

**SANBORN REGIONAL SCHOOL BOARD
FREMONT SCHOOL BOARD
MEETING MINUTES**

January 18, 2017

A regular meeting of the Sanborn Regional School Board was held on Wednesday, January 18, 2017. The meeting was called to order at 7:07 p.m. by Sanborn Regional School Board Chairperson, Corey Masson. The following were recorded as present;

SCHOOL BOARD MEMBERS: Corey Masson, Chairperson
Nancy Ross, Vice Chair
Jan Bennett
Dr. Pamela Brown
Peter Broderick
Sheila Pierce
Tammy Gluck
Michael Giordano-Student Council Representative

FREMONT BOARD MEMBERS: Greg Fraize, Chairperson
Jennifer Brown, Vice Chair
Brittany Thompson
Susan Levine

ABSENT: None

ADMINISTRATORS: Dr. Brian Blake, Superintendent of Schools
Carol Coppola, Business Administrator

The meeting began with a Salute to the Flag.

Mr. Masson welcomed the Fremont School Board and the members of the public who were in attendance. He reminded the Board of the code of ethics regarding their roles in serving both the students of the district and their respective communities.

REVIEW AGENDA

The following changes were made:

- Under “New Business”, move *Yearbook Advertisement* from item “d” to item “a”.
- Remove *Policies* from “New Business” as well.

APPROVAL OF MINUTES

Mr. Masson asked for a Motion to approve the Minutes of January 4, 2017. Motion moved by Ms. Ross and seconded by Ms. Bennett. No comments/discussion.

Vote: All in Favor.

Mr. Masson asked for a Motion to approve the Non-Public Minutes of January 4th, 2017. Ms. Ross moved the Motion, seconded by Ms. Bennett. No Comments/discussion

Vote: All in Favor.

EXPENDITURES REGISTER & MANIFEST – REVIEW AND SIGN

The Board reviewed and signed the Manifest Check Register #13 -\$847,398,66 dated 1/18/17 and the Payroll Check Register#14-\$753,175.72 dated 1/12/17.

Mr. Masson explained that the next 3 topics under Administrative Reports (Math Coordinator, Guidance Director and Teaming at the High School) impact Fremont Students and he is glad to have their Board present.

ADMINISTRATIVE REPORTS- Dr. Blake introduced the topics by saying that there has been a considerable amount of discussion by the Budget Committee about these positions being eliminated and clarified that this is not about individuals, but about the duties, responsibilities and data around the positions themselves. He added that he did not feel it appropriate to have the individuals holding these positions (Math Coordinator and Guidance Director) present to “defend themselves or their job” in any way as the topic does not involve them personally and would never be addressed in this forum.

- a. Math Coordinator Discussion-** Dr. Blake welcomed Curriculum Director Ellen Hume-Howard to lead the discussion of what the Math Coordinator position entails and to review the data associated with it. Ms. Hume Howard began by focusing on the rigorous Common Core State standards for math which are challenging for many certified teachers, not only in our district but in other districts in the area, particularly with elementary because the standards are now two grade levels higher than previous standards and are often unaddressed in an undergraduate’s work. Ms. Hume-Howard explained that the Math Coordinator position also involves helping those teachers “gain more background” in teaching math, as well as to taking the lead in supporting, interpreting and analyzing district, classroom, and assessment data for teachers, along with administration. Another factor for the Math Coordinator is the push in raising the level of assessment. As a PACE district, there has been some confusion in looking at our data, because the only grades levels comparable across the State for tracking purposes, are those taking standardized tests which for us is grades 3, (for reading) grade 4, (for math), grade 8, (for ELA & math) and grade 11 (for the SAT). The other grade levels are based on cumulative grade determinations that come out in the spring. The Math

Coordinator is responsible for raising the levels of Assessment for K-5 and is a certified Ongoing Assessment Progress (OGAP) trainer which helps break the code for students who are stuck on certain concepts. Sanborn also has an Integrated Math program (an engineering and scientific approach to math) at the elementary level as well as at the Middle and High School and the Math Coordinator is responsible for leading the charge on this which is a huge endeavor that is producing results. Obtaining Grants is largely due to having a Math Coordinator and Sanborn has not had to spend any money on Math Professional Development due to that. Mr. Masson asked about the difference between a Math Teacher and Math Coordinator. Ms. Hume-Howard explained that primarily the Math Coordinator supervises math curriculum at every level by helping teachers create seamless instruction where there may be gaps or students struggling with concepts.

