Leadership Profile

for the position of

Superintendent of Schools

SANBORN REGIONAL SCHOOL DISTRICT (SAU17)
KINGSTON & NEWTON, NEW HAMPSHIRE

START DATE: 7/1/26
APPLICATIONS DUE: 1/11/26

Leadership Profile
Superintendent of Schools
Sanborn Regional School District
December 2025

One of the primary responsibilities of a Board of Education is to hire and evaluate a Superintendent of Schools (Superintendent). Because this task is the Board's alone, there is no obligation to seek input from or engage stakeholders in their selection process. However, Boards that do elect to engage their community enjoy at least three benefits: First, the Board will learn what is important to their constituents, gain important feedback about the public's perception, and acquire a valuable perspective as they interview each candidate. The second benefit is afforded to the applicants who are eager to know what might be expected of them, assessing their own capabilities before they consider applying to determine if they are a match for the community. The third benefit affects students who will directly benefit when the Board and selected Superintendent, functioning as a 'governance team' built on a foundation of trust, have a clear understanding for what is going well, what changes may be needed, and which of those changes should be prioritized.

Methodology

The Sanborn Regional School District retained Zeal Education Group to deeply engage with the community to appreciate what skills and dispositions the community believes the district needs for the next Superintendent to be successful. Our team had the pleasure of meeting in person and virtually with hundreds of stakeholders. We used a methodology that results in two streams of input. The first stream of information came from a weeklong engagement of all constituents that included in-person and virtual meetings, interviews, focus groups and "Town Hall" style engagements designed to ask each stakeholder the following questions:

- *What are the district's greatest strengths?*
- *What are the district's greatest immediate challenges?*
- *What areas should be the focus of change?*
- *What should be the new superintendent's change priority?*
- *Is there anything else you want to share?*

The second stream of input came from a proprietary tool called ThoughtExchange that facilitates open-ended discussions where participants can anonymously share thoughts and rate others' ideas. The ThoughtExchange prompt presented one open-ended

question, in each participant's native language: "W*hat is your top priority for the next Superintendent of Schools?*

Participation

Both in-person and virtual meetings as well as focus group meetings were held to engage as many stakeholders as possible in this process. In all, nearly 900 people, either individually or in small cohorts, generated hundreds of independent ideas in response to the five questions that were posed. Three stakeholder groups that had no attendees were canceled due to lack of attendance and/or scheduling conflicts. The distribution of responses were as follows:

Stakeholder Group	*n*	Stakeholder Group	*n*
School Board Members	7	Public 'Town Hall' Sessions	10
School & District Leadership	13	Parents/Caregivers/PTO	25
Central Office Staff	8	Middle School Students	300+
Elementary Staff	43	High School Students	400+
Secondary Staff	72	Elected Officials	3

In addition to the stakeholders participating in our in-person and virtual interview and focus groups, our ThoughtExchange included 460 participants who shared 422 independent responses to the prompt, "W*hat is your top priority for the next superintendent of schools?*" which subsequently yielded 10,004 ratings.

The following table illustrates how responses from each of the stakeholder groups were distributed:

Stakeholder Group	*n*	%
Parent or Guardian	211	48
Certified Staff	138	31
Resident	113	26
Non Certified Staff	28	6
Sanborn Alumni	23	5
Other	23	5
Administrator	16	4

Business Owners	13	3
Government / Community Official	15	3
Student	1	0
Not Answered	21	-

The Sanborn community was warm and welcoming throughout our engagement, and participation was overwhelmingly positive and appreciative. We believe the next Superintendent of Schools will receive a similarly warm reception.

Results of Interviews and Focus Groups

Participants identified various strengths within the district, such as the dedicated and collaborative staff, robust programs like the reading and music initiatives, and opportunities for community building facilitated by the district's close-knit environment. Despite these strengths, immediate challenges such as declining enrollment, lack of academic rigor, budget constraints, and poor communication were significant concerns. Participants emphasized the need for improved trust and transparency, alongside a strategic vision addressing both emotional support for staff and academic excellence.

In terms of areas needing change, a strong desire for better communication and leadership was evident. Participants advocated for a Superintendent who could build relationships, trust, and inspire confidence through visibility and engagement. Establishing clear goals for academic improvement, particularly in light of declining enrollment, was deemed essential. Finally, participants shared personal insights on priorities such as fostering community engagement and understanding unique district challenges, underscoring the necessity of strategic planning and proactive communication from the new Superintendent.

