



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #1
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, January 9, 2017
Meeting Time:	7:00 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. PUBLIC HEARING ON SUPERINTENDENT SEARCH**
- E. CITIZENS' FORUM**
- F. AGENDA APPROVAL**
- F. APPROVAL OF MINUTES**
 - 1. Discipline Hearing #5, December 5, 2016
 - 2. Special Session #9, December 5, 2016
 - 3. Regular School Board Meeting #12, December 12, 2016
- G. CONSENT AGENDA**
 - 1. Correspondence:**
 - a. Improving Peer Review in Science: UNH Student Dylan Schiff
 - 2. Resignations/Retirements:**
 - a. Suzanne Strange
 - 3. Leaves of Absence:** none
 - 4. Nominations:**
 - a. Sara Rochefort
 - 5. Extended Travel (Student Trips):** none
 - 6. Donations:**
 - a. January 9 donations
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:** none
- J. POLICY ADOPTION:** none
- K. RESOLUTIONS:** none
- L. OLD BUSINESS:**
- M. NEW BUSINESS:**
 - a. Signs of Suicide (SOS) Prevention Program—Kim Lyndes
 - b. DTU Collective Bargaining Agreement
 - c. DHS Program of Studies Changes 2017-2018



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- d. FY18 Budget Presentations (Elementary, DMS, DHS, CTC, Athletics)
- e. Transportation Bid
- f. Waive Bidding Process for Supt Search
- g. Selection of Superintendent Recruitment Company
- h. December Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three minutes unless otherwise extended by the Chairperson, with the approval of the School Board. All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.

Checklist for Education Survey/Research Approval (Per Policy LAA)

Organization Requesting Permission: Dylan Schiff, Earth Science intern at Dover High School through UNH's Education Program

Name of Survey/Research: Improving Peer Review in Science: Reading to Understand instead of Reading to Critique

Time Frame of Survey/Research: January 2017-April 2017

Brief Description of Survey/Research: Over the Fall 2016 semester, I have noticed that my Freshman Earth and Space Science students struggled to conduct peer reviews on each other's essays. Through a review of the literature, I came across the "authentic" peer review method. In this strategy, the focus shifts from critiquing the peer's essay to offering feedback based on what they understand or take away from the essay. Over the Spring 2017 semester, I would like to investigate the effectiveness of this strategy. I have developed two peer review forms based on the literature that elicit authentic feedback. During peer review sessions throughout the spring semester, I will administer these forms to my students. When students submit their final product for each assignment, they will turn in both their rough and final drafts, as well as their peer review form. In order to understand how effective this authentic peer review method is, I will collect data on the types of comments peers make on these forms and the extent to which writers revise their essays based on these comments. I will also grade students' rough and final drafts in order to quantify how much their essay improves. Finally, I will administer a survey to students in order to gather qualitative data about students' perceptions of this peer review strategy.

Who will be involved in the Survey/Research: I will be working alongside Don Wason at Dover High School and will perform this study with two of our sections of CP Freshman Earth and Space Science students during the Spring 2017 semester. In order for students' work to be analyzed and included in my study, each student and a parent/guardian must sign a consent form.

Objectives of the Survey/Research: The guiding question for this inquiry project is "How can I create more successful peer review sessions in my high school science classroom?" The research addresses this topic by examining the following sub-questions: (1) What does the literature say about the usefulness of peer review? (2) How much feedback do students give and take during peer review sessions? (3) How are grades of rough and final drafts impacted by different peer review strategies? and (4) What do students think about the different styles of structuring peer review?

How will Survey/Research contribute to the improvement of education or general welfare of children:

As a novice teacher, this inquiry project has personal and professional significance because it allows me to evaluate the effectiveness of different methods of peer review and to determine which strategies to implement in the future. It is my hope that the findings from this research can be adopted by other educators who wish to create a more productive peer review session and who wish to help students improve their writing. I also anticipate that students will benefit from better peer review in both the short- and long-term. The goal is that their papers will be stronger, and as a result the improved pieces will receive a higher grade. Over the long-term, the skills learned from successful peer review can be transferred to future writing and future peer review sessions.

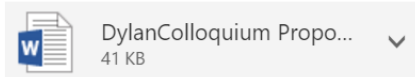
Advanced Authorization form attached? N/A

Written approval by a faculty member of the institution in which student researcher is enrolled attached?



Cassily, Shaleen <Shaleen.Cassily@unh.edu>

Thu 12/22/2016, 10:45 AM



Download Save to OneDrive - University of New Hampshire

Dylan,

I have attached your study proposal with my comments. I would like to congratulate you on an outstanding proposal! The study you propose is relevant, interesting, and very well-designed. In addition, your writing is strong. I am so pleased that the Dover School Board gets the chance to read your document as an exemplar of the UNH program. Nicely done!

Shay

3/30/2016

IMPROVING PEER REVIEW IN SCIENCE:
READING TO UNDERSTAND
INSTEAD OF
READING TO CRITIQUE

*HOW CAN I CREATE MORE SUCCESSFUL PEER REVIEW SESSIONS
IN MY HIGH SCHOOL SCIENCE CLASSROOM?*

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INTRODUCTION AND RATIONALE

Writing is a critical skill students need to succeed. People who lack the ability to “communicate in writing may be unable to participate fully in civic life” (Graham and Perin 445). This is why writing is taught across all subject areas in school. Students become better writers through direct instruction and through scaffolding student writing (Graham and Perin 449). Peer review—where students collaborate to develop, revise, and refine their writing—is one technique that involves scaffolding student writing. According to Graham and Perin’s meta-analysis of 107 studies, peer review ranks as the most effective strategy concerning scaffolding student writing and ranks third out of eleven techniques analyzed overall (466). Although peer review may be successful on the whole, Topping identifies fifteen different factors that play a role in determining if peer review will be successful in a particular classroom. Some factors include whether writers and reviewers are anonymous, whether reviewers are graded on their feedback, and whether the peer review session acts as a formative or summative assessment (Topping 251). McAlexander also identifies classroom personality as an important factor in identifying the effectiveness of peer review (11).

In my Freshman Earth and Space Science classroom at Dover High School, I have noticed that peer review sessions are often not effective at achieving the desired outcome of producing revised papers. Students are given opportunities in class to seek feedback on their papers. They exchange papers with the reviewer of their choice. Each reviews the paper using a peer review form, and they are not graded on the feedback they give. Reviewers complete their peer review sheets quickly and provide their writer little feedback. Further, writers make few changes to their papers before submitting their final drafts. This scenario illustrates an important pitfall of peer review: it is “useful only when recipients act upon [the feedback they receive]” (Topping 255).

Otherwise, instead of acting as a meaningful exercise in developing student writing, it becomes an activity that students view as busywork and that needlessly takes time away from the curriculum.

As a result of the difficulty I observed from my students, I began to research and discuss with other teaching professionals strategies to make peer review more effective and successful—strategies that elicit more feedback and that prompt writers to revise their papers. Through my investigation, I discovered that my peer review forms fell short because they asked students to judge the paper; the literature suggests that peer review forms should guide students to understand the paper (Graff 81). For ease, I decided to call strategies that use this technique reading-to-understand (RTU) peer review.

