



# New Hampshire School Boards Association

Excellence in Public Education Through School Board Leadership

## **A Management Study of the Administrative Structure-Configuration of The Lincoln-Woodstock Cooperative School District**

**Report Presented to the  
Lincoln-Woodstock Cooperative School Board  
June 2011**

**Dr. Ted Comstock, Executive Director  
Dr. Paul DeMinico, Consultant**

## CONTENTS of the MANAGEMENT STUDY

Introduction

Scope of Study

The Methodology

The Interviewees

The Results of the Interviews

Questions Addressed and Corresponding Answers

Recommendations 1-4

Attachments:

- Table 1—Comparative Data in Selected N.H. School Districts
- Table 2—Comparative Class Size Data in Selected School Districts
- Table 3—Comparative Data in Counseling and Building Administrator Ratios
- Table 4—Comparative Data in Effort and Ability to Pay for Education
- Addendum 1—N.H. Dept of Ed Rules for Duties of Superintendent, Principals, Guidance and Counseling Programs
- Addendum 2—NEASC Substantive Change Policy
- Addendum 3—Student to School Counselor Ratio by State (2008-09)  
Appropriate Activities of School Counselors  
Sample Distribution of School Counselor Time
- Addendum 4—Issues of Significance, NHDOE Special Ed. Approval 2006
- Addendum 5—Letter from Dr. Judith Fillion regarding RSA 194-C:4, etc.  
Title XV Education Chapter 194-C: 4



# New Hampshire School Boards Association

Excellence in Public Education Through School Board Leadership

## Report to the School Board Management Study Lincoln-Woodstock Cooperative School District May 31, 2011

**INTRODUCTION:** The New Hampshire School Boards Association (NHSBA) was contracted in April 2011 by the Lincoln-Woodstock Cooperative School Board to conduct a management study. Dr. Paul DeMinico is the primary consultant assigned to the project. He along with NHSBA Executive Director, Dr. Ted Comstock, Staff Attorney, Mr. Barrett Christina, Director of Government Affairs, Mr. Dean Michener all contributed to the report based on their respective expertise.

**SCOPE of the STUDY:** To perform an objective evaluation of Lin-Wood's administrative (leadership) structure including guidance services, taking into consideration the school district's size and location. Recommendations are at the conclusion of this report.

### **THE METHODOLOGY:**

To adequately assess the needs of the school district and to answer the eight questions posed by the Lin-Wood Cooperative School Board, NHSBA performed the following:

1. Interviewed members of the leadership staff, board members including the chair and vice chair, selected teachers, support staff, students, parents, members of the select boards representing both towns of the Cooperative and the budget committee chair
2. Observed instruction, informally engaged staff in discussion regarding the effectiveness of the existing administrative configuration; had lunch and pursued discussions with students as a part of the data gathering process
3. Reviewed administrative job descriptions to assess gaps between them and practice
4. Selected comparative school districts to assess ratios of administrators to students
5. Reviewed best practices research, State laws and administrative rules to help assess Lin-Wood's administrative structure
6. Discussed with Janet Alison, Executive Director of NEASC, any accreditation implications with possible changes to Lin-Wood's administrative structure
7. Discussed with N.H. School Association Special Education consultant, Sandra Plocharczyk implications of changes to Lin-Wood's Director of Pupil Services position.

**THE INTERVIEWEES:** The following were interviewed either individually or in small groups.

- Mr. Michael Cosgriff, Superintendent of Schools
- Ms. Helene Anzalone, Director of Pupil Services
- Ms. Wendy Hamill, Guidance Counselor, Grades 7-12
- Ms. Deb O'Connor, Business Administrator, SAU
- Ms. Deb Showalter, Teacher, Title 1 and Reading Recovery
- Mr. Jay Polimeno and Mr. J. J. Bujead, Community Members
- Ms. Alice Pearce, Ms. Pat McTeague and Mr. Gil Rand, Town Officials
- Mr. Robert Nelson, Principal
- Mr. Michael Weaver, Assistant Principal
- Mr. Kyle Luce, Director, Technology
- Dr. Vicki Iles, Guidance Counselor, K-6
- Ms. Paula King, Case Manager, Special Education
- Ms. Caryn Johnk, Teacher, High School
- Ms. Kristie Morris, Teacher, Middle School
- Ms. Judy Boyle, Ms. Sue Fadden, Ms. Jayne Ludwig, Board Chair, Vice Chair and Member

In addition, classroom visits were conducted and informal discussions were pursued with teachers, support staff and students.

**THE RESULTS of the INTERVIEWS:** The following bulleted items are recurring themes that came from the structured interviews and informal contact:

**School Strengths:**

- Class sizes
- Small school feeling
- Personalized school—like a family
- Community Support
- Financial support of the schools by community
- Positive school climate and culture
- Ample computer to student ratios
- Faculty connection with students and their families
- Effective school with a fine reputation
- Caring and hard working teachers
- Students and their individualized education
- Service learning opportunities
- Number of AP courses offered to students given the high school enrollment

**Areas to Further Develop:**

- Communications (all types: top-down, bottom-up, internal & external)
- Perception of “top-heavy” [administratively-heavy] school district
- Perception that money is not wisely spent
- Apathy among large segments of community; need greater community involvement

- Master schedule (different schedule at every school causing issues with shared staff and access to courses for students)
- Good start in professional development, curriculum, assessment, RTI, PLCs, but needs attention, sustained efforts and priorities from the leadership
- Assistant Principal wears too many hats
- Special education costs are high which may be take from regular education students
- Further develop college, career counseling and related parent contact
- Inconsistent disciplinary processes

