

Superintendent of Schools New Hampshire School Administrative Unit (SAU 16) Community and District Profile

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About SAU 16

School Administrative Unit (SAU) 16 is located in the seacoast region of New Hampshire and is about one-hour's drive north of Boston. The SAU includes the towns of Brentwood, East Kingston, Exeter, Kensington, Newfields and Stratham. Although New Hampshire's seacoast only borders 18.57 miles of the Atlantic Ocean, you won't be disappointed if you love the ocean. New Hampshire's seacoast is actually much longer than the 18 plus miles that are directly on the Atlantic Ocean. When you include New Hampshire's tidal rivers, the Great Bay estuary and the Isles of Shoals, the state's salt-water shoreline adds up to more than 238 miles!

The choice of neighborhoods varies as much as the coastline. Housing within a comfortable commuting distance of SAU 16 varies from family neighborhoods in each of the six towns, to modern condos in downtown Portsmouth, to old farmhouses in Kensington, to historic houses within walking distance of quaint downtown Exeter.

There is much to do in the New Hampshire seacoast region; you can take a ferry ride, which leaves daily from Portsmouth Harbor to the Isles of Shoals, a cluster of islands off the shore which harbors plant and animal life unique to these islands. You can visit the public beaches of Hampton and Rye, the city of Dover which was New Hampshire's first permanent settlement, or take a walking tour through Portsmouth to discover the history of this 375 year-old town. Hiking in the White Mountains is a manageable car ride away, as is great skiing at numerous ski resorts in the wintertime.

The New Hampshire Seacoast region is known as "The Restaurant Capital of New England" and offers a number of outstanding restaurants, unique country inns, quality hotels, wonderful attractions and tax-free shopping at large malls and small shops.

The SAU offices are located in Exeter, a small town with a strong historical tradition. Founded in 1638 by the Reverend John Wheelwright, Exeter is notable in New Hampshire history for many reasons. The modern Republican party was founded in Exeter in 1853 by Amos Tuck. In addition, the Town is the home of the Powder House, a famous landmark which held munitions used in the Battle of Bunker Hill and the War of 1812. Today, you can visit these sites and the American Independence Museum in downtown Exeter for a true slice of important American history. The new Exeter High School that opened in the fall of 2006 is located in Exeter. The Tuck Learning Center, the Seacoast School of Technology, and the SAU Offices are all located at the site of the former Exeter High School in the center of Exeter.

Brentwood is a friendly, rural community with a population of about 4,000 inhabitants. Brentwood is seated in the Rockingham County's geographical center and it is home to many of

the county's support services. Whether you are an avid gardener, an outdoor sports enthusiast or more inclined to join a lively book discussion, Brentwood has a diverse array of clubs and organizations. The town boasts trails, a lovely apple orchard, perennial gardens and town recreational activities.

Scenic roads winding along expansive fields and orchards add to the quiet charm of East Kingston, a village with about 2,000 residents that presents an enduring reflection of its New England heritage. The picturesque little town was home to Ebenezer Webster, who just so happened to be the father of a far more famous fellow with the same surname - New Hampshire statesman Daniel Webster. Neighborly and community-minded, East Kingston residents look forward to the annual Old Home Day event, where 4-H clubs and local Grangers add to the country atmosphere that's already present. Though tucked in a rural area, East Kingston is not too far removed from busier locales such as Exeter and Portsmouth and the immediate Seacoast area.

Kensington, a small rural community of approximately 1800 people, remains a community of farms, woodlands and pastures, and wetlands; and the roads have names like Stumpfield, Wild Pasture, Drinkwater, Hemlock, Juniper, and Muddy Pond. Kensington is a community where old fashioned values still prevail. The downtown, though small, serves the needs of the community well.

Located along the west bank of the Squamscott River, the village of Newfields (population 1600) includes a historic country store, a town hall, a public library, two churches and a post office, all within close proximity along Main Street. There are several historic cemeteries, a war memorial, a public boat launch, and a number of hiking/biking trails. From the time it was settled in 1638 along either side of an ancient Squamscott Indian trail, Newfields was important to Seacoast New Hampshire commerce due to its location at the mouth of the Squamscott river as it empties into the large tidal estuary known as Great Bay. With the increase in population and economic vitality in the seacoast, NH region, Newfields—with its country charm and attractive natural landscape, has become a popular bedroom community.