In RTU peer review, reviewers offer feedback based on their interpretation and understanding of the piece. All students are capable of providing this type of information. Focusing reviewers' attention on their understanding of the piece requires them to read closely and to read for meaning. This method prevents students from quickly skimming the piece and providing minimal feedback (Nilson 36). Additionally, all feedback is valuable because one's interpretation cannot be wrong and informs the writer about how their piece is understood. As Nilson states, what the reviewer "finds to be the strongest and weakest evidence tells the writer which content to highlight and which to downplay or edit out" (37). In this way, RTU provides writers with valuable insight about how readers perceive their writing in order to help them make revisions. Like traditional peer review, RTU elicits feedback and revision through communication and collaboration; however, the impetus shifts from critiquing the paper to making better meaning out of the paper. Some strategies that focus on this RTU technique include sentence starters and task-oriented feedback (Graff 82; Nilson 36).

This inquiry project addresses the guiding question “How can I create more successful peer review sessions in my high school science classroom” by implementing and evaluating the effectiveness of different RTU peer review techniques. The research addresses this topic by examining the following sub-questions: (1) What does the literature say about the usefulness of peer review? (2) How much feedback do students give and take during peer review sessions? (3) How are grades of rough and final drafts impacted by different peer review strategies? and (4) What do students think about the different styles of structuring peer review?

As a novice teacher, this inquiry has personal and professional significance because it allows me to evaluate the effectiveness of different methods of peer review and to determine which strategies to implement in the future. This topic is related to my pedagogical belief that students learn best through communication and collaboration. Peer review focuses on student interaction in order to inform writers how to create a stronger piece. RTU specifically targets feedback by asking for students’ interpretations. This idea of students co-constructing knowledge based on their experiences is another cornerstone of my pedagogical philosophy. It is my hope that the findings from this research can be adopted by other educators who wish to create a more productive peer review session and who wish to help students improve their writing. I also anticipate that students will benefit from better peer review in both the short- and long-term. The goal is that their papers will be stronger, and as a result the improved pieces will receive a higher grade. Over the long-term, the skills learned from successful peer review can be transferred to future writing and future peer review sessions.

LITERATURE REVIEW

A review of the literature reveals that peer review is a common classroom practice that can be implemented in a number of different ways. Graham and Perin define peer review as a method which scaffolds students' writing by allowing students to "work together to plan, draft and/or revise their compositions" (449). This broad definition identifies "collaborative learning" as the focus of peer review (Brammer and Rees 79). It allows for the implementation of a wide range of techniques in order to achieve the end of improving student writing.

Despite Graham and Perin's clear definition, there are various perspectives on the means to reach this end. Topping defines peer review as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (250), and McAlexander defines peer review as "a procedure in which one or more students critique a draft of another student's paper" (17). These researchers express that peer review should include judging or criticizing student work. Other researchers argue that peer review should avoid judgment at all costs. Graff explains that peer review should be "authentic"—that students should read to make meaning from a paper rather than to criticize or fix it (81). He offers sentence starters as one method for students to articulate their understanding of the paper (82). Similarly, Nilson argues that peer review forms are usually unsuccessful because the items require students to "arrive at a judgment about a peer" by either "find[ing] or not find[ing] fault with a fellow student's work" (35). Instead, Nilson suggests forms should include tasks that deal with identifying features of the paper and with communicating what the reviewer takes away from the paper (36). Reading-to-critique and reading-to-understand are two competing motives for peer review. This inquiry project will focus on reading-to-understand techniques by implementing peer review forms based on Graff's sentence starters and Nilson's task-oriented feedback.

Regardless of the motivation underlying peer review, all peer review sessions share the same goals. The ultimate aim is to create better writing. Graham and Perin's meta-analysis of 107 studies about improving student writing ranks peer review as the most effective strategy involving scaffolding student writing and third overall among the eleven strategies identified (466). Clearly, peer review is useful in that it effectively strengthens students' writing. Graff identifies reading comprehension as an important second goal for peer review. He argues that since peer review should focus on reading for meaning, successful sessions should enhance students' skills in reading comprehension and in becoming more strategic readers (Graff 81). Improved student writing and enhanced reading comprehension are two main goals of successful peer review. This inquiry project aims to achieve both of these goals.

Like any technique, peer review has its potential pitfalls. Topping succinctly summarizes the most significant issue: peer review is "useful only when recipients act upon [the feedback they receive]" (Topping 255). Otherwise, teachers waste class time deviating from the curriculum, only to grade a final draft that differs little from the original. In this scenario, students fail to reach the goal of improving their writing since they submit a new draft with few revisions. In order to measure this common obstacle in peer review, Beason suggests coding and categorizing peer review comments in three ways: (1) how the comment is written (detecting a problem, offering a change, or praising the writing); (2) what the comment targets in the writing (focus, development/support, organization, or mechanics); and (3) how the comment affects the writer's next draft (revised, not revised, or no revision warranted) (Beason 402-403). Together, these three coding methods quantify how effectively a peer review form prompts students to provide feedback and to revise their papers. A modified version of this coding system is implemented in this inquiry.

While peer review in general may have clear goals and potential faults, the usefulness of peer review sessions in a particular classroom depends on a number of factors. Topping outlines 15 elements of peer review that can vary or can be implemented in different ways, from the structure of the peer review session to the expectations of the people involved in the peer review (251-252). For example, peer review can act as either a formative or summative assessment. Similarly, it can serve as a required or optional activity. Writers and reviewers may be anonymous or known, and they may be chosen by the students or assigned by the teacher. Another important factor that varies is whether reviewers are graded on the feedback they provide (Topping 251). McAlexander also identifies classroom personality as another critical piece in determining when peer review will be successful in the classroom. She describes classroom personality as “a conglomerate personality that grows out of, but transcends, the individual members of the group” (17). Different populations of students find different peer review strategies more or less successful. As such, it is necessary to consider that the usefulness, effectiveness, and success of any given peer review strategy will vary from one classroom to the next based on how the session is structured, what is expected in the session, and who is involved in the session. By implementing this inquiry project in two classes, it is possible to address how different factors, such as classroom personality, impact the effectiveness of peer review.

Most peer review research focuses exclusively on peer review strategies and the amount of feedback they elicit; however, the success of peer review rests mainly on the students involved. As such, Brammer and Rees discuss the need to administer surveys in order to gain insight about students’ perspectives about the usefulness of peer review. They suggest asking questions such as “How helpful was peer review in revising your paper?” and “Which type of peer review do you prefer?” in order to understand whether students view peer review as an invaluable part of the

writing process or as busywork (Brammer and Rees 76). Students' responses are telling because they will not use peers' feedback unless they buy into the strategy and deem it worthwhile. However, in order to gain a fuller understanding about students' views on peer review, it is necessary to modify Brammer and Rees' questions so they require students to elaborate on their responses. It is also important to administer the survey after each peer review session to gain insight about that particular session while it is still recent in students' minds.

This inquiry project is based on the literature above. The research will investigate the effectiveness of reading-to-understand peer review methods. Specifically, peer review forms will be modeled after Graff's sentence starters and Nilson's task-oriented feedback. These forms will be administered to students in two college-preparatory level Freshman Earth and Space Science classrooms to test whether classroom personality influences the success of peer review across different groups of students. Students will submit both their rough and final drafts for each piece, as well as their peer reviewer's feedback form. Much like Beason's methodology, data will be collected on the quality and quantity of feedback provided during each peer review session. Additionally, students will complete surveys based on Brammer and Rees' questions after each peer review session and at the end of the inquiry project. These surveys will provide data about how students perceive these reading-to-understand forms and about how they view peer review in general.

