SAU 43

Newport



School District

Annual Report
2025/2026

www.sau43.org

603-865-9500

86 N. Main St,
Newport, NH 03773

TABLE OF CONTENTS

1 - Cover
2 - Table of Contents
3 - Your Schools and Administrative Team
4 - Our Vision and Goals
5 - Newport School District Portrait of a Learner
6 - The New Hampshire Parental Bill of Rights
8 - Our Town and District Information
9 - Enrollment Data
16 - 2026-2027 School Calendar
17 - Message from the School Board
18 - Message from the Interim Superintendent of Schools
20 - Message from the Director of Curriculum, Instruction and Assessment
22 - Message from the Director of Student Services
25 - Message from Richards Elementary School
28 - Message from Newport Middle School
29 - Message from Newport High School
31 - Message from the Sugar River Valley Regional Technical Center
34 - Message from the Director of Technology
38 - Message from the Director of Maintenance & Facilities
40 - Your Hard Working and Dedicated Staff Members
49 - Those who have demonstrated Long Term Dedication to Newport
50 - Special Education Expenditures
51 - Deliberative Session Minutes
55 - Warrant
61 - MS-26
69 - MS-DSB
73 - Sample Ballot



Your Schools

Richards Elementary School
21 School Street, Newport, NH 03773
(603) 863-3710

Newport Middle School
245 N. Main Street, Newport, NH 03773
(603) 865-9687

Newport High School
245 N. Main Street, Newport, NH 03773
(603) 865-9658

Sugar River Valley Regional Technical Center
243 N. Main Street, Newport, NH 03773
(603) 863-3759

Newport School District Administrative Team

- **Mr. Forrest Ransdell** - Interim Superintendent of Schools
- **Mrs. Brynn Kane** - Director of Curriculum, Instruction, & Assessment
- **Ms. Katherine O'Connor** - Business Administrator
- **Mrs. Darlene Ayotte** - Director of Student Services & Homeless Liaison
- **Mr. Robert Clark** - Principal, Richards Elementary School
- **Mrs. Michelle Overhoff** - Assistant Principal, Richards Elementary School
- **Mr. David Bailey** - Principal, Newport Middle School
- **Ms. Stacy Willbarger** - Assistant Principal, Newport Middle School
- **Mrs. Shannon Martin** - Principal, Newport High School
- **Mrs. Sarah Fischer** - Assistant Principal, Newport High School
- **Mr. Eric W. Perry** - Principal, Sugar River Valley Regional Technical Center
- **Mr. Chad Howe** - Director of Technology
- **Mr. Aaron Spooner** - Maintenance & Facilities Director
- **Mr. Caleb Godwin** - Transportation Director

SAU 43 Vision and Goals

Vision

The Newport community aspires to have a model school district which is dedicated to exemplary student engagement and academic excellence allowing ALL students to reach their maximum potential in a rapidly changing world.

Goal 1: Increase student achievement	Goal 2: Improve climate and culture in the district	Goal 3: Create safe and healthy learning environments for staff and students	Goal 4: Increase community and family engagement

Mission

Vision The Newport community aspires to have a model school district which is dedicated to exemplary student engagement and academic excellence allowing ALL students to reach their maximum potential in a rapidly changing world.

2025-2026 Achievement Goals

(Current Year Data Available in the Superintendent's Message)

Attendance

Increase the percentage of students attending school 90% of the days or more by 5% or greater.

2024/2025 - 68% of students attended school 90% of scheduled days or more.

Behavior

Decrease the number of Level II and II infractions handled by administrators by 10% or greater.

2024/2025 - Students committed 1446 Level II and Level III violations processed by administrators.

Curriculum Success

Increase the percentage of students meeting or exceeding grade level achievement or course completion benchmarks by 5% or greater.

2024/2025 - The Mean Growth Percentile for students shows academic growth by comparing a student's growth with that of academic peers. The district average for math was 47 and the average for ELA was 50. Our students are growing at the same rate as peers across the state.

Portrait of A Learner



New Hampshire Parental Bill of Rights

I. All parental rights are reserved to the parents of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to, the right:

1. To direct the upbringing and the moral or religious training.

2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.

3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.

4. To enroll his or her minor child in gifted or special education programs if the child qualifies for such programs.

5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.

6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.

7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).

8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section 1232h(c)(1)(C).

9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.

10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.

11. To opt out of any district-level data collection relating to his or her minor child not required by federal or state law.

12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.

13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).

14. To receive a school report card and be informed of his or her minor child's attendance requirements and compliance with such requirements.

15. To access and review all education records relating to their minor child within 10 business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.

16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.

17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.

18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.

19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.

II. Federal law provides for additional parent and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:

1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).

2. Upon request of the parent, the right to receive information regarding state qualifications of the student's classroom teachers and paraprofessionals providing services to their minor child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).

3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

Town and District Information

Newport is a picturesque historic mill town tucked in the hills of the Dartmouth-Lake Sunapee region in western New Hampshire. It is a rural community with approximately 6500 residents and a key municipality within the scenic Upper Connecticut River Valley. As the county seat of Sullivan County Newport is known for its strong community values and vibrant support for arts and recreation. The community values education as a central part of a rich and diverse social and economic fabric. The Newport School District currently serves approximately 720 students. This includes students from surrounding towns that attend the Sugar River Valley Regional Technical Center.

District schools include: Richards Elementary School (grades Pre-K-5), Newport Middle School (grades 6-8), Newport High School (grades 9-12), Sugar River Valley Regional Technical Center (SRVRTC), S.O.A.R. Middle School (grades 6-8), and S.O.A.R. High School (grades 9-12) The Newport School District also serves students who receive post-graduate special education services as required by state and federal law.

Newport Schools serve students from Newport, Croydon, Goshen, Unity, and other surrounding towns. Sugar River Valley Regional Technical Center serves students from Claremont, Sunapee and New London in addition to those listed above. Our two alternative programs, S.O.A.R. Middle and High school, serve students from Newport in grades 5-12 and are available on a tuition basis to students in the region. S.O.A.R. is co-located at the Towle Building with the SAU offices.



Enrollment Data

Richards Elementary School

Enrollment numbers affect staffing needs, classroom requirements, and many other budget line items. Enrollment fluctuates from year to year.



Currently the number of students enrolled at Richards Elementary School is 280. This is comparable to the 24-25 school year.

Grade	Enrollment 2024/2025	Enrollment 2025/2026	Projected Enrollment 2026/2027
Pre-K	28	28	TBD
Kindergarten	46	37	TBD
First Grade	33	49	37+*
Second Grade	39	37	49
Third Grade	44	35	37
Fourth Grade	50	46	35
Fifth Grade	48	48	46

*Additional potential enrollment is common as Kindergarten is not mandatory and some students may attend private Kindergarten.

Richards Elementary Current and Anticipated Class Size

Grade Level	Number of Classrooms /Ave Class Size 2024/2025	Number of Classrooms /Ave Class Size 2025/2026	Projected Number of Classrooms /Ave Class Size 2026/2027	Capacity 2026/2027 (20:1)
Pre K	2/14	2/14	2/TBD	30
Kindergarten	3/15.3	3/12.3	3/TBD	60
Grade 1	3/11	3/16.3	3/12.3	60
Grade 2	3/13	3/12.3	3/16.3	60
Grade 3	3/14.6	3/11.6	3/12.3	60
Grade 4	3/16.6	2/23	2/17.5	40
Grade 5	3/16	3/16	3/15.3	60
TOTAL(s)	20/14.4	19/14.7	19/TBD	370



Newport Middle School

Currently the number of students enrolled at Newport Middle School is 132. This remains largely consistent with the 24-25 school year.

Newport Middle School Current and Anticipated Class Size

Number of Classrooms	2025-2026 Enrollment 6th/Ave class size	2026-2027 Projected Enrollment 6th/Ave class size	2025-2026 Enrollment 7th/Ave class size	2026-2027 Projected Enrollment 7th/Ave class size	2025-2026 Enrollment 8th/Ave class size	2026-2027 Projected Enrollment 8th/Ave class size
Core Classes (English Language Arts, Math, Science and Social Studies)	**44/15**	**48/16**	**50/17**	**44/15**	**33/11**	**50/17**
Elective classes (Music, Art, PE, Health, etc.)	**44/11**	**48/12**	**50/13**	**44/11**	**33/9**	**50/13**
[redacted]						
Special Education Classrooms		**2**				
Total Classrooms		**16**				
Total Projected Enrollment -		**142**				



Newport High School

The current enrollment of Newport High School and the Sugar River Valley Regional Technical Center is 303 . This is consistent with the enrollment during the 24-25 school year. The Tech Center has experienced an enrollment increase of approximately 22 students over 2024/2025.

Newport High School Current and Anticipated Class Size

Number of Classrooms	2025-2026 Enrollment 9th Ave class size	2026-2027 Projected Enrollment 9th Ave class size	2025-2026 Enrollment 10th Ave class size	2026-2027 Projected Enrollment 10th Ave class size
Core Classes	English - 14 Math - 8 Science - 12 Social Studies - 13	English - 11 Math - 10 Science - 11 Social Studies - 11	English - 14 Math - 13 Science - 14 Social Studies - 17	English - 14 Math - 8 Science - 12 Social Studies - 13
Elective classes (9-12 combined in many cases)	Music - 9 Art - 10 PE - 11 Health - 11	Music - 9 Art - 10 PE - 11 Health - 11	Music - 14 Art - 10 PE Electives - 9 Health Electives- 7	Music - 14 Art - 10 PE Electives - 9 Health Electives- 7
Special Education Classrooms (9-12 combined)	Partner - 5 Learning Lab - 10	Partner - 7 Learning Lab - 10	Partner - 5 Learning Lab - 10	Partner - 7 Learning Lab - 10

Number of Classrooms	2025-2026 Enrollment 11th Ave class size	2026-2027 Projected Enrollment 11th Ave class size	2025-2026 Enrollment 12th Ave class size	2026-2027 Projected Enrollment 12th Ave class size
Core Classes	English - 15 Math - 11 Science - 9 Social Studies - 10	English - 14 Math - 13 Science - 14 Social Studies - 17	English - 12 Math - 13 Science - 9 Social Studies - 14	English - 15 Math - 11 Science - 9 Social Studies - 10
Elective classes (9-12 combined in many cases)	Music - 14 Art - 10 PE Electives - 9 Health Electives- 7	Music - 14 Art - 10 PE Electives - 9 Health Electives- 7	Music - 14 Art - 10 PE Electives - 9 Health Electives- 7	Music - 14 Art - 10 PE Electives - 9 Health Electives- 7
Special Education Classes (9-12 combined)	Partner - 5 Learning Lab - 10	Partner - 7 Learning Lab - 10	Partner - 5 Learning Lab - 10	Partner - 7 Learning Lab - 10
Total Classrooms	English - 3 Math - 4 Science - 3 Social Studies - 3	Music - 1 Art - 1 PE - 1 Health - 1	Partner - 1 Learning Lab - 1 BASE - 1	

Enrollment (Students only progress in grade level after earning credit to advance, includes CTE sending students)	2025-2026 9 - 56 10 - 69 11 - 99 12 - 78 Total = 302	2026-2027 9 - 35 10 - 56 11 - 69 12 - 99 Total = 325		



Sugar River Valley Regional Technical Center
(Career & Technical Education Center)

The current enrollment of the Sugar River Valley Regional Technical Center (SRVRTC) is 190 students participating in two-year comprehensive CTE programs. This is an increase of 6% over the enrollment during the 24-25 school year.

Number of Classrooms (Programs)	2025-2026 Enrollment	2026-2027 Projected Enrollment
CTE Programs	**Level 1 & Level 2**	**Level 1 & Level 2**
Animal & Plant Sciences	22	24
Automotive Technology	25	28
Business & Marketing	27	30
Cosmetology	14	16
Education & Behavioral Science	18	18
Engineering	21	20
Forestry & Natural Resources	23	24
Health Science Technology	13	16
Public Safety*	0	10
Welding Technology	27	28
Emergency Medical Technician**	0	8
Total Classrooms	**9**	**10**
Total Enrollment	**190**	**222**
Total Students Served	**300**	**325**

*proposed new program for 2026-2027 | **one-year certification program.

In addition to the CTE Center regular enrollment, SRVRTC provides a wide range of elective courses to supplement the elective offerings of the high school. These electives offer quarter-long classes across all of the program areas to encourage students to explore the development of interest and identification of aptitudes as well as the development of positive workforce habits. 47 Middle School students from three local middle schools are also served through the exploratory program. The exploratory program provides students with a sampling of all available CTE courses through a monthly exploration and hands-on activities.