**Greatest Threats Facing the School District:**

- Money needed to continue funding the schools
- High per pupil costs compared with the state
- Perceived high cost of management (“top-heavy” management structure)
- [Eroding] trust of community in board and SAU
- External political climate of those who openly express their discontent about the schools
- State’s [diminished] role in assisting the school
- Special education costs and perceived inequity between special education students and regular education students
- Too many state rules and regulations that tie the hands of the school’s administration [especially in discipline]
- Leadership turnover
- The growing number of discontented community members

**Suggestions about Improving the Management Structure:**

- The previous model of the [one full time equivalent (FTE)] superintendent-special education position worked well; reinstate depending on NEASC & NHDOE compliance
- Create the structure of two principals to replace the existing principal/assistant principal
- Keep the principal and assistant principal model as it works well
- Proceed cautiously with any reduction of guidance counselors as functions are the same number in a small school vs. a large school; there is a need for two guidance counselors
- Can go with a part-time superintendent—say 3/5s or three days per week, year round
- Take Title 1 Project Manager off the plate of the AP; also take substitutes off his plate; take buses off his plate; thereby giving a renewed focus on curriculum, assessment, instruction and professional development priorities
- Rethink who is responsible for 504s
- Keep full time special education [Pupil Services] director in the budget as the needs have grown from when we had a superintendent-Director of Pupil Services position
- Superintendent to take the lead in curriculum, staff development & strategic planning.

**QUESTIONS ADDRESSED & CORRESPONDING ANSWERS:** Response to the following questions:

1. **Question:** How does Lin-Wood's administrative staff to student ratios align with State standards? Research-based practices?

**Answer:** Lin-Wood's student to building administrator(S:BA) ratio at 172.5:1 appears relatively on par with the comparison of the four K-12 districts of relative size. Only Sunapee has a lower ratio than Lin-Wood at 150.3. Pittsfield and Moultonborough maintain higher ratios than Lin-Wood at 188:1 each. The N.H. minimum standards call for an enrollment of 500 or more students provides the services of an associate principal or 2 or more persons with administrative certification.

2. **Question:** What positions are mandated by State/Federal law? By administrative rules?

**Answer:** Federal laws do not prescribe or recommend positions or ratios as that is relegated to and determined by the respective states. Professional associations recommend optimum ratios generally based on current research and position responsibilities. The N.H. Dept. of Education Rules prescribe what positions are required and in what ratios they should be within for many positions. The positions that are the subject of this study are required by N.H.'s minimum standards as follows:

- Guidance counselors (with prescribed student to counselor ratios)
- Building level administrators (with prescribed student to administrator ratios)
- SAU office administrators (See Addendum)

For Special education administrators, there are no N.H. rules or recommendations for the number of special education administrators a district may employ.

3. **Question:** What positions are mandated to maintain accreditation?

**Answer:** NEASC does not mandate positions or ratios for accreditation with the exception of guidance counseling, in which case it recommends a ratio of 300 students to 1 counselor, well above the standard to which Lin-Wood is presently staffed. It should be well noted however, that if the School Board reduces the position [partial or full reduction] of a building administrator, a counselor, a superintendent or a special education administrator, it is required to submit an impact statement of that reduction to NEASC for review by the NEASC Commission. The impact statement should address any negative effects the reduction may have on the school and its students. If there is a negative impact on the school and its students, the School Board may expect a citation by the Commission and a corrective action recommendation. Failure to address the recommendation adequately will impact the school's future accreditation status. (See Addendum: NEASC Substantive Change Policy)

4. **Question:** Based on enrollment and workload, is there redundancy of positions? Responsibilities?

**Answer:** Rather than redundancies per se, there are efficiencies that may be realized with a redistribution of various duties. While any redistribution may be better determined at the local level, there appears to be responsibilities in the counseling, pupil services and assistant principal areas that may be better suited by people who do not require the qualifications of a counselor, a special educator or an administrator.

5. **Question:** If so, what consolidation is recommended?  
**Answer:** Please see Recommendation #4 below.
6. **Question:** Could a superintendent, with proper credentials, serve as Director of Pupil Services?  
**Answer:** The functions of Superintendent and Pupil Services were shared by the previous superintendent(s) and, according to the interview results appeared successful and well received. However, the N.H. Dept of Education, in its May 2006 Program Approval Report under the title "Issues of Significance," cited Lin-Wood under Ed 1106.01 Special Education Process (See Addendum). A review of the Report will shed light on the issues of 2006 which, due to the increasing complexity of special education rules and laws and related parent rights, are of greater significance today. Additionally and should the School Board decide to go back to the 2006 model, the school would likely realize further citations which could jeopardize its program approval. Also, and as a caveat, should the School Board combine the functions of superintendent and pupil services, it runs the risk of limiting its pool of viable superintendent candidates when it goes to search for its new superintendent. Lastly any change in this regard would be subject to the Substantive Change Policy requirements of NEASC.
7. **Question:** Is there a need for the number of guidance services/staff given enrollment?  
**Answer:** Given the State required and research-based functions for school counseling services (see Addenda) and given Lin-Wood's comparative ratios with the comparison group, the number of counseling positions should remain at two. There are efficiencies that may be put in place to provide students with greater counselor contact and services that are taken up under the recommendations portion of this report below.
8. **Question:** Are there areas of reduction recommended without negatively impacting students and school climate?  
**Answer:** Whenever school reductions occur, especially in the areas of staffing, there is an initial impact on staff morale, student morale and the corresponding school climate. There is also an impact in the community from both the school supporters and from those who are advocates of spending reductions. Knowing that, reductions and/or changes in funding and services to increase efficiencies and to provide needed services to students is an important responsibility of the School Board. A key area in which the School Board may consider is reducing the Superintendent's position from full time to say four-fifths (4/5s) or even three-fifths (3/5s) time (see Recommendation #1 below). However and as in the case of combining functions discussed above, the School Board may run the risk of limiting its pool of viable superintendent candidates when it engages in a search for its new Superintendent of Schools. While there may be a supply of recently retired N.H. Superintendents able to take on a part time superintendent's position, the N.H. legislature is considering changes in the current law that would restrict the time a retired N.H. superintendent may work as a part time employee.
-

