste testers loved it). You can find it at Hannaford or Shaw's in the Natural foods section. Parents of children with food allergies need to notify staff immediately of your child's condition and provide the school with either antihistamine or an EpiPen prescription specifically for your child. If your child has other food allergies, you may be asked to provide your child's own snack and make us aware if your child has any other food exposure reactions. Please note this food policy is not fail safe. The school and the staff will take all the precautions reasonably possible to keep your child safe while at school. If you have any concerns, please contact the school's Director at 603-477-9014.

Section 11: Extracurricular Activities

In addition to our academic studies, Newport Montessori School is pleased to offer art, Music, Indonesian, and Physical Education to all of our students. These extracurricular activities will take place during the morning sessions each week to enable all of our primary students, regardless of their enrollment, to partake.

Music

Primary classroom music will be instructed by our music teacher, Miss L. She will come to the school on Mondays to work with each student on music instruction. The location and length of each music class will depend upon the age level of the student.

Elementary & Middle School students will also have a variety of music lessons available to them in their classroom each day. Additionally, Elementary students will have a formal music class for no less than 60 minutes once weekly (usually on Monday).

All students will work with the music teacher to prepare two musical performances for parents & families: Winter Concert & Spring Concert.

Indonesian

NMS Primary students participate in Indonesian classes on Tuesdays. Indonesian at Newport Montessori School will be instructed by Miss Hany. Miss Hany will engage small groups of students to instruct them on basic Indonesian terminology: colors, numbers, shapes, family names, and our Indonesian curriculum.

Elementary & Middle School students will participate in 45-60 minute Indonesian one time weekly.

Art

Primary students participate in art class under the direction of Miss Meradith Lamery. Miss Meradith teaches art classes on Thursdays in our school's cafeteria (most usually).

Elementary & Middle School students will participate in Art class on Wednesday in 45-60 minutes classes. In an effort to expand our elementary & middle school art program, students will visit the Newport Library Arts Center gallery to attend different showings. It is our goal to have a gallery event showing the art work of our elementary & middle school students sometime in the spring.

Physical Education

PE at Newport Montessori School will be instructed by Ray Shepardson. Mr. Shep will come to the school on Wednesdays. He will work with the primary students in one of three groups outdoors; on inclement weather days, PE will take place in our cafeteria and outdoor play areas.

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Elementary & Middle School students will have a spectacular PE program filled with various physical activities including: indoor swimming, gymnastics, skiing, snowboarding, and more. Elementary & Middle School students will bring home a participation form at the start of each new experiential activity. All PE activities will be of a cooperative nature.

Section 12: Birthday Celebrations

The *Celebration of Life* is our way to commemorate your child's birthday in the classroom. This celebration allows us to enjoy some happy moments and memories with the birthday child. We strongly encourage parents to allow each child to have this happy experience. Summer birthdays will be celebrated in the month of June.

During the Celebration of Life, the birthday child walks around a symbolic circle representing the months of the year. As each circle is made, a statement is read giving the child's history for that year and a photograph from that year is shown. A few sentences about the history of the year are adequate. Mark your child's age on the back of the photographs. Parents prepare the statements and the photographs. Each year the child is here, parents are asked to add to the history. All photographs and materials will be returned.

Example:

1st year: _____ was born in _____ on _____. She/He was a happy, healthy baby. During the summer, he went to visit his grandmother in Austin, Texas. He took along his favorite toy; a brown bear named Burt.

2nd year: When _____ was one year old, he/she stood up and walked to his/her dad. For his/her birthday, his/her cousins came to share the birthday cake. He/She made friends with the next door neighbor's dog, Sam; so the first word he said was, "Sam."

3rd year: When _____ was two years old, he/she...

4th year: When _____ was three years old, he/she...

5th year: When _____ was four years old, he/she...

6th year: When _____ was five years old, he/she...

Parents are encouraged to bring a birthday snack to be shared at whole school snack time on the day of their child's celebration of life. Appropriate celebration snacks include: muffins, fruit, crackers and cheese. Some children enjoy presenting a book or donating classroom materials in honor of their birthdays. Your child's teacher would be happy to make a recommendation if you would like to make a donation.