METHODOLOGY

Study Participants

This study will focus on students from two sections of college-preparatory (CP) Freshman Earth and Space Science at Dover High School in Dover, New Hampshire. Both of these classes are composed of approximately 20 students. All students in both sections will write the essays and participate in the peer review sessions outlined in this study. Data from students' work will only be analyzed and reported in this study if their parent or guardian gives consent and if the student gives assent by signing the Parental Consent Form administered on the first day of the semester and returning it to me by the third day of the semester (Appendix A).

I have chosen to include two sections of students for a number of reasons. First, it will allow me to investigate the impact of classroom personality on the success of RTU peer review. Second, involving two classes of students will increase the sample size and will allow for the collection of ample data. Finally, since two different RTU peer review forms will be administered during each peer review session, it will be easier to include two sections of students. If I were to distribute different forms to students within the same class, it could be viewed by the students as unfair. Instead, I will give one form to one section and the second form to the other section so that all students in the same section receive the same treatment at the same time. I will then switch the forms for the next session so that all students in both classes complete both types of RTU peer review.

Methods Overview

The spring semester of CP Freshman Earth and Space Science will begin with a mini-lesson on peer review. In this 15-minute lesson, I will discuss with each class the purpose of peer review.

During the fall semester, I received permission from some students to use their essays as exemplars. I will project sample paragraphs from these pieces on the SMARTBoard and will discuss with my spring semester students the strengths and weaknesses of each exemplar. This activity will expose students to my expectations for their writing before their first assignment and will allow them to practice peer review before they begin working with each other's papers.

The first unit of the spring semester covers Earth's Place in the Universe. During this unit, I will assign two essays: one on the Big Bang Theory (Appendix B) and one on the Nebular Hypothesis (Appendix C). They have similar prompts, similar expectations, and similar grading rubrics. In each, students are asked to summarize the theory and explain three pieces of evidence that scientists have used to develop the theory. The timeline for both essays is also the same. I will provide students with the prompt and the rubric for an essay at the start of class. Students will have the whole 90-minute block to begin their essays, using the textbook and their internet-connectable devices to research the topic. They will complete their rough drafts for homework and will come to class the next day with their drafts ready for peer review. Students will spend approximately 30 minutes of this block conducting peer reviews on these drafts using one of two forms. A more detailed explanation of this process is outlined below, and copies of both peer review forms can be found in Appendices D and E. After students finish each peer review session, they will fill out a survey (Appendix F) about how helpful and successful that peer review session was. Students will then make revisions to their papers and will prepare their typed final drafts for homework, which will be due the following class. When students submit their pieces, I will collect both their rough and final drafts, as well as their peer review forms from the peer review session. At the end of the unit, students will complete one final survey (Appendix G) in which they will summarize their experiences with peer review from the unit and compare the different peer review styles.

Immediately before the first peer review session of the unit, I will ask students to select a partner to be their peer reviewer. I have chosen to allow students to pick their own reviewers because the session will occur at the very beginning of the semester. As such, I will not yet have a strong sense of students' abilities to know how to best assign partners. Additionally, by allowing them to choose their own partners, it is likely that students will seek out friends in the class. According to the literature, writers tend to respond better to feedback given by friends and family than by unfamiliar peers.

Students will pair off with the same partners for both peer review sessions in order to ensure consistency. Conducting peer reviews in the same pairs will eliminate that variable from the data. If a student is absent, drops out of the class, or is otherwise unable to perform the peer review on the same writer's essays for both sessions, I will pair that student with somebody else in the class so that their paper can get reviewed. However, in that case, I will eliminate that data from my research; I will only collect and analyze data from essays written by and peer review forms completed by the same partners for both assignments.

I will administer two different peer review forms during each peer review session. As explained above, all students in one section will receive the same form. For the first peer review session on the Big Bang Theory, students in the first section will complete an open-ended questionnaire peer review form based on Graff's sentence starters while students in the second section will complete a task-oriented feedback form based on Nilson's task-oriented feedback. During the peer review session on the Nebular Hypothesis, I will switch the forms: the first section will receive the task-oriented feedback form, and the second section will receive the open-ended questionnaire. By distributing the forms this way, both forms will be used for both assignments

and all students will conduct peer review using both forms. This method will allow me to draw conclusions from the data that represent the effect of the different RTU peer review forms.

Data Collection Protocols

As stated above, I will only collect and analyze data for pieces written by and reviewed by the same partners. I will only consider work completed by students who have given assent and whose parents have given consent.

When students submit their final work, they will turn in their final drafts, their rough drafts, and their peer review forms. I will first grade their final drafts using the rubric so that their grade only represents their final product. Then, I will use the same rubric to grade their rough draft. From these two scores, I can calculate the difference between the two drafts to determine how much their essay improved.

Next, I will analyze the peer review form. First, I will categorize the aim of each comment as addressing one of four components of writing: (1) focus—following the prompt, (2) development and support—providing explanations and proof of ideas, (3) organization—arranging paragraphs and sentences in an orderly way, or (4) mechanics—proofreading and editing for conventions and grammar of proper writing. Second, I will classify how the comment is written: either detecting a problem, advising a suggestion or correction, or praising the writing. Third, I will identify whether each comment was addressed in the writer's final draft: either revised, not revised, or not needing revision.

Finally, I will read over students' surveys. I will consider the anecdotal comments students write from immediately after each peer review session in order to understand how they feel about each session while it is fresh in their minds. I will also use the responses from the post-unit survey

to determine whether students find peer review useful and whether students prefer the open-ended questionnaire or task-oriented feedback form.

PERMISSION

I have already spoken to my cooperating teacher and he supports my project. If this proposal is approved, I will then obtain all other required permissions from the school principal, the school board, and my UNH supervisor.

In order to obtain parental consent for activities involving students who are minors, I will hand out a permission form (Appendix A) on the first day of the semester that must be signed and returned to me by the third day of class. For student participants who are minors and whose parents give consent, I will obtain assent from the minor students by asking them to also sign the permission form.

RISKS

There are minimal risks to participants in this study. All students will write the essays and perform the peer reviews as part of the curriculum. Additionally, students' identities will remain confidential and anonymous since quantitative data will be reported in aggregate, while qualitative data will be collected from anonymous survey forms.

BENEFITS

There are direct benefits to participants from being in this study. Immediately, student's papers should be stronger, and as a result the improved pieces should receive a higher grade. In the long-term, students can bring the skills learned from this peer review into their future writing and their future peer review sessions.

Additionally, there are potential benefits to others. The conclusions drawn from this research will help inform my future practice to make peer review a successful and worthwhile activity for future students. Additionally, these findings can help inform the practices of other educators interested in improving student writing by implementing peer review.

BIBLIOGRAPHY

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APPENDIX

Appendix A: Parental Consent and Student Assent Form

Dear Parents and Guardians,

My name is Dylan Schiff, and as you may know I am a University of New Hampshire graduate student interning in Mr. Wason's Earth and Space Science classroom this year. I have had a wonderful experience at Dover High School during the fall semester, and I am excited to work with your child this spring.