### **RECOMMENDATION: #1: Superintendent of Schools Contract Time**

The School Board should consider the hire of a part-time superintendent of schools of say between 60% and 80% or 3 days per week to 4 days per week, year round. There are a number of caveats however of which the School Board should be aware:

- Part time hires may be more difficult to come by and your pool of candidates may be reduced as qualified superintendents generally seek full time employment
- As stated earlier, there are a number of retired superintendents who may be interested in keeping active as a superintendent, albeit on a reduced basis. There are however bills before the legislature that, if passed, may restrict a N.H. retired superintendent from taking on a part time position of say 60% to 80%
- There would be the perception among some staff and community members that a decision to reduce the superintendent's position may result in the reduction of services
- Substantive change policy of NEASC would need to be addressed if a reduction in this areas is made
- K-12 school districts in the comparison groups have employed full time superintendents

The advantages of hiring a part-time superintendent include:

- Cost savings to the Lin-Wood Cooperative School District
- Counter balance to the perception among some that Lin-Wood is "top-heavy"
- Communicated well, you may counter the potential perception by staff and community that a part time superintendent would result in reduction of services.

### **RECOMMENDATION #2: Use of Guidance Counseling Time and Duties**

Map or chart the services of the Lin-Wood guidance counselors and align services to the research on appropriate activities of counselors and proper allocation of counseling time (See Addendum). This action will not likely result in a reduction of counseling time and we recommend that due to the importance of the functions of guidance counseling, the School Board not reduce staff in this area. Lin-Wood's ratios in guidance counseling, while lower the best practices research, the NEASC standard and well below the state's minimum standards, are generally aligned with the comparison groups of K-12 schools in N.H. of similar size.

Consider investing in student scheduling, testing, student services software to better provide the greatest course opportunities for students (*Power School* is but one example). One of the costs of operating a small K-12 school is that all the functions of guidance counseling still need be addressed even with a smaller student population (See Addendum: Ed. 306.39).

### **RECOMMENDATION #3: Pupil Services Time and Duties**

The data suggest that staff and community were pleased with the combined Superintendent and Director of Special Education positions of the past. Our research also shows that there is no

recommended standard in N.H., with NEASC or nationally to the number of special education administrators there should be based on student enrollment. However, due to the citation of "Issues of Significance" Lin-Wood received in the N. H. Dept. of Education Program Approval and Improvement Process Report dated May 5, 2005 (See Addendum), we recommend that the School Board not reduce the position of Director of Pupil Services or combine it with the Superintendent's responsibilities. In addition to running the risk of being out of compliance with the state's rules, the School Board may limit its pool of viable candidates for the search of your new superintendent.

**RECOMMENDATION #4: Consider the Reassignment of Certain Duties for Greater Efficiencies**

Consider reassigning tasks from the job duties of your Guidance Counselors, Director of Pupil Services and Assistant Principal—see below. In doing so, the persons filling these key jobs may be able provide more direct services to your students—services that are aligned to their expertise and on what is expected through the research and the N.H. Administrative Rules.

While we recognize that the School Board wishes to look at cost saving measures, this review may necessitate the hire of additional support staff to attend to more clerical, data entry, scheduling tasks.

- Guidance Counseling: Some tasks, presently performed by counselors, may be reassignment to support staff and include: the unpacking, mailing and scheduling tests, (NECAP, MAP, AP); general correspondence, letter preparation and dissemination; copying handouts and assistance with the creation of other classroom tools and materials for implementing the guidance curriculum, etc.
- Director of Pupil Services: We recommend the School Board consider developing programs in-district for out-of-district students as a cost savings. It is well worth the time to look into as the cost savings is potentially significant. You may wish to contact a special education consultant to assist. Also we would recommend that you relieve your Director of Pupil Services of clerical duties such as copying, mailings, filing, phone calls to set up meetings, keeping track of when students are due for testing, putting out memos to staff, etc. It is estimated that a clerical staff person to assist with this and the counseling needs above would require up to 20 hour per week. The School Board may wish to have the interim superintendent look at this.

In addition we would suggest that the interim look into the idea of having a regular education person handle all 504 coordination, keeping all special education 504s under the duties of Pupil Services. We are not confident to make a recommendation now.

Clarify who is responsible for all court ordered placements for both regular and special education students. Presently Lin-Wood has all court ordered placements under the Director of Pupil Services. While some districts split this responsibility between a principal or guidance counselor for regular education students and the special education director for special education students, one runs the risk of doing things inconsistently if

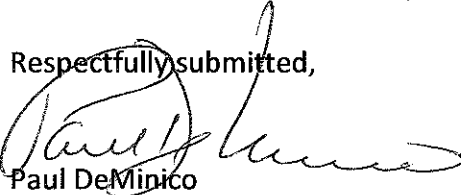
procedures are not well communicated between those responsible for these functions. Once again, we are not confident in making the recommendation at this time.

- Assistant Principal: Reassign transportation responsibilities i.e. scheduling, contracting, routing, etc. to your facilities director, the transportation [company] manager or a capable driver or the SAU support staff. Substitute calls and substitute staffing may be delegated to a support staff member at the building or SAU level (this is done at other school districts). Title 1 Project Management and Grant administration may be done by one of the Title 1 Teachers or by the SAU either the Superintendent or Business Manager. The Safety Committee membership may be delegated to another. Consider off-loading English as a Second Language (ESL) to Pupil Services. With these (all or some) changes, the Assistant Principal, working with the Leadership Team, may have more time for curriculum planning, evaluation of staff, instructional leadership and developing professional development priorities.