We would also invite you to come in and join in the celebration at Circle Time. Your child's teacher will tell you what time to be in class. You can tell us about your child and make a time line of pictures from birth to now.

At the start of the month of your child's birth, a letter will be sent home indicating the date, time, and a brief explanation of the proceedings for your child's birthday celebration at NMS. Birthdays are special events at Newport Montessori; we look forward to celebrating with you and your child.

Section 13: Tuition

Tuition Obligation:

By the start of the school year, individual parents or the tuitioning school district of each enrolled child will have signed a contract with the school obligating them to the full amount of tuition for the academic year. However, recognizing that there could be a circumstance of mismatch between family or child and school, the school has instituted a "trial period" of thirty calendar days from the child's first day of attendance, during which the child may be withdrawn by the parent(s) or tuitioning school district at the recommendation of the teachers without further financial commitment beyond the pro rata cost of one month's attendance. If a child is (for whatever reason) withdrawn by the parents *after* the thirty-day trial period, the family will be held responsible for full payment of tuition unless the school chooses to forgive this obligation in part or in whole.

Tuition Payment:

a. Parents

A deposit of ten percent of the child's annual tuition normally accompanies the original enrollment agreement for each child. Parents may choose to pay the remainder of the annual tuition in two equal installments (billed at the end of September and at the end of January) or in nine equal installments (due as billed at the start of each month beginning with September and going through May). For each payment option, you will receive a tuition statement (bill) in advance of each "payment due" date. The amount billed is calculated by dividing the amount still owed for the year by the number of payments remaining. Invoices will be emailed. Parents may opt to utilize ACH (automated clearing house), credit cards (with a 3.5% convenience fee), check or cash. Payments may be made online or brought to the payment box on the Administrative Assistant's desk.

To keep administrative costs down, it is important for parents to be careful to pay tuition bills on time. Tuition bills are presented at least a week in advance of the due date, which is always a Friday early in the new month. When payments are not received by this date, administrative tasks increase significantly.

On the other hand, if at any time during the year a parent or guardian should have difficulties in meeting a required tuition payment, please discuss the problem with us at once. It is quite likely that we will together be able to work out a mutually satisfactory payment plan. Parents should be aware that the school does reserve the right *to charge interest* at the rate of 15% per month (18% per year) after thirty days on any unpaid balance and *to exclude a child from the classroom* if tuition payments become two months past due (until satisfactory arrangements for payment can be made).

The school offers a 10% tuition discount to families for every sibling enrolled of a currently enrolled student.

b. Tuitioning School Districts

A school district tuitioning students to the Newport Montessori School is obligated to pay 10% of the tuition cost at the start of the new fiscal school year (usually July 1st). The other 90% of the tuition cost is split between two payments of 45% due by October 1st and February 1st of the tuitioning school year. This obligation is put in place due to the likelihood that a tuitioning district will be enrolling more than one student. The size of each enrolled class will determine the amount of funds allocated by the school administration to such expenses as teaching staff and supplies. It would be very detrimental to the school budget if it planned for multiple students who either failed to attend the school or were not current with tuition payments.

The 10% sibling discount for families does not apply to tuitioning districts.

Tuition Assistance Program

The Board of Directors of the Newport Montessori School has developed a tuition assistance program for re-enrolling students. The program is designed to reduce the tuition amount for families who want the benefits of the education programs of the school but who cannot fully afford the tuition. The Tuition Assistance Program may help fill this gap. It is therefore limited to students being enrolled by individual parents/guardians and unavailable to tuitioning school districts.

Tuition Assistance applications are made available to enrolled families in February as part of their re-enrollment application packets. All financial information is solely viewed by the Tuition Assistance Committee Financial Coordinator and is confidential. Families will be notified of their application results prior to the conclusion of current school year.

Section 14: Anti-Discrimination & Sexual Harassment Policy

Although it is hard for us to imagine this kind of problem ever happening in our school, our insurance carrier requires that we communicate to parents a written policy.

The Newport Montessori School is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all individual members of the community are entitled to respect. Our school community is blessed with individual members from a variety of backgrounds, family structures, and life experiences-each of whom are entitled to the benefits of the education we offer.

