

North Hampton School District
School Board Meeting Minutes
Wednesday, May 3, 2017 at 3:00 p.m.
North Hampton School - Cafeteria
201 Atlantic Avenue, North Hampton
www.sau21.org

School Board members: James Sununu; Chair, Cindy Burke; Vice-Chair, Tamara Le, Gregg Duffy, and Thomas von Jess.

Administration: Robert Sullivan, Ed.D; Superintendent, and Tracy Griffenhagen; Assistant Principal/Director of Special Services.

Absent: Ronna Cadarette; Assistant Superintendent, and Matt Ferreira; Business Administrator.

Documents presented during the meeting are available through the SAU21 Office

At 3:00 p.m., James Sununu called the School Board meeting to **order**, welcomed and thanked all the staff members for attending the meeting. This is a meeting to discuss and gather input, to rank priorities from the staff as to what they would like to see in their next principal.

School staff who are interested in joining the Principal Search Committee can contact Rhonda Evans; Secretary to the Superintendent, at the SAU #21 for information.

Approximately 50 staff members were in attendance.

2. Principal Selection Process

A. North Hampton School Staff Session

1. Break-up Work Session #1

The staff members broke up into table size work session groups to brainstorm about what they would like to see in terms of attributes, competencies, priorities, and characteristics for our next North Hampton School Principal.

2. Favorable Attributes and Competencies expected of a North Hampton School Principal Candidate

Information from Break-up Work Session #1 was combined into 9 favorable categories: Curriculum Director, Interactive Leader, Empowering Advocate, Progressive Visionary, Compassionate and Fair, Student Centered, Good Communicator, Professional and Confidential.

Staff were each given three stickers to place on their idea of what the three most important attributes and competencies are, narrowing down the most important attributes to expect from a North Hampton School Principal candidate.

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3. Please refer to the three page attachment for Staff Input Session that was held on May 3, 2017.

Motion: James Sununu moved to adjourn the meeting at 4:36 p.m. Second: Tamara Le.
Motion passed 5-0-0.

Respectfully submitted,

Maureen Hastings

Recording Secretary

(Approved May 18, 2017)

Attachments: Five pages Staff Input Session

- Supports follows and lives by the NHS constitution
- All curriculum changes go through council
- The school improvement plan is developed and worked on through council
- Task forces are created to research and recommend new ideas, curriculum, grading, etc for council review
- Avoid autocratic, top-down decision making
- When necessary, makes difficult decisions and stands behind them even in the face of adversity.
- Shows care and compassion for all.
- Effectively and proactively communicates with all stake-holders.
- Values and supports the whole student/work-life balance.
- Stands with the staff.

BO #2 - group 2

- Teachers are included in creative decision making
 - Schedules, report cards, grading philosophy
- Not top-down, democratic
 - School council
 - Team meetings +
- Engaged/Interactive
 - Visible at school events
 - Visits classrooms
 - Relationship with kids and staff
 - Discussion
- Communicator
 - Newsletter
 - Listens, honest
- Supportive of teaching and learning
 - PD time, thoughtful planning
 - Aware of the positive parts of the the classroom, building, process not product
 - Celebrating success
- Holding true to core beliefs
 - Can articulate the vision of the school to all stakeholders
 - the decisions reflect the core beliefs
- School culture!

Student Centered - 24 votes**BO #1**

- Focus on the whole child - kids not data (22)
- Kid-centered
- Understands how to educate the "whole child"
- Someone who likes kids and has a passion for education, values the whole child (academics, arts, SEL), visible, tolerant
- Broad background in curriculum development and leadership. Believes in academic rigor while still valuing the "whole" child and individual stages of development. (2)

BO #2 - group 1

- Makes sure there are enough resources and budget to support programs for all learners
- Present in classrooms, hallways, recess, lunch room, evening events, assemblies - part of the fabric of the school.
- Promotes best practices for students , things such as multiple intelligences(?), learning through the arts, STEAM, SEL
- Knows the students, understands child development and where they are
- Provides ed plans PL learning to advance staffs' knowledge
- Engages the community to bring in experiences and expertise to advance students learning
- Example: Michelle Obama

BO #2 - group 2

- Out of office, less time in meetings, more time with students
- Attend after school events
 - concerts, sports, plays