**CONCLUSION:** The Lin-Wood Cooperative School District made a decision to maintain its own K-12 school with its own SAU Office effective July 1, 1995. There are many advantages of maintaining a small school, some of which were expressed during both the formal and informal interviews and contacts with school stakeholders. A cordial, personalized school climate was the number one strength expressed by all constituent groups. Furthermore, it was conveyed that the school's size, character and climate should be preserved as a priority. One of the idiosyncrasies however in operating a small school district is the fact that the required functions and services, in quantity, are similar to those of larger school districts. With larger school districts there is, quite naturally, an "economies of scale" that does not hold true for smaller organizations.

Thank you for allowing me the opportunity to visit your school and to study your management configuration. It comes as no surprise to you, I am sure, how truly wonderful a school and how dedicated a staff you have in Lin-Wood. In addition you have strong community support. Lastly, I would be remiss in not mentioning your students. They were communicative, welcoming and interested in their school and in this study. They clearly have great pride in their school. I was very impressed with their aspirations for their future and I offer my thanks to you for allowing me to see such a successful organization at work.

Respectfully submitted,



Paul DeMinico

N.H. School Boards Association

# ATTACHMENTS

Table 1

**COMPARATIVE DATA IN SELECTED N.H. SCHOOL DISTRICTS:** Data based on Oct. 2010 reports to the N.H. Department of Education & phone contact with respective superintendents.

District SAU	Student Population	Supt's Contr. Time	SAU/Building Support	Supt's Salary
1. Lin-Wood Cp-68	K-12; 345	100%	AA,BA,SP,P,AP,2GC	\$97,298
2. Bethlehem-35	K-12; 935	100%	Not a comparison	\$95,000
3. Littleton-84	K-12; 811	100%	Not a comparison	\$103,000
4. Northumb-58	K-12; 506	100%	S,AA, FD,SP,2P,2GC	\$85,000
5. Colebrook-7	K-12; 633	100%	S,AA,BA,SP,2P,2GC	\$78,600
6. Gorham-20	K-12; 611	100%	S,BA,SP,AA,2P,1AP,3GC	\$91,465
7. Moultonboro-45	K-12; 657	100%	S,AA,BA,SP,.67C,3GC,2P, 1.5AP	\$117,866
8. Sunapee-85	K-12; 451	100%	S,.8AA,.6BA,.8SP,2P,1AP,3GC	\$112,455
9. Pittsfield-51	K-12; 564	100%	S,AA,FD,SP,2P,1AP,3GC	\$109,104
10. Wilt/Lyn Cp-63	K-12; 685	100%	S,AA, BA,SP(&2Blg),3P,1AP,3GC	\$98,000
11. Gilmanton-79	K-8; 371	PT/ 4/5		\$84,191
12. Fremont-83	K-8; 533	PT/ 4/5		\$85,000
13. Chester-82	K-8; 615	PT/1300h/y		\$89,040
14. Alton-72	K-8; 549	PT/20h/wk		\$82.40/hour

**Legend:** AA-Administrative Assistant. to Supt; BA-Business Admin; FN-Financial Mgr; SP-Special Education Admin; P-Principal, AP-Assistant Principal; GC-Guidance Counselor  
 Blue: North Country Comparisons; Gorham & Northumberland are part of larger SAUs, so comparisons may not apply  
 Green: N.H., K-12, Single District SAUs, Similar Size Comparisons to Lin-Wood [Comp Group]  
 Black: Other Elementary and/or Middle School Comparisons for Insights to Supt.'s Salary

Table 2

In accordance with NH Department of Education Rule: 306:17, the maximum allowable class size is 25 students for grades 1-4 and 30 for grades 5-8. Data based on October 2010 reports to the N.H. Department of Education.

District SAU	Class Size Grades 1&2	Class Size Grade 3 & 4	Class Size Grades 5 & 8
<b>1. NH Average</b>	<b>17.7</b>	<b>19.2</b>	<b>19.9</b>
<b>2. Lin-Wood-68</b>	<b>7.0</b>	<b>12.0</b>	<b>14.8</b>
<b>3. Bethlehem-35</b>	<b>11.8</b>	<b>11.2</b>	<b>17.0</b>
Lafayette Reg.	14.0	17.0	14.0
Landoff	21.1	21.4	0.0
Lisbon Reg.	16.3	15.7	14.5
Profile	0.0	0.0	16.8
<b>4. Littleton-84</b>	<b>17.2</b>	<b>18.3</b>	<b>17.2</b>
<b>5. Northumb-58</b>	<b>14.7</b>	<b>13.7</b>	<b>16.0</b>
Stratford	13.0	10.0	21.0
Stark	10.0	10.0	8.0
<b>6. Colebrook-7</b>	<b>13.5</b>	<b>17.5</b>	<b>15.9</b>
Pittsburg	7.5	6.0	12.2
Stewartstown	10.5	10.0	7.2
<b>7. Gorham et al-20</b>	<b>16.8</b>	<b>14.0</b>	<b>28.0</b>
Errol	6.0	6.0	9.0
Milan	11.0	16.5	16.0
<b>8. Moultonboro-45</b>	<b>15.6</b>	<b>16.6</b>	<b>16.3</b>
<b>9. Sunapee-85</b>	<b>17.0</b>	<b>18.2</b>	<b>17.2</b>
<b>10. Pittsfield-51</b>	<b>13.5</b>	<b>19.4</b>	<b>17.6</b>
<b>11. Wilt/Lyn Cp-63</b>	<b>13.6</b>	<b>15.5</b>	<b>18.2</b>
<b>12. Gilman-79</b>	<b>18.5</b>	<b>21.8</b>	<b>18.4</b>
<b>13. Fremont-83</b>	<b>14.5</b>	<b>19.0</b>	<b>19.7</b>
<b>14. Chester-82</b>	<b>16.7</b>	<b>18.4</b>	<b>0.0</b>
<b>15. Alton-72</b>	<b>17.8</b>	<b>16.5</b>	<b>19.5</b>