SOAR Alternative Educational Program
(Middle School/High School)

Number of Classrooms (Programs)	SOAR MIDDLE SCHOOL Grades 6-8 Enrollment/Capacity	SOAR HIGH SCHOOL GRADES 9-12 Enrollment/Capacity
Grade 6	**1(4)**	**N/A**
Grade 7	**0(4)**	**N/A**
Grade 8	**1(4)**	**N/A**
Grade 9		**5(6)**
Grade 10		**5(6)**
Grade 11		**3(6)**
Grade 12		**2(6)**



2026-2027 School Year Calendar

August 2026

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	X	X	X	22	
23	X	PD	PD	PD	PD	29	
30	31					1	

September 2026

S	M	T	W	T	F	S	
		1	2	3	X	5	
6	X	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	PD				
						19	

October 2026

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	X	13	14	15	16	17	
18	19	20	PD	22	23	24	
25	26	27	28	29	30	31	
						20	

November 2026

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	X	12	13	14	
15	16	17	18	19	20	21	
22	23	24	X	X	X	28	
29	30						
						17	

December 2026

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	PD	10	11	12	
13	14	15	16	17	18	19	
20	X	X	X	X	X	26	
27	X	X	X	X			
						13	

January 2027

S	M	T	W	T	F	S	
					X	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	X	C	20	21	22	23	
24	25	26	27	28	29	30	
31						18	

February 2027

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	X	X	X	X	X	27	
28							
						15	

March 2027

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	PD	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
						22	

April 2027

S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	X	X	X	X	X		
						17	

May 2027

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	X					20	

June 2027

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	ER	PD	19	
20	21	22	23	24	25	26	
27	28	29	30				
						13	

Aug. 19-24	New Staff Orientation	Jan. 18	No School – **Civil Rights Day**
Aug. 25-28	Staff Professional Development	Jan. 19	No School -Parent/Teacher Conferences
Aug. 31	Full Day Orientation (all students)		
Sept. 1	Full Day Orientation (all students)	Feb. 22–Feb 26	Winter Break
Sept. 4-7	Labor Day	Mar. 10	No School – Professional Development
Sept. 30	No School - Professional Development	April 26-30	Spring Break
Oct. 12	Columbus Day	May 31	Memorial Day
Oct. 21	No School – Professional Development	June 9	Graduation Day
Nov. 11	No School – Veteran's Day	June 17	Last Day for Students (Half Day)
Nov. 25-27	Thanksgiving Break	June 18	Last Day for Staff
Dec. 9	No School – Professional Development	Dec. 21 – Jan 1	Holiday Break

November 3, January 28 & April 8 – End of Quarter Dates

Message From the School Board

This year, the Newport School Board welcomed three new members, Keith Sayer, Nikki Murphy, and Jessica Packard. The Board elected Nikki Murphy as Chair and Darrell Jones as Co-Chair. The District also welcomed several new professionals, including Interim Superintendent, Forrest Ransdell, and Business Administrator, Katherine O'Connor.

The school year began with a renewed focus on improving student outcomes. One of our primary goals is to increase attendance, aiming for 90% of students to be present for at least 90% of the school year. We are already seeing encouraging progress toward this target. In addition to attendance, the District is prioritizing improvements in student behavior and strengthening curricular success and course completion rates.
In alignment with new state legislation, the District implemented a "bell-to-bell" cell phone restriction at the start of the school year. Students have adapted well to this policy, and it has contributed to stronger peer connections and increased engagement in the classroom.

Newport High School received its New England Association of Schools and Colleges (NEASC) Decennial Accreditation report this year, with highly positive feedback. The visiting team was so impressed with the professionalism and dedication of Newport staff that they invited representatives from our District to visit other schools and share effective practices that are driving positive change.

The renovation of the Sugar River Valley Technical Center (SRVTC) was also completed this year. The grand re-opening, held this Fall, welcomed community members and guests to tour the upgraded facilities supporting nine Career and Technical Education programs. Highlights include a new agriculture building featuring a state-of-the-art greenhouse and aquaponics room, as well as an expanded garage for the Forestry program. Students are thriving in these enhanced learning environments and are gaining the skills needed to enter the workforce with a strong foundation.
The School Board remains committed to strengthening partnerships with parents, staff, and community members to support the continued growth and success of the Newport School District. We look forward to building on this momentum and fostering meaningful progress for all students.

Best Regards,
Jessica Packard
Temporary Board Chair

Superintendent's Message

A Message from Forrest Ransdell, Interim Superintendent of Schools

It has been my pleasure and privilege to serve as your Superintendent of Schools. The Newport community has proven to be a welcoming place in which the welfare of the community including the education of children is important. Each year in any educational system, there are goals, achievements and challenges. This is no different for Newport. While many of the challenges mirror those affecting many other communities, we, nonetheless, must continue to seek effective solutions.

The goals of your school district this year included several very important foundational areas. All of which if accomplished will support improvement in student outcomes. These include:

1. ***Improve student attendance.*** We know that students actively engaged in learning is one of the largest factors in student success. Being present in school is the foundation of this engagement. Since the pandemic student attendance has fallen nationwide. Here in Newport only 68% of students attended 90% of the school days during the 2024/2025 school year. The overall goal for attendance will be for 90% of students to attend school 90% of the days. For this year improving by 5% over the 2024/2025 school year is our goal. As of November of 2025 that improvement has been 16%

2. ***Improve student behavior.*** We know that student engagement is affected by distractions in the classroom. Student misbehavior acts as a distraction from learning. Decreasing serious behaviors is another way to increase engagement and improve student achievement. Serious disciplinary infractions (Level II and III) are the most impactful events. Last year there were 1441 recorded Level II and III incidents in Newport Schools. The goal is to reduce this incidence by 10%. As of November 2025 the number of incidents has decreased by 41% compared to the same time last year.

3. ***Improve student curriculum success***. We know that student success is measured by their classroom performance. We measure this through various assessments and through tracking successful course completion at the secondary level. As measured by state assessment results this past year, our students have demonstrated improvement in reading and math. Schools have set individual goals related to student achievement. For example the middle school has achieved an overall 7% improvement in Reading scores on the state assessments over last year. Math continues to lag and is being addressed through the continued implementation of a new math curriculum designed to foster student success.

The Newport School District has several notable achievements which have been shared with the community this year. These include improvement in community

communication, the implementation of a more comprehensive and transparent budget development process and that for the first time in many years, your schools are operating at almost full staffing.

Challenges exist in every school district. While we work to address these through goals and the action plans related to them, we continue to be transparent about their existence. This year's budget is a challenge to maintain the services and growth which have taken place. We always strive to create a school system that serves the needs of students and families while doing so with a budget the community feels they can support. Drivers within the budget are related to health insurance increases, implementation of the voter approved contracts, as well as the cost of required services (largely special education related) which we have been forced to hire contractors to perform as we continue to work hard to hire staff and control these costs.

I close with my expression of appreciation and gratitude for the work of Newport School District staff and students striving for excellence as well as the support of families, the community and the taxpayers of Newport who make it all possible.

Forrest Ransdell
Interim Superintendent of Schools.

Curriculum, Instruction, and Assessment

Brynn Kane, Director of Curriculum, Instruction and Assessment

We're building on last year's momentum to strengthen curriculum, instruction, and assessment across SAU 43. Our focus remains clear: consistent, high-quality teaching and learning in every classroom, with the supports educators need to help every student thrive.

Highlights and what's next

- K–8 Literacy (Art & Letters + Wit & Wisdom 6–8): We have implemented Art & Letters in grades K–8 and Wit & Wisdom in grades 6–8. These programs work in tandem—Art & Letters builds foundational language, writing, and knowledge development across K–8, while Wit & Wisdom deepens text-based analysis, discussion, and writing in grades 6–8—creating a cohesive, aligned literacy experience for all students.

- Mathematics (Open Up Math): We're continuing full implementation with an emphasis on fidelity. Educators will have ongoing PD, coaching, and collaborative planning time to deepen practice and ensure strong conceptual understanding for all students.

- Elementary Scheduling & Interventions: We are continuing with this to refine the schedule and ensure students get what they need throughout the year.

- Instructional Coaching: The Richards Elementary instructional coach will keep supporting lesson planning, curriculum alignment, and PLCs. This model has been effective, and we're working toward expanding instructional coaching to the Middle School and High School.

- Middle School Development: Building on elementary gains, we're advancing middle school initiatives: curriculum alignment, targeted PD, expanded instructional supports, and a review/selection of instructional materials to address gaps and ensure smooth transitions across grade levels. We will also continue our work on the NELMS goals to sustain and accelerate progress.

- Professional Learning & Wellness: We will prioritize professional learning and wellness across all literacy and math content, ensuring educators have the training, coaching, and collaborative time needed to implement programs with fidelity and meet diverse student needs. This includes behavior supports and mental health resources for staff and students to strengthen classroom climate and support educator retention.

New Hampshire has revised state regulations to further refine the definition of an "adequate education" by emphasizing competency-based learning, clearer graduation expectations, and multiple pathways for students to earn credit. The updates expand recognition of learning beyond traditional seat time (e.g., ELOs, CTE, dual enrollment, and work-based learning) and require transparent documentation of how students demonstrate proficiency. Districts across the state are aligning programs of studies, credit policies, and assessments to ensure students meet these competencies while maintaining strong local opportunities. Here is how Newport is starting to accomplish this:

- Graduation Requirements: We are reviewing and aligning Newport High School graduation requirements to meet 306 expectations while preserving strong local opportunities. This includes clarifying required credits, competencies, and evidence of learning.

- Program of Studies Updates: The 2026–2027 Program of Studies will reflect 306-aligned course pathways, competency statements, and clear descriptions of how students demonstrate proficiency. Families and students will see updated sequences and options that map to state expectations. New expectations will take effect for the incoming Freshmen of the 2026-2027 school year.

- Earning Credit and Demonstrating Learning: As we work through this process, the goal is to allow students to have clearly defined pathways to earn credit through competency evidence, extended learning opportunities (ELOs), CTE, dual/concurrent enrollment, work-based learning, and performance assessments, consistent with 306 guidance.

- Collaboration and Implementation: To ensure we cover all bases, we have met with all core content area teams, the guidance department, and administration to plan changes, ensure consistency across departments, and support a smooth rollout for students and families. We will continue this collaboration as we finalize documents, communicate updates, and provide staff and family information sessions.

SAU 43 is committed to continuous improvement and to partnering with families, staff, and students. By aligning curriculum, strengthening instruction, implementing 306-aligned high school pathways, and investing in professional learning, we're ensuring every student has the knowledge, skills, and supports to succeed—this year and beyond.

DEPARTMENT OF STUDENT SERVICES

Darlene Ayotte, Director of Student Services

Annual Report: Department of Student Services 2025-2026

The Department of Student Services is thrilled to present this Annual Report for the 2025-2026 school year, highlighting significant growth and achievement. Our department is a dedicated team of professionals—including school counselors, nurses, related service providers, special educators, and support staff—all focused on ensuring every student has the necessary support to thrive in school and beyond.

Our commitment is to help all students succeed academically, socially, and emotionally so they can confidently transition to the community, workforce, or further education. The Special Education Department currently serves 199 students aged 3 to 22 through a variety of programs designed to support diverse needs.

This year's accomplishments stem directly from the Special Education Needs Assessment conducted in 2023-2024, which identified three core focus areas: Systems, Professional Development, and Capacity. We are proud to report substantial progress against the goals developed from this assessment.

2025-2026 Goals

Based on the department's achievements in 2024-2025, the Special Education Advisory Committee established the following goals:

Goal 1: Special education staff will implement and document progress monitoring for all IEP goals at least twice monthly, ensuring the present level of performance section of the IEP reflects current baseline data for accurate tracking.

Goal 2: General education teachers will actively fulfill their special education roles after training, as evidenced by meeting documentation and growth in knowledge.

Goal 3: The Special Education Department will meet compliance on all critical timelines, specifically 5-day parental notice for evaluations/IEPs, pre-sending LEA signatures, and 5-day turnaround for NHSEIS data entry.

Goal 4: District IEPs will achieve full NHED compliance, ensuring accurate inclusion of student strengths, parent input, clear disability impact statements, and measurable goals aligned with student needs.

2024-2025 Achievements

We focused on streamlining processes and ensuring compliance with NH laws and IDEA 2004. The special education teachers and related service providers focused on writing NHED compliant IEP goals that align with present levels of performance and completing service logs with fidelity. We began focusing on effective progress monitoring strategies as well.

School administrators received specialized training on the special education process, focusing on their vital Local Education Agency (LEA) representative roles and responsibilities.

The department created and dispersed a detailed procedural manual which provides a clear, consistent process for all department members to follow that aligns with NHED regulations and IDEA 2004. This procedure manual will be routinely updated each July

Multi-tiered Systems of Supports-Behavior (MTSS-B) teams were established at Richards School and Newport High School to provide targeted behavioral support through the Student Support Teams which exist at all schools ensuring a cohesive approach to student interventions district-wide.

A MTSS-B Tier 3 Team (Response to Behavior) was created at Richards School, as a pilot, including special educators, classroom teachers, BCBAs, mental health counselors, and administrators. This team provides real-time, wraparound support to promptly address student needs and minimize behaviors that impact learning.

The administrative team completed over 10 hours of professional development provided by Research for Better Teaching, focusing on building strong adult professional cultures. Key topics included "What Do Leaders Do," "High Expertise Teaching," "How to Make Decisions," and "Teacher Initiative and Leadership."

2025-2026 Achievements To Date

Our focus on sustainable professional growth led the Special Education Advisory Committee to develop a robust specialized coaching model. This initiative targets special education teachers and related service providers to enhance their skill in crafting high-quality, compliant IEP**s** (meeting NHED and IDEA 2004 standards). A core component is building internal capacity through peer-to-peer coaching. This year, the model is underway, with our external expert coach delivering two rounds of individualized coaching sessions, alongside dedicated mentorship for our emerging staff coaches.

To strengthen our commitment to inclusive education, all general education teachers at the middle and high school levels participated in targeted professional development. The sessions focused on supporting students with educational disabilities and ensuring every teacher understands their critical role in the special education process.

Newport High School launched the BASE program this year as a Tier 2 intervention to support students whose behavior impacts their learning. The program is specifically structured to achieve positive outcomes, including a decrease in absenteeism and behaviors, and an increase in students' self-regulation and coping skills. The dedicated team is working diligently to define precise criteria for program entry and exit, ensuring individualized and effective programming for every participating student.