Some discussion ensued on Common Core Standards and Performance Assessment.

Dr. Blake introduced Mr. Stack to address the questions recently raised by the Budget Committee about the duties of the Guidance Director and welcomed Mr. Stack to start the discussion.

b. Guidance Director Discussion- Mr. Stack introduced Assistant Principals, Michael Turmelle and Ann Hadwen as part of the discussion given that the three of them, as well as the Guidance Director, handle all of the student issues at the High School. He pointed out that those issues related to Guidance, he and his principals are not qualified to handle and highlighted his point with a hand-out entitled *Guidance Director Responsibilities* (See Attachment 1).

Assistant Principal Turmelle clarified a comment made by Budget Committee member Jim Doggett that guidance counselors don't work full-time jobs saying that they are fact full-time employees and will often stay over their contracted hours until issues between families and students are resolved. Another comment made by the Budget Committee was that other schools do not have Guidance Directors. Mr. Turmelle handed out a chart showing schools with a similar enrollment numbers (based on Division II statistics) that all have Guidance Directors or names that are similar e.g. School Counseling Administrators. (See Attachment 2).

Assistant Principal Hadwen explained that a typical day is many times is "a sprint" to try and fulfill all of the duties of their own job descriptions, so much so, that the thought of absorbing Guidance Director duties would be "devastating" to the students that they are there to serve as there is just too many duties to attend to. Mr. Stack added that one of the most critical roles the Guidance Director plays is in navigating the 504 Process (Special Education blueprint) and Individualized Educational Plans (IEPs) related

to the needs of special educational students which take “an incredible amount of time to manage”. Non-compliance can be taken up by the Office of Civil Rights which would cost a lot of time and a lot of financial resources. Right now, having a Director of Guidance allows up to have a great track record in that regard.

Mr. Masson brought up a comment made at the Public Hearing that there should be 250 students per guidance counselor. Mr. Stack explained that this number is the state’s recommendation based on the assumption that a school has a basic, traditional program supported by community resources to address the needs of students, which is not the case for Sanborn’s student population. Mr. Masson shared his research on area schools showing that our ratios are in line with theirs. Mr. Turmelle explained the 504 process and IEP process in depth. Discussion ensued on those topics. At Sanborn 17% of students have IEP plans and 25% have 504 Plans.

Ms. Ross asked about follow-up process for those with 504 plans which Mr. Turmelle answered is shared between the Director (for complicated plans) and the Guidance Counselors.

Mr. Fraize (Fremont Chairperson) asked about the process for students that come to the High School from the elementary level with 504 Plans. Mr. Turmelle answered that the Guidance Director reviews the plans ahead of time with the prior school and then the team will meet to review as well. The same process applies to students with 504 Plans that headed to college.

Mr. Giordano commented that he is concerned about Sanborn doing without this position and urges the community to vote for a budget that includes it. He closed by saying, “Sanborn offers exceptional programs for exceptional students that requires exceptional staff”.

Dr. Brown asked that given the declining enrollment projections and the planned hiring of two Social Workers (as noted in the 5 year Strategic Plan), would the Guidance Director continue with her responsibilities or could these new hires possibly cover some of those responsibilities so that the Director position could become one of a traditional counseling position. Mr. Stack responded that a Social Worker is based in the home environment for the student and that right now; Sanborn’s services are solely school-based so the Guidance Director is an intricate part of this process. Perhaps in the future it could be considered but the current structure does not support that.