**Red: Lin-Wood**

**Blue: North Country Comparisons**

**Green: N.H., K-12, Single District SAU, Similar Size Comparisons [Comp Group]**

**Black: Other Elementary and/or Middle School Comparisons**

Table 3

**COMPARATIVE DATA: GUIDANCE COUNSELING & BUILDING ADMINISTRATOR RATIOS:**

District SAU	K-12 Enrollment	# of FTE GC / Ratio	K-12 S:T Ratio	K-12 Blg. Adm/Ratio
1. New Hampshire	178,034	14,604.5	12.2	
2. Lin-Wood Coop-68	345	2/172.5	7.6	2/172.5
3. Moultonborough-45	657	3/219	9.3	3.5/187.7
4. Sunapee-85	451	3/150.3	10.2	3/150.3
5. Pittsfield-51	564	3/188	8.2	3/188
6. Wilton/Lyn Coop-63	685	3/228.3	10.4	4/171.3
7. Gorham Coop-20	611	3/203.6		3/203.6
8. Northumberland	506	2/253		2/253
9. Colebrook-7	633	2/316.5		2/316.5

**Green: NH, K-12, Single District SAU, Similar Size Comparisons [Comp Group]**

**Blue: Gorham, Northumberland & Colebrook are K-12 structures part of larger SAUs with other school districts; comparisons of G.C. & Blg. Adm. may apply**

Guidance Counseling Services: N.H. Dept of Ed Rule 306.15 (b), [in part] States that for each elementary school, 1 FTE counselor per 500 students; for each high school and each middle school, 1 FTE counselor per 300 students. The American School Counselors Association (ASCA) recommends a K-12 student to counselor ratio of 250 to 1, even though the 2008-09 national average was 457 to 1. Please refer to Addendum of Appropriate Activities for School Counselors and the Proper Allocation of Time for School Counselors published by ASCA.

Building Administrative Services: N.H. Dept. of Ed. Rule 306:15 (c), [in part] States that, the local school board shall require that each school with an enrollment of 500 or more students provides the services of an associate principal or 2 or more persons with administrative certification under Ed 506 who together act as a full-time equivalent to carry out administrative duties assigned by the superintendent in accordance with local school board policy.

Table 4

When making comparisons with school districts in N.H., one should consider the current effort put forth by the school district (one indicator is cost per pupil) as well as the ability to pay by the school districts (one indicator is equalized valuation per pupil):

District/SAU	Grades/Enroll	2009-10 Cost/Pupil	2009-10 Equalized Valuation/Pupil
<b>NH Averages</b>	<b>K-12</b>	<b>\$12,214</b>	<b>\$837,613</b>
<b>1. Lin-Wood Coop-68</b>	<b>K-12; 345</b>	<b>\$15,910</b>	<b>\$3,072,161</b>
<b>2. Moultonboro-45</b>	<b>K-12; 657</b>	<b>\$18,681</b>	<b>\$4,845,511</b>
<b>3. Sunapee-85</b>	<b>K-12; 451</b>	<b>\$18,619</b>	<b>\$2,578,478</b>
<b>4. Pittsfield-51</b>	<b>K-12; 564</b>	<b>\$15,706</b>	<b>\$464,809</b>
<b>5. Wilt/Lyn Coop-63</b>	<b>K-12; 685</b>	<b>\$13,130</b>	<b>\$779.321</b>

## ADDENDUM 1

### PART Ed 302 DUTIES OF SCHOOL SUPERINTENDENT.

#### **Ed 302.01 Executive Officer.**

(a) The superintendent shall:

(1) Serve as the executive officer of the local school district or districts within the school administrative unit ( SAU ).

(2) Be responsible for the overall administrative and leadership services of the SAU; an.

(3) Perform the duties specified in the section.

(b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local district.

(c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.

(d) Such local district services shall include but not be limited to the following areas.

(1) Personnel.

(2) Finance.

(3) Communication/community relations.

(4) Student service.

(5) Maintenance/capital improvement.

(6) Curriculum.

(7) Instruction.

(8) Assessment.

(9) Short and long range planning.

(10) Governance for student achievement.

(11) Policy research.

(12) Implementation, and review; an.

(13) Overall leadership on educational issues.

(e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

(f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.

(g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.

(h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

Ed 302.02 Substantive Duties . The superintendent shall in addition to those duties outlined in Ed 302.01.

(a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies.

(b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.

(c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used.

(d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy.

(e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws.

(f) Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community in accordance with local school board policies, state statutes and state board rules.

(g) Remove a teacher or other employee of the district in accordance with RSA 189:31.

(h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13.

(i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools.

(j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards.

(k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board.

(l) Direct pupils to assigned classes and grades, consistent with local school board policies.

(m) Maintain a safe environment for pupils free of hazardous conditions.

(n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies.

(o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction.

(p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan.

(q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; an.

(r) Be responsible for the implementation and review of school district policies.