Harassment of any kind is a violation of school policy. This includes, but is not limited to, harassment based on race, national origin, gender, sexual orientation, gender identity, religion, disability or marital status. Prohibited harassment is conduct, including verbal conduct, (1) that creates or will create a hostile environment by interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (2) that is threatening or intimidating.

Sexual harassment is a form of harassment that also violates school policy. Prohibited sexual harassment is any unwelcome sexual advance or sexual conduct, including verbal conduct, that is tied to a student's educational benefits, opportunities, or performance, or to a student's physical or psychological well-being; (2) that creates or will create a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or (3) that is threatening or intimidating.

To prevent harassment in the first instance, staff members will teach that tolerance and respect are essential to the school community.

It is important to note that there are times in preschool/kindergarten and even in lower elementary when it may be necessary for a teacher to be alone in a bathroom with a child or to help a child undress, dress, or clean her/himself after a toileting accident. Please know that even then, teachers are expected to discuss what they are doing with the child and to ask the child's permission when possible.

If you should ever have even the smallest concern about the possibility of discrimination or sexual abuse, please feel free to contact Richard Hammond immediately, either at school or at home (603) 477-9014. Given the size of our school community, we would additionally like to offer you the option of contacting Barry Hunter, Sullivan County Deputy Sheriff, Former Chief of Newport Police, a member of our Board of Directors, and a Retired Executive Major of the New Hampshire State Police at his home in Lempster, NH (603) 313-5146.

Section 15: Parents and the School

Helping parents to become part of our Montessori school community:

We have scheduled a number of events throughout the year to help parents get to know each other and become part of the school community. It is our hope that most families are able to attend, in an effort to form a good beginning.

Parents picking up their children at 12:30 are invited to watch their children at play for a few minutes. This time will provide parents an opportunity to get to know the parents of their children's friends, as well as the possibility of informal exchanges with the classroom teachers.

In mid-September, parents of Lower Elementary, Upper Elementary, and Middle School (JC) students will be invited to attend Curriculum Night. This event provides parents and guardians the opportunity to learn more about their student's curriculum studies, as well as to learn how the start of the school year is progressing for their student.

In mid-March, primary parents are invited to come to school one weekday evening for a children-teach-parents night. By this time of the year, even the youngest child will have mastered many activities. Each child will have chosen in advance one or two activities to present to parents as those activities were presented by classroom teachers to the child her/himself. Parents will be astonished by the seriousness, concentration, and care their children will show as they go about their work and fulfill their "teacher" roles.

Also, in mid-March parents and family members of 1-8th grade students are invited to attend our Science Fair Night.

Finally, we will finish the year with an ice cream social following our Kindergarten graduation ceremony and a banquet following our 8th grade graduation ceremony. Again, we invite all family members, including grandparents, to attend these events.

NMS has a Parent/Teacher Organization which meets monthly beginning in September and concluding in June of each school year. All parents/guardians are encouraged to attend.

Memos:

Memos announcing special events, field trips, and sometimes even problems, will appear in cubby-room parent folders or elementary & middle school travel folders nearly every week (or more often).

Occasionally, an important announcement will be posted on the notices board mounted to the entry area of the building. If you see such a notice, please stop and take time to read it. It may be a reminder of something happening that very day!

At the start of each month, a school newsletter will be sent out electronically to each family. This will contain news of specific goings-on in each of our classrooms. It will also contain an article from the director. The school newsletter is designed to be another line of communication between Newport Montessori School and the families enrolled here.

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Weekly emails are sent out electronically by the Head of School to announce and remind our active school community of special events taking place the following week.

Additionally, our school offers an App for notices called School Info App. Instructions on how to download this app will be sent home with each student at the start of the school year.

Minor problems, questions, and concerns:

Parents should feel free to discuss any questions or concerns with the teacher as they arise at any time during the year. *Pick-up times*- especially when children, teachers, and parents are outside in the play yard- *usually offer good opportunities for informal discussions.*

One important request:

Please try not to plan discussions with the teachers (other than quick observations about situations of immediate or urgent concern) at drop-off time in the morning. Preparing for the day ahead, welcoming the children as they arrive, and getting the work of the morning off to a good start requires the full attention of the teachers at this time.