To fulfill the requirements set forth by UNH's Masters of Education in Secondary Education program, I will be conducting an inquiry project in the classroom. I believe it is crucial for educators to effectively teach students how to use peer review to improve their writing. As such, I wish to implement different peer review techniques over the semester in order to better understand which strategies are most effective and beneficial. I have worked with Mr. Wason over the fall semester to develop several peer review forms. In addition, I have also created student surveys to allow students to provide qualitative feedback about their experiences and thoughts on peer review. We will implement these forms and surveys throughout this semester.

During the months of January and February, I will collect students' Unit 1 essays, peer review forms, and surveys. I intend to analyze these documents to understand which peer review strategies are most effective. A sample of these documents is available upon request.

I ask for your permission to let me include your student's work in my analysis. If you say yes, your child's responses will be factored into my study, but their name will not be connected with the data in any way. Your child will not be negatively affected in any way if you do not allow them to participate.

Thank you for your time and support.

Dylan Schiff
dma87@wildcats.unh.edu
Earth Science Intern
Dover High School

Please sign and return the lower portion of this form to Dylan Schiff, Room 315, no later than January ____, 2017.

Student's Name: _____ **Class Period:** _____

STUDENT SIGNATURE _____ **Date** _____

___ Yes, I, [print name] _____ agree to participate in this research project.

___ No, I, [print name] _____ do not agree to participate in this research project.

PARENT SIGNATURE _____ **Date** _____

___ Yes, I, [print name] _____ agree to let my child's work be used in this research project.

___ No, I, [print name] _____ do not agree to let my child's work be used in this research project.

Origin Project 1: Origin of the Universe

CP Freshman Earth and Space Science

Write a 1- to 2-page essay (double spaced, 1-inch margin, 12-point Times New Roman font) which summarizes the current scientific understandings of the **Origins of the Universe**. Be sure to discuss at least **three lines of evidence** that this theory is based on and how each relates to the theory. Include a simple **bibliography**.

Things to Include:

- Summary of the Origin of the Universe
 - Who
 - What
 - Where
 - When
- Three Lines of Evidence
 - What facts have scientists discovered and what observations have they made to come up with this theory?
 - Explain how each piece of evidence connects to the theory
- Bibliography and In-Text Citations

EARTH AND SPACE SCIENCE PROJECT RUBRIC

ORIGIN PROJECT 1

Student Name: _____ Final Grade: _____ / 56 = _____ / 200

Objective	Advanced (4)	Proficient (3)	Developing (2)	Deficient (1)	No Response (0)
Formatting 1X	Properly formatted with pictures and captions	Properly formatted	Missing one element of proper formatting	Missing two or more elements of proper formatting	No essay submitted
Summary of the Big Bang 4X	Thoroughly summarizes main points and ideas of the Big Bang Theory	Adequately summarizes main points and ideas of the Big Bang Theory	Summarizes some main points and ideas of the Big Bang Theory	Minimal summary of main points and ideas of the Big Bang Theory	No summary of the Big Bang Theory
Evidence 1 2X	First line of evidence listed and thoroughly explained in the context of the Big Bang	First line of evidence listed and adequately explained in the context of the Big Bang	First line of evidence listed and briefly explained in the context of the Big Bang	First line of evidence listed	First line of evidence missing
Evidence 2 2X	Second line of evidence listed and thoroughly explained in the context of the Big Bang	Second line of evidence listed and adequately explained in the context of the Big Bang	Second line of evidence listed and briefly explained in the context of the Big Bang	Second line of evidence listed	Second line of evidence missing
Evidence 3 2X	Third line of evidence listed and thoroughly explained in the context of the Big Bang	Third line of evidence listed and adequately explained in the context of the Big Bang	Third line of evidence listed and briefly explained in the context of the Big Bang	Third line of evidence listed	Third line of evidence missing
Writing 2X	Engaging writing style that is easy to understand; no errors in writing	Very clear, easy to understand; almost no errors in writing	Clear and easy to understand; some errors in writing	Writing confusing at times; multiple errors in writing	Writing needs to be improved; many errors in writing
Bibliography 1X	Complete and properly formatted bibliography	Complete bibliography	Most elements of bibliography present	Some elements of bibliography present	No bibliography present

Origin Project 2: Origin of the Solar System

CP Freshman Earth and Space Science

Write a 1- to 2-page essay (double spaced, 1-inch margin, 12-point Times New Roman font) which summarizes the current scientific understanding of **the Origin of the Solar System**. Be sure to discuss at least **three pieces of evidence** that these theories are based on and how each relates to the theories. Also include the **problems** with these theories that have not been resolved. Include a complete **bibliography**. Pictures with captions are encouraged, but should not replace text.

EARTH AND SPACE SCIENCE PROJECT RUBRIC

ORIGIN PROJECT 2

Student Name: _____ Final Grade: _____ / 56 = _____ / 200

Objective	Advanced (4)	Proficient (3)	Developing (2)	Deficient (1)	No Response (0)
Formatting 1X	Properly formatted with pictures and captions	Properly formatted	Missing one element of proper formatting	Missing two or more elements of proper formatting	No essay submitted
Summary of the Nebular Hypothesis 4X	Thoroughly summarizes main points and ideas of the Nebular Hypothesis	Adequately summarizes main points and ideas of the Nebular Hypothesis	Summarizes some main points and ideas of the Nebular Hypothesis	Minimal summary of main points and ideas of the Nebular Hypothesis	No summary of the Nebular Hypothesis
Evidence 1 2X	First line of evidence listed and thoroughly explained in the context of planetary systems	First line of evidence listed and adequately explained in the context of planetary systems	First line of evidence listed and briefly explained in the context of planetary systems	First line of evidence listed	First line of evidence missing
Evidence 2 2X	Second line of evidence listed and thoroughly explained in the context of planetary systems	Second line of evidence listed and adequately explained in the context of planetary systems	Second line of evidence listed and briefly explained in the context of planetary systems	Second line of evidence listed	Second line of evidence missing
Evidence 3 2X	Third line of evidence listed and thoroughly explained in the context of planetary systems	Third line of evidence listed and adequately explained in the context of planetary systems	Third line of evidence listed and briefly explained in the context of planetary systems	Third line of evidence listed	Third line of evidence missing
Writing 2X	Engaging writing style that is easy to understand; no errors in writing	Very clear, easy to understand; almost no errors in writing	Clear and easy to understand; some errors in writing	Writing confusing at times; multiple errors in writing	Writing needs to be improved; many errors in writing
Bibliography 1X	Complete and properly formatted bibliography	Complete bibliography	Most elements of bibliography present	Some elements of bibliography present	No bibliography present

EARTH AND SPACE SCIENCE PEER REVIEW SHEET

Writer: _____ **Peer Reviewer:** _____

After reading your partner's essay, complete each statement. Write comments about how the writer can change or improve their essay to earn a better grade.

SUMMARY OF THE THEORY

- At this point, I understand...
- I'm confused by...
- Where is...

EVIDENCE #1

- The main point of this seems to be...
- I'm confused by...

EVIDENCE #2

- The main point of this seems to be...
- I'm confused by...

EVIDENCE #3

- The main point of this seems to be...
- I'm confused by...

AFTER READING THE ENTIRE ESSAY

- What I need now/want next is...