#### **PART Ed 304 DUTIES OF SCHOOL PRINCIPALS.**

##### **Ed 304.01 Substantive Duties ; School Principals and Associate Principals.**

(a) The school principal shall promote the success of all students consistent with a vision for learning that is shared and supported by the community, school board, and superintendent of schools by.

(1) Facilitating the development, articulation, implementation, and stewardship of best practices for pupils in elementary and secondary education.

(2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

(3) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

(4) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources ; an.

(5) Having the knowledge and skills to promote the success of all students by understanding the larger political, social, economic, legal, and cultural contexts.

(b) The school principal shall evaluate and make recommendations to the superintendent concerning candidates for professional and nonprofessional positions within the school administrative unit in accordance with local school board policy, or as directed by the superintendent.

(c) The school principal shall assign, direct, and be responsible for the evaluation of all personnel employed in the school in accordance with local school board policy, administrative rules, and as directed by the superintendent.

(d) The school principal shall perform any duty assigned by the superintendent in accordance with local school board policy, state statutes, and rules of the state board of education.

(e) The school associate principal shall be responsible for assisting and supporting the school principal in promoting the success of all students as stated in the above duties.

### **Ed 306.39 GUIDANCE AND COUNSELING PROGRAM**

(a) The local school board shall require that each school in its district provides for the implementation of a comprehensive developmental school guidance and counseling program based on Ed 306.39 and "The ASCA National Model: A Foundation for School Counseling Program," published by the American School Counselor Association (ASCA) in 2003 as an integral part of the total educational program.

(b) The department shall develop and distribute a comprehensive school guidance and counseling program model implementation manual that may be used by schools and districts as a resource in professional development and planning activities.

(c) The local school board shall require that each district develop, and have on file a comprehensive K-12 developmental school guidance and counseling policy and implementation plan.

(d) This policy and plan shall:

(1) Address the applicable state frameworks consistent with RSA 193-C:3, III;

(2) Be based on Ed 306.39 and "The ASCA National Model: A Foundation for School Counseling Program," published by the American School Counselor Association (ASCA) in 2003;

(3) Support the local school district's improvement plans and goals; and

(4) Identify measures of success for student competencies in each of the 3 areas of academic, individual/social, and career learning, based on planned and periodic assessment of the comprehensive developmental school guidance and counseling program.

(e) The comprehensive school guidance and counseling plan shall include:

(1) A guidance curriculum that provides all K-12 students the knowledge and skills appropriate to their developmental level through a collaborative model of delivery involving the school counselor, classroom teachers, and other appropriate education professionals, and including prevention and pre-referral activities;

(2) Individual planning with all students to assist in establishing individual goals and developing future plans through coordinated, ongoing systemic activities, including personalized, individual goal setting and parental involvement; Adopted 5-18-05 Effective 7/1/05 44

(3) A responsive services component of supportive, short-term counseling with the goal of facilitating the educational functioning or academic achievement of all students K-12, or both, including:

- a. Individual and group counseling;
- b. Crisis assessment and referral;
- c. Consultation with school personnel, parents, local agencies, or appropriate others;
- d. Conflict resolution;
- e. Drop out prevention;
- f. Substance and abuse issues;
- g. College and career counseling; and
- h. Individual, school, family, or peer issues impacting the educational environment; and

(4) A systems support component that establishes, maintains, and enhances the total school guidance and counseling program, including:

- a. The maintenance of organized, clear, and useful records in a confidential manner, utilizing technology relevant to provision of services in a confidential manner;
- b. The maintenance of records in a manner compliant with current state and federal laws, rules, policies, and standards, and with Ethical Standards for School Counselors as adopted by the American School Counselor Association (ASCA) Delegate Assembly March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004 for school counseling, as they apply to the implementation of comprehensive school guidance and counseling services within a school setting;
- c. Systematic, goal oriented professional development directly applicable to the goals and outcomes of implementing a comprehensive school guidance and counseling program and school and district improvement goals;
- d. Counselor evaluation based on the professional competencies of the school counseling profession; and
- e. Program evaluation based on student outcomes, stakeholder surveys, and self-assessment against national model recommendations.

(f) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as follows:

(1) The counseling load in each elementary school shall not exceed the equivalent of one full time guidance counselor per 500 students enrolled;

(2) The counseling load in each middle school and each high school shall not exceed the equivalent of one full time guidance counselor per 300 students enrolled; Adopted 5-18-05  
Effective 7/1/05 45

- (3) High schools with more than 4 guidance counselors shall provide a high school level director of school guidance and counseling, unless (4) below applies; and
- (4) District level directors of school guidance and counseling shall be provided in districts where the number of guidance counselors across all schools exceeds 10.