Parent-teacher-student conferences:

a. Elementary & Middle School:

Individual parent/teacher/student conferences are scheduled for each child during school hours in November, January, and April. Teachers prepare an individual report presenting their observations of the child's social and "academic" progress, which is given to parents at the conference. Students will both be asked to complete a questionnaire to bring with them to each conference. A conference sign-up sheet will be generated prior to each conference. Parents will be invited to schedule a conference at a time which all responsible parents may attend.

b. Primary:

Individual parent/teacher conferences are scheduled for each child during school hours in November, January, and April. Teachers prepare an individual report presenting their observations of the child's social and "academic" progress, which is given to parents at the conference. At the end of the year, a similar report is prepared for each child and is given to parents. A conference sign-up sheet will be emailed and parents will be invited to schedule a conference if they feel this will be helpful, although by the end of the year parents may feel that a formal conference is not needed.

Apart from these scheduled conference times, teachers will be ready at any time during the year to talk to or meet with parents if a parent has a particular concern or a more serious problem. Please speak to your child's classroom teacher or call the school to arrange a special afternoon or evening conference.

Methods of School Communication include: the school's Facebook page, School InfoApp, and Montessori Records Xpress email system.

Student Records requested by parents/guardians *will include*:

- MRX/Report Card
- Standardized Testing
- Health Forms
- Student Incident/Discipline Forms
- School Injury/Accident Reports

**They will not include emails by staff.*

- Section 16: Academic Honesty, Testing, & Homework

Academic Honesty

A cornerstone of Montessori philosophy is respect: respect for self, respect for others and respect for the environment. Because this is an educational environment, intellectual honesty is a quality that we hold dear. As a community, trust is earned through caring and working together.

The faculty at the Newport Montessori School takes their work with each student seriously. We work with both their academic and social needs. It is our expectation as a teaching community that through our modeling and community efforts the students understand and do not take for granted the importance of respect and integrity. Should it become apparent that a student is not clear about the importance of these qualities and how they relate to academic issues, we will take the following course of action.

1. Students must discuss the value of trust, respect and intellectual honesty with their current and past teachers. This exchange should be a meaningful discourse so both students and teachers come to understand the circumstance leading to the incident of concern. This should be a learning experience for all involved.
2. Students should have a period of time to reflect on the discussion with faculty and be prepared to make a presentation to their teachers of record concerning community responsibility and intellectual honesty. The Administrator will determine whether the student is suspended for this period.
3. Upon returning to school, the student will make this presentation at the faculty's convenience.
4. Following the presentation and subsequent discussion between faculty and the student, the student will be dismissed from school until a time agreed upon by the faculty.

Testing

Did you say test? That's not Montessori! Well, it is. In a Montessori environment it is important for a student's teacher (director) to observe and measure your child's work and growth. We generally have students demonstrate their skills for us as individuals during the third part of each lesson a child is given. Part one: Lesson Introduction, Part Two: Lesson Practice, Part Three: Demonstration of Mastery. These demonstrations come in many ways, and form a basis for a teacher's decision to review or to move a child on within a range of curriculum choices. If a teacher or teaching team feels it would be helpful to obtain specific information in order to facilitate curriculum planning for a child, the teacher may do individual informal assessments. Sometimes other faculty members will be called upon to observe and consult with class teachers.

When more complete information would be helpful in determining a child's learning style, teachers will make that need known to parents. Parents and teachers will then discuss the possibilities for further tests either at school or within the community.

Annual standardized testing at the Newport Montessori School is supported as a Practical Life exercise. We want the students to learn to take tests and be confident of their

preparedness for the process. Testing will begin at the Elementary level. Tests for all students will be scored to obtain raw scores. At the Lower Elementary level, Grade One tests will be scored, and will serve as a baseline for testing in subsequent years. Raw scores for Grade Two through Grade Eight tests will be available to parents as a routine part of discussion relating to a student's performance. We test grades 1, 3, 5 & 7 for parentally placed students.

Homework Policy

Homework is periodically assigned at each level of the school following the Primary years. Homework is designed to reinforce the concepts of carrying work to and from school, following directions, setting up work space, planning time, and observing due dates. This is a learning process for the child and for the parents. Research supports the notion that the goal of homework through the elementary years is to reinforce for future years. So, assignments might be fun practice and sometimes creative and multi-sensorial. Homework focused on acquisition of knowledge becomes more frequent in the later Middle and High School years.