A Multi-tiered Systems of Supports-Behavior (MTSS-B) team was established at Newport Middle School. This team will work collaboratively with the Student Support Team to provide targeted behavioral support for students.

A MTSS-B Tier 3 Team (Response to Behavior) continues to provide real-time, wraparound support to promptly address student needs and minimize behaviors that impact learning at Richards School. This team has helped administration with identifying appropriate staff assignments and behavior interventions that are not removals from school.

The SOAR Middle and High School operates as a vital alternative learning environment, including a self-contained special education classroom. SOAR is intentionally designed to support the success of students who face academic, behavioral, or personal challenges in a traditional school setting. With 14 students currently enrolled, the program leverages smaller class sizes, individualized instruction, and flexible schedules to meet unique needs. Every student works collaboratively with staff to develop a personalized learning plan focused on attendance, behavior, and academics, fostering the social-emotional skills necessary for personal growth and non-traditional achievement.

The Student Services Department has achieved substantial milestones throughout the last few years,

demonstrating an unwavering commitment to our students and a proactive approach to continuous improvement.

Our efforts, guided by the foundational areas of Systems, Professional Development, and Capacity, have resulted in measurable progress across the district:

- System Refinement: The development and dissemination of the detailed procedural manual and the expansion of Multi-tiered Systems of Supports-Behavior (MTSS-B) to include Newport Middle School, alongside the successful Tier 3 pilot at Richards School, have established clear, consistent, and effective methods for addressing student academic and behavioral needs.

- Targeted Professional Growth: The launch of the specialized coaching model and the strategic training for all middle and high school general education teachers represent a significant investment in staff expertise. This ensures high-quality NHED-compliant IEPs and promotes an inclusive environment where all staff understand their critical role in student success.

- Enhanced Capacity: Innovative programs like the BASE Tier 2 pilot at Newport High School and the specialized support provided at SOAR Middle and High School demonstrate our enhanced ability to meet diverse and complex student needs. These programs are actively reducing barriers to learning, improving behavior, and fostering essential social-emotional skills.

As we look ahead, the department is well-positioned to achieve the focused 2025-2026 goals related to data-driven progress monitoring, timely compliance, and IEP quality.

We extend our deep gratitude to our dedicated team of professionals—from special educators and nurses to administrators and support staff. Their commitment ensures that all 199 students served by the Special Education Department, and all students supported by Student Services, have the opportunity to thrive academically, socially, and emotionally.

We are excited to build on this momentum, confident that our strengthened systems and collaborative expertise will empower every student to transition successfully into the community, workforce, or further education.

Richards School

Robert Clark - Principal

Welcome Message

Richards School proudly serves 283 students from preschool through Grade 5 and stands as a vibrant center of learning, growth, and connection within the Newport community. We celebrate our students, families, and staff as we work together to create a welcoming, inclusive, and academically enriching environment where every child is supported, challenged, and inspired to reach their full potential.

Comprehensive Support and Improvement (CSI) Designation

As a designated Comprehensive Support and Improvement (CSI) school now in our third year of implementation, Richards School continues to embrace continuous growth as a pathway to excellence. Through intentional, data-driven practices, we monitor student progress in the fall, mid-year, and end of year to ensure instruction and interventions are responsive to each learner's needs. As a result of this sustained focus, we are seeing meaningful improvements in instructional practice, student performance, and overall school growth. This ongoing cycle of reflection and action enables us to provide targeted academic support and strengthen outcomes for all students.

2025 School Goals

Our mission is guided by this year's three key school-wide goals:

- Increase student achievement in Math and ELA by ensuring at least 50% of students meet or exceed proficiency on state assessments.

- Strengthen Math and ELA instructional practices by ensuring 100% of teachers implement research-based differentiation strategies, supporting improved student outcomes and proficiency.

- Enhance school climate and culture by embedding growth mindset principles into daily instruction and school activities, resulting in a 50% increase in positive student and staff perceptions on the annual school climate survey.

ABCs Initiative: Attendance, Behavior, and Climate & Culture

Richards School supports the whole child through our ABCs Initiative, which emphasizes Attendance, Behavior, and Climate & Culture as critical components of student success. These efforts are strengthened through the implementation of Capturing Kids' Hearts (CKH), which supports all three areas by building strong relationships, fostering student engagement, and creating a positive, connected school community.

Attendance remains a key focus, as students are more likely to attend school consistently when they feel welcomed, valued, and connected. Through CKH relationship-building strategies, early monitoring, and strong family partnerships, Richards School works proactively to reduce chronic absenteeism and address barriers to regular attendance.

Behavior expectations are grounded in the Responsive Classroom approach and reinforced through trauma-informed practices and CKH strategies. Staff consistently teach, model, and reinforce expectations while using restorative and instructional approaches to help students develop self-regulation, responsibility, and respect for others.

Climate and Culture are strengthened through CKH's focus on trust, belonging, and positive relationships, alongside growth mindset instruction and social-emotional learning embedded throughout the school day. Ongoing feedback from students and staff, including results from the school climate survey, continues to inform and guide our efforts to maintain a safe, inclusive, and supportive learning environment.

Tiger Nation Portrait of a Learner

At Richards School, we strive to develop well-rounded individuals who embody the following core characteristics:

- **Communication:** Expressing ideas clearly and effectively in various contexts
- **Character:** Demonstrating kindness, respect, integrity, and responsibility in all interactions
- **Critical Thinking:** Applying logical reasoning and problem-solving skills to navigate challenges
- **Growth Mindset:** Embracing challenges, learning from feedback, and persisting through obstacles
- **Practical Skills:** Developing real-world competencies that prepare students for future success

Academic Support and Innovation

Richards School continues to strengthen academic outcomes through intentional instructional supports and collaborative practices. Increased opportunities for Professional Learning Community (PLC) time allow grade-level teams to analyze student data, align instruction, and share effective strategies. Dedicated team collaboration time ensures instructional decisions are responsive and consistent across classrooms.

Teachers receive direct support from our Instructional Coach, who partners with staff through modeling, co-planning, observation, and feedback to strengthen instructional practices and support differentiated learning.

Additionally, the implementation of the Arts & Letters curriculum supports high-quality instruction in English Language Arts by promoting student engagement, critical thinking, and strong literacy foundations aligned with state standards.

Children's Literacy Foundation (CLiF) Partnership

Richards School continues to benefit from its partnership with the Children's Literacy Foundation (CLiF), which plays a vital role in strengthening literacy instruction and fostering a culture of reading for both students and families. Through CLiF's School Library Grant and Family Literacy programming, Richards School has expanded access to high-quality, engaging texts that support student choice, inclusivity, and literacy growth.

CLiF's support has enhanced classroom and school library collections, ensuring students have access to developmentally appropriate, high-interest books aligned with English Language Arts instruction. Professional learning opportunities provided through CLiF further support teachers in implementing effective literacy practices that strengthen reading, writing, and language development.

Family literacy events supported by CLiF reinforce the home-school partnership by empowering caregivers with strategies to support reading at home. These efforts align closely with Richards School's CSI goals and our commitment to improving ELA outcomes while nurturing confident, lifelong readers.

Community and Family Support

A strong school community is built on the active partnership of families, staff, and local organizations. We are deeply grateful to the Parent-Teacher Organization (PTO) for organizing meaningful fundraising events that directly enhance learning opportunities for our 283 students. We also thank the broader Newport community for supporting a safe, respectful, and nurturing environment that reflects the values we cultivate at Richards School. Together, these partnerships strengthen our school and enrich the experiences of every student.

Looking Ahead

As we move forward in 2026, Richards School remains committed to academic excellence, social-emotional growth, and a positive school culture. By continuing to work hand-in-hand with families, staff, and community partners, we will inspire and empower our students to flourish, reach their potential, and embrace lifelong learning.



Principal David C. Bailey

Over the course of this school year the Middle School has been focused on three areas: Attendance, Behavior, and Curriculum.

The district set a goal to increase the amount of students attending school 90% of the time or more. At the end of the 2024-2025 63% of the students met the 90% or more attendance rate. Our goal this year is to increase the rate by 5%. As of this writing the Middle School is at 84% which is 21% higher than the rate at this time last year. We attribute this success to the strategies implemented this year which has included an attendance pledge signed by students and their families, advisory lessons discussing the importance of attending school, and the introduction of a monthly competition where advisories earn points for attendance with the advisory earning the most points wins the Attendance Trophy. This has been a big success with the students.

In the area of behavior the Middle School has set a goal of a 15% reduction of student behaviors that would require an intervention from the office. In order to meet this goal the school has been developing a Multi-Tiered System of Support for Behavior (MTSS-B). A team of teachers and an administrator has gone for specific training in this system and has begun meeting to develop interventions to help our students that struggle the most with maintaining their behavior in the classroom.

Lastly the Middle School has been learning to review data through a formalized data-team and are using these meetings to develop strategies to raise student achievement. The goal is to raise student performance in Math and Reading as measured by District and State benchmarks by 5% by the end of the school year. One initiative we are beginning in January is the implementation of a weekly block of targeted Math intervention using a computer based program that ties to individual student needs based off of their individual standardized testing.

Thank you for allowing me and the middle school team to assist you in the education of your child(ren).

Newport High School

Shannon L. Martin, Principal

Annual Report Highlights

Newport High School is a welcoming, student-centered learning community where every student is supported, challenged, and prepared for success after graduation. Through clear expectations, multiple learning pathways, and strong relationships, Newport ensures students are ready for college, careers, and life.

High school enrollment: approximately 266 students

Accreditation: New England Association of Colleges and Secondary Schools & New Hampshire Department of Education.

Memberships: National Association of Secondary School Principals, New Hampshire Association of Secondary Principals, New Hampshire Interscholastic Athletic Association, The College Board, and New England Association for College Admission Counseling

Aligning to New Hampshire's Updated Education Standards

Clear Expectations. Flexible Pathways. Real-World Learning.

New Hampshire has revised the 306 rules to strengthen competency-based learning, clarify graduation expectations, and expand opportunities for students to earn credit in meaningful ways. Newport High School is actively aligning to these updates while preserving the strong local opportunities families value.

- ➢ Graduation requirements are being reviewed and clarified to align with state expectations while maintaining local flexibility.
- ➢ The 2026–2027 Program of Studies will clearly outline course pathways, graduation requirements, competencies, and how students demonstrate learning.
- ➢ Updated expectations will apply to incoming ninth-grade students beginning in the 2026–2027 school year.

Multiple Pathways to Graduation

Learning That Meets Students Where They Are

Newport High School offers students several ways to earn credit and demonstrate proficiency, including:

- Career and technical education (CTE)
- Dual and concurrent college enrollment
- Extended learning opportunities (ELOs)
- Work-based learning and internships
- Performance-based assessments

These options allow students to pursue learning experiences aligned with their interests, strengths, and postsecondary goals.

Thoughtful Planning and Collaboration

Consistency and Communication

To support successful implementation, administrators, counselors, and content-area departments collaborate regularly to:

- Ensure consistency across departments
- Align coursework and assessments to competencies
- Communicate changes clearly to students and families
- Provide ongoing information and support as updates are finalized

Highlights from Newport High School
2025 NEASC Collaborative Conference Accreditation Visit

Decennial accreditation visit scheduled for spring of 2027

Preparing Students for the Future

Newport High School is committed to ensuring every student graduates with the knowledge, skills, and confidence needed to succeed. Through strong partnerships with families and the community, Newport continues to provide a high-quality, student-centered educational experience. During the spring of 2025, the New England Association of Schools and Colleges (NEASC) conducted an in-depth review of curriculum, and survey input data. Culminating in a two day on-site review of our facility, staff, students. This committee documented the following commendations:

A Welcoming and Inclusive School Culture

- Policies and practices that promote respect, inclusion, and belonging
- Strong relationships and collaboration among students, staff, and administration
- A positive, supportive school climate

Student Voice, Leadership, and Choice

- Leadership opportunities through student government, CTE organizations, and National Honor Society
- Multiple learning pathways aligned to student interests and goals
- The Tiger Nation Portrait of a Learner, developed collaboratively with students, families, and staff

Strong Academic and Personal Supports

- School counselors supporting academic, social-emotional, and post-secondary planning
- A collaborative student support team (SST) providing targeted interventions
- Daily WIN (What I Need) time for additional academic support
- MTSS-B practices emphasizing restorative approaches and student growth

Learning Beyond the Classroom

Connecting Learning to the Real World

- A wide range of co-curricular and extracurricular opportunities
- Experiential learning, internships, and extended learning opportunities
- Career and technical programs supported by strong community partnerships

Safe and Well-Equipped Facilities

Learning Environments That Support Success

- Well-maintained facilities that support academics, arts, athletics, and activities
- State-of-the-art CTE spaces and updated classroom technology
- 1:1 student Chromebooks
- Infrastructure and protocols that ensure a safe learning environment

Sugar River Valley Regional Technical Center

Eric W. Perry, CTE Director & Principal

Sugar River Valley Regional Technical Center (SRVRTC) proudly serves the Claremont, Newport, and Sunapee School Districts as part of the NH CTE Region 10. SRVRTC provides career and technical education (CTE) programs to prepare students for direct entry into a career or advanced preparation for college. The career and industry-focused programs provide impressive opportunities for students. The CTE programs at SRVRTC provide a competitive edge for the workforce or college entrance and prepares students for future career success. Your Career Starts Here!