Founded in 1885

## ADDENDUM 2

# NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON PUBLIC SECONDARY SCHOOLS

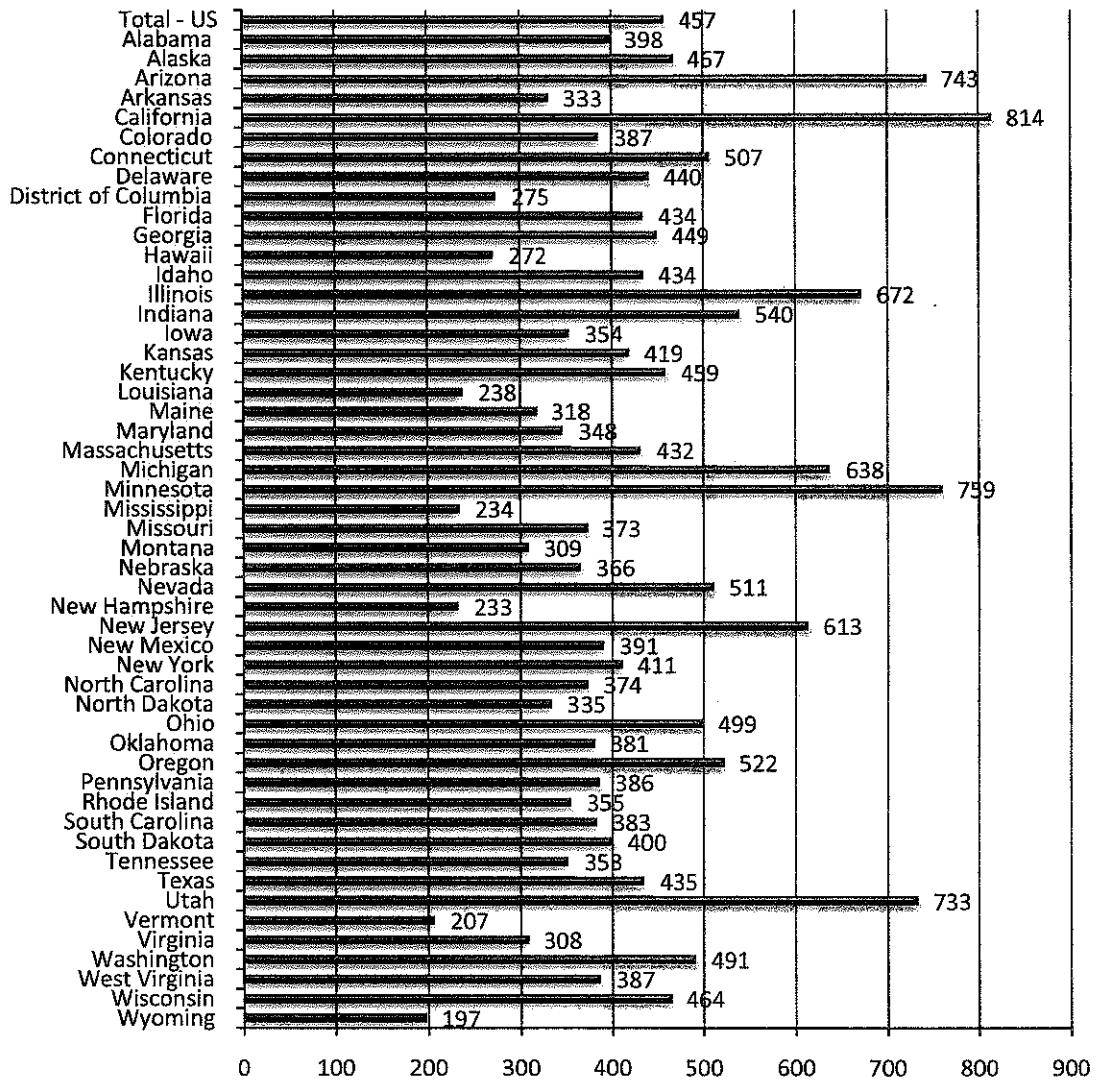
## SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- ✓ elimination of fine arts, practical arts and student activities
- ✓ diminished upkeep and maintenance of facilities
- ✓ significantly decreased funding
- ✓ cuts in the level of administrative and supervisory staffing
- ✓ cuts in the number of teachers and/or guidance counselors
- ✓ grade level responsibilities of the principal
- ✓ cuts in the number of support staff
- ✓ decreases in student services
- ✓ cuts in the educational media staffing
- ✓ increases in student enrollment that cannot be accommodated
- ✓ takeover by the state
- ✓ inordinate user fees
- ✓ changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency



## Student/School Counselor Ratio by State 2008-2009



SOURCE: U.S. Department of Education, Common Core of Data, National Institute for Educational Statistics-Public  
Elementary and Secondary School Student Enrollment and Staff From the Common Core of Data: School Year 2008-2009



### Appropriate Activities for School Counselors

- ◆ individual student academic program planning
- ◆ interpreting cognitive, aptitude and achievement tests
- ◆ counseling students who are tardy or absent
- ◆ counseling students who have disciplinary problems
- ◆ counseling students as to appropriate school dress
- ◆ collaborating with teachers to present guidance curriculum lessons
- ◆ analyzing grade-point averages in relationship to achievement
- ◆ interpreting student records
- ◆ providing teachers with suggestions for better management of study halls
- ◆ ensuring that student records are maintained as per state and federal regulations
- ◆ assisting the school principal with identifying and resolving student issues, needs and problems
- ◆ working with students to provide small- and large-group counseling services
- ◆ advocating for students at individual education plan meetings, student study teams and school attendance review boards
- ◆ disaggregated data analysis

### Inappropriate Activities for School Counselors

- ◆ registration and scheduling of all new students
- ◆ coordinating or administering cognitive, aptitude and achievement tests
- ◆ responsibility for signing excuses for students who are tardy or absent
- ◆ performing disciplinary actions
- ◆ sending students home who are not appropriately dressed
- ◆ teaching classes when teachers are absent
- ◆ computing grade-point averages
- ◆ maintaining student records
- ◆ supervising study halls
- ◆ clerical record keeping
- ◆ assisting with duties in the principal's office
- ◆ work with one student at a time in a therapeutic, clinical mode
- ◆ preparation of individual education plans, student study teams and school attendance review boards.
- ◆ data entry

## **Sample Distribution of Total School Counselor Time**

<b>Delivery System Component</b>	<b>Elementary School % of Time</b>	<b>Middle School % of Time</b>	<b>High School % of Time</b>
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Student Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

ISSUES OF SIGNIFICANCE

Issues of significance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment. Other examples might be concerns related to inadequate facilities, ineffective communication systems within the educational community, leadership, shared mission, vision and goals, deficiencies in policies and procedures, staff recruitment and retention, professional development or other important factors related to the learning organization.