What are the district's greatest strengths?

The district's strengths encompass a strong sense of community, attributed to good relationships among staff, students, and the broader community. There is a commitment to providing diverse learning experiences, including internships, trade school opportunities, and college courses. The curriculum is robust, particularly in K-5 and reading programs, while the district boasts skilled and dedicated educators, including a supportive administrative team. Engagement from parents and families is notable, and the school board is actively involved, striving for creativity amidst challenges like declining enrollment. The district's location is desirable, and its facilities, although well maintained, require enhancement.

1. **Strong Sense of Community**: A strong sense of community is repeatedly highlighted by participants, signifying its importance in the district's development. The respect and camaraderie among community members are noted as integral strengths, contributing to a welcoming atmosphere where individuals feel connected. Participants express a desire to maintain and further enhance this community spirit, valuing it as a platform for collaboration and development. The aspect is perceived positively by involved individuals, recognized as essential for fostering relationships and mutual understanding. Its prevalence in responses indicates its central role in making the district a supportive and engaging environment.

2. **Talented Staff**: The district's talented staff is prominently acknowledged as a key strength, reflecting the expertise and dedication present within the workforce. Educators and specialists are praised for their skills, making strong bonds with students and contributing to a positive educational experience. Such recognition underscores the respect and appreciation for the faculty, considered essential for the district's ongoing success. Participants perceive this talent pool as crucial for the district, fostering an environment where both staff and students can thrive. The implication is that these qualities are fundamental in shaping a robust educational framework.

3. **Administrative Team**: The administrative team is identified as a formidable force driving the district's progress, with qualities such as readiness, efficiency, and supportiveness being mentioned. There is a consensus on the supportive nature and willingness to assist exhibited by the administrative figures, culminating in positive collaborations and constructive relationships. Such feedback suggests that the administrative team is viewed as a pivotal component for effective governance and strategy implementation. Participants highlight their influence in fostering a positive organizational climate, advancing the district's goals through effective leadership. Their impact is deemed essential for the district's sustainable growth and adaptability.

4. **Academic Opportunities**: Academic opportunities within the district are hailed as a vital strength, offering diverse programs that support student development and career readiness. Initiatives such as internships, college credit courses, and trade school platforms are frequently cited, showcasing the district's commitment to comprehensive educational experiences. Such opportunities are perceived positively by participants, as they equip students with necessary skills and experiences beyond traditional classroom learning. This strength reflects the district's strategic approach towards preparing students for future endeavors through varied educational pathways. Participants recognize the district's programs as essential for fostering lifelong learning and adaptability.

5. **Engagement with Parents/Caregivers**: Engagement with parents/caregivers is noted as a noteworthy strength, reflecting the collaborative efforts between schools and families to foster student success. Parent/caregiver involvement with

the schools is celebrated, suggesting active communication and participation in educational activities. This engagement is appreciated by participants, seen as instrumental in creating a cohesive educational community. It indicates that parental/caregiver involvement is integral to district operations, enhancing the connection between staff, students, and families. Participants perceive these interactions as essential for bolstering educational support and maintaining an inclusive environment.

What are the district's greatest immediate challenges?

The district faces several pressing challenges including a lack of focus on academic achievement and financial issues stemming from declining enrollment. There is an urgent need to enhance community engagement and improve communication to foster trust and support. High staff and administrative turnover, a perceived lack of transparency, and fiscal accountability have exacerbated these issues. Additionally, concerns about student discipline and curriculum quality were raised. Rebuilding trust within the community and among staff is paramount to overcoming these obstacles and achieving a more unified and effective educational environment.