The two-year renovation of the main 'Tech Center' attached to the high school and middle school, plus the addition of the new SRVRTC Agricultural Center completed in the fall of 2025. Members of the community, district leaders, and elected officials joined CTE faculty and staff to celebrate the completion of the project on August 26th. Two ceremonial ribbon cuttings took place, Ms. Amanda Hodge, Cosmetology Teacher and SRVRTC Alum, cut the ribbon at the main building while Mr. Sam Nelson, Forestry & Natural Resources Teacher and SRVRTC Alum, cut the ribbon at the Agricultural Center. SRVRTC is grateful for the unwavering community support of the renovation project; we are poised to serve many future generations.

Newport's Sugar River Valley Regional Technical Center offers nine robust, comprehensive career and industry-relevant two-year programs taught by teachers who hold industry-specific credentialing in addition to being credentialed NH Educators. Newport's CTE programs include:

- Animal & Plant Sciences
- Automotive Technology
- Business & Marketing
- Cosmetology
- Education & Behavioral Science
- Engineering
- Forestry & Natural Resources
- Health Science Technology
- Welding Technology

In addition to the nine two-year programs, CTE teachers in Newport also teach elective courses for the Newport High School. These courses include: Art & Science of Communication, Art & Science of Nails, Career Readiness, Computer Programming, Cosmetics & Makeup, Cultural Competence, Emergency Medical Technician, Floral Design, Game Design, Human Growth & Development, Introduction to Agricultural Science, Introduction to Animal & Plant Sciences, Introduction to Automotive Maintenance, Introduction to Business & Marketing, Introduction to Cosmetology, Introduction to Emergency Services & Public Safety, Introduction to Engineering, Introduction to Health Science, Introduction to Welding & Metalworks, Landscape, Arbor, & Turf Management,

Outdoor Recreation, Personal Finance and Planning, Welding for the Artist, and Welding Fundamentals for Automotive & Heavy Equipment. SRVRTC also hosts a monthly middle school (8th grade) CTE Exploratory program with participation from the Newport Middle School and Newport Montessori School.

Several CTE teachers are also adjunct faculty for the Community College System of New Hampshire (CCSNH) which enables SRVRTC to offer concurrent college courses through the CCSNH Early College Program (formerly known as Running Start). Students have the opportunity to earn college credits while attending their CTE course. Our Education & Behavioral Science Program is also partnered with CCSNH to offer a pre-apprenticeship program for students interested in a career in education. All CTE programs also have articulation agreements with colleges and trade schools.

Incorporated within the CTE programs at SRVRTC are industry recognized credentialing (IRC) programs. IRC programs are a requirement by the New Hampshire Department of Education for all CTE centers. Each program may identify one or more industry appropriate IRCs for their specific program. SRVRTC currently provides students with opportunities to earn the following credentials: American Heart Association Basic Life Support Provider, American Heart Association First Aid Certification, American Heart Association Heartsaver CPR & AED Certification, American Heart Association Bloodborne Pathogen Certification, American Welding Society (AWS) Certification, Automotive Service Excellence (ASE) Certification, Google Educator Certification, Microsoft Office Certification, and OSHA 10 Certification.

Designed to provide a greater student voice in school climate, culture, and operations, the CTE Director's Cabinet is in its third year of positively impacting the school. The appointed cabinet members, recommended by peers and teachers, meet twice monthly to provide feedback and guidance directly to the CTE Director. Additionally, they also appear on a monthly radio show at WCNL. We appreciate the student leaders who consistently show a dedication to CTE. Thank you to Glory Parker [Animal & Plant Sciences], Garrett Davis [Automotive], Edison Sohngen [Business & Marketing], Gabriella Landry [Cosmetology], Constance Yeingst [Education & Behavioral Science], Nikolos Peck [Engineering], Carson Almstrom [Forestry & Natural Resources], Gabrielle Hennessy [Health Science Technology], Celia Osborne [Welding Technology], Myleigha Belville and Mason Blood [CTE Alumni]. The contributions of these students will outlast their tenure at our school. We appreciate their dedication to improving CTE in Newport and positively influencing the climate and culture of the school.

The College & Career Center continues to serve both high school and CTE students in Newport under the leadership of Mrs. Kristie Howe. The College & Career Center oversees all extended learning opportunities (ELO) which includes job shadows and internships. Additionally, the 'Senior Series' was developed to assist members of the senior class with future planning. The College & Career Center also manages the leadership cohort as part of the 'Workforce Wednesday' Program and offers a one-quarter elective in career readiness. Students are fortunate to have access to such a strong resource in

their school.

SRVRTC Newport provides enrichment opportunities for CTE students in all nine of the school's programs. SRVRTC is proud to provide industry relevant student organizations that align with each student's program of study. Each of the career and technical student organizations (CTSO) listed below is proudly represented with a local chapter at SRVRTC. Through state and local events and competitions, membership in a CTSO provides students with opportunities to network, receive scholarships, expand their knowledge, and experience authentic career-focused opportunities.

SRVRTC Newport has local chapters of the following organizations: American Welding Society (AWS), Educators Rising (ER), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), National Technical Honor Society (NTHS), SkillsUSA-Automotive, SkillsUSA-Cosmetology, and Technology Student Association (TSA).

As we look forward to the 2026-2027 school year, SRVRTC hopes to add a 10th CTE Program focused on public safety (fire, emergency medical services, law enforcement, homeland security, and emergency management). With generous support and partnership of Newport Fire Department and Newport Police Department, SRVRTC was able to offer an Introduction to Emergency Services and Public Safety elective program in the 2025-2026 school year. A 10th program will continue to diversify and increase opportunities available to students in our CTE Region.

The end of the 2025-2026 school year will be the end of a quarter-century of teaching for Mrs. Deborah Stevens, our beloved Animal & Plant Sciences Teacher. In her official and unofficial roles, Mrs. Stevens has served the Sugar River Valley Regional Technical Center as an educator, mentor, advisor, advocate, department head, and CTE Mom. While Mrs. Stevens will be missed - we certainly wish her a long, healthy, and wonderful retirement - she has certainly earned it. Thank you, Mrs. Stevens!

It is the collective honor of the administration, faculty, and staff of Sugar River Valley Regional Technical Center to serve the students of Newport, Claremont, and Sunapee by providing rigorous, relevant, and valuable career-focused education. We are incredibly grateful for the support of our community.

Technology Department

Chad Howe, M.Ed, CETL, CISO
Director of Technology

This year, the Technology Department focused on three priorities: keeping learning and operations running smoothly, strengthening cyber safety, and modernizing systems so the district stays reliable and resilient. The work below represents many behind-the-scenes hours that rarely make the highlight reel—but they directly support classrooms, transportation, safety response, and daily communication across the community.

Reliable Support for Schools and Community Events

Throughout the year, the team provided technical support for a wide range of school and community gatherings. From concerts to special events, we helped ensure sound, connectivity, and equipment worked when it mattered most—because nothing tests technology quite like a packed auditorium and a “five minutes to doors open” countdown.

We also handled frequent onboarding and offboarding for students and staff. While it can feel routine, timely account setup, permissions management, and device readiness are essential to keeping instruction moving and keeping sensitive information protected.

Facility and Infrastructure Improvements

Several major infrastructure projects were completed or supported this year:

Starting off with Bus Barn connectivity and security readiness. We wired the new bus barn to support cameras, phone service, and wireless internet, improving visibility, communication, and operational coverage around the bus barn.

We saw the closeout of the CTE renovation project, which included new network cabling, HVAC controls, and lighting control systems for common areas—plus participation in numerous construction coordination meetings to keep technology aligned with project timelines.

We invested extensive time in switch and server maintenance, focusing on stability, performance, and safe configuration practices. Best practices for combating bad actors is to stay ahead of them as much as possible.

If technology were a vehicle, this year included a lot of oil changes, tire rotations, and preventative maintenance—not flashy, but exactly what prevents breakdowns on the highway.

Communication and Classroom/Program Enhancements

Clear communication is critical in schools—especially during busy days and emergency situations. Key improvements made this past year included:

Over the summer our phone system modernization kicked off**.** We upgraded an end-of-life phone system to a more capable, cloud-based solution, improving reliability and adding room for future enhancements.

Now hear this. We finalized the CTE Collaboration Center sound system installation**.** This new robust system will provide much needed audio to better support presentations, instruction, and events in that space.

With daily use all year long we needed to retire several aging radios. We purchased and supported the deployment of 10 new handheld radios for administrators, improving coordination and strengthening interoperability with local Fire/EMS.

Cybersecurity, Risk Management, and Safer Systems

Cybersecurity is no longer "just an IT thing." It's a student safety, staff safety, and community trust issue. This past year, we strengthened our security posture through training, tools, and structural changes:

Risk management training is always good to attend especially when it is put on by and sponsored by our insurance company. We attended both Primex Risk Management Summits with a cybersecurity focus, bringing back practical guidance and best practices.

We conducted monthly phishing exercises for staff. The purpose isn't to "catch" anyone—it's to build reflexes and recognize potential threats. Just like fire drills, the goal is safer habits under pressure.

We deployed advanced endpoint detection and response (EDR) and threat-hunting tools on all high-value devices to better detect suspicious activity early and respond quickly. This improved security monitoring was part of a state grant.

We supported onboarding for Aegix AIM, the district's incident management platform for drills and real events, improving readiness and documentation. This incident management platform was funded through a security grant

Using additional grant funds through the state we transitioned staff email and the district domain from .org to .gov domain, a meaningful step that supports stronger identity standards and improves public confidence in official communications.

We moved off Windows 10 after end-of-support and transitioned to Windows 11. Staying on supported operating systems is one of the most important ways to reduce vulnerability exposure, since unsupported systems stop receiving security fixes.

Why Hardware Refresh Matters (More Than Speed)

Keeping devices updated is not only about performance—it's about safety. Older hardware often cannot run modern security features effectively, may no longer receive driver/firmware updates, and can become easier targets for exploitation. Regular hardware refresh cycles help the district avoid "security debt," reduce consideration for emergency replacements, and keep students and staff working on reliable systems.

Think of it this way: when a device is past its supported life, it doesn't just get slower—it gets less defensible.
In today's environment, that matters.

A Little Wisdom for Data Protection (At School and at Home)

We can improve district systems all day long, but cybersecurity also depends on everyday decisions made by real people. Here are practical, community-friendly habits that help protect information:

1) **Use strong passphrases, not "passwords**.Longer is stronger. A simple sentence beats a short complicated string. (And yes—"Password123!" is still the first place bad actors look.)
2) **Turn on multi-factor authentication when offered**.It's one of the highest-impact protections available. If a service supports it, use it.
3) **Pause before clicking**.If an email creates urgency ("act now," "account locked," "gift card request," "wire funds"), take an extra minute. When in doubt, verify through a known phone number—not one provided in the message.
4) **Help the older generations with "safe defaults"**.The biggest gift you can give a parent, grandparent, or neighbor is a few protective settings:
   - ➔ Enable automatic updates
   - ➔ Use a password manager (or at least stop reusing passwords)
   - ➔ Turn on MFA for email and banking
   - ➔ Remind them: it's okay to hang up, and it's okay to ask for help

5) **Backups aren't boring when you need them**.Whether it's family photos or important files, a simple backup plan saves heartache. The best time to set it up is before anything goes wrong.

A Touch of Humor (Because We're Still a School Community)

This year we supported major projects, strengthened security, and kept systems running and yes, we also consumed a heroic quantity of cookies. We can neither confirm nor deny that "Have you tried turning it off and on again?" remains an effective troubleshooting method—though we are proud to report we used more advanced techniques at least some of the time.

Service Beyond the Server Room

In addition to technical responsibilities, the department contributes directly to district operations and long-term planning. We served on hiring committees—helping ensure continuity and a smooth leadership transition during an important period—by supporting interview logistics, evaluating role requirements through an operational lens, and helping new leaders get oriented with the systems and resources they rely on from day one.

We also participate on advisory committees and boards, representing the “how will this work in real life?” perspective for decisions that affect instruction, safety, communication, and day-to-day workflows. This includes helping teams think through sustainability, budgeting, and risk, and ensuring that initiatives are practical, secure, and support staff and student needs—not just today, but over the long haul.

Looking Ahead

The district is in a stronger position today because we:

- ★ Modernized critical communications systems
- ★ Improved cybersecurity detection and awareness
- ★ Completed key infrastructure projects
- ★ Supported safety tools and emergency communications
- ★ Made progress on keeping platforms and devices within supportable lifecycles.

Next year, we’ll keep our focus on three priorities that quietly determine whether technology feels seamless or stressful: staying on schedule with hardware refresh cycles, strengthening security awareness, and building resilient systems that can handle both everyday needs and unexpected curveballs. Timely device and infrastructure replacements reduce downtime, improve performance, and close security gaps that naturally widen as equipment ages. Ongoing security training and practical reminders will continue to help staff and students spot the “too good to be true” email, protect accounts, and make safe choices at school and at home.

Behind the scenes, we’ll also keep investing in reliability—better monitoring, clearer documentation, tested backups, and recovery plans—so critical services stay available and disruptions are shorter, rarer, and less dramatic. The goal is simple: technology that supports learning, communication, and operations without becoming the main character. With thoughtful planning, steady upgrades, and a community that stays cyber-smart, we’ll remain prepared, protected, and ready to support students, staff, and the broader community—whether it’s a regular Tuesday or the day everything decides to update at once.