- Children 1st in all decisions
- Sense of humor - smiles easily
- Flexible
- Connects with all ages
- Not creepy
- Knows names of kids - interests
- Understands how to educate the whole child
- Examples: Barack and Michelle

Curriculum Director - 22 votes

BO #1

- Supportive facilitator of research-based, student centered practices for learning (13)
- Focus on teaching and learning - curriculum as a partnership that impacts student growth
- A dynamic curricular leader
- Someone with a broad teaching background which includes elementary and middle school experience. They value and have experience with early intervention (9)

BO #2

- Examples: Barbara Hopkins & Jan Scipione
- Respect teachers in classroom
- Research based (not teaching to the test)
- Possible experience in curriculum coordinating
- Pre k-8 continuum - consistency, experience teaching multiple grade levels, value integration within grade levels and UA
- Teacher could run by a project with him/her, can you help me think through it, talk about what you are doing in the classroom - no judgement
- SPED - target all learning styles, differentiating, modify, accommodate to meet all needs
- Versed in alternative curriculum for academically challenged students
- Supports teachers in curriculum development and able to share with community
- Supports, innovates curriculum across the board (knows all the curriculum)
- Encourages professional development of staff
- Emails with curricular updates and opportunities

Good Communicator (1) - 18 votes

BO #1

- Honest and effective communicator (1)
- A good communicator
- Collaborative communicator
- Communicator - honest, transparent, listener, collaborative, empathetic (14)
- Good communicator - uniter, collaborator, tackler of challenges, etc. (1)
- A professional, articulate communicator (1)

BO #2

A good communicator looks like:

- Proactive, not reactive (planned)
- Unifier: someone who collaborates with all stake holders
- Open, honest, direct (even when difficult)

- Solicits feedback/initiates
- Gives constructive, helpful feedback during observations
- Active listener

Specifically:

- Values and cares about all communication venues (such as school website, twitter)
- Someone who validates the hard work of staff and/or gives feedback on how to improve (authentic feedback, noticing and acknowledging)
- Has established modes and routines of communication
- Has global awareness, "finger on the pulse"
- Comes to team meetings and does not sit on phone waiting for time to be up without adding anything to discussions (active, present, participating)
- Confidential, professional

Progressive Visionary - 16 votes (8)

BO #1

- Visionary - moving forward for children
- Innovative researcher with a growth mindset (5)
- Committed to NHS vision and able to build upon it
- 21st century innovator who challenges the status quo (2)
- Vision & passion & innovative (1)

BO #2

- Innovative
- Researcher: explores ideas, develops ideas, travels if necessary, collaborates
- Risk-taker
- Growth mindset
- Willing to make mistakes in pursuit of progress
- Modeling, encouraging, staff and students to do the same
- Builds ideas with staff
- Pursuits planned purposeful
- Leads students to success (personal community member, confidence, as well as academic)
- Grounded in mission/vision and guiding beliefs of NHS
- Supportive of learning experiences outside typical academic standards e.g., service learning, advisory, peer mentoring
- Curious
- Questioning: "What if...?"
- Actively and authentically works to solve problems with staff that will lead to better outcomes for students

Compassionate/Fair - 16 votes

BO #1

- Someone who treats everyone fairly and equitably, not based on personal friendships, visible, approachable, professional (2)
- Someone who understands how to treat staff. consistency, respectfully and professionally. (13)
- Transparent and fair

- A compassionate leader who is kind and takes the lead and stands behind the tough decisions. They do so professionally with compassion for all involved. (1)

BO #2

- Balances their time in both middle and elementary school and disciplines
- Uses an open and collaborative process to make decisions
- Uses respectful tone when communicating
- Takes time to understand before making decisions
- Ethical
- Not “absolute”
- Rationale, thoughtful, empathetic
- Golden Rule
- Looks at issues from all sides

Empowering Advocate - 8 votes (2) *(this could be moved under leader)*

- Empowering leader - validates, trusts, uses experience, motivates
- Respect the staff as professionals, supportive (4)
- Willingness and strength and ability to advocate for students and staff in all areas (2)
- Advocates for students and staff

Interactive - 5 votes

- Interactive with teachers, students, community, parents, in classroom visible, engaged (5)
- Actively makes authentic connections with students.
- Someone who is visible and present to students and staff.

Professional/Confidential - 2 votes

- Maintains confidentiality across the board with student, staff, families