EARTH AND SPACE SCIENCE PEER REVIEW SHEET

Writer: _____ Peer Reviewer: _____

Read each task and check off whether you are able to complete it or not. Write comments about how the writer can change or improve their essay to earn a better grade.

TASK	Found	Not Found
1. Place [brackets] around the summary of the theory.		
Comments:		
2. Write "E1," "E2," and "E3" next to each of the three pieces of evidence in the paper.		
Comments:		
3. <u>Underline</u> where each piece of evidence is explained in relation to the theory (how it "fits" with the summary).		
Comments:		
4. Place a check mark next to any sentences that were particularly strong or effective.		
Comments:		
5. Place a question mark next to any sentences you had to read more than once to understand what the writer was saying.		
Comments:		
6. Place a star next to each reference in the text that is also found in the bibliography.		
Comments:		

EARTH AND SPACE SCIENCE SURVEY

PEER REVIEW

What kind of peer review form did you use today?

What did you think about the peer review form?

What was successful about today's peer review session?

What could have gone better?

How will you use your peer feedback to improve your essay?

EARTH AND SPACE SCIENCE SURVEY

PEER REVIEW

What do think about peer review?

How helpful is peer review to you in general?

Which peer review strategy was more useful to you? Put “1” next to the more useful strategy and put “2” next to the other one.

_____ Sentence Starters

_____ Checklist

What did you find useful about your top choice?

Why did you not like the other strategy?

What can you do to get more out of peer review sessions?



University of
New Hampshire

College of Liberal Arts
Department of Education

Morrill Hall
62 College Road
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V: 603.862.2310

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TTY: 7.1.1 (Relay NH)

cola.unh.edu/education

January 2, 2016

To the Dover School Board:

Dylan Schiff is a UNH graduate student completing his year-long teaching internship at Dover High School with Mr. Wason in the Science Department. One requirement of his internship is to complete an inquiry-based research project. Under Mr. Wason's supervision Dylan has written a proposal for this project entitled: Improving Peer Review in Science: Reading to Understand Instead of Reading to Critique. This proposal was submitted and reviewed by me on December 15, 2016. I found it to be a high-quality proposal worthy of study. In addition, it proposes no risks to students and has the potential benefit of informing the way writing instruction is delivered in a science classroom. Dylan has my full support in pursuing this project.

Please let me know if I can answer any questions.

Sincerely,

Shay

Shaleen Cassily
Director of Field Experience
Department of Education/UNH
107 Morrill Hall
62 College Road
Durham, NH 03824
(603) 493-2180

Christine Boston
Director of Pupil Services
Abby Pinkham
Assistant Director of Pupil
Services

Sherrie Sheehan
Special Education
Coordinator
Carol Manning
Special Education
Administrative Assistant

Travis Bickford
School Psychologist
Jocelyn Shelby
District School Psychologist

Dr. Barbara Lynch
OASIS Counselor



Dover Middle School

Special Education Department

16 Daley Drive, Dover, New Hampshire 03820

Phone: 603-516-6780 • Fax: 603-516-6866

www.dover.k12.nh.us

Special Education Case

Managers:

Tina Bushkin
Cathy Calandriello
Brian Collopy
Robin Eich
Stacy Gagne
Jackie Hookway
Charlene Rathbun
Carrie Russell
Gloria Snowman
Linda Scribner
Patricia VanDeventer

Suzi Strange
Speech Language Pathologist
Tracy Janelle
Occupational Therapist
Nettie Vaughan
Inclusion Facilitator

January 4, 2017

To: Dr. Elaine Arbour, Superintendent of Schools
Dover School Board

From: Suzanne Strange, Speech Language Pathologist

Re: Notice of Retirement

This purpose of this letter is to notify you of my plans to retire at the end of this academic school year from my position as Speech Language Pathologist at the Dover Middle School. This will mark forty-two years working in the field of education, the last twenty-four of them in the city of Dover. I believe, that is long enough.

Thank you for the opportunity to serve the students and families of Dover.

Sincerely,

Suzanne Strange, M.Ed.
Speech Language Pathologist

**OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE**

TO: **DOVER SCHOOL BOARD**

DATE: January 9, 2017

MEMORANDUM: Nomination and Election of Teachers.

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2016-2017 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Rochefort, Sara	Nurse	Horne Street School	Fran Hopkins	\$31,536 (prorated on 53,729)	MA, Step 12

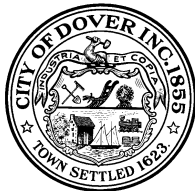
Donation Request List for Approval
January 9 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
DMS	Thoresen Werner Families Fund	\$1,500	Check	Replacing and purchasing new instruments

Kimberly Lyndes
Principal
k.lyndes@dover.k12.nh.us

Bruce Patrick
Dean of Students-7/8
b.patrick@dover.k12.nh.us

Lindsay Dube
Dean of Students-5/6
l.dube@dover.k12.nh.us



Dover Middle School
16 Daley Drive, Dover, New Hampshire 03820
Phone: 603-516-7200 • Fax: 603-516-5747
www.dover.k12.nh.us

Fran Meffen
School Counselor Grade 5
f.meffen@dover.k12.nh.us

Mary Calhoun
School Counselor Grade 6
m.calhoun@dover.k12.nh.us

Beckie Pazdon
School Counselor Grade 7
b.pazdon@dover.k12.nh.us

Justin Pagnotta
School Counselor Grade 8
j.pagnotta@dover.k12.nh.us

DRAFT

January 30, 2017 (possible date)

Dear Parents and Guardians,

The adolescent years are marked by a roller-coaster ride of emotions- difficult for students and their parents. It is easy to misread depression as normal adolescence turmoil; however, depression (among the most common mental illnesses) does occur in some adolescents. Depression-which is treatable- is the leading risk factor for suicide. In addition, self-injury has become a growing problem among youth.

To proactively address these issues, Dover Middle School is offering depression awareness and suicide prevention training as part of the SOS Signs of Suicide Prevention Program. The program aims to increase help-seeking by students concerned about themselves or a friend. SOS is listed on Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices and in a randomized control study, the SOS High School Program showed a reduction in self-reported suicide attempts by 40% (BMC Public Health, July 2007).

Our goals in participating in this program are straightforward:

- To help our students understand that depression is a treatable illness
- To explain that suicide is a preventable tragedy that sometimes occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in themselves or a friend
- To impress upon youth that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns
- To help students know whom in the school they can turn to for help, if they need it

This program will be piloted with the 8th grade Sawyer team in early February. It will include a one hour session facilitated by Mr. Pagnotta and a classroom teacher. Students will complete a one page screening tool and the end of the lesson, that will allow us to follow up with students who identify concern for themselves or others. After implementation on the Sawyer team, we will evaluate the program and if time allows, implement on the Cocheco and Wentworth teams in the spring.

A parent information night will be held prior to the PTA meeting on February 14 at **(add time)** for anyone looking for more information.

If you do not wish to have your child participate in the SOS Middle School Program in school, please contact Mr. Pagnotta at 516-7211.

Sincerely,

Kimberly R. Lyndes, M.Ed.
Principal

Dover School District's Mission:
Strengthening our Community by Educating Every Child, Every Day!