As the visiting team carried out their varied data collection activities at the Lin-Wood Public School, it became clear that there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout the SAU by faculty, administration, support services personnel, parents and the community at large. In many ways it is clear that The Lin-Wood Cooperative School District is working hard to offer a wide continuum of program options to all children. Students with disabilities are involved in most all aspects of school life, including the general curriculum, extra curricular activities, sports and activities within the community. The staff and administration at Lin-Wood Public School are committed to providing quality services to all students, and teachers were consistently described as dedicated, child centered and outstanding role models for children. In SAU#68 it is clear that all students are active participants in their own learning and that the individual needs of children are being met. While many praiseworthy things are happening in SAU#68, there were some areas of concern raised as a result of the March 2006 NHDOE Case Study Compliance Review. These are listed below:

**ED 1106.01 Special Education Process**

The first concern that surfaced was the overlying theme related to the supervision and oversight of special education programming and services, specifically, "Who is responsible for the day to day oversight and operation of special education in SAU#68?". While having two teachers serve as "special education liaisons" during the past school year, was an immediate resolution to an urgent situation, these individuals do not have authority for supervision, providing direction such as goal setting for the district, oversight of special education procedures, budgeting, or program development. In preparation for the Case Study Compliance Review, the special educators at Lin-Wood Public School were charged with development of new special education policy and procedures, however there has been little formalized supervision and implementation of such procedures, or the special education "process". This includes, but is not limited to, special education record keeping, ensuring required paperwork documentation is in compliance, oversight of special education evaluations, monitoring of SPEDIS data, supervision of the many special education services contracted by the school district, and setting long term strategic goals with the administrative team. Without resolution to this issue, there could be serious future implications for the SAU.

**ED1119.03 (c) Curricula**

The second issue identified as a result of the March 2006 Case Study Compliance Review was the identified need for curriculum development in the areas for which alternative programming is being provided to students with disabilities. While the visiting team recognized the quality and value of alternative learning options, it is critical that such programming be more clearly defined, including program/course descriptions and expected outcomes for the students enrolled. For example, The Life Skills Program/course offerings at the middle and high school levels does not have a written curriculum, there is no scope and sequence, no course descriptions in student handbooks, and it is not clear how the program differs from grade level to grade level, or what the admissions criteria is for such services. In addition, there are no formal assessment tools to document and measure student success for those children enrolled, nor is there a tool to assess the effectiveness of the programs. Closely related to this is the need to further examine the role of outside agencies providing and implementing integration of students with disabilities in the community setting. Currently it is not clear as to what curriculum is being followed in the community setting, the intended outcomes of such activities, or the tools used for measuring success of the programming. Lastly, it is not clear who is responsible for the oversight and supervision of the contracted services providers currently implementing services in the community setting.

**ED 1109.08 Diplomas**

The third issue of significance that warrants attention is the need for clarity related to earning of high school credits and issuing of a regular high school diploma for students with disabilities. According to staff and administration, there are only a small number of students who may not be eligible for a high school diploma; however, there are no policies or procedures in place that clearly outline district expectations.

Virginia M. Barry, Ph.D.  
Commissioner of Education  
Tel. 603-271-3144



Paul K. Leather  
Deputy Commissioner of Education  
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
FAX 603-271-1953  
Citizens Services Line 1-800-339-9900

March 25, 2011

Dr. Paul P. DeMinico  
SAU 73  
2 Belknap Mountain Road  
Gilford, NH 03246

Dear Dr. DeMinico:

State law (RSA 194-C:4) stipulates that each school administrative unit or single school district shall provide superintendent services. Further RSA 189:24 describes a standard school as "being directed and supervised by a principal and a superintendent, each of whom shall hold valid educational credentials issued by the state board of education". The only exception is for small school administrative units "with 400 or fewer total school age enrollments and with no more than two public schools" (Ed. 506.06 (a)).

The duties of the superintendent are specifically outlined in Ed. 302.01 and the certification requirements for the position are identified in Ed. 506.01.

Sincerely,

A handwritten signature in cursive script that reads "Judith D. Fillion".

Dr. Judith D. Fillion, Director  
Division of Program Support

JDF:nj

# TITLE XV EDUCATION

## CHAPTER 194-C SCHOOL ADMINISTRATIVE UNITS

### Section 194-C:4

**194-C:4 Superintendent Services.** – Each school administrative unit or single school district shall provide the following superintendent services:

I. An educational mission which indicates how the interests of pupils will be served under the administrative structure.

II. Governance, organizational structure, and implementation of administrative services including, but not limited to:

(a) Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits, and coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing.

(b) Recruitment, supervision, and evaluation of staff; labor contract negotiation support and the processing of grievances; arrangement for mediation, fact finding, or arbitration; and management of all employee benefits and procedural requirements.

(c) Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development and recommendation of policies and practices necessary for compliance relating to curriculum and instruction.

(d) Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur.

(e) Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used.

(f) The on-going assessment of district needs relating to student population, program facilities and regulations.

(g) Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements.

(h) Oversight of the provision of insurance, appropriate hearings, litigation, and court issues.

(i) School board operations and the relationship between the board and the district administration.

(j) The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large.

(k) Assignment, usage, and maintenance of administrative and school facilities.

(l) Designation of number, grade or age levels and, as applicable, other information about students to be served.

(m) Pupil governance and discipline, including age-appropriate due process procedures.

(n) Administrative staffing.

(o) Pupil transportation.

(p) Annual budget, inclusive of all sources of funding.

(q) School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1.

(r) Identification of consultants to be used for various services.

**Source.** 1996, 298:3, eff. Aug. 9, 1996. 2010, 5:2, eff. June 18, 2010.