Facilities and Maintenance Report

Over this past year the Facilities Department has worked hard to improve the day to day life of the staff and students of this School District. One of the ways we have been able to accomplish this is by increasing the amount of training days for my staff. We focus on best practices in cleaning, maintenance and safety. We have also been utilizing resources like e-learning and seminars to help in achieving those goals. Team building has also been a cornerstone of our facilities department. It has directly contributed to our overall success in maintaining safe, efficient, and welcoming school environments. It has:

- **Enhanced Collaboration and Communication:**

Through targeted team-building activities, such as cross-training exercises, we've fostered stronger interpersonal relationships among staff. This has led to improved coordination on projects like routine maintenance and emergency repairs, reducing response times and minimizing disruptions to school operations.

- **Boosted Morale and Employee Retention:**

Prioritizing team building has helped create a supportive culture where employees feel valued and connected. Initiatives like recognition programs have increased job satisfaction, resulting in a more motivated workforce dedicated to upholding high standards for our district.

- **Improved Problem-Solving and Innovation:**

By emphasizing collaborative exercises, we've equipped our team with better tools for tackling complex challenges, such as adapting to budget constraints or implementing sustainable upgrades. This focus has sparked innovative solutions, like streamlined inventory management processes, that align with our goal of operational excellence.

- **Measurable Outcomes:**

Quantifiable benefits from our team-building emphasis include a 34% increase in team efficiency metrics measured in our project completion rates, demonstrating a return on investment in building a resilient and cohesive unit.

Completed Projects and Maintenance Accomplishments

In the past year, the Facilities Department has focused on addressing critical infrastructure needs, enhancing building integrity, ensuring health and safety, and maintaining our district's facilities to support a safe and effective learning environment for students and staff.

Major Projects Completed:

- **Sewer Line Repair:**
- We re-sleeved the sewer line at the High School that had been compromised by tree roots. This was causing sewage to back up into the school. With this fixed the sewage can now flow freely into the town line.
- **Repointing at Richards Elementary School:**
- We have performed masonry repointing to restore and protect the building envelope, improving structural longevity and weather resistance. There is still more to be done, but some of the worst areas have been fixed.

- **Bat Eviction and Remediation at Richards Elementary School:**

We safely and humanely removed the bat colony from the attic, followed by necessary cleanup and exclusion measures to comply with health and wildlife regulations.

- **Demolition of the Unused Gray Building:**

We successfully demolished the obsolete Gray Building at the High School, clearing the site for potential future use. The building had become a den for stray cats and skunks. It also had large portions of

- ## Ongoing Maintenance and Routine Tasks:

In addition to these major initiatives, our team completed numerous essential maintenance activities district-wide, including:

- Interior and exterior painting to refresh and protect building surfaces.
- Plumbing repairs and upgrades for efficient water systems.
- Landscaping improvements to maintain safe, attractive fields and grounds.
- General upkeep tasks such as HVAC servicing, electrical maintenance, flooring repairs, and other day-to-day operations to keep all facilities functional and safe.

These efforts reflect our commitment to proactive stewardship of district assets, minimizing disruptions to education while extending the lifespan of our buildings and grounds. We continue to prioritize projects that enhance safety, efficiency, and sustainability for the benefit of our students, staff and school community.

SAU 43 Staff
The list of dedicated and caring people who care for your children

	Richards Elementary School		
Clark, Robert	Principal	Keene State College	M.Ed.
Overhoff, Michelle	Assistant Principal	Plymouth State University	M.Ed
Almstrom, Nicole	Paraeducator		
Ayotte, Anna	Teacher		
Beard, Lorien	Paraeducator	Louisiana Technical College	AS
Benoit, Christie	Teacher	University of Minnesota-Duluth	BA
Bernier-Wright, Matthew	Teacher	Fitchburg State University	BA
Betts, Jennifer	Occupational Therapist	University of the Sciences - Philadelphia	MA
Bevilacqua, Tracey	COTA/L	NH Technical College	OTA
Branch, Angel	Paraeducator		Para II Certification
Champney, Ashley	Paraeducator		Para II Certification
Cherry, Aaron	Teacher	Fresno Pacific University	MA
Cianci, Celina	Building and Grounds	Southern CT State University	BS
Connors, Emily	Teacher	Keene State College	BS
Day, Crystal	Paraeducator		Para II Certification
Doolittle, Tia	Teacher	Granite State College	BA
Dubey, Rory	Paraeducator		
Espinoza, Karen	Teacher	Plymouth State University	BA
Feuring-Russell, Janet	Speech Pathologist	Antioch	MA
Gallione, Richard	Buildings and Grounds		
Gelina, Jaclyn	Teacher	Granite State College	BS
Gibson, Joseph	Teacher	Buffalo State College	BS
Godwin, Heidi	Paraeducator	New England College	BA

Hall, Elizabeth	Teacher	Granite State University	BA
Hardt, Laurie	Teacher	SUNY Potsdam	BA
Hodge, Krystle	Paraeducator		
Keefe, Denise	Teacher	Notre Dame College	BA
Kidder, Kristine	Teacher	St. Michaels College	M.Ed
King, Kelley	Paraeducator	River Valley Community College	MAA
Koziol, Robert	Teacher	University of Phoenix	MA
Lamery, Robert	Building and Grounds		
Larson, Shelby	Teacher	University of Northern Colorado	BA
Leahy, Brittany	Teacher	Granite State College	BA
Marcinkewicz, Christine	School Counselor	Kent State University	M.Ed.
Martin, Christine	Administrative Assistant	NH Vocational College	Certification
Maynard, Robin	Paraeducator	Community College of Vermont	Para II Certification
McLaughlin, Alyssa	Teacher	Granite State College	BA
Merritt, Kelley	Teacher	Plymouth State University	BS
Miller, Amber	Paraeducator		Para II Certification
Minkler, Dawn	Paraeducator	University of New Hampshire	Associates
Monahan, Kelsey	Teacher	Colby Sawyer College	BS
Mosconas, Laura	Teacher	Keene State College	M. Ed
Moulton, Fancy	Paraeducator		Para II Certification
Mull, Amanda	Paraeducator		
Overhoff, Madison	Teacher	University of New England	BS
O'Connor, Colleen	Teacher	Plymouth State University	BS
Pawley, Melissa	Library Media Specialist	Plymouth State University	M.Ed
Peters, Jody	Teacher	Southern New Hampshire University	MA
Pickering, Ashlee	Administrative Assistant	Brigham Young University	
Putnam, Craig	Student Conduct Counselor	University of Phoenix	Para II Certification
Pietras, Rebecca	Paraeducator		
Randall, Alyson	Paraeducator		

Rines, Zita-Maria	Teacher	Granite State College	BA
Rounds, Ryan	Paraeducator		
Schnare, Daniel	Teacher	Framingham State University	M.Ed
Severance, Stephanie	Teacher	Keene State College	BA
Slack, Angelina	Teacher	Southern New Hampshire University	M.Ed
Smith, Gretta	Teacher	Keene State College	BA
Starkey, Laine	Occupational Therapy	New England Institute of Technology	M.Sci
Stiles, Ellen	Paraeducator	Southern New Hampshire University	BA
Stone, Samantha	Paraeducator	River Valley Community College	Level 2 ECE Certificate
Tatro, Mandy	Paraeducator		Para II Certification
Tibbetts, Shawna	Paraeducator	Grand Canyon University	Para II Certification
Tower, Kerri	Teacher	Rhode Island College	BS
Turcot, Victoria	Paraeducator	Penn Foster College	Para II Certification
Twiss-Waterman, Theresa	Teacher	University of Phoenix	BA
Waterman, Kayla	Paraeducator		Para II Certification
Yung, Anne	Teacher	Holy Names University	MA

	Newport Middle School		
Bailey, David	Principal	Upper Valley Educator's Institute	M.Ed
Willbarger, Staci	Assistant Principal		
Benoit, Eugene	Teacher	University of Minnesota-Duluth	BA
Blevins, Annee	Library Media Specialist	George Fox University	M.Ed
Brodeur-Fossa, Eliza	Teacher	Western Governors University	MA
Budd, Gary	Teacher	Upper Valley Educators Institute	Elementary Education Certification
Burroughs, Stacey	Teacher	Notre Dame College	M.Ed.
Burroughs, Victoria	Teacher	University of New Hampshire	BS
Clayton, Thomas	Paraeducator		Para II Certification
Collins, Katrine	Teacher	University of Connecticut	BA
Coronis, Spencer	Teacher	Southern New Hampshire University	BA
Cullen, Oli	Paraedeucator		
Dauphin, Michael	Building and Grounds		
Duffy, Kyle	Teacher	Johnson State College	BS
Frank, Michaella	Teacher	Cleveland State University	BA
Gonzalez, Leah	Teacher	Plymouth State University	MAT
Gouin, Carol	SLA	Granite State College	BS
Greenwood, Keri	Paraeducator		
Irish, Carla	Teacher	University of Southern Maine	M.Ed
Joseph-Brewster	Buildings and Grounds		
Mills, Amber	Teacher	Southern New Hampshire University	M.B.A
Morrill, Elizabeth	Guidance Counselor	Virginia Polytechnic Institute and State University	BS
Robertson, Holly	Paraeducator		Para II Certification
Roy, Michelle	Teacher	Lesley University	M.Ed
Sanborn, Mona	Paraeducator		Para II Certification

Schinck, Lori	Administrative Assistant		
Shaughnessy, Collin	Teacher	University of Massachusetts-Amherst	M.Ed.
Smith, Susan	Teacher	Granite State College	BS
Stanton, Scott	Teacher	Southern New Hampshire University	MA
Stevens, Wanda	Paraeducator	Grand Canyon University	BA
Thomas, Tia	Paraeducator		
Toliver, Miranda	Building and Grounds		
Wharton, Lynn	Paraeducator	Granite State College	Para II
Wilkinson, Jasmyn	Paraeducator	Granite State College	
Wilson, Nicole	Paraeducator	Keene State College	Para II
Yusko, Kathi	Teacher	Saint Bonaventure University	BS
Zangwill, Nikolas	Teacher	East Carolina University	M.Ed

	Newport High School		
Martin, Shannon	Principal	University of New Hampshire	MA
Fischer, Sarah	Assistant Principal	Southern New Hampshire University	
Basher, Bonnie	Special Education	Grand Canyon University	BA
Braga, Corey	Building and Grounds		
Bragins, Ariel	Teacher	Keene State College	BA
Cameron, Angela	Paraeducator		Para II Certification
Chick, Kyle	Paraeducator		Para II Certification
Ciglar, Thomas	Teacher	Fitchburg State University	MBA
Cote, Susanne	Paraeducator	University of New Hampshire	Para II Certification
Cotrupi, Haley	Student Conduct Counselor	Castleton University	BSW
Cullen, Carmen	Teacher	SUNY Cortland	BS

Douglass, Michael	School Nurse	NH Community Technical College/Berlin	Associates Degree
Duke, Ryan	Teacher	Dartmouth College	PhD
Fish, Paula	Teacher	Keene State College	BA
Goss, Alex	Teacher	Keene State College	BA
Griffin, Sarah	Teacher	Springfield College	BS
Guimond, Amy	Teacher	Nova Southeastern University	PhD
Hetherington, Ryann	Teacher	State University of New York at Binghamton	BA
Houde, Ethan	Teacher	Colby Sawyer College	BA
Hall, Zenith	Buildings and Grounds		
Johnson, Kevin	Teacher	Nazarene College	M.Ed
Laro, Melinda	Occupational Therapy	New England Institute of Tech.	Dr. of O. T. .
Lavella-Schaudt, Storm	Teacher	Arizona State University	M.Ed.
Maheu, Wendy	Paraeducator		
Masure, Elizabeth	Teacher	Southern New Hampshire University	CAGS
Maynard, Wesley	Buildings and Grounds		
Merigian, Dianne	Para Educator	Wayne State University	MA
Miller, Jeffrey	Athletic Director	New England College	BA
Minckler, Shannon	Paraeducator		Para II Certification
Mullen, Donald	Guidance Counselor	University of New Hampshire	M.Ed
Nelson Lisa	Building and Grounds		
Nogueron, Andrea	Related Services	Seattle University	Ed. S.
Oberhofer, Edward	Teacher	Drexel University	M.Ed
Patel, Niqe	Teacher	Mount Holyoke College	M.Ed.
Peng, Yuanyuan	Teacher	Stony Brook University	MS
Radford, Nicole	Student Supt. Specialist	Granite State College	BS
Richardson, Linda	Administrative Assistant	River Valley Community College	
Scott, Terrie	Administrative Assistant	Franklin Pierce University	MBA

Seymour, Melissa	Paraeducator	River Valley Community College	Early Childhood Education Certificate
Sharp, Hayley	School Counselor	Salem State University	M.Ed
Slater, Christian	Teacher	Plymouth State University	BS
Spooner.Elizabeth	Paraeducator	Granite State College	Para II Certification
Stevens, Cynthia	Teacher	Dartmouth College	MS
Sullivan, Robert	Teacher	University of Maine	M.Ed.
Witham, Joshua	Paraeducator		
Willey, April	Paraeducator	Becker College	
Wilmot, Nancy	Administrative Assistant to School Counseling	Southern New Hampshire University	BA

	Sugar River Valley Regional Technical Center		
Perry, Eric W.	CTE Director & Principal	Southern New Hampshire University	M.Ed
Bilodeau, Sarah	Teacher	Southern New Hampshire University	M.Ed
Bousquet, Kelley	Teacher	University of Maryland	Critical Care Paramedic
Forrett, Sarah	Teacher	Southern New Hampshire University	MBA
Hodge Amanda	Teacher	Southern New Hampshire University	BA
Howe, Kristie	College & Career Specialist |	University of New Hampshire	BA
Kerin-Herrick, Heather	Teacher	Plymouth State University	BS
Nelson, Sam	Teacher	University of New Hampshire	A.A.S
Osanitsch, Gregory	Administrative Assistant	University of Connecticut	BA