1. **Declining Enrollment**: Declining enrollment is a significant concern, impacting financial stability and overall resources. Participants perceive this challenge as a reflection of broader issues within the district, such as the adequacy of educational offerings. Several responses highlight the impact on high school curriculum, with students leaving for institutions perceived to offer more challenging programs. The challenge also leads to discussions about potential school consolidations and the effect on community cohesion. This trend is seen as both a symptom and cause of other issues, such as budget shortfalls and declining community trust.
2. **Staff Turnover**: High staff turnover is a prevalent issue, impacting consistency and stability within the district. Many responses attribute this to a lack of support, toxic environment, or inadequate leadership. Participants express concerns about losing experienced staff, which affects student learning and overall school culture. Administrative turnover is specifically noted, leading to disruptions in policy and leadership continuity. The problem is seen as interconnected with other challenges such as poor communication and community trust.
3. **Community and Trust Issues**: There is a pervasive sense of eroded trust between the community and the district, requiring intentional rebuilding. Participants mention the need for transparency and engagement to mend relationships. Several responses indicate that community spirit and cohesion have deteriorated, partly due to historical grievances. This lack of trust is viewed as a barrier to overcoming other challenges, such as enrollment and staff turnover. Stakeholders appear keen on seeing efforts to restore pride and unity within the district.

4. **Communication Issues**: Poor communication is frequently cited as a critical challenge, leading to misunderstandings and disengagement. Responses suggest that information is not effectively transmitted, leaving key stakeholders uninformed. Participants desire more transparent and collaborative communication structures to foster inclusion and proactive problem-solving. The lack of clear communication is seen as a contributor to distrust, organizational inefficiency, and stakeholder dissatisfaction. Improving communication practices is perceived as essential for restoring confidence and engagement.
5. **Leadership and Vision**: Concerns about leadership and a lack of clear vision are prominent, impacting district morale and direction. Participants express a need for strong, visionary leaders who can articulate clear goals and navigate the district through current challenges. The absence of consistent leadership contributes to uncertainty and a lack of focus. There is a call for leaders who not only manage but inspire trust, collaboration, and advancement. The perception is that without visionary leadership, other efforts at improvement remain fragmented and ineffective.

What areas should be the focus of change?

The responses emphasize the need for strong, decisive leadership that inspires confidence across all levels of staff, with an emphasis on improved communication, trust-building, and community engagement. Priorities include addressing student behavior, enhancing academic rigor, and reconsidering school structures for efficiency. A visible and relatable Superintendent is sought Someone who can strategize effectively, communicate transparently, and maintain focus on core instructional goals. There is also a call for a strategic plan and increased funding for academic and extracurricular programs, as well as support for new administrators, clearer policies, and a broader search for candidates.

1. **Trust Building**: Trust building emerges as a significant area of focus for change, with participants emphasizing its importance across various relationships. Responses highlight the need to foster trust within the school community, between leadership and staff, and with families. Trust is viewed as foundational for effective collaboration, decision-making, and creating a positive district culture. Participants suggest actions such as consistent follow-through, transparent communication, and visible, supportive leadership to build trust. There is a consensus that trust is essential for achieving long-term district stability and effective educational outcomes.
2. **Communication Improvement**: Improved communication is seen as crucial for enhancing district operations and relationships. Participants stress the importance of clear, direct, and effective communication across all levels, starting from leadership. There is a call for communication that involves all stakeholders, including parents, teachers, and students, to ensure alignment and transparency.

Effective communication is perceived as a means to inspire confidence, cultivate trust, and support decision-making processes. The feedback suggests that developing better communication strategies can lead to stronger community ties and better academic outcomes.

3. **Academic Rigor**: Participants place a strong emphasis on enhancing academic rigor within the district, particularly in middle and high schools. There is recognition of new curriculum adoption at the elementary level that appears to be effective. Addressing academic rigor involves focusing on measurable improvement in student achievement and maintaining high standards without political or ideological distractions. Enhancing academic support and options is seen as vital for student success and preparation. Participants advocate for prioritizing academics to ensure that students are receiving a challenging and comprehensive education.

4. **Leadership Visibility**: Visibility and presence of leadership within schools is highlighted as an area needing attention. A visible leader is seen as someone who can cultivate trust and effectively manage the district through active engagement. The feedback suggests that leadership presence facilitates better relationships and provides support across all stakeholders. Participants express a desire for a Superintendent who actively participates in school activities and interacts directly with students and staff. There is a belief that enhanced visibility can drive positive change and improve district dynamics.

5. **Community Engagement**: Community engagement emerges as an imperative focus area, aiming to strengthen ties between the school district and local community. Participants suggest strategies such as collaboration with families and community members to support district initiatives. Building relationships and trust within the community are seen as essential for garnering support and creating a shared vision for education. Engaging the community is perceived as an approach to ensure that the district's efforts align with community values and expectations. The emphasis is on fostering partnerships that benefit both the district and the broader community.