Ms. Brown (Fremont School Board) asked about the Director’s responsibilities in association with counselors and how many staff that involves. Mr. Staff responded that

Sanborn has 3 Guidance Counselors, a Drug and Alcohol Counselor and a Guidance Department Secretary. The Guidance Director oversees the Special Educators (11 Case Managers and their support staff) as well.

c. Teaming at the High School- Dr. Blake in an effort to address the important reasons that we have a team approach at Sanborn, and given that Budget Committee's desire to reduce the number of employees, invited Mr. Stack to explain the details of the teaming concept. Mr. Stack began by saying that the idea of being proactive versus reactive spearheaded the concept of teaming (also called smaller learning communities), that have been instituted over time at Sanborn. Based on a Middle School model, Sanborn teams 9th grade and 10th grade which allows for a small group of teachers to cluster with a group of students to work as a team on the core subjects, thereby allowing for a closer connection with more personalized learning. Ms. Hadwen explained that the idea of teaming has been around for many years and that Sanborn uses best practices to evaluate, reflect and up-date these learning communities to best meet their student's needs. She provided hand-outs to the School Board for details of the teaming concept. Mr. Turmelle brought up the importance of the 9th Grade Transition Program and the nationwide statistics that point to high school drop-out rates being markedly less for those students who pass courses in their freshman year. Mr. Stack closed by saying that Teaming should be viewed as being at the heart of Sanborn Regional High School. A discussion ensued on declining enrollments.

Mr. Giordano questioned why declining enrollments should affect the education that a student receives. Ms. Ross commented about the informative, eloquence of the presentation and thanked them for a superb session. Mr. Masson thanked the presenters and asked the Board to delve into the material for additional information.

SCHOOL BOARD CHAIRPERSON'S COMMENTS

Mr. Masson announced that the School Board had met with legal counsel regarding the Students With a Voice petition. Mr. Masson read a letter by the organization's spokesperson which "put to rest" their petition and accepted the apology of Dr. Brown.

PUBLIC COMMENT

Jim Baker (Newton) thanked the students for withdrawing their petition and elaborated that the situation got "incredibly out of hand" saying that the focus of Dr. Brown's comment was directed at a member of Administration and not the students.

John LeBlanc (Kingston) thanked the two Boards for all that they do and proceeded to read a statement regarding the actions of the Budget Committee Chair at the Public Hearing on 1-12-17. (See Attachment 3).

Cheryl Gannon (Kingston)-thanked the School Board for their efforts and mentioned that Social Media is active with negative commentary and that voters need to be educated about the issues, particularly Chase Field and the Swasey Gymnasium.

Cheryl Gannon (Kingston)-congratulated Brian Stack for receiving the NH Principal of the Year award.

Annie Collyer (Newton) - Corrected some facts; Bud Com did not want to eliminate pods but to change the class size which would affect the master schedule and not the pods or smaller learning communities. She talked about her motivations being to educate the voters and that the 9.6 M Capital Improvement plan was rushed and not responsibly planned. She believes the ADA compliance is a good idea for the Swasey Gym and Chase Fields. She would like more information regarding the Middle School windows. The other Warrant Articles should be rejected and instead a 20 year plan should be devised for the buildings. She supports the Teacher Contracts.

SCHOOL BOARD COMMENT

Mr. Giordano expressed his gratitude towards the students who have participated in making an impact on the education they receive.

Ms. Bennett commented that being a Board Member over the last 18 years has allowed her to be one voice amongst many for the “winning team” which encompasses many, many positive votes despite polarizing comments from the naysayers who usually have inaccurate information. She has been proud to witness the awards and State recognitions that continually bestowed, and congratulated those that have fought “a great fight” and continue to do so. She thanked her fellow Board Members for wrestling with the many decisions that impact thousands of students as well as the staff, students and their families saying how grateful she has felt to be “one voice on their winning team”.

Ms. Ross congratulated Mr. Stack on his award saying how well-deserved it is. Ms. Ross commented that the CIP was thoroughly discussed and the emphasis was on the fact that it was a plan and there was not a definite decision to act on every piece of that plan. She concluded that the best possible job was done by the Board.