Scott, Graham	Teacher	University of Vermont	BS
Stevens, Deborah	Teacher	Keene State College	BA
Stoddard,Paul	Teacher		ASE Certified Master Technician/Advanced Level Specialist

	S.O.A.R.		
Matteuzzi, Travis	S.O.A.R. Program Coordinator	Granite State University	BA
Davis, Lisa	Teacher	Southern New Hampshire University	M.Ed
Emery, Tammy	Student Support Specialist	New England College	
Hill, Anna	Buildings and Grounds		
Ayotte, Christine	Paraeducator		
Steadman, Steven	Paraeducator		
West, Ashley	Paraeducator		Para II Certification

	Transportation		
Godwin, Caleb	Transportation Director		
Demers, David	Transportation		
Gee, Corey	Transportation		
Hayward, Patrick	Transportation	New Hampshire College	
Hicking, Karen	Transportation		
Mason, Jennifer	Transportation		
McGirr, Gail	Transportation		
Murdough, Stacey	Transportation		
Rollins-Gee, Tessa	Transportation		
Rozanski, Nancy	Paraeducator		
Sayce, Scott	Transportation	Norwich University	BA
Schienk, Ed	Mechanic		
Sweetser, Rebecca	Transportation		

	SAU And District Wide		
Kane, Brynn	Director of Curriculum, Instruction and Assessment	Southern New Hampshire University	M.Ed
Darlene Ayotte	Director of Student Services	University of New England	CAGS
O'Connor, Kate	Business Administrator	University of New Hampshire	MPA
Howe, Chad	Director of Technology	Southern New Hampshire University	M.Ed,
Shari Theriault	Human Resource Coordinator/Payroll/ Grants Accounting		
Bertrand, Christine	Family Community Liaison	Brandeis University	MA
Boucher, Michelle	Finance Manager	Southern New Hampshire University	
Mackenzie, Rebecca	Teacher	Plymouth State University	M.Ed
Morse, Tammy	Applications Coordinator	Granite State College	BS
Pollari, Joanne	Admin Assistant to the Dir. of Student Services; Free and Reduced Meals Coordinator		
Small, Melissa	Executive Assistant to the Superintendent	Hesser College	AS
Collins, Cheryl	Accounts Payable / Reception		
Seymour, Sean	School Resource Officer	Norwich University	BA
Childs, David	Maintenance		
Johnson, Eva	Social and Emotional Wellness Coordinator	New England College	MS
Keenan, Scott	Maintenance		
Woodbury, Craig	IT Support		
Blood, Darcy	Admin Assistant	NH Community Technical College	AS
Spooner, Aaron	Director of Facilities	Vocational	
Szelangowski, Joseph	Buildings and Grounds		

Demonstrating Caring For the Long Term

We thank these long-term employees for their dedication and support of our children.

15 - 20 Years of Service to Newport

Christie Benoit	**Lisa Nelson**
Eugene Benoit Jr.	**Holly Robertson**
Tammy Emery*	**Mona Sanborn***
Sarah Fischer*	**Edward Schinck**
Karen Hicking	**Lynn Wharton**
Jeff Miller	**Craig Putnam**

21 - 25 Years of Service

Corey Braga	**Scott Keenan***
Stacey Burroughs	**Kelley Merritt**
Robert Lamery	**Deborah Stevens**

26 - 30 Years of Service

Susanne Cote	**Sarah Griffin**
Paula Fish	**Robert Sullivan Jr.**
Colleen O'Connor*	

31+ Years of Service

Kristine Kidder	**Laura Mosconas**
Kathleen Yusko	**Elizabeth Spooner**
Tracey Bevilaqua	

Newport School District Special Education For the 2023/24 and 2024/25 School Years		
Special Education Expenses	**2023/24**	**2024/25**
Salaries and Benefits	$3,010,449	$3,764,744
Contracted Services, OT-PT, Psychological, ETC	$1,056,880	$1,633,625
Legal Expenses		
Special Education Transportation	$137,494	$64,688
Supplies and Equipment	$41,735	$37,091
Out of District Tuition	$437,638	$310,661
Sub-Total	**$4,684,196**	**$5,810,809**
Federal Funding of Special Education		
IDEA	**$368,791**	**$395,483**
Sub-Total	**$368,791**	**$395,483**
Special Education Revenue		
Special Education Portion Adequate Aid	**$426,195**	**$388,517**
Catastrophic Aid	**$68,027**	**$25,983**
Medicaid Reimbursement	**$133,981**	**$192,627**
Tuition Sending Schools	**$158,415**	**$87,110**
Sub-Total	**$786,618**	**$694,237**
Special Education Funding Through Taxes	**$3,897,578**	**$5,116,572**

NEWPORT SCHOOL DISTRICT MEETING INFORMATION

Minutes of Deliberative Session

First Session February 1, 2025

At a legal meeting of the inhabitants of Newport School District qualified to vote in district affairs in Newport Middle High School on North Main Street in said town of February 1, 2025 at 9:00 AM for the first session of the Annual School District Meeting where the following business was transacted

MEETING BEGAN AT 9:00 AM

Article 1

To choose a moderator, clerk, and treasurer for the ensuing one year and to choose two members of the School Board for the ensuing three years. The moderator passed over the article.

Article 2

Shall the Newport School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant, or as amended by vote of the first session, for the purposes set forth therein, totaling Twenty-Two Million, One Hundred Forty eight Thousand, Seven Hundred Ninety Dollars ($22,148,790)? Should this article be defeated, the default budget shall be Twenty-Two Million, One Hundred Forty-eight Thousand, Seven Hundred Ninety Dollars ($22,148,790), which is the same as last year, with certain adjustments required by previous action of the District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

The article was moved by Steve Morris, seconded by Bert Spaulding and without further discussion was forwarded by the moderator to the official ballot.

Article 3

To see if the school district will vote to approve the cost items included in the collective bargaining agreement reached between the Newport School District and the Newport Teachers Association which calls for the following increases in salaries and benefits at the current staffing level over the previous year:

Year Est. Increase

2024-2025 $355,264

2025-2026 $208,442

2026-2027 $329,177

2027-2028 $322,884

and further to raise and appropriate $1.00 for the 2025-2026 fiscal year, and such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels shall be funded out of the 2025-26 operating budget.

The article was moved by Melissa Mitchler, seconded by Ken Merrow The article was amended by Melissa Mitchler, seconded by Steven Morris

and further to raise and appropriate $1.00 for the 2025-2026 fiscal year, and such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels with balance of the 2025-2026 increases shall be funded out of the 2025-26 operating budget

Unanimous Approved

The article without further discussion was forwarded by the moderator to the official ballot.

Article 4

To see if the school district will vote to approve the cost items included in the collective bargaining agreement reached between the Newport School District and the Newport Support Staff which calls for the following increases in salaries and benefits at the current staffing level over the previous year:

Year Est. Increase

2024-2025 $162,540

2025-2026 $ 79,906

2026-2027 $107,514

and further to raise and appropriate $1.00 for the 2025-2026 fiscal year, and such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels shall be funded out of the 2025-26 operating budget.

The article was moved by Melissa Mitchler, seconded by Ken Merrow The article was amended by Melissa Mitchler, seconded by Steven Morris

and further to raise and appropriate $1.00 for the 2025-2026 fiscal year, and such sum representing the additional costs attributable to the increase in salaries and benefits required by

the new agreement over those that would be paid at current staffing levels with the balance of the 2025-2026 increases shall be funded out of the 2025-26 operating budget.

Unanimous Approval

The article without further discussion was forwarded by the moderator to the official ballot.

Article 5

To see if the school district will adopt the following resolution:

Whereas the New Hampshire Supreme Court, in its Claremont rulings over 30 years ago, affirmed the State's constitutional responsibility to ensure and fairly fund a high-quality education for every child;

Whereas the Superior Court, in both the Rand and ConVal rulings, has directed the Legislature to align school funding statutes with decades of court precedent;

Whereas the State of New Hampshire currently funds less than 30% of the cost of each child's public education costs lowest in the country and funds less than 11% of special education cost, shifting the burden to local property taxpayers;

Whereas 86% of New Hampshire's school-aged children attend public schools;

Whereas the Town of Newport, its students, and taxpayers have been disproportionately harmed by the State's inequitable funding model;

Now, therefore, the citizens of the Town of Newport advise the State of New Hampshire Legislature and Governor to adopt comprehensive and lasting laws that increase state funding for public education to fulfill the State's responsibility of providing an adequate education fairly funded for every student across the state.

The article was moved by John Lunn, seconded by Robert Scott and without further discussion was forwarded by the moderator to the official ballot.

MEETING ADJOURNED 10:10

SESSION II

MARCH 11, 2025

TOTAL BALLOTS 547

SCHOOL BOARD TWO MEMBERS THREE YEARS

JESSICA PACKARD 436

KEITH M. SAYER 296

BERT SPAULDING SR 160

SCHOOL BOARD ONE MEMBERS ONE YEARS NIKKI MURPHY 460

FOR MODERATOR

KENNETH E. DUFORT 463

FOR TREASURER

ROBERT SCOTT 467

FOR CLERK

ROBERT SCOTT 461

ARTICLES	YES NO
TWO	424 113
THREE	397 143
FOUR	411 121
FIVE	481 61

A TRUE RECORD ATTEST

RESPECTFULLY SUBMITTED

HON. ROBERT SCOTT

NEWPORT SCHOOL CLERK

New Hampshire
Department of
Revenue Administration

2026
WARRANT

Newport Local School

The inhabitants of the School District of Newport Local School in the state of New Hampshire qualified to vote in School District affairs are hereby notified that the Annual School District Meeting will be held as follows:

First Session of Annual Meeting (Deliberative Session)
Date: Saturday, January 31, 2026
Time: 9:00 a.m.
Location: Newport Middle High School Gymnasium
Details: 245 North Main St. Newport, NH 03773

Second Session of Annual Meeting (Official Ballot Voting)
Date: Tuesday, March 10, 2026
Time: 8:00 a.m. to 7:00 p.m.
Location: LaValley Family Community Center
Details: 17 Meadow Road, Newport, NH 03773

GOVERNING BODY CERTIFICATION

We certify and attest that on or before February 26, 2026, a true and attested copy of this document was posted at the place of meeting and at 86 North Main St., Newport, NH and that an original was delivered to the School District Clerk.

Name	Position	Signature
Nicole Murphy	School Board Chairperson	Nicole Murphy
Jessica Packard	School Board Member	Jessica Packard
Keith Sayer	School Board Member	Keith Sayer
Melissa Mitchler	School Board Member	Melissa Mitchler

Article 01 **Election of officers**

Elections to choose a moderator, clerk, and treasurer for the ensuing one year and to choose one member of the School Board for the ensuing three years.

Article 02 **Operating Budget**

The average cost-per-pupil for the preceding year as calculated in accordance with RSA 189:75, I(a) is $29,290. ELA Proficiency: 31%; Math Proficiency: 11%; Science Proficiency: 11%.

Shall the Newport School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant, or as amended by vote of the first session, for the purposes set forth therein, totaling Twenty-Two Million, Seven Hundred Thirty Eight Thousand, Five Hundred Seven ($ 22,738,507), Should this article be defeated, the default budget shall be Twenty-Two Million, Nine Hundred Sixty Thousand, Seven Hundred Forty-Five Dollars ($22,960,745), with certain adjustments required by previous action of the District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

The School Board does not recommend this article. Budget Advisory Committee does recommend this article. Tax Impact Proposed Budget $ 1.34 or Proposed Default Budget $1.69 (Majority Vote Required)

Article 03 **To purchase an ADA and preschool accessible playground for the Richards Elementary School.**

To see if the Newport School District will vote to raise and appropriate the sum $53,600 for the purpose of purchasing a new playground for the Richards Elementary School to become ADA and preschool accessible. This special warrant article will be a non-lapsing appropriation per RSA 32:7, VI and will not lapse until the purchase and installation of a new playground at

Richards Elementary School is completed or by June 30, 2029, whichever is sooner. The School Board recommends this appropriation. The Budget Advisory Committee does not recommend this appropriation. (Majority vote required). Tax Impact $0.07

Article 04 **Repaving of the Richards Elementary School Parking Lot.**

To see if the Newport School District will vote to raise and appropriate the sum of $32,000 for the purpose of repaving the Richards Elementary School parking lot entryway. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). Tax Impact $0.04.

Article 05 **To purchase a new school bus to replace bus #2 in the 2026-2027 school year.**

To see if the Newport School District will vote to raise and appropriate the sum of $100,000 for the purpose of purchasing a new school bus to replace the current bus #2. The School Board and Budget Advisory Committee recommend this article. (Majority vote required) Tax Impact $0.13.

Article 06 **To create a Public Safety Program at the CTE Center.**

To see if the Newport School District will vote to raise and appropriate the sum of $103,353.00 for the purpose of funding a new Public Safety Program at the Newport CTE Center that offers students a career pathway into law enforcement, fire science, and EMS. If approved, it will be incorporated into the operating budget for the 27-28 school year. The School Board and Budget Advisory Committee recommend this article. (Majority vote required) Tax Impact $0.14.