You can best support your student by providing a means for securely carrying work, and establishing time and space in the evening to plan and accomplish assignments. Modeling behavior by turning off the television and reading or working quietly in proximity to your child will be most helpful. While asking questions and helping your child to formulate questions can help build your student's confidence; doing their work for them does not. At school, the children describe that as stealing their learning. The process of learning to do work at home takes time and patience for all.

Technology

Students at the Newport Montessori School have exposure to several types of technology including but not limited to: telephones, calculators, desk top computers, lap top, iPads, computers, Promethean Boards, and the Internet. Students are to use the technology items under the supervision of their teachers.

The Newport Montessori School has made the Internet available to students because it is a valuable educational resource. NMS is committed to safe, supervised use. To ensure the safety of students, NMS requires adult supervision of student Internet use and has an Internet filter in place to block inappropriate content. Parents, guardians, and students should be aware that no filtering system, including ours, is 100% effective in blocking inappropriate content. Because of this, students may intentionally or accidentally encounter inappropriate content. Restricted access to the school's computers and network is a consequence for inappropriate use. Parental permission is required for students to use the Internet and online information tools found in the NMS classrooms. Parents and guardians can choose to allow, or not allow, their students to use these tools at any time by contacting their student's teacher. If you have any questions about policies regarding student use, please contact the Head of School directly.

Section 17: Retention of Student Records

The Newport Montessori School will maintain individual student records that include:

- a. Preliminary Application completed upon enrollment;
- b. Name;
- c. Date of Birth;
- d. Town of Legal Residence;
- e. Parent/Guardian Information
- f. Online Enrollment Pages (Emergency Contacts, Physician, Dentist, Health/Medical current within last 12 months)
- g. Reports of Academic Performance (Montessori Records Xpress reports for all Prekindergarten and Kindergarten students; Report Cards for all 1-8th grade students)
- h. Reports of Attendance

In the event of the closing of the Newport Montessori School, student records will be deposited to the local school district (SAU 43).

Section 17A: Immunization Policy

Under NH Department of Education RSA 141-C-20: a-e: All parents or legal guardians shall have their children who are residing in New Hampshire immunized against certain diseases. These diseases shall include, but not be limited to, diphtheria, mumps, pertussis, poliomyelitis, rubella, rubeola, and tetanus.

Children may receive partial immunization relative to the age of the child.

Children may be exempt from immunization if:

- a. A licensed physician certifies that immunization against a particular disease is detrimental to the child's health.
- b. A parent or legal guardian objects to immunization because of religious beliefs. The parent or legal guardian shall sign a form stating that the child has not been immunized because of religious beliefs.

Section 18: Discipline

At the Newport Montessori School it is important that the child clearly understands the rules and possible consequences for violating rules. Through nurturing and sensitivity, we hope to prepare children to function as social assets rather than as social liabilities. With this in mind, it is important that this understanding is reflected in methods of discipline used at school and at home.

Our approach is to lead the child towards self-discipline. We try to avoid spending unnecessary time responding and reacting to behavior problems. The Montessori method addresses the need to effect change towards positive behavior through lesson planning and teaching. A famous quote by Maria Montessori is, "The undisciplined child enters into discipline in the company of others; not by being told that he is naughty". Discipline is, therefore, primarily a learning experience and less a punitive experience if dealt with appropriately.

Children who are confronted by physical conflict are asked to report this problem to the nearest adult or any available adult rather than hit back.

Possible consequences:

- Isolation from the group. This is an opportunity to observe correct behavior and then speak with the appropriate adult to gain re-entry into the community.
- Playground problems may lead to a temporary suspension from playground activities.
- Theft may lead to financial penalty if items are not returned.
- Fighting may lead to out of school suspension.
- Inability to maintain grace and courtesy as a part of the class may result in a request for a reduced schedule in Primary. When students are ready, teachers invite them to take on a full class schedule once again.
- Students may be referred for support services.

The Newport Montessori School has a zero tolerance policy for incidents of bullying and/or social aggression by students.

The Newport Montessori School enrolls students from 2 ½ through 14 years of age. In order to provide an environment that promotes respect and safety for each individual and the space we share, the discipline policy will be applied as developmentally appropriate.