What should be the new superintendent's change priority?

The responses emphasize priorities for the new superintendent including authentic communication, visibility, and active involvement within the school community. They highlight the need for rigorous education over trendy innovations, accountability in student behaviors, and maintaining program diversity to enhance district demand. Engaging and supporting staff, addressing trust issues, and ensuring clear systems and policies are critical to fostering a cohesive, supportive atmosphere. Emphasis on trust-building, strategic planning, staff retention, and improved educational outcomes is vital, alongside transparency and community engagement to improve leadership impact and district progress.

1. **Trust and Communication**: Trust and communication are frequently mentioned as critical areas for the new superintendent to focus on. The participants emphasize the need for authenticity and openness in interactions with the school community. Building partnerships, listening actively, and establishing systems to improve communication are seen as essential for fostering trust. There is also a perception of a historical deficit in trust, requiring deliberate efforts to acknowledge and bridge this gap. Overall, the community is looking for transparent and trustworthy leadership to facilitate healing and collaboration.
2. **Visibility and Engagement**: The responses reflect a strong desire for the superintendent to be visible and actively engaged in the school community. Being present at school events, spending time in the buildings, and engaging with different stakeholders are viewed as important steps in fostering a sense of community. Participants believe that through visible leadership, the superintendent will better understand the schools' unique contexts and challenges. This involvement is also seen as a way to build relationships and trust with staff, students, and families. The overall sentiment is that genuine engagement will contribute to improving school culture and morale.
3. **Supporting Staff**: Supporting staff is highlighted as a key priority for the incoming superintendent. Participants stress the importance of understanding and addressing the needs of teachers and staff members. They also mention the necessity of providing meaningful professional development opportunities tailored to staff's daily work. The perception among the respondents is that there is currently a disconnect between staff needs and administrative actions. A focus on staff support is deemed crucial for improving morale and educational outcomes.
4. **Decision-Making Transparency**: Decision-making transparency is regarded as an area needing improvement. Establishing clear protocols and policies on how decisions are made is a recurring theme. Participants express a desire for consistency and clarity in decisions rather than vague interpretations of policies. The perception is that better transparency in decision-making can help in building trust across various stakeholders. This transparency is also seen as vital for addressing operational and educational challenges effectively.
5. **Educational Quality**: Maintaining and improving educational quality is a shared concern among participants. There is a preference for a rigorous and high-quality education over trendy or 'fad' approaches. Participants emphasize the importance of a well-rounded education that prepares students for both vocational and academic opportunities. There is an underlying fear that the district might focus on short-term innovations at the expense of long-term educational goals. Participants seek assurance that educational standards will not only be maintained but also enhanced.

Is there anything else you want to share?

Respondents expressed the need for financial support in district budgets to avoid reliance on external contributions for teaching resources. Calls for leadership highlight characteristics such as authenticity, professionalism, transparency, and community connection. Concerns include declining enrollment, staff reductions, micromanagement, and lack of budget transparency. There's a desire for improved communication, proactive engagement with community members, including non-parental taxpayers, and advocacy for schools. Respondents emphasize a need for visibility, excitement, and prudent financial management. Lastly, they seek a strategic plan, connection with varied educational support boards, respect for student equity plans, and clarification of communication boundaries within the district administration.

1. **Leadership Qualities**: Leadership qualities are emphasized across multiple responses, highlighting the need for leaders who are authentic, professional, collaborative, and understanding of the district's unique challenges. Participants expressed a preference for leaders who build bridges within the community and maintain visible presence within the district. They desire leaders who are honest, transparent, and supportive, fostering a healthy work environment. There is a strong preference for clear communication, patience, and the ability to manage relationships with various stakeholders effectively. Overall, the community values leaders who can inspire excitement and assure stability within the district.

2. **Transparency**: Transparency in decision-making and communication appears to be a vital concern for participants. They call for openness in the budget process and awareness of decisions impacting school operations and priorities. Participants feel that transparency can help in rebuilding trust and ensuring stakeholders are informed about what happens in the schools. They advocate for sharing positive news to improve communication and restore confidence in the system. Transparency is perceived as essential for effective governance and community engagement.