Data for SOS (Signs of Suicide) presentation to school board on Jan 9, 2017

Dover Middle School Survey Results	2015 Middle School Youth Risk Behavior Survey	2016 Dover Student Behavior Survey
Percentage of students who have ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities	22.9%	22.4%
Percentage of students who have ever seriously considered attempting suicide	16.5%	18.5%
Percentage of students who have ever made a plan about how they would attempt suicide	11.4%	12.4%
Percentage of students who have ever actually attempted suicide	5.3%	4.98%

**MEMORANDUM
FROM THE
SUPERINTENDENT OF SCHOOLS**

TO: School Board

FROM: Elaine M. Arbour

SUBJECT: DTU Agreement Changes

DATE: 1/9/2017

The School Board and the Dover Teachers' Union reached a tentative agreement on December 7, 2016. The costs (including all associated benefits) to this Agreement and changes to this Bargaining Agreement are listed below:

FY18 Estimated cost of increase	\$ 747,206
FY18 Estimated Savings from change in health insurance	\$ (257,048)
Total Estimated Cost for FY18	\$ 490,158
Currently in FY18 Budget	\$ 481,289

Other Information:

- **There are currently 347 DTU members in the Dover School District. 107 are at the top step**
- **This is a 1-year Agreement**
- **Health Insurance will be changing to the Consumer Driven Health Plan (CDHP) with Choice Fund. This one plan will replace all plans that were previously offered to DTU members.**

Language Changes

I. MANAGEMENT RIGHTS, DEFINITIONS

A. RECOGNITION

The Dover School Board recognizes the Dover Teachers' Union, NEA-New Hampshire, NEA, as the exclusive representative of all full-time, part-time and job-sharing teachers including classroom teachers, guidance, nurses, librarians/media specialists, curriculum advisors, special education teachers and coordinators, speech and language therapists, learning disabilities professionals, physical and occupational therapists, social workers, reading specialists, athletic trainers, behavior specialists, career assessors, family services facilitators, intervention specialists, math coordinators, literacy facilitators, psychologists, social skills counselors, therapeutic counselors, and federal projects personnel, excluding the Superintendent, Assistant Superintendent, Business Administrator, High School Principals, Deans, Assistant High School Principals, Middle School Principals, Assistant Middle School Principals, Elementary School Principals, Curriculum Coordinators, Athletic Director, Vocational Director, Special Education Director, Supervisors, and Administrators, social workers who are

funded by federal grants awarded to the district but not employed by the district, and other positions excluded by RSA 273-A.

IV. WORKING CONDITIONS

A. IN-SCHOOL WORK YEAR

2. The work year for teachers shall consist of one hundred ~~eighty (180)~~ seventy-seven (177) student days plus a maximum of ~~four (4)~~ seven (7) days for the purpose of orientation, conference day, and/or any other day on which teacher attendance is required. The District shall allow teachers in grades K-6 to spend one full non-student day performing parent conferences and shall schedule no other mandatory activities on that day.

5. Kindergarten teachers may be required to attend Camp Explore for a maximum of three days. Camp Explore shall be scheduled no earlier than one week prior to the first work day for non-kindergarten teachers.

E. PREPARATION PERIODS

3. ~~A committee consisting of six high school members of the DTU, the high school principal, and the Superintendent (or designee) shall meet to reach an agreement relative to equity in the award of preparation time, with the goal of adjusting the length of high school preparation periods for implementation on the first day of second semester of the 2013-14 school year. An agreement to modify Article IV (E) will be submitted to the School Board and the DTU for ratification no later than 12/16/13. If the parties do not ratify an agreement, high school preparation periods will remain unchanged from 2012-13.~~

V. COMPENSATION

A. BASIC SALARY SCHEDULES

Teachers shall notify the District in writing by ~~February 15th~~ December 1st if they anticipate earning a salary **track change** in the first or second semester of the next school year. Track changes shall be awarded either at the beginning of the contract year or on the first day of the third academic quarter. To receive the track change, the teacher must provide evidence of the completed course work (an official or unofficial record) one (1) week prior to the first day of the contract year or one (1) week prior to the first day of the third academic quarter. If an unofficial transcript or grade report is provided, an official transcript or grade report must be provided by the teacher within thirty (30) days of submitting the unofficial transcript or grade report. If evidence of a salary track change is not provided by one (1) week prior to the first day of the third academic quarter, teachers must re-submit notification by ~~February 15~~ December 1st that they anticipate earning a salary track change during the next contract year.

E. ANNIVERSARY DATES

~~For purposes of salary payment teachers serving ninety (90) school days or more during the 2012-2013 school year, excluding authorized leave, will advance a step on the salary schedule on December 1, 2013.~~ For purposes of salary payment, teachers serving ninety (90) work days or more will advance a step on the salary schedule on the first work day of the succeeding school year.

G. ACADEMIC COORDINATORS

All academic coordinators shall be paid an **annual stipend** as follows:

Department Curriculum Coordinator and Special Education Building Coordinator: (10+)	\$1700 + \$60/teacher (1-9) + \$115/teacher (10+) \$1700 + \$60/teacher (1-9) + \$115/teacher (10+)
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Team Coordinator	\$30/paraeducator. \$1275
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~~Evaluations~~ **Feedback** by Academic Coordinators shall be limited to curriculum and/or curriculum implementation.

A stipend of \$30 per paraprofessional employee scheduled by a bargaining unit member will be paid to the bargaining unit member who determines paraprofessional's schedule.

Stipends under this section shall be paid in the first pay period in June, upon successful completion of duties.

By October 15, the District shall inform the DTU President of the names of employees receiving stipends under this section, and the amounts of the stipends. Any changes or additions to stipends under this section shall be communicated to the DTU President within ten business days of the change taking effect.

The parties will establish a committee to make recommendations for job descriptions for positions under this section.

L. SEVERANCE PAY

All retiring teachers, as well as teachers leaving who must have a minimum of ten (10) years of service in Dover, shall receive severance pay in the amount of thirty (30) percent of all their accumulated sick leave at their current per diem rate. Teachers must submit in writing, their irrevocable intent to retire or resign, ~~prior to February 15~~ **by November 15th** of the last school year of employment or severance pay may be delayed one year for budgetary purposes. Notwithstanding, teachers may withdraw their intent to retire prior to April 15th in the event there are significant and demonstrable changes in life/financial circumstances **such as, but not limited to, the death of a spouse, unanticipated responsibility for dependents, illness of a family member, loss of a family members income, loss of assets due to investment losses, or a reduction in benefits provided by the New Hampshire Retirement System.**

VI FRINGE BENEFITS

A. HEALTH INSURANCE

In 2016-2017, health insurance shall be provided in accordance with the collective bargaining agreement that expired on August 31, 2016. Effective September 1, 2017, the School Board agrees to pay the premiums in the SchoolCare Health Program or another health program providing equivalent or improved benefits, coverages, and services as follows:

2017-2018 School Year: 98% of the SchoolCare Yellow plan with Choice Fund

- ~~1. The School Board agrees to pay the premiums in the SchoolCare Health Program or another health program providing equivalent or improved benefits, coverages, and services as follows:~~

~~For employees hired before July 1, 2014~~

~~Eighty three percent (83%) of the premiums of the SchoolCare Point of Service Option, or~~

~~Ninety percent (90%) of the premiums of the School Care HMO Option.~~

~~For employees hired after June 30, 2014~~

~~Eighty percent (80%) of the premiums of the SchoolCare Point of Service Option, or~~

~~Eighty five percent (85%) of premiums of the SchoolCare HMO Option.~~

7. The District shall pay 100% of the cost of the insurance premiums for District employees who are married to one another and who enroll in two-person or family medical insurance. In addition, said employees shall receive a medical compensation stipend of \$1,000 each, annually. This stipend shall be awarded during the first pay period in December and shall be contributed to the employee's Flexible Spending Account to the extent permitted by law, with the remainder paid in cash.