Mr. Fraize congratulated Mr. Stack on his award.

Mr. Blake commented that the CIP is developed and re-evaluated every year and agreed that it is just a plan to identify the needs moving forward. Having this plan does not mean that all items are acted on.

Mr. Masson asked Mr. Broderick to explain his idea of a CIP. Mr. Broderick reiterated that the CIP is a broad list of major expenses that we ask the public for funding on as opposed to putting it in a budget, which our District's history shows haven't passed.

Tammy Gluck congratulated Mr. Stack. She shared an email from a parent with 2 students in high honors classes who have 27 students in their class. This number of students is affecting them in a negative way and although they are trying to obtain extra help it is difficult with that many students. Regarding a recent Carriage Towne News article, Ms. Gluck said she is proud to represent the students in an altruistic manner.

Mr. Broderick congratulated Mr. Stack saying that as a former teacher he always put the students first and the award is very well-deserved.

STUDENT COUNCIL REPORT

Mr. Giordano reported that the Student Council will consider providing child care at the Deliberative. Also Winter Carnival is being planned for the week of February 20th-24th which will be publicized in the newsletters and on the website.

SCHOOL BOARD COMMITTEE REPORTS

- a. **Budget Committee**- Ms. Gluck reported on the Public Hearing saying members of public were disappointed that there were no hand-outs, surprised at the repetition of the Warrants and would like to see the corrections that were in question. At the most recent meeting (1-5-17) they voted to keep the Northern Essex Community College Dual Credit program in the budget and to reduce the budget by another 21, 414K due to health insurance cuts by administrators and non-union support staff. There will be 4 Petition Warrant Articles put forward and the committee wants to know the status of other School Board Warrant Articles. Lastly, Mr. Swasey is asking for us to consider approving the budget at 33,828K which put the Guidance position back in.

UNFINISHED BUSINESS

- a. **Strategic Plan**-Dr. Blake asked for the final copy to be addressed and approved.

Ms. Ross made a Motion to accept the revised Strategic Plan as amended on 1/5/17. Motion seconded by Ms. Bennett. Dr. Brown commented that she appreciated the revisions made which include measurable outcomes. She is concerned about the plan

to hire two Social Workers on page 30 and the plan to shift to an NG2 with no grades and no letter grades on pages 22 and 30. Despite that, Dr. Brown plans to support the Plan. **Vote: All in Favor**

NEW BUSINESS

- a. **Yearbook Advertisement**-Dr. Blake informed the group that every year the School Board takes out a full page advertisement. **Motion made by Ms. Ross to take out a full-page advertisement in the yearbook. Motion seconded by Ms. Bennett. Vote: All in Favor.**
- b. **Warrant Articles**-Ms. Coppola started the conversation by saying that the School Board must vote on each Warrant Article, sign the Default Budget and MS-27 and post all by 1-31-17.

Mr. Masson proposed a Special School Board for Wednesday, January 25, 2017 to address the Warrant Articles and come to decisions. He polled the group about their agreements on the Teacher and Support Staff contracts which were all positive. Questions remain on the Operating Budget (\$33, 695, 968) with the Default (\$34, 723, 750) and asked about the tax impact with the Default. Discussion ensued on why one member of the Budget Committee would be speaking on their behalf of the Budget Committee, asking the School Board to amend he budget to \$32, 828M. After much discussion on the other Warrant Articles, it was suggested to spend time reviewing before the meeting on the 25th. Regarding the Hockey Warrant Article, the Board discussed the approval of this league initially where they put forth that they would never need funding from the District. Mr. Masson suggested research on other hockey teams in the area.

- c. **Deliberative Session**-Discussion about how to provide Annual Report as petitioned at earlier date (by Deliberative on 2/8) when Warrant and financial numbers have not been determined yet. (Tabled until 1/25 meeting) Discussion on Public Hearing to be scheduled between 2-13 and 2-27.