3. **Enrollment Issues**: Declining enrollment and its consequences are significant concerns voiced by participants. They worry about the impact on staffing, facilities, and course offerings, particularly for elective subjects. Participants express a desire to increase enrollment by attracting students from outside districts. This issue also ties into financial considerations and the need for strategic planning to manage the district's resources effectively in response to these enrollment challenges. The concerns reflect broader anxieties about the district's future stability and attractiveness.

4. **School Board Relationships**: Participants emphasize the importance of the School Board's relationship with district leadership and staff. There are concerns about micromanagement and the need for clear boundaries within the command chain. Good relationships are crucial to effective governance, and there seems to be a need for collaboration and mutual respect. Participants also express a desire for the Board to be educated about district operations to facilitate informed

decision-making. This category reflects the interconnectedness of the leadership dynamics within the district.

5. **Financial Management**: Financial management within the district is a recurring theme, highlighting concerns about budget transparency, potential crises, and the need for strategic planning. Participants express the need to allocate funds wisely, reduce reliance on external contributions for instructional resources, and prevent unnecessary financial disruptions. Additionally, they stress the importance of having a leader proficient in managing finances. Financial stability is perceived as crucial for sustaining educational programs and maintaining trust within the community.

Results of ThoughtExchange Engagement

The following chart depicts the top themes that emerged from the ThoughtExchange:
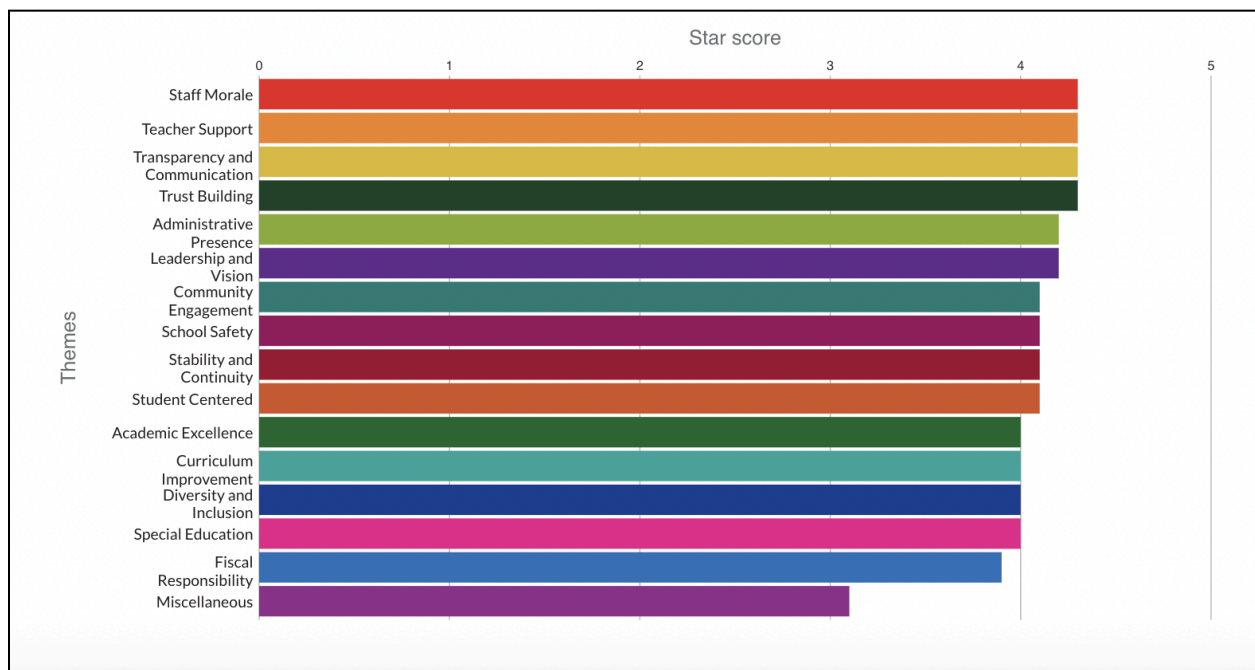
Of the 442 thoughts that were shared in the exchange, the following were the 10 highest ranked thoughts based on the number of stars that each thought received out of five.

Honesty, integrity, ethical, good leader.

The person at the top should be respected by staff, community, students.