G. COURSE REIMBURSEMENT

4. Course reimbursement as referred to in paragraph #1 and #2 above shall be paid only if taken in a New England state ~~authorized~~ **accredited** program and/or other nationally accredited college or university. Foreign institutions will be evaluated based on credentials supplied to the school department by the teacher prior to attendance

VII. LEAVES

A. SICK LEAVE

2. In the event that there is an extended absence of five (5) or more consecutive days, or ten (10) incidents of absence in one school year, such teacher may be required to provide the ~~School Board~~ **Superintendent's Office** with written confirmation of the illness, injury, or disability from a physician. When the ~~School Board~~ **Superintendent** feels that such written confirmation is insufficient or ambiguous, ~~if the Superintendent~~ **the Superintendent** may require the teacher to undergo an examination by a physician selected mutually by the Union and the School ~~Board~~ **District** and paid for by the School ~~Board~~ **District** to confirm or refute the claimed illness, injury, or disability which forms the basis for the sick pay request by the teacher.

B. PERSONAL LEAVE

1. Subject to the limitations herein and upon written notification received at the Superintendent's office at least forty-eight (48) hours prior to the commencement of such leave, a teacher may receive with full pay two (2) days personal leave each school year to attend to the teacher's personal, family or business affairs. Personal days may not be used to extend vacation periods ~~and may not be taken on District Workshop days.~~ Vacation periods are defined as (1) Thanksgiving, (2) Christmas Break, (3) Winter Break, and (4) Spring Break.

D. BEREAVEMENT LEAVE FOR DEATH

1. When requested, teachers may receive with full pay funeral leave each school year as follows:

Not to exceed one (1) day:

1. ~~Grandparents~~
2. Aunt or uncle
3. Step-grandparents, step-aunts or step-uncles
4. Close personal friends, if approved by the Superintendent

Not to exceed three (3) days:

1. **Grandparent**
2. **Brother-in-law or** Sister-in-law
3. Son-in-law
4. Daughter-in-law
5. Sister
6. Brother
7. Parents-in-law
8. Step-relations 1-6
9. Relatives living in the household

Not to exceed five (5) days:

1. Spouse or domestic partner
2. Child
3. Parent
4. Sister or brother living in the household
5. Step-children, step-parents, step-sister or step-brother living in the household

2. The Superintendent may extend funeral leave upon a teacher's request.

X. LAYOFFS AND RECALL

A. LAYOFFS

5. All specialists shall be laid off within their specialty area. Specialists as defined in this section shall mean:

Art

Music

Physical Education

Special Education

Speech and Language Therapists

Learning Disabilities

~~Physical and Occupational Therapists~~

Physical Therapists

Occupational Therapists

~~Guidance/Social Workers~~

Social Workers

Librarians/Media Specialists

Nurses

Reading Specialists

STEM

XIV DURATION

1. This Agreement shall be effective as of September 1, 2017, and shall continue in effect until and including August 31, 2018, unless a comprehensive successor/replacement agreement is reached, and ratified, in accordance with Article V (A).
This Agreement shall not be extended orally, and it is expressly understood that it shall be automatically renewed and remain in full force and effect unless either notifies the other of its intent to terminate or modify the terms of this Agreement.
2. The School Board and the Union agree to begin negotiations for a successor Agreement no later than September 10, 2017, unless a comprehensive successor/replacement agreement is reached, and ratified, in accordance with Article V (A).

Memorandum of Understanding Regarding Video and Audio Surveillance

1. Neither video nor audio surveillance **shall** be used for employee evaluation.
2. Neither video nor audio surveillance shall be used for employee discipline unless a supervisor observes an employee committing a disciplinable act while the supervisor is reviewing surveillance for student wrongdoing, or unless an administrator has "probable cause" to review video and audio surveillance material.
3. An employee has the right to access and receive copies of any surveillance material if it is being used for disciplinary purposes.
4. No video or audio surveillance devices shall be placed in classrooms, labs, or department offices **except as allowed by law and with knowledge of the teacher.**

SALARY SCHEDULE
EFFECTIVE SEPTEMBER 1, 2017 - AUGUST 31, 2018

YRS EXP.	STEP	BA	BA+15	BA+30	MA	MA+15	MA+30
0	1	35,231	36,129	37,051	37,996	38,964	39,957
1	2	36,358	37,285	38,236	39,212	40,211	41,236
2	3	37,521	38,478	39,460	40,466	41,497	42,555
3,4	4	38,722	39,710	40,723	41,761	42,825	43,917
5	5	39,961	40,980	42,026	43,098	44,196	45,322
6	6	41,240	42,292	43,371	44,477	45,610	46,773
7	7	42,560	43,645	44,758	45,900	47,069	48,270
8	8	43,921	45,042	46,191	47,369	48,576	49,814
9	9	45,327	46,483	47,669	48,885	50,130	51,408
10	10	46,777	47,970	49,194	50,449	51,734	53,053
11	11	48,274	49,505	50,768	52,063	53,390	54,751
12	12	49,819	51,090	52,393	53,729	55,098	56,503
13	13	51,413	52,725	54,070	55,449	56,861	58,311
14	14	53,059	54,412	55,800	57,223	58,681	60,177
15	15	54,756	56,153	57,585	59,054	60,559	62,103
16	16	56,509	57,950	59,428	60,944	62,497	64,090
17	17	58,317	59,804	61,330	62,894	64,496	66,141
18	18	60,183	61,718	63,292	64,907	66,560	68,257
19	19	62,637	64,219	65,845	67,511	69,218	70,968
20	20	65,186	66,817	68,495	70,216	71,977	73,782

CAGS 825
PhD 1651

DHS Program of Studies Proposed Changes 2017-2018

English

New Courses: College Prep Latin American Literature

Science

Eliminated Courses: Science Research Seminar

Changes: Intro to Biotechnology will change from a 1.0 credit course offering Biology credit to a .5 elective credit that serves as an exploratory course for the CTC Biomedical Program.

Visual Art/Music

Changes: Allow Rock Band to be repeated for credit over multiple years, name changes and reorganizing of five levels of drawing and painting offerings into three classes

World Language

Eliminated Courses: Applied French for Travel

Mathematics

Eliminated Courses: CP Applied Math

CTC

Eliminated Courses: It's Your Paycheck

New Courses:

1. Year 2 of the Biomedical Science Program will be phased in.
2. The Business Program is being made into a full two year, 4-credit sequence.

Changes:

-The layout is now grouped around career clusters (ex. Scientific Industrial and Technology Programs are now named Scientific, Technology, Engineering, and Mathematics and Cluster)

CP Latin American Literature

0.50 Credit/Semester

This reading intensive course will study multiple genres of Latin American literature with the focus on 1900 to today. Major texts may include The Brief Wonderful Life of Oscar Wao, by Junot Diaz, Overthrow, by Stephen Kinzer, After the Bombs, by Arturo Arias, 100 years of Solitude, by Gabriel Garcia Marquez, A History of Violence by Oscar Martinez and One Day of Life, by Manlio Argueta. A representative selection of poetry, short stories and nonfiction excerpts will be chosen to complement and strengthen understanding of the course goals. Videos such as Kiss of the Spider Woman, Like Water for Chocolate, Walker, El Norte, Blood in, Blood Out, Sin Nombre, and Bolivar, will help facilitate understanding of the course goals. This course contains a research component.