Stratham was settled in 1631 by Captain Thomas Wiggin, who became the first governor of the province of New Hampshire. Stratham consists of both rural farms and busy shopping centers, peaceful residential homes and condominiums, and beautiful country views. Stratham is the home of the Cooperative Middle School, New Hampshire Community Technical College, and numerous preschools. Many residents are active in the Youth Recreation Program. Stratham annually sponsors the Stratham Fair - one of the oldest Country Fairs in New England. Started as a 250th Anniversary Celebration with a Lobster Bake and some Horse Pulling for amusement, it has grown into a family event that is attended by over 40,000 people each year. The town of Stratham has experienced strong and steady growth and currently has a population of 7,000, but the town still retains a sense of an agricultural past and offers its residents a quiet, rural community.

The people who live in the six towns that comprise SAU 16 place great value on education and take pride in their public school systems. Our communities deeply value a first-class education for our children and we routinely endorse school district budgets that support that goal. Many new residents are drawn to the region by the high quality of the education in the SAU. The schools also contribute to the overall desirability of the communities. Schools benefit from a strong sense of volunteerism that is characteristic of all six towns. The growth in the population in SAU and its schools can be attributed to the quality of life in the area, the friendly atmosphere

of our neighborhoods, and the proximity to beaches, mountains and vibrant cities that enrich our lives and create strong communities.

The SAU 16 Schools

Current combined budget of SAU 16 districts: \$80 million

Total school enrollment (including SST): 5,800

School buildings and enrollments:

Brentwood's Swasey Central School – PK-5:	397
East Kingston Elementary School - PK-5:	182
Exeter's Main Street Elementary School – PK-2:	487
Exeter's Lincoln Street Elementary School – 3-5:	511
Kensington Elementary School - K-5:	216
Newfields Elementary School – K-5:	167
Stratham Memorial School – PK-5:	632
Cooperative Middle School – 6-8:	1,350
Exeter High School – 9-12:	1,626
Seacoast School of Technology – 9-12	558 (including students from other SAUs)
Great Bay eLearning School – 9-12:	100

Professional Staff: 550

Support Staff: 450

Central Office Staff: Associate Superintendent and Director of Human Resources; Assistant Superintendent – Technology and Research; Assistant Superintendent - Curriculum and Instruction; Business Manager; and Chief Financial Officer

District Information

SAU 16 Mission: The SAU school districts are committed to working together to achieve common standards and values that will result in graduates who are caring, productive, and contributing members of society.

SAU 16 Board Goals for 2007-2008:

1. To improve achievement for each student, educators in SAU #16 will engage in professional development activities that increase and enhance their knowledge of student learning, learners and subject matter by June 2008.
2. To improve achievement for each student, educators in SAU #16 will engage in professional development activities that enable them to gather, analyze and utilize data for the purpose of informing instruction by June 2008.
3. To improve achievement for each student, educators in SAU #16 will advance the integration of information, Communication and Technology Literacy Standards and Digital Portfolios in all areas of the curriculum by June 2008.

4. To assist in more effective communication with staff, parents and students SAU #16 school districts will implement the AlertNow communications systems.
5. To improve achievement for each student, educators in SAU #16 will form task forces to review and revise supervision and evaluation documents by June 2008.
6. To improve achievement for each student, administrators will survey teachers to assess effectiveness of current programs.
7. To effectively and conscientiously move forward in our search for a new superintendent.

Qualities of the New Superintendent

A. Educational Leadership

The Superintendent's decisions must focus on addressing the needs of all students. In order to provide effective leadership, the Superintendent should keep abreast of the latest developments in the field of education. Curriculum development and evaluation, professional development and evaluation, and student assessment should all be considered in the formulation of short and long range goals and objectives. The Superintendent will:

- Communicate a vision of high expectations and on-going improvement for academic achievement in every classroom, and for all students based on their learning styles.
- Hold principals accountable to high standards and demand high expectations for student achievement as measured in a variety of ways, including, student presentations of comprehensive projects, portfolios, and high rates of student participation in a broad range of educational experiences, as well as improved standardized test scores and college placement.
- Provide inspiring and appreciative leadership of teachers and involve teachers in the decision making process.
- Be able to bring together varying stakeholders within the community and build consensus to support district initiatives.
- Value the stability of the teaching force in the SAU and be committed to supporting new teachers during their first few years.
- Be approachable and have an open-door policy.
- Value innovation and recognize that schools need to embrace change and innovation in order to stay current and to prepare students for a changing world.
- Be an excellent communicator and an excellent communications facilitator.

B. Personal Qualities and Characteristics

It is expected that the Superintendent will, at all times, represent the school system in a professional manner. The Superintendent should encourage open communication with students, staff, administrators, School Board members, and members of the community.

The Superintendent will:

- Have had extensive experience in the classroom and at the administrative level.
- Be a strong leader who can set a direction for the district and who can command the respect of the community.