COMMUNICATIONS RECEIVED/SENT- Letter read by Mr. Masson (forwarded from Mr. Turmelle) regarding a generous, anonymous benefactor who donated \$500 worth of Kohl's gift cards to Sanborn Regional High School for those students in need of clothing or other personal items. Nurse Scanlon will track the cards and receipts. The benefactor is willing to donate again if all goes well in the first round of giving.

WRITTEN INFORMATION-- None

AGENDA ITEMS FOR NEXT REGULAR MEETING 1/25/17

- a. Non-Public at 6PM
- b. Warrant Articles
- c. 2nd Read Policies
- d. Proposed Budget Final Numbers/Sign Default

ANNOUNCEMENTS

The next **Budget Committee meeting** will be held on **Thursday, January 19, 2017 at 7:30 p.m.** in the Sanborn Regional High School Board Room, #137,

The next Sanborn Regional School Board meeting will be held on Wednesday, January 25th, 2017 at 7:00 pm in the Library at the Sanborn Regional High School, 17 Danville Road, Kingston. (Non-Public at 6PM)

The **Filing Period** for positions on the Sanborn Regional School Board, the Sanborn Regional Budget Committee and the District Moderator will open on **Wednesday, January 25, 2017**, and ends on **Friday, February 3, 2017** at 5:00 p.m.

The candidate filing forms may be obtained at the SAU Office from 8:00 a.m. to 4:00 p.m. The School District Clerk will be available on the last day to file from 3:00 p.m. to 5:00 p.m. at the SAU Office located at the Sanborn Regional High School, 17 Danville Road, Kingston.

The **First (Deliberative) Session** of the Annual School District Meeting will be held on **Wednesday, February 8, 2017** at 7:00 p.m. in the Auditorium at Sanborn Regional High School.

The **Second (Voting) Session of the Annual School District Meeting** will be held on **Tuesday, March 14, 2017** from 8:00 a.m. to 8:00 p.m. in the **Swasey Gymnasium** (Sanborn Seminary Campus) for Kingston voters and in the **Newton Town Hall** for Newton voters.

ADJOURNMENT- Mr. Masson asked for a Motion to adjourn the meeting at 11:00 PM, moved by Ms. Ross and seconded by Ms. Bennett. **Vote:** All in favor.

Minutes respectfully submitted by,

Phyllis Kennedy
Recording Secretary

Minutes of the School Board meetings are unofficial until approved at a subsequent meeting of the School Board.

Attachment 1

Counseling Director Responsibilities

The following is a list of tasks and responsibilities that are currently completed by the Director School Counseling at Sanborn Regional High School. Items appear in no particular order:

1. Establish and oversee the vision for the school's comprehensive school counseling program and services in the context of the school and district's mission, vision, and goals:
 - a. Model and utilize resources, standards, and best practices of the American School Counselor Association, New Hampshire School Counselor Association, New Hampshire Comprehensive Guidance and Counseling Model, and the Charlotte Danielson's School Counselor Rubric and Evaluation Model.
 - b. Participate in the implementation and evaluation of overall school practices (i.e., curriculum, program of studies, school policies and procedures, etc.) as they relate to the school counseling program vision while supporting the vision, goals and mission of Sanborn Regional High School and the Sanborn Regional School District.
 - c. Consult with and advise the administration and faculty on matters relating to guidance services.
 - d. Work, consult and collaborate with faculty to assist in their work with students.
 - e. Work towards continuous improvement of overall program implementation.
2. Work with the Special Education Building Coordinator and the District Director of Student Services to ensure compliance with special education laws and services to students with disabilities, students on 504 plans, as well as services for all other high school students as needed.
3. Create a master schedule as well as supervise and oversee all aspects of the schedule build.
 - a. Develop and implement a master teaching and instructional schedule, while working with all stakeholders to optimize course development and placement.