Article 07 **To establish a Technology Capital Reserve Fund to purchase equipment and cybersecurity items.**

To see if the Newport School District will vote to establish a Technology Expendable Trust Fund per RSA 198:20-c, V for the purpose of

purchasing and maintaining technology and cybersecurity equipment and software and to raise and appropriate $50,000 to be placed in the fund, with such sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026, and to name the School Board as agents to expend. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority Vote Required). No Tax Impact.

Article 08 **To appropriate funding out of fund balance in the School Facilities Building and Renovation Fund.**

To see if the Newport School District will vote to raise and appropriate $50,000 to be added to the School Facility Renovations and Replacement Capital Reserve Fund established in 1998, and to name the School Board as agents to expend. This sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). No Tax Impact.

Article 09 **To appropriate funding to the Transportation Fund.**

To see if the Newport School District will vote to raise and appropriate $25,000 to be added to the 2009 Transportation Expendable Trust Fund established in 2009, and to name the School Board as agents to expend. This sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). No Tax Impact.

Article 10 **To establish the 5% rule from RSA 198:4-b, II.**

To see if the Newport School District will vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 5 percent of the current fiscal years' net assessment, in accordance with RSA 198:4-b, II. The School Board recommends this article. The Budget Advisory Committee does not recommend this article. (Majority vote required).

Article 11 **To discontinue the Future Land Purchase, Field Purchase, and Duplicate Out of District/504 Special Accommodation/402 Court Placement Fund**

To see if the Newport School District will vote to discontinue the following trust funds, Future Land Purchase Capital Reserve Fund, the Field Purchase Capital Reserve Fund, and the Out of District/504 Special Accommodations/402 Court Placement Fund. Said funds and accumulated interest to date of withdrawal, are to be transferred to the school district's general fund. The School Board and Budget Advisory Committee recommend this article. (Majority vote required).

Future Land Purchase - $66,062.99 estimated balance
Field Purchase - $20,377.85 estimate balance
Out of District/504 Special Accommodations/402 Court Placement Fund- $0 (Duplication of established fund)

Article 12 **Establish an Athletic Facility Maintenance Fund.**

To see if the Newport School District will vote to establish an Athletic Facility Maintenance Capital Reserve Fund under the provisions of RSA 35:1 for the purpose of maintaining and improving athletic fields and facilities and to raise and appropriate the sum of $85,000 to be placed in this fund, with such sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. Further, to name the School Board as agents to expend from said fund. The School Board and Budget Advisory Committee recommend this article. (Majority Vote Required). No Tax Impact.

Article 13 **To appropriate funding out of fund balance into the Special Education Fund.**

To see if the Newport School District will vote to raise and appropriate $50,000 to be added to the Unanticipated Education Services Expendable Trust Fund previously established. This sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. No amount to be raised from taxation. The School Board and Budget Advisory Committee

recommend this article. (Majority vote required). No Tax Impact.

Article 14 **To become an Open Enrollment District.**

To see if the Newport School District will vote to adopt an open enrollment school program, designating Richards School, Newport Middle School and Newport High School as open enrollment schools pursuant to RSA 194-D, for the purpose of enabling the District to admit students who reside outside of Newport to Richards School, Newport Middle School and Newport High School, with zero percent (0%) of the students residing in Newport permitted to attend open enrollment schools located outside of Newport, and to limit the number of non-resident pupils who may attend Richards School, Newport Middle School and Newport High School under the provisions of RSA 194-D to no more than five percent (5%) of the total enrollment in the Newport School District. (Majority vote required). No Tax Impact. The School Board and Budget Advisory Committee recommend this article.

Article 15 **To hear reports**

To hear reports of agents, auditors, and committees or officers heretofore chosen.

New Hampshire
Department of
Revenue Administration

2026
MS-26

Proposed Budget

Newport Local School

Appropriations and Estimates of Revenue for the Fiscal Year from:
July 1, 2026 to June 30, 2027

Form Due Date: **20 Days after the Annual Meeting**

This form was posted with the warrant on: _____

SCHOOL BOARD CERTIFICATION

Under penalties of perjury, I declare that I have examined the information contained in this form and to the best of my belief it is true, correct and complete.

Name	Position	Signature
Jessica Packard	School Board Chairperson	
Darrell Jones	School Board Vice Chairperson	
Keith Sayer	School Board Member	
Melissa Mitchler	School Board Member	
Nicole Murphy	School Board Member	

This form must be signed, scanned, and uploaded to the Municipal Tax Rate Setting Portal:
https://www.proptax.org/

For assistance please contact:
NH DRA Municipal and Property Division
(603) 230-5090
https://www.revenue.nh.gov/about-dra/municipal-and-property-division/municipal-bureau

Proposed Budget

Account	Purpose	Article	Expenditures for period ending 6/30/2025	Appropriations for period ending 6/30/2026	Appropriations for period ending 6/30/2027 (Recommended)	Appropriations for period ending 6/30/2027 (Not Recommended)
Instruction						
1100-1199	Regular Programs	02	$4,697,291	$4,794,067	$4,992,492	$0
1200-1299	Special Programs	02	$3,851,504	$4,083,348	$4,829,523	$0
1300-1399	Vocational Programs	02	$990,631	$1,051,972	$1,219,745	$0
1400-1499	Other Programs	02	$484,035	$541,355	$586,051	$0
1500-1599	Non-Public Programs	02	$0	$0	$0	$0
1600-1699	Adult/Continuing Education Programs	02	$0	$0	$0	$0
1700-1799	Community/Junior College Education Programs		$0	$0	$0	$0
1800-1899	Community Service Programs		$0	$0	$0	$0
	Instruction Subtotal		**$10,023,461**	**$10,470,742**	**$11,627,811**	**$0**
Support Services						
2000-2199	Student Support Services	02	$2,035,678	$1,815,664	$2,098,256	$0
2200-2299	Instructional Staff Services	02	$1,008,511	$1,154,457	$1,314,259	$0
	Support Services Subtotal		**$3,044,189**	**$2,970,121**	**$3,412,515**	**$0**
General Administration						
2310 (840)	School Board Contingency		$0	$0	$0	$0
2310-2319	Other School Board	02	$112,177	$117,418	$110,274	$0
	General Administration Subtotal		**$112,177**	**$117,418**	**$110,274**	**$0**
Executive Administration						
2320 (310)	SAU Management Services		$0	$0	$0	$0
2320-2399	All Other Administration	02	$915,344	$884,819	$889,770	$0
2400-2499	School Administration Service	02	$1,560,155	$1,559,278	$1,444,711	$0
2500-2599	Business	02	$410,347	$494,087	$462,328	$0
2600-2699	Plant Operations and Maintenance	02	$2,447,576	$2,321,821	$2,661,397	$0
2700-2799	Student Transportation	02	$756,208	$792,579	$907,092	$0
2800-2999	Support Service, Central and Other	02	$303,496	$314,153	$228,058	$0
	Executive Administration Subtotal		**$6,393,126**	**$6,366,737**	**$6,593,356**	**$0**
Non-Instructional Services						
3100	Food Service Operations		$0	$0	$0	$0
3200	Enterprise Operations		$0	$0	$0	$0
	Non-Instructional Services Subtotal		**$0**	**$0**	**$0**	**$0**
Facilities Acquisition and Construction						
4100	Site Acquisition		$0	$0	$0	$0
4200	Site Improvement		$0	$0	$0	$0
4300	Architectural/Engineering		$0	$0	$0	$0

Proposed Budget

4400	Educational Specification Development		$0	$0	$0	$0
4500	Building Acquisition/Construction		$0	$0	$0	$0
4600	Building Improvement Services		$0	$0	$0	$0
4900	Other Facilities Acquisition and Construction		$0	$0	$0	$0
	Facilities Acquisition and Construction Subtotal		**$0**	**$0**	**$0**	**$0**
Other Outlays						
5110	Debt Service - Principal	02	$583,200	$593,200	$593,200	$0
5120	Debt Service - Interest	02	$114,822	$129,574	$105,351	$0
	Other Outlays Subtotal		**$708,022**	**$722,774**	**$698,551**	**$0**
Fund Transfers						
5220-5221	To Food Service	02	$500,000	$500,000	$545,000	$0
5222-5229	To Other Special Revenue	02	$1,001,000	$1,001,000	$1,001,000	$0
5230-5239	To Capital Projects		$0	$0	$0	$0
5254	To Agency Funds		$0	$0	$0	$0
5310	To Charter Schools		$0	$0	$0	$0
5390	To Other Agencies		$0	$0	$0	$0
9990	Supplemental Appropriation		$0	$0	$0	$0
9992	Deficit Appropriation		$0	$0	$0	$0
	Fund Transfers Subtotal		**$1,501,000**	**$1,501,000**	**$1,546,000**	**$0**
	Total Operating Budget Appropriations				**$23,988,507**	**$0**

Proposed Budget

Account	Purpose	Article	Appropriations for period ending 6/30/2027 (Recommended)	Appropriations for period ending 6/30/2027 (Not Recommended)
4600	Building Improvement Services	03	$200,000	$0
	Purpose: *To purchase an ADA and preschool accessible playground for the Richards Elementary School.*			
5251	To Capital Reserve Fund	08	$50,000	$0
	Purpose: *To appropriate funding out of fund balance in the School Facilities Building and Renovation Fund.*			
5251	To Capital Reserve Fund	12	$85,000	$0
	Purpose: *Establish an Athletic Facility Maintenance Fund.*			
5252	To Expendable Trusts/Fiduciary Funds	07	$50,000	$0
	Purpose: *To establish a Technology Capital Reserve Fund to purchase equipment and cybersecurity items.*			
5252	To Expendable Trusts/Fiduciary Funds	09	$25,000	$0
	Purpose: *To appropriate funding to the Transportation Fund.*			
5252	To Expendable Trusts/Fiduciary Funds	13	$50,000	$0
	Purpose: *To appropriate funding out of fund balance into the Special Education Fund.*			
5251	To Capital Reserve Fund		$0	$0
5252	To Expendable Trust Fund		$0	$0
5253	To Non-Expendable Trust Fund		$0	$0
	Total Proposed Special Articles		**$460,000**	**$0**

Proposed Budget

Account	Purpose	Article	Appropriations for period ending 6/30/2027 (Recommended)	Appropriations for period ending 6/30/2027 (Not Recommended)
1300-1399	Vocational Programs	06	$103,353	$0
	Purpose: *To create a Public Safety Program at the CTE Center.*			
2600-2699	Plant Operations and Maintenance	04	$32,000	$0
	Purpose: *Repaving of the Richards Elementary School Parking Lot.*			
2700-2799	Student Transportation	05	$100,000	$0
	Purpose: *To purchase a new school bus to replace bus #2 in the 2026-2027 school year.*			
	Total Proposed Individual Articles		**$235,353**	$0

Proposed Budget

Account	Source	Article	Actual Revenues for Period ending 6/30/2025	Revised Estimated Revenues for Period ending 6/30/2026	Estimated Revenues for Period ending 6/30/2027
Local Sources					
1300-1349	Tuition	02	$0	$950,000	$812,000
1400-1449	Transportation Fees	02	$0	$0	$2,000
1500-1599	Earnings on Investments	02	$0	$3,000	$1,000
1600-1699	Food Service Sales	02	$0	$70,000	$135,000
1700-1799	Student Activities		$0	$49,200	$0
1800-1899	Community Services Activities		$0	$0	$0
1900-1999	Other Local Sources	02	$0	$0	$62,000
	Local Sources Subtotal		**$0**	**$1,072,200**	**$1,012,000**
State Sources					
3210	School Building Aid	02	$0	$0	$336,744
3215	Kindergarten Building Aid		$0	$0	$0
3220	Kindergarten Aid		$0	$0	$0
3230	Special Education Aid	02	$0	$25,501	$25,500
3240-3249	Vocational Aid	02	$0	$60,000	$50,000
3250	Adult Education		$0	$0	$0
3260	Child Nutrition	02	$0	$1,000	$3,000
3270	Driver Education		$0	$0	$0
3290-3299	Other State Sources	02	$0	$0	$30,000
	State Sources Subtotal		**$0**	**$86,501**	**$445,244**
Federal Sources					
4100-4539	Federal Program Grants	02	$0	$1,001,000	$1,001,000
4540	Vocational Education		$0	$0	$0
4550	Adult Education		$0	$0	$0
4560	Child Nutrition	02	$0	$280,000	$362,000
4570	Disabilities Programs		$0	$0	$0
4580	Medicaid Distribution	02	$0	$190,000	$100,000
4590-4999	Other Federal Sources (non-4810)	02	$0	$0	$25,000
4810	Federal Forest Reserve		$0	$0	$0
	Federal Sources Subtotal		**$0**	**$1,471,000**	**$1,488,000**
Other Financing Sources					
5110-5139	Sale of Bonds or Notes		$0	$0	$0
5140	Reimbursement Anticipation Notes		$0	$0	$0
5221	Transfers from Food Service Special Revenues Fund		$0	$0	$0
5222	Transfer from Other Special Revenue Funds		$0	$0	$0
5230	Transfer from Capital Project Funds		$0	$0	$0
5251	Transfer from Capital Reserve Funds		$0	$0	$0
5252	Transfer from Expendable Trust Funds		$0	$0	$0

Proposed Budget

5253	Transfer from Non-Expendable Trust Funds		$0	$0	$0
5300-5699	Other Financing Sources		$0	$0	$0
9997	Supplemental Appropriation (Contra)		$0	$0	$0
9998	Amount Voted from Fund Balance	08, 12, 07, 09, 13	$0	$0	$260,000
9999	Fund Balance to Reduce Taxes	02	$0	$0	$193,000
	Other Financing Sources Subtotal		**$0**	**$0**	**$453,000**
	Total Estimated Revenues and Credits		**$0**	**$2,629,701**	**$3,398,244**

Proposed Budget

Item	Period ending 6/30/2027
Operating Budget Appropriations	$23,988,507
Special Warrant Articles	$460,000
Individual Warrant Articles	$235,353
Total Appropriations	$24,683,860
Less Amount of Estimated Revenues & Credits	$3,398,244
Less Amount of State Education Tax/Grant	$8,334,928
Estimated Amount of Taxes to be Raised	**$12,950,688**

New Hampshire
Department of
Revenue Administration

2026
MS-DSB

Default Budget of the School District

Newport Local School

For the period beginning July 1, 2026 and ending June 30, 2027

RSA 40:13, IX (b) "Default budget" as used in this subdivision means the amount of the same appropriations as contained in the operating budget authorized for the previous year, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, and reduced by one-time expenditures contained in the operating budget. For the purposes of this paragraph, one-time expenditures shall be appropriations not likely to recur in the succeeding budget, as determined by the governing body, unless the provisions of RSA 40:14-b are adopted, of the local political subdivision.