If there is a problem at school, parents will be notified. The student and the teacher will work toward a resolution. During that time we appreciate parental support. If there is a persistent problem and it is necessary to involve the parents, it is done with a spirit of cooperation. Through conferences, goals will be mutually agreed upon. If the goals are not met within an allotted time, further professional help or other school placement will be discussed for the child. Parents and or teachers can call upon the Director as facilitator at any time.

When further consequences after inappropriate behavior are necessary the Director upon consultation with the faculty will determine them. Consequences may include community service, suspension, or expulsion.

Should it become apparent that a family cannot be supportive of the school's mission or goals, the Director may notify them not to return for the balance of the year or in the coming year.

The Board of Directors is notified in the event that such disciplinary action is taken.

Policy on Restrictive Behavioral Intervention

The school shall review the individualized education program (IEP) or section 504 plan of a child with a disability following the first use of restraint or seclusion of a child, or upon request of the child's parent or guardian, and make adjustments to the IEP or 504 plan as indicated to reduce the future use of restraint or seclusion.

Section 1: Statement of Purpose

- 1.1 It is the policy of the Newport Montessori School that students not be subjected to the unreasonable use of restrictive behavioral interventions, and that there be a common understanding within the school's staff.

Section 2: Definitions

2.1 Time out: The primary cubby area, the front lobby, and the head of school's office are designated spaces apart from a student's assigned class or activity. These spaces are used to separate a student from others for the purpose of eliminating, or at least reducing, the occurrence and/or intensity of harmful behavior or to enable the student to regain composure and return to class or other activity.

2.2 Physical Restraint: Physical restraint is the use of physical means by a trained staff member to prevent imminent harm consistent with RSA 126:U, physical restraint is the use of physical means by a trained staff member to prevent imminent physical harm to a student or other person, or to prevent damage to property that will create a substantial risk of physical harm. Physical restraint does not include the following:

- a. Brief periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with minimal force and designed either (i) to prevent a student from completing an act that potentially would result in physical harm to him or herself, or another person, or damage to property, or (ii) to remove a disruptive student who is unwilling to voluntarily leave an area; or
- b. Holding a student's hand or arm to escort the student safely from one area to another.

2.3 Mechanical Restraint: Mechanical restraint is the use of any device to restrict a student's movement or limit a student's sensory or motor functions. The term does not include devices used in accordance with prescriptions by health professionals for the purpose of maintaining body alignment or support, or to limit sensory stimuli.

2.4 Positive Behavior Intervention: A positive behavior intervention is an approach to a student's behavior designed to teach and support socially appropriate conduct and to supplant socially inappropriate conduct.

2.5 Functional Behavioral Assessment: A functional behavioral assessment is an analysis of a student's behavior patterns before, during, and after rule-breaking or other incident of inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.

2.6 Behavioral Intervention Plan: A behavioral intervention plan prescribes strategies for dealing with a student before, during, and after rule-breaking or other inappropriate behavior.

Section 3. Generally

3.1 Except with respect to documentation requirements set forth in Section 8.1, when a student is the subject of an individualized education program (IEP), an individualized student plan (ISP), or 504 plan addressing, among other things, responses to the student's dangerous behavior, that plan shall take precedence over the guidelines set forth in this policy. A written explanation shall be contained with the IEP, ISP, or Section 504 plan for any specific deviation from the requirements of this policy.

Section 4. Timeout Locations

4.1 Purpose: A timeout location may be used to aid a student to compose him or herself. It shall not be used for staff convenience or student punishment.

4.2 Duration: A timeout location may be used only so long as is necessary for the student to compose him or herself. If the student's behavior remains dangerous after 30 minutes, continued use must be authorized by the head of school or his or her designee.

4.3 Observation: A student in a timeout location shall be appropriately monitored. If the circumstances suggest that a student poses a risk of harm to him or herself or others, he or she must be kept under the direct observation of a staff member.

4.4 Characteristics: A timeout location shall:

- a. Be large enough to permit safe movement;
- b. Permit the student from leaving, unless the room is equipped with automatic releases for fire alarms; and
- c. Be adequately lit, heated, ventilated, and free of sharp or otherwise dangerous objects.