🙂 Neutral

👤 31

⭐⭐⭐⭐✬ 4.5

Ranked #1 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬
3 ★ ▬
2 ★ ▪
1 ★ ▪

Be a person of integrity...mean what you say and say what you mean.

Politics and personal agendas create mistrust and ineffective communication which spreads like a virus throughout the district.

🙂 Neutral

👤 33

⭐⭐⭐⭐✬ 4.4

Ranked #2 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬▬▬
3 ★ ▬
2 ★ ▪
1 ★ ▪

Our next Superintendent should have significant experience as a classroom or content teacher.

The staff need to be supported by a leader who will focus on improving instruction and meeting the varied needs of our students.

🙂 Neutral

👤 32

⭐⭐⭐⭐✬ 4.4

Ranked #3 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬▬▬▬
3 ★ ▬
2 ★ ▪
1 ★ ▪

SRSD must have an engaged superintendent with INTEGRITY. He/she must be an excellent TRUTHFUL communicator committed to supporting all stakeholders.

SRSD has faltered in academics and morale, and lost many good teachers, because of duplicitous leadership. We must rebuild for our students.

🙂 Neutral

👤 32

⭐⭐⭐⭐✬ 4.4

Ranked #4 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬
3 ★ ▬▬
2 ★ ▪
1 ★ ▪

Support and retain high quality educators though meaningful professional development and recognition of staff expertise

Teachers are the foundation of student success. When educators feel valued, supported and challenge to grow, they bring greater energy, stability to t

😊 Positive

👤 32

⭐⭐⭐⭐✬ 4.4

Ranked #5 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬
3 ★ ▬▬
2 ★ ▬
1 ★ ▪

The next superintendent should be a strong leader that is able to support each school in the district while also improving the image of the district

As a district, we need to earn the trust back from the community. Staff and families need to feel supported.

🙂 Neutral

👤 32

⭐⭐⭐⭐✬ 4.4

Ranked #6 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬▬▬
3 ★ ▬▬
2 ★ ▪
1 ★ ▪

A superintendent should support and stand behind their staff.

This will create a strong school environment which will encourage good staff to stay in our district.

🙂 Neutral

👤 31

⭐⭐⭐⭐✬ 4.4

Ranked #7 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬▬
3 ★ ▬
2 ★ ▪
1 ★ ▪

High character.

Our leader must be held in the highest regard by staff, students, and community members so he or she can lead effectively with complete buy-in.

😊 Positive

👤 31

⭐⭐⭐⭐✬ 4.4

Ranked #8 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬
3 ★ ▬
2 ★ ▪
1 ★ ▪

Need someone who is honest, upfront and caring both for teachers and students

Keeping the good, experienced teachers in district to better help our children

🙂 Neutral

👤 31

⭐⭐⭐⭐✬ 4.4

Ranked #9 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬▬▬
3 ★ ▪
2 ★ ▪
1 ★ ▪

The person should be focused on student outcomes and growth, staff engagement and improvement, and building a positive reputation for the school

We need to build trust in the community, students and staff need to feel respected, and registration needs to improve

🙂 Neutral

👤 31

⭐⭐⭐⭐✬ 4.4

Ranked #10 of 422

5 ★ ▬▬▬▬▬▬
4 ★ ▬▬▬
3 ★ ▬▬
2 ★ ▪
1 ★ ▪

Based on the ThoughtExchange responses, we have categorized the feedback received in the form of a SWOT analysis. These insights provide a deeper understanding of the current status of the district as well as future opportunities.

Strength	Weakness
The district boasts a collaborative and dedicated staff, small-community engagement, and strong educational programs that enhance student development. Participants view these aspects as foundational for district success and growth.	Poor communication practices, declining enrollment, and budget constraints are significant weaknesses identified by participants. These factors are perceived to hinder progress and transparency within the district.
Opportunities	**Threats**
There are opportunities to leverage visionary leadership, rebuild trust, and focus on improving academic rigor to enhance the district's reputation and educational outcomes. Participants highlight the potential for strategic improvements across these areas.	Declining enrollment and budget restrictions pose threats to financial stability and resource allocation. Participants worry these issues could lead to reduced program quality and staff morale.

Key Takeaways

Strength

- Collaborative and dedicated staff are crucial for district success.
- Strong educational programs such as reading and music are valuable assets.
- Community engagement and the small-community feel provide a supportive environment.