- b. Manage the process for student course selection and resolution of course conflicts, while working with all stakeholders.
4. Supervise and evaluate all school counseling personnel and student services personnel as assigned.
5. Serve as the Professional Learning Community (PLC) team leader for the high school's counseling team, student services support personnel, career technology team, district counseling team, and other teams as assigned.
6. Act as an liaison for the school to the following outside organizations:
 - a. Work collaboratively with the Seacoast School of Technology, while serving on the Principal's Advisory Team (PAT) with all regional participating schools, and on all necessary matters, including, but not limited to: administrative matters, the application process, field trip visits, presentations, student enrollment, budgetary constraints, scheduling, attendance, grading, curriculum, student services.
 - b. Work collaboratively with the Fremont School District as a main point of contact.
 - c. Meet with post-secondary institution and military representatives to learn about new programs and opportunities.
 - d. Work with the court system on behalf of Sanborn Regional High School students.
 - e. Work with Juvenile Justice Probation Officers and Child in Need of Services (CHIN's) cases.
 - f. Work collaboratively with other outside and resource agencies (i.e., New Hampshire Higher Education Assistance Foundation, Family Mediation and Juvenile Services, Center for Life Management) to provide information and coordinate visits and presentations to students and families.
 - g. Work with St. Paul's School to facilitate the Advanced Studies summer program information process for Sanborn students.
 - h. Work with NCAA on clearing house information.

- i. Collaborate with and attend all meetings with the New Hampshire Director of School Counseling Association to stay current on issues impacting school counseling programs in New Hampshire.
 - j. Collaborate with and attend all state Section 504 meetings with the NH State Section 504 Coordinator and other district 504 Coordinators.
7. Oversee, implement and provide high school student services and transition support, as well as manage and provide comprehensive resources for the school (students, parents, staff, administration, community, etc.).
8. Assist in ensuring all new students or transfers are registered and oriented to the school. Meet with new students and parents for credit review, scheduling and planning high school career and orientation to school.
9. Provide the following services -- as well as oversee, supervise and assist the counseling staff on communication and consultation with necessary individuals, including, but not limited to parents, staff, special education, administration, community members, counselors, doctors, police, probation officers, social services, community resources and agencies, etc..
10. Provide the following services -- as well as oversee, supervise and assist the counseling staff on monitoring, facilitating, programming and personalized counseling provided on Academic Development, Career and Post-Secondary Development, and Personal (Social/Emotional/Mental Health) Development; evaluate/aid students with academics, social, personal and post-secondary matters, while counseling and educating on adolescent, mental health, family, academics, learning, career, vocational, military, college, etc.
11. Work with all stakeholders to optimize student success, particularly graduation rates and post-secondary training and attendance.
12. Oversee, supervise and assist the counseling staff on individual, group, crisis, 504, and special education counseling.
13. Provide the following services -- as well as oversee, supervise and assist the counseling staff on case management, support services and transition support to

- a. Students with alternative learning plans.
 - b. Students enrolled in extended learning opportunities (i.e., online learning, dual enrollment, internships).
 - c. Students with 504 Accommodation plans and manage 504 caseloads.
 - d. Students as per their Individualized Education Plan.
14. During both the referral and review processes, act as an expert resource to assist counselors and special education case managers to develop comprehensive learning and behavioral plans to help individual students be successful.
- a. When necessary, perform and oversee historical student reviews (cumulative record folder review) to gather information on students. When necessary, coordinate a child study team to brainstorm on resources and options.
 - b. Assess the learning and emotional difficulties and challenges of individual students and consult, collaborate and refer as necessary.
 - c. Assist stakeholders in evaluating students' aptitudes and abilities through the interpretation of student assessment results and additional relevant data and information.
15. Oversee, supervise, and collaborate with school counselors on a variety of post-secondary exploration and planning activities, programs, and events for students and families throughout the year, including, but not limited to:
- a. The annual college fair.
 - b. Career pathway presentations.
 - c. Parent college and financial aid informational evening meetings.
 - d. Regular and ongoing small group meetings with all students to provide education and updates on information regarding guidance services and post-secondary planning (i.e., goals, careers, interest inventories, 2 year schools, 4 year schools,

vocational and certificate programs, military, employment, financial aid, scholarships, testing, resources, school visits).