This form was posted with the warrant on: _____

SCHOOL BOARD OR BUDGET COMMITTEE CERTIFICATION

Under penalties of perjury, I declare that I have examined the information contained in this form and to the best of my belief it is true, correct and complete.

Name	Position	Signature
Jessica Packard	School Board Chairperson	
Darrell Jones	School Board Vice Chairperson	
Keith Sayer	School Board Member	
Melissa Mitchler	School Board Member	
Nicole Murphy	School Board Member	

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Default Budget of the School District

Account	Purpose	Prior Year Adopted Budget	Reductions or Increases	One-Time Appropriations	Default Budget
Instruction					
1100-1199	Regular Programs	$4,794,067	$210,636	$0	$5,004,703
1200-1299	Special Programs	$4,083,348	$558,208	$0	$4,641,556
1300-1399	Vocational Programs	$1,051,972	$39,622	$0	$1,091,594
1400-1499	Other Programs	$541,355	$37,796	$0	$579,151
1500-1599	Non-Public Programs	$0	$0	$0	$0
1600-1699	Adult/Continuing Education Programs	$0	$0	$0	$0
1700-1799	Community/Junior College Education Programs	$0	$0	$0	$0
1800-1899	Community Service Programs	$0	$0	$0	$0
	Instruction Subtotal	**$10,470,742**	**$846,262**	**$0**	**$11,317,004**
Support Services					
2000-2199	Student Support Services	$1,815,664	$256,100	$0	$2,071,764
2200-2299	Instructional Staff Services	$1,154,457	($4,724)	$0	$1,149,733
	Support Services Subtotal	**$2,970,121**	**$251,376**	**$0**	**$3,221,497**
General Administration					
2310 (840)	School Board Contingency	$0	$0	$0	$0
2310-2319	Other School Board	$117,418	$0	$0	$117,418
	General Administration Subtotal	**$117,418**	**$0**	**$0**	**$117,418**
Executive Administration					
2320 (310)	SAU Management Services	$0	$0	$0	$0
2320-2399	All Other Administration	$884,819	($16,446)	$0	$868,373
2400-2499	School Administration Service	$1,559,278	($143,002)	$0	$1,416,276
2500-2599	Business	$494,087	($36,695)	$0	$457,392
2600-2699	Plant Operations and Maintenance	$2,321,821	($18,463)	$0	$2,303,358
2700-2799	Student Transportation	$792,579	$46,574	$0	$839,153
2800-2999	Support Service, Central and Other	$314,153	($93,430)	$0	$220,723
	Executive Administration Subtotal	**$6,366,737**	**($261,462)**	**$0**	**$6,105,275**
Non-Instructional Services					
3100	Food Service Operations	$0	$0	$0	$0
3200	Enterprise Operations	$0	$0	$0	$0
	Non-Instructional Services Subtotal	**$0**	**$0**	**$0**	**$0**
Facilities Acquisition and Construction					
4100	Site Acquisition	$0	$0	$0	$0
4200	Site Improvement	$0	$0	$0	$0
4300	Architectural/Engineering	$0	$0	$0	$0
4400	Educational Specification Development	$0	$0	$0	$0
4500	Building Acquisition/Construction	$0	$0	$0	$0
4600	Building Improvement Services	$0	$0	$0	$0

Default Budget of the School District

4900	Other Facilities Acquisition and Construction	$0	$0	$0	$0
	Facilities Acquisition and Construction Subtotal	**$0**	**$0**	**$0**	**$0**
Other Outlays					
5110	Debt Service - Principal	$593,200	$0	$0	$593,200
5120	Debt Service - Interest	$129,574	($24,223)	$0	$105,351
	Other Outlays Subtotal	**$722,774**	**($24,223)**	**$0**	**$698,551**
Fund Transfers					
5220-5221	To Food Service	$500,000	$0	$0	$500,000
5222-5229	To Other Special Revenue	$1,001,000	$0	$0	$1,001,000
5230-5239	To Capital Projects	$0	$0	$0	$0
5251	To Capital Reserve Fund	$0	$0	$0	$0
5252	To Expendable Trusts/Fiduciary Funds	$0	$0	$0	$0
5253	To Non-Expendable Trust Funds	$0	$0	$0	$0
5254	To Agency Funds	$0	$0	$0	$0
5310	To Charter Schools	$0	$0	$0	$0
5390	To Other Agencies	$0	$0	$0	$0
9990	Supplemental Appropriation	$0	$0	$0	$0
9992	Deficit Appropriation	$0	$0	$0	$0
	Fund Transfers Subtotal	**$1,501,000**	**$0**	**$0**	**$1,501,000**
	Total Operating Budget Appropriations	**$22,148,792**	**$811,953**	**$0**	**$22,960,745**

Default Budget of the School District

Account	Explanation
2320-2399	Different Hires/Insurance
2500-2599	Change in personnel
5120	Change in Interest
2200-2299	Different Hires
1400-1499	Union Contract
2600-2699	Insurance
1100-1199	Union Contracts
2400-2499	Reduced a position
1200-1299	Union Contracts
2000-2199	Special Education Contracts
2700-2799	Insurance
2800-2999	Insurance
5220-5221	Food Service Coverage
1300-1399	Union Contracts

Sample Absentee Ballot
Newport School District
March 10, 2026
Newport, NH

Instructions
To Vote:
To vote, completely fill in the oval next to your choice.



To Vote for a Write-in:
To vote for a person whose name is not on the ballot, write the person's name on the "Write-in" line and completely fill in the oval next to the line.



School Board- Vote For One - Three Years
Vote for not more than 1
Three Years

- Nikki Murphy ○
- Anna OHara ○
- _____ ○ Write-in

Moderator- Vote for One - One Year
Vote for not more than 1
One Year

- Ken Dufort ○
- _____ ○ Write-in

Treasurer- Vote for One- One Year
Vote for not more than 1
One Year

- Robert Scott ○
- _____ ○ Write-in

Clerk- Vote for One- One Year
Vote for not more than 1
One Year

- Robert Scott ○
- _____ ○ Write-in

Article Two: Operating Budget

The average cost-per-pupil for the preceding year as calculated in accordance with RSA 189:75, I(a) is $29,290. ELA Proficiency: 31%; Math Proficiency: 11%; Science Proficiency: 11%.

Shall the Newport School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant, or as amended by vote of the first session, for the purposes set forth therein, totaling Twenty-Two Million, Seven Hundred Thirty Eight Thousand, Five Hundred Seven Dollars ($22,738,507)? Should this article be defeated, the default budget shall be Twenty-Two Million, Nine Hundred Sixty Thousand, Seven Hundred Forty-Five Dollars ($22,960,745), with certain adjustments required by previous action of the District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.

The School Board does not recommend this article. Budget Advisory Committee does recommend this article. Tax Impact Proposed Budget $1.34 or Proposed Default Budget $1.69 (Majority Vote Required)

Yes ○ No ○

Article Three: To purchase an ADA & preschool accessible playground for the Richards Elementary School

To see if the Newport School District will vote to raise and appropriate the sum $53,600. for the purpose of purchasing a new playground for the Richards Elementary School to become ADA and preschool accessible. This special warrant article will be a non-lapsing appropriation per RSA 32:7, VI and will not lapse until the purchase and installation of a new playground at Richards Elementary School is completed or by June 30, 2029, whichever is sooner. The School Board recommends this appropriation. The Budget Advisory Committee does not recommend this article. (Majority vote required). Tax Impact $0.07.

Yes ○ No ○

Article Four: Repaving of the Richards Elementary School Parking Lot.

To see if the Newport School District will vote to raise and appropriate the sum of $32,000 for the purpose of repaving the Richards Elementary School parking lot entryway. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). Tax Impact $0.04.

Yes ○ No ○

Article Five: To purchase a new school bus to replace bus #2 in the 2026-2027 school year.

To see if the Newport School District will vote to raise and appropriate the sum of $100,000 for the purpose of purchasing a new school bus to replace the current bus #2. The School Board and Budget Advisory Committee recommend this article. (Majority vote required) Tax Impact $0.13.

Yes ○ No ○

Article Six: To create a Public Safety Program at the CTE Center.

To see if the Newport School District will vote to raise and appropriate the sum of $103,353.00 for the purpose of funding a new Public Safety Program at the Newport CTE Center that offers students a career pathway into law enforcement, fire science, and EMS. If approved, it will be incorporated into the operating budget for the 27-28 school year. The School Board and Budget Advisory Committee recommend this article. (Majority vote required) Tax Impact $0.14.

Yes ○ No ○

Article Seven: Establish a Technology Capital Reserve Fund to purchase equipment & cybersecurity items.

To see if the Newport School District will vote to establish a Technology Expendable Trust Fund per RSA 198:20-c, V for the purpose of purchasing and maintaining technology and cybersecurity equipment and software and to raise and appropriate $50,000 to be placed in the fund, with such sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026, and to name the School Board as agents to expend. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority Vote Required). No Tax Impact.

Yes ◯
No ◯

Article Eight: To appropriate funding out of fund balance in the School Facilities Building and Renovation Fund.

To see if the Newport School District will vote to raise and appropriate $50,000 to be added to the School Facility Renovations and Replacement Capital Reserve Fund established in 1998, and to name the School Board as agents to expend. This sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). No Tax Impact.

Yes ◯
No ◯

Article Nine: To appropriate funding to the Transportation Fund.

To see if the Newport School District will vote to raise and appropriate $25,000 to be added to the 2009 Transportation Expendable Trust Fund established in 2009, and to name the School Board as agents to expend. This sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). No Tax Impact

Yes ◯
No ◯

Article Ten: To establish the 5% rule from RSA 198:4-b, II

To see if the Newport School District will vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 5 percent of the current fiscal years' net assessment, in accordance with RSA 198:4-b, II. The School Board recommends this article. The Budget Advisory Committee does not recommend this article. (Majority vote required).

Yes ◯
No ◯

Article Eleven: To discontinue the Future Land Purchase, Field Purchase, and Duplicate Out of District/504 Special Accommodation/402 Court Placement Fund

To see if the Newport School District will vote to discontinue the following trust funds, Future Land Purchase Capital Reserve Fund, the Field Purchase Capital Reserve Fund, and the Out of District/504 Special Accommodations/402 Court Placement Fund. Said funds and accumulated interest to date of withdrawal, are to be transferred to the school district's general fund. The School Board and Budget Advisory Committee recommend this article. (Majority vote required).

Future Land Purchase - $66,062.99 estimated balance
Field Purchase - $20,377.85 estimate balance
Out of District/504 Special Accommodations/402 Court Placement Fund- $0 (Duplication of established fund)

Yes ◯
No ◯

Article Twelve: Establish an Athletic Facility Maintenance Fund.

To see if the Newport School District will vote to establish an Athletic Facility Maintenance Capital Reserve Fund under the provisions of RSA 35:1 for the purpose of maintaining and improving athletic fields and facilities and to raise and appropriate the sum of $85,000 to be placed in this fund, with such sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. Further, to name the School Board as agents to expend from said fund. The School Board and Budget Advisory Committee recommend this article. (Majority Vote Required). No Tax Impact.

Yes ◯
No ◯

Article Thirteen: To appropriate funding out of fund balance into the Special Education Fund.

To see if the Newport School District will vote to raise and appropriate $50,000 to be added to the Unanticipated Education Services Expendable Trust Fund previously established. This sum to come from June 30 unassigned fund balance available for transfer on July 1, 2026. No amount to be raised from taxation. The School Board and Budget Advisory Committee recommend this article. (Majority vote required). No Tax Impact.

Yes ◯
No ◯

Article Fourteen: To become an Open Enrollment District.

To see if the Newport School District will vote to adopt an open enrollment school program, designating Richards School, Newport Middle School and Newport High School as open enrollment schools pursuant to RSA 194-D, for the purpose of enabling the District to admit students who reside outside of Newport to Richards School, Newport Middle School and Newport High School, with zero percent (0%) of the students residing in Newport permitted to attend open enrollment schools located outside of Newport, and to limit the number of non-resident pupils who may attend Richards School, Newport Middle School and Newport High School under the provisions of RSA 194-D to no more than five percent (5%) of the total enrollment in the Newport School District. (Majority vote required). No Tax Impact. The School Board and Budget Advisory Committee recommend this article.

Yes ◯
No ◯

You have completed voting.