Section 5. Physical Restraint

5.1 Purpose: The purpose of physical restraint used in emergency situations is to prevent imminent physical harm to a student or other person, or to prevent damage to property that will create a substantial risk of physical harm. Physical restraint may not be used for

staff convenience or student punishment. The Newport Montessori School strictly complies with RSA 126-U.

5.2 Use: Physical restraint shall only be used in a school or facility to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of the restraint is justified under this section may be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others. Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.

5.3 By trained staff: Only staff trained in the proper use of physical restraint may apply it, unless no such staff member is available. The school will endeavor to provide training to an appropriate number of staff members that includes instruction in (a) a continuum of prevention techniques; (b) a continuum of de-escalation techniques; (c) environmental management; (d) nationally recognized methods of physical management and restraint; and appropriate documentation and notification procedures.

5.4 Duration. Physical restraint may be used only so long as is necessary for the student to compose him or herself. If the student's behavior remains dangerous after 30 minutes, continued use must be authorized by the head of school or his or her designee. If continued use of physical restraint is ineffective, the head of school or his or her designee shall contact the student's parent(s) for assistance, or seek assistance from law enforcement or other emergency service personnel.

5.5 Limitations. No physical restraint may be administered in such a way that the student is prevented from breathing or communicating, or that causes the student unnecessary pain, or otherwise prohibited by RSA 126-U:4.

5.6 Observation. To the extent practicable, physical restraint may not be used by any staff member except in the presence of another staff member.

Section 6. Mechanical restraint

6.1 Except as otherwise set forth in this policy, mechanical restraints may not be employed.

Section 7. Pattern of Behavior

7.1 When a student's IEP team, ISP team, or Section 504 team determines that, based upon a pattern of behavior, the use of a timeout room or physical restraint is likely, the team shall consider ways to address the student's behavior, including, where applicable, performing a functional behavioral assessment and formulating a behavioral intervention plan which makes provision for the use of positive behavior interventions.

Section 8. Documentation and notification

8.1 Documentation. The Director or his or her designees shall prepare a report of each use of a timeout room or physical restraint as soon as practicable, but in no event later than two school days after its use. The report shall be used to maintain data on the frequency and use of restrictive behavioral interventions, and include at least the following information:

- a. Name of the student;
- b. Date of events leading to use;
- c. Location of events leading to use;
- d. Description of the student's behavior immediately prior to use;
- e. Description of use;
- f. Name of staff member(s) involved in use; and
- g. Time and duration of use.

8.2 Notification.

8.2.1 Of all parents: Before the start of each school year, the school shall inform parents or guardians of all students about this policy.

8.2.2 Of a student's parents: Unless otherwise requested by a student's parent(s) or guardians (s), the school shall take and document reasonable steps to notify them that the student has been subjected to use of a time out location or physical restraint, ideally on the same day but in no event later than two business days after such use.

8.2.3 Of Head of School: The report of each use of a time out location or physical restraint shall be submitted upon its preparation to the head of school or designee.

Section 20: Board of Directors

The people listed below currently comprise the Board of Directors of the Newport Montessori School in Newport, New Hampshire. All are area residents. The Board of Directors was chosen in an effort to span a variety of professional occupations: law enforcement, business, health, and of course, education.

Sandra Flint, Secondary Educator, Retired

Ashleigh McFarlin, Financial Planner

Barry Hunter, Executive Major of New Hampshire State Police, Retired & Grandparent

Bill Thurlow, Secondary Educator & Administrator, Retired

Chad Howe, Technology Coordinator for SAU 43

Fran Huot, Parent & Newport Library Arts Center Marketing Coordinator

Heidi Allgair, Alumni Parent

Katharine Sargent, Elementary Educator & Parent

Kristie Howe, School Administrative Assistant

Peter McGurkin, Educator

Richard Hammond, Interim Director & Educator

Grievance Policy

An unresolved parent/student grievance should be presented to the Director in writing. The Director will make the Board aware of all such notices. A copy of a grievance and a written report may be presented to the Board of request of a parent/student. Administrative action taken will be recorded in the student file.

The School's Board of Directors will review all grievances. A response will be provided by the School Board of Directors President and will be made available in writing to the complainant within 30 days of receipt of the complaint.