- e. Post-secondary planning/career and education groups, information sessions, working sessions, and labs during the school day.
- f. Individual post-secondary institution representative visits to the school (college, trade schools, employers, military, gap year programs, etc), assisting students in their meetings with these representatives as needed.

16. Provide the following services -- as well as oversee, supervise and assist the counseling staff on

- a. Crisis assessment and safety concerns; consult with the team and other administrators, and report “mandated reporter” safety information, to the police and/or DCYF, and/or parents, as necessary. [(Assess suicidal and homicidal ideation and consult with other administrators on next steps (i.e., psychological assessment recommended, consult and communicate with parents, contact police, contact mental health agency, contact DCYF)].
- b. Crisis counseling and intervention, while maintaining physical and psychological safety, and involving necessary stakeholders and ensuring confidentiality.
- c. Students’ course selections, scheduling and course changes to meet the individual and personalized needs, plans and goals of students.
- d. Monitoring, tracking and communicating student academic planning progress (credits, requirements, grades, competencies, attendance, diploma type, NH Scholar, standardized test requirements, post-secondary requirements).
- e. Implementing the post-secondary and college process.

17. Work with stakeholders (i.e., administration, teachers, online programs, students, parents) to oversee all aspects of credit, competency, and attendance recovery and remediation for all students each year.

18. Oversee, supervise and assist the counseling staff with meeting with all students in small groups to provide education and updates on information regarding guidance services and post-secondary planning (i.e., goals, careers, interest inventories, 2 year schools, 4 year

schools, vocational and certificate programs, military, employment, financial aid, scholarships, testing, resources, school visits).

19. Write student recommendations for individual students as needed.
20. Assist with graduation preparation, as well as oversee and assist counseling staff on senior requirements to ensure all graduation criteria are met for students.
21. Work with students to resolve conflict (i.e., student-student conflict; student-teacher conflict; student-parent conflict).
22. Meet with principal and assistant principal to discuss alternatives, discipline, giving information/different perspective on student, acting as student advocate when possible.
23. Develop and manage the school counseling department budget.
24. Oversee all aspects of student records management
 - a. Coordinate the maintenance and management of student records in a confidential manner and in compliance with the Family Educational Rights and Privacy Act.
 - b. Oversee and coordinate the development and maintaining of student grades, transcripts, award criteria, class rank, and grade point average.
 - c. Oversee the coordination of forwarding official transcripts to post-secondary education institutions.
 - d. Maintain various statistical reporting data.
25. Handle all residency matters for Sanborn Regional High School.
26. Handle all parental, custodial and guardianship matters for Sanborn Regional High School.
27. Work with stakeholders to address attendance and truancy cases.
28. Coordinate all aspects of school-wide student assessment programs for the following assessments, including SSD Coordinator Duties:

- a. PSAT
- b. SAT (Grade 11 Test)
- c. AP
- d. ACT
- e. Accuplacer

29. Coordinate Dual Enrollment programs (i.e., NECC, GBCC Running Start, SNHU, VLACS-EStart).

30. Oversee the coordination of all school award and honor recognition programs, including, but not limited to:

- a. District scholarship programs.
- b. Annual honor roll recognition and book awards.
- c. Senior academic award program.
- d. Graduation diplomas.

31. Maintain, oversee and communicate school counseling information (i.e., resources, updates, reminders, deadline, dates, events, scholarships, testing, scheduling), to various stakeholders, via mailings, websites, social media, email and other mediums as necessary.

32. Model and utilize resources, LRP Publications, Acuity, and state and federal laws, rules, and procedures of the Office of Civil Rights. Collaborate with all district schools to support the Section 504 process, ensuring all counselors are utilizing the same procedures and help support smooth transitions throughout all grade levels. Oversee and update school counseling department forms, communications, policies and procedures as needed.