Weakness

- Improved communication practices are necessary for transparency.
- Declining enrollment impacts budget and resource allocation.

- Budget constraints could affect educational program quality.

Opportunities

- Visionary leadership can provide direction and inspire confidence.
- Rebuilding trust is foundational to future success.
- Focusing on academic rigor can enhance reputation and student outcomes.

Threats

- Addressing enrollment decline is crucial for financial stability.
- Budget restrictions may threaten program quality and morale.
- Strategic planning is required to mitigate threats and drive progress.

Conclusion and Summary

The Sanborn Regional School Board embarked on a thoughtful and inclusive process to create this Leadership Profile with one goal in mind: to attract the right leader to guide our schools forward. In partnership with Zeal Education Group, the district engaged hundreds of stakeholders through interviews, focus groups, town halls, and a ThoughtExchange platform to better understand the community's hopes, priorities, and vision for the next Superintendent of Schools. This process provided a comprehensive portrait of Sanborn's strengths, challenges, and the values that define our district.

The feedback reflects a district rooted in connection and community pride. Stakeholders consistently described Sanborn as a place where relationships matter, where educators care deeply about their students, and where families are invested in the success of their schools. The community takes pride in its talented staff, welcoming culture, and commitment to supporting the whole child through diverse programs and opportunities. These strengths are the foundation upon which Sanborn's next chapter can be built.

At the same time, the conversations revealed important areas for growth. The district faces challenges related to enrollment decline, financial pressures, and the need for improved communication and transparency. Stakeholders expressed a clear desire for a leader who will rebuild trust, unify the community, and lead with clarity and compassion. There is a collective call for consistent communication, a renewed academic focus, and a visible superintendent who leads by listening and inspires confidence across all corners of the district.

Ultimately, this Leadership Profile offers a realistic and hopeful portrait of Sanborn Regional School District, a community that is deeply proud of its schools and ready for a superintendent who will honor its traditions while guiding it with purpose and courage. The Board intends for this document to serve both as a guide for their selection process

and as an invitation to leaders who see themselves in Sanborn's story, someone ready to listen, lead, and help this close-knit community write its next successful chapter together.

An Sincere Letter to Sanborn's Future Superintendent of Schools

December 2025

Dear Future Superintendent,

If you're the kind of leader who believes that schools are the heartbeat of a community, you'll fit right in here at Sanborn. We're a small district with a big heart, and we take pride in knowing our students by name, showing up for one another, and celebrating what makes our school community so special. We're looking for a Superintendent who values connection, clear communication, and the belief that when people work together with purpose, great things happen.

Over the past few months, hundreds of voices have shared what makes Sanborn strong and where we have room to grow. With help from Zeal Education Group, we heard from everyone who makes our district so special: our students, teachers, families, staff, community members, and board members. The message was clear. We have an incredible team of educators who care deeply about our students, a tight-knit community that rallies around its schools, and programs that help our students shine both in and out of the classroom. The spirit here is genuine, and the potential is huge.

Of course, like every good story, ours has a few plot twists. We're facing challenges that are not unique to Sanborn. Some mirror what many districts across New Hampshire are experiencing. Enrollment is declining, budgets are tightening, and trust has taken some hits along the way. Communication hasn't always been our strength, and we recognize that. But we're not afraid of hard conversations, and we believe that with the right leader, these challenges can become opportunities for meaningful growth.

We want a Superintendent who listens before leading, who shows up at Friday night games and Kindergarten concerts, who says hello in the hallways, asks how you are doing and means it. Someone who can build trust, keep us focused on strong academics, and remind everyone why we're proud to call this district home. We need a leader who can laugh when things get tough, stay grounded when they get serious, and help us dream big about what's next.

If that sounds like you, consider this your invitation. Sanborn is ready for a Superintendent who brings energy, empathy, and authenticity to the work. Someone who

knows that success isn't measured only by test scores, but also by the feeling you get when a community pulls together for its kids.

We're excited to meet the person who will lead us into this next chapter. Maybe it's you.

With warm regards,

The Sanborn Regional School District Community

. . . . .

Interested candidates are encouraged to apply at www.zeal-ed.com/sau17

Questions can be directed to sau17@zeal-ed.com