Grievance items may include:

- a. Bullying;
- b. Teacher misconduct
- c. Tuition refund when a student leaves the school; and
- d. The use of child restraint and seclusion practices

Section 21: Teachers

Following each teacher's name is their education history, followed by the year in which they joined the staff of Newport Montessori School.

Richard Hammond, Interim Director of School (2018)

Education: Bachelor of Science in Kinesiology, *Husson University*, 2018; North American Montessori 9-12 Certification, 2018

Interests: disc golf, working out, spending time with family & friends, basketball, Boston Sports teams

Izabella Spalding, Administrative Assistant (2021)

Education: Newport Middle High School, 2021; CPR, First Aid, FEMA

Interests: traveling, running, family, paddle boarding, soccer, & camping

Jennifer Root, Lead Teacher (2021)

Education: CPR, First Aid, FEMA, North American Montessori Certification, 2022

Interests: camping, family, travel, and fitness

Kelsi Roberts, Lead Teacher (2022)

Education: Associates in Baking & Pastry Arts *New England Culinary Institute* 2011, Associates of Early Childhood Education, *River Valley Community College*, 2024; CPR, First Aid, FEMA, North American Montessori Certification, 2022

Interests: baking, cooking, family, and travel

Amanda Hanson, Lower Elementary Teacher (2017)

Education: Bachelor in Childhood Psychology, *Southern NH University*, 2023; Associates in Science, *River Valley* (2010); Certification in Administration Assistance; North American Montessori Certification, 2017, CPR, First Aid, FEMA

Interests: family, DIY Pinterest Projects, photography

Alexis Johnson LaQuire, Assistant Teacher (2024)

Education: Stevens High School, 2012, CPR, First Aid, FEMA, North American Montessori Certification, 2025

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Interests: family, being at the lake, sports

Stephanie Jackson, Lead Teacher (2019)

Education: Bachelor Education, *Plymouth University* (2021); North American Montessori 9-12 Certification, 2020, CPR, First Aid, Fema

Interests: family, being outside, jeeping, drawing, reading, beach

Alan Norton, Middle School Teacher (2025)

Education: Bachelor of Science in Mathematics
Montclair State University, 2024. CPR, First Aid, Wilderness First Aid, FEMA

Interests: Hiking, guitar, singing, cooking, and traveling

Ryder Lovely, Middle School Teacher (2024)

Education: Newport High School, CPR, First Aid, and FEMA

Interests: Hiking, music, writing, sports

Hany Von Gillern, Assistant Teacher and Indonesian (2022)

Education: Early Childhood Professionals Care Course, 2017. Fundamental for Early Childhood professionals, Community College of Vermont. North American Montessori Certification, 2025, CPR, First Aid, FEMA

Interests: Teaching, languages, penpaling, crafting, music, walking.

Grace Brown, Assistant Teacher (2024)

Education: Bachelors of English with a focus on Writing, *Keene State College*, 2023; CPR, First Aid, FEMA

Interests: spending time with family & friends, baking

Alexis Parsons-Price, Music (2025)

Education: Bachelor of Arts in music performance (specialization in violin)
Stetson University, 2011. CPR, First Aid, FEMA

Interests: Rock climbing, hiking, camping, reading, music

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Aspen Toliver, Assistant Teacher (2025)

Education: Bachelor of Arts in Psychology, *University of New Hampshire*, 2025;
CPR, First Aid, FEMA

Interests: Spending time with family and pets, astrology, fishing, cooking,
music

Meradith Lamery, Art Teacher and Assistant Teacher (returned in 2021)

Education: North American Montessori Certification, 2010; CPR, First Aid, FEMA

Interests: water color painting, walking, cooking, and adventures with family

Ray Shepardson, Physical Education Teacher (2019)

Education: Cal Ripken Coaching Certification, CPR, First Aid, FEMA; Abuse
Awareness -Baseball Certification

Interests: All sports (especially baseball), NH Fisher Cats, collecting sports
cards (especially Blue Jays), board games, vacations with family,
music & concerts

Sara Manning, Assistant Teacher (2015)

Education: Early Childhood Montessori certification, Upper Elementary NACM
certification (2026) CPR, First Aid, FEMA

Interests: outdoors, skiing, camping, family vacations, reading