Attachment 2

SCHOOL	NUMBER OF STUDENTS	DIRECTOR POSITION	SOURCE
NHIAA Softball Division II			
Goffstown	1106 Yes	Website	
Portsmouth	1098 Department Head	Phone Call	
Manchester West	949 Yes	Website	
Milford	857 Yes	Phone Call - This position is called Director of Student Services	
Windham	851 Yes	Website	
Pembroke	840 Yes	Phone Call	
Souhegan	828 Yes	Website	
Merrimack Valley	823 Yes	Website - Position is School Counseling Administrator	
Kennett	819 Yes	Website	
Hollis/Brookline	815 Yes - Interim Position	Phone Call	
Kingswood	814 Department Head	Website	
ConVal	794 Yes	Website	
Oyster River	715 Yes	Website	
Coe-Brown	702 Yes	Website - position called Dean of Student Services	
John Stark	700 Yes	Website - position called Dean of Student Services	
Plymouth	686 Yes	Phone Call	
Sanborn	686 Yes		
Pelham	628 Yes	Website	
Lebanon	609 Coordinator/Lead Counselor	Phone Call	
Bow	595 Yes	Website	
St. Thomas	527 Yes	Website	
Trinity	398 Yes	Phone Call	
NHIAA Softball - Upper Enrollment in Division III			
Hanover	702 Yes	Website	
Laconia	590 Department Head	Website	
Kearsarge	566 Lead Counselor	Phone Call	
Stevens	545 Supervisor	Phone Call	
Monadnock	531 Lead Counselor	The Guidance Director was moved to the Principal position this year.	
Fall Mountain	525 Yes	Phone Call	
Gifford	510 Yes	Website	
Campbell	509 Yes	Website	
Prospect Mountain	503 Yes	Website	

Attachment 3

Sanborn - Actions Speak Much Louder Than Words

Sanborn Budget Committee Chair and NKTA founding/board member Annie Collyer has stated in WORDS at many budget committee meetings that cutting the Superintendents proposed budget by close to \$1 Million dollars was being done to provide incentive for voters to support and approve the Teachers and Support Staff contracts that are on the ballot this year. The thought that having a lower budget number could help pass the other important warrant articles is plausible, though I don't agree with it. The Sanborn Regional School Board (SB) shares a similar concern of getting the teachers and support staff warrant articles approved and therefore put forth a budget that was \$142,791 less than the superintendent's proposed budget. In addition, after much discussion at the January 4th SB meeting, the SB chose to be conservative in the type and amount (2) of capital improvement projects put on the ballot so they weren't asking the voters for too much money at one time which could cause the voters to reject the other important warrants. The first SB warrant article focuses on addressing ADA compliance at Swasey Gymnasium and the Chase Field House. Without the passage of this warrant, these facilities will be barred from use causing many recreational activities in the district and surrounding communities to be shutdown. The second article proposed by the SB is to address life-safety issues within the district. The largest portion of the money is for replacing 45 year old windows at the Middle School. The windows are not safe, are not up to code and leak like sieves and therefore the SB prioritized this to be on the ballot. The SCHOOL BOARD ACTIONS support their WORDS.

The recent ACTIONS taken by Mrs. Collyer are SHAMEFUL and CONTRADICT her WORDS. Mrs. Collyer drove the creation of 4 citizen petition warrant articles asking for over ONE MILLION DOLLARS in funding from the voters. Created out of SPITE for the School Board, the ACTION of putting this amount of money onto the ballot has the INTENT of causing the teachers and support staff contracts to FAIL. Two of these petitioned warrant articles are exact DUPLICATES of the School Board articles. Mrs. Collyer and NKTA like to use the WORD "transparency" with regards to the operations of the School Board and School Administration. Well, the ACTION of duplicating these SB warrant articles is AIMED to CONFUSE and OBSCURE the voters rather than be TRANSPARENT to them. I encourage Mrs. Collyer and her NKTA cohorts to take a good, long, soul searching look in the mirror and come to the deliberative session on February 8th with plans to modify the language of their petitioned warrant articles that are an abhorrent detriment to the Sanborn School System.

Jon LeBlanc

Kingston