- Be able to work effectively with school boards and be able to balance the leadership and advisory roles that a superintendent has with boards.
- Lead change initiatives developed in response to clearly identified needs within the district, that are grounded in research, and that can be substantiated through appropriate interpretation of contemporary data.
- Support and extend the district's commitment to maintaining an emphasis on challenging academic programs that provide appropriate challenges for all students.
- Effectively utilize the various sources of educational expertise that presently exist in the district by skillful delegation and accountability.
- Love learners and learning.
- Have a community presence, know the teachers, and know the towns.
- Possess or be eligible for certification as a Superintendent in the State of New Hampshire.

C. Relationship with School Boards

SAU 16 has school boards representing elementary schools in each of the towns and a board for the secondary schools. At times the boards meet independently, jointly, or representatives of the district boards meet. Each board relies on the Superintendent (and/or his/her designee) to establish clear direction for the school board meetings by providing agendas and support materials that allow for good policy formation and informed decision-making. It is expected that the Superintendent will support and implement policies and directives and effectively communicate these to students, staff, parents and members of the community. The Superintendent will:

- Keep the School Board(s) informed on issues, SAU needs, and operations of the school system.
- Supply professional advice to the School Board(s) on items requiring School Board action, with appropriate recommendations based on thorough study, data collection and analysis.
- Respond to School Board directives and initiatives in a timely manner.
- Realize that each community within the SAU is unique with different wants, needs and desires.

D. Budget Management

The Superintendent has the responsibility to present the budget to the School Boards, for their approval, in a manner that promotes each member's full understanding. The budget should take into consideration the needs of the entire SAU based on a formal assessment process. The need to promote the school system and engender community support for school finances is an integral component of the budgetary process. The Superintendent will:

- Thoroughly evaluate the needs of the district, from both an educational and facility perspective.
- Advocate for the needs of the district.
- Use budgeting as a management tool in translating school district development plans and objectives into program budgets to the School Board(s), the school district staff, and the community.

- Make budget recommendations that articulate the impact of fiscally sound decisions on the district's programs.
- Understand and be sensitive to the districts' financial climate in building support for the responsible funding of the school budget, judiciously employing compromise and conviction.
- Foster community support by speaking to and addressing community concerns with data that is supportable and verifiable.

E. General Management/Organizational Leadership

The Superintendent is responsible for the management of affairs of SAU 16 and the seven school districts. The Superintendent is expected to provide leadership to the school board(s) in the development of their goals and objectives and also to guide the staff in meeting these goals and objectives. It is important that the Superintendent be familiar with and have a strong understanding of State and Federal laws, New Hampshire Department of Education regulations and SAU16 policies. The Superintendent will:

- Supervise operations insisting on competent and efficient performance.
- Apply strategic planning techniques that foster sound systematic approaches and facilitate constructive change.
- Lead in an honest, open and proactive manner.
- Hire good people, delegate work, and have confidence in their ability to deliver. In a large district, there is a need for the differentiation of roles and for the Superintendent to be the leader and coordinator of talent, not a micro-manager.
- Have a strong work ethic.

F. Personnel Management

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions should be approached in a non-discriminatory and impartial manner. It is the Superintendent's responsibility to foster an environment that is conducive to good teaching. The Superintendent should be alert to issues that affect staff morale, should be actively involved in the staff evaluation process and provide a balanced staff development program. The school board(s) should be kept informed of appropriate matters in collective bargaining, performance standards, professional development and grievances. The superintendent will:

- Supervise the staffing of all public schools and upon receipt and review of credentials will nominate staff to the various school boards.
- Assist the school principals in providing a quality evaluation process for the various staffs.
- Utilize staff evaluation as a means to improve instruction and student achievement.
- Support professional development.
- Delegate authority and responsibility to appropriate staff members, encourage collaboration in planning and program development and to empower teachers in the decision making process.
- Demonstrate an appreciation of, and a sensitivity to, the diversity of individuals.

School Boards

In SAU 16, the towns of Brentwood, East Kingston, Exeter, Kensington, Newfields, and Stratham each elect a school board to oversee that town's public education up through grade 5. The Exeter Region Cooperative School Board, responsible for grades 6-12 and Adult Education in all six towns, is elected by the combined voters of all six communities. The Exeter Region Cooperative School District is a legal entity, responsible for education in grades 6-12 as well as adult education, in the same manner that each town school district is responsible for education up through grade 5 in that town.

Brentwood School Board (5 members)
East Kingston School Board (3 members)
Exeter School Board (5 members)
Kensington School Board (3 members)
Newfields School Board (3 members)
Stratham School Board (5 members)
Cooperative School Board (9 members)

The Joint School Board consists of individual members of the seven school boards in SAU 16. It meets four times annually, September, December, February and May. It is responsible for overseeing the SAU Administration and support staff. It also has budget responsibilities for SAU activities, i.e., technology, staff development, administration, etc.