Drawing

Grades 9-12

Skill Level:2-4

0.50 Credit/Semester

This course is an intermediate drawing class that explores visually communicating complex ideas. The course will cover specific drawing techniques, such as linear perspective, value studies, and subject matter like self-portraiture and observational objects. Students will learn how to use different drawing media, keep a sketchbook/journal, talk and write about the creative process and critique their own and classmate's artwork.

REQUIRED: All students must successfully complete Intro to the Arts and have teacher recommendation or submission of portfolio and competency evaluation.

Painting

Grades 9-12

Skill Level:2-4

0.50 Credit/Semester

This course is a beginning level painting class. Students will develop an understanding of basic color theory and how it relates to various media. Pastels, acrylic paint and watercolor paint are the focus and primary media utilized for this course. In addition to learning diverse techniques with the above media, students will explore a variety of topics and subject matter, including art history, self-portraiture, still life, and abstraction. Students are expected to keep a sketchbook/journal, write, talk, and critique their own and other's artwork.

REQUIRED: All students must successfully complete Intro to the Arts and have teacher recommendation or submission of portfolio and competency evaluation. A \$25 Lab Fee for acrylic and watercolor paints, canvas and other consumable supplies and materials.

2D Studio Arts

Grades 10-12

Skill Level:3-4 0.50 Credit/Semester or 1.00Credit/Year

In this course students will build upon skills gained in Drawing and Painting to solve more complex visual art problems. Students will work on developing their personal artistic style and will be expected to articulate this through projects and class discussions. Students will keep an ongoing, on-line portfolio of their work for the duration of the course. Students will learn how to construct their own sketchbook in which they will keep visual and written record of their process. This course is highly recommended for students considering art school and working on a portfolio. This course can be taken for a total of 1 credit. Students who wish to earn college credits through SNHU will need to enroll in this course for the entire year - see note below.

REQUIRED: Successful completion of Drawing and Painting and teacher recommendation. A \$25 Lab Fee each semester for acrylic and watercolor paints, specialty papers, canvas and other consumable supplies and materials. Students are responsible for purchasing any additional or personalized supplies not covered by Lab Fee.

Note: This is a dual-enrollment course which allows students the opportunity to earn 3 college credits while concurrently earning credits toward their high school diploma. The cost to take advantage of the dual enrollment option is currently \$100.00, which is approximately a \$860 savings.

The Business Management and Administration Cluster and Marketing Programs focuses on careers that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.~~offer theory and in-depth practical application to all students. Programs are designed to assist students considering careers in marketing, management, accounting, retailing, and financial services.~~

Business (2-year program requiring admission)

Business Program

Year 1 – Foundations of Business and Business Management

915210 FOUNDATIONS OF BUSINESS

Grades 11-12

1.00 Credit/Fall Semester

This is an introductory course designed to provide students with a basic understanding of the structures and operations of business and an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors.

REQUIRED: Students must submit a CTC program application.

NOTE: This is a dual-enrollment course which allows students the opportunity to earn college credits while concurrently earning credits toward their high school diploma. The cost to take advantage of the dual enrollment option is currently \$150.00, which is approximately a \$450 savings.

915310 BUSINESS MANAGEMENT

Grades 10-12

1.00 Credit/Spring Semester

The principles and techniques underlying the successful organization and management of business activities. This course combines the traditional analysis of management principles with the behavior approach. The management functions of planning, organizing, leadership, staffing, decision-making,

marketing, communicating, and motivating and controlling will be stressed. Additionally, the impact of technology on management functions and implementation processes, especially, information technology, will be examined.

REQUIRED: Successful completion of Foundations of Business and submission of a CTC program application.

NOTE: This is a dual-enrollment course which allows students the opportunity to earn college credits while concurrently earning credits toward their high school diploma. The cost to take advantage of the dual enrollment option is currently \$150.00, which is approximately a \$450 savings.



Dover School District Superintendent Search Proposal



HYA Executive Search
Hazard, Young, Attea & Associates



HYA Executive Search

Hazard, Young, Attea & Associates

December 29, 2016

Ms. Amanda Russell, Chairperson
Dover School District
61 Locust St, Suite 409
Dover, NH 03820

Dear Members of the Dover School District Board of Education:

Thank you for the opportunity to present this overview of the services that Hazard, Young, Attea & Associates, (HYA) can provide to the Dover School District (DSD) in your search for a new Superintendent. Why is HYA exceptional amongst educational search firms? We believe it is due to the following factors:

NATIONAL REACH – LOCAL KNOWLEDGE: We have conducted over 1200 searches and are represented by our network of associates across the country. We have also conducted searches for more than half of the member districts of the Council of Great City Schools and 47 of the 100 largest districts in the country.

THE BOARD PORTAL: Communication and organization are critical to successful searches. Our web-based delivery system gives the Board anytime, anywhere access to all documents regarding the search. Whether through a tablet, smart phone, laptop or desktop computer, the Board and the search Associates have confidential access to all information associated with the search in an organized, transparent, and timely manner.

RESEARCH BASED COMMUNITY ENGAGEMENT: HYA's community engagement process and online survey employ research-based approaches to identifying the goals, needs, and priorities of the school system along with the desired characteristics of its next leader. The survey was developed based on research on effective leadership.

MORE THAN A BACKGROUND CHECK – EXECUTIVE DUE DILIGENCE: HYA's comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read.

The following is our technical proposal. Additionally, the brochure entitled, HYA Signature Search Process, defines a prototypical search, but please know that HYA customizes each search to the District's and Board's specific needs and wishes.

Sincerely,

Dr. William H. Adams, East Coast Regional President
Hazard, Young, Attea & Associates
HYA Executive Search Division of ECRA Group, Inc.

www.ecragroup.com

ECRA Group, Inc.
1475 E. Woodfield Rd., 14th Floor
Schaumburg, IL 60173
(847) 318-0072

West Coast Regional Office
Jersey City, NJ

Northeast Regional Office
Palo Alto, CA



INTRODUCTION

Hazard, Young, Attea and Associates, (HYA) **Proposes to conduct a national search for talented and highly qualified candidates for the position of Superintendent of Schools for Dover School District (hereinafter referred to as DSD).**

Information on our firm and the search process are detailed under separate cover titled *HYA Signature Search Process*. This document serves to clearly outline the specific services, deliverables and costs proposed for Dover School District.

SCOPE OF SERVICES

Full descriptions of each phase in our search process are available in our *HYA Signature Search Process* brochure. HYA shall provide the following services and deliverables.



Engage Phase

- Conduct a Planning Meeting with the Board and provide a summary of said meeting which will detail the timeline and steps of the search process and decisions made by the board;
- Survey community constituents electronically and provide a report of findings;
- Provide for up to four individual consultant days for interviews, focus groups, and/or town hall meetings to gather in-person input from constituent groups as decided by the board; additional days are billed at \$1000/day;
- Present a *Leadership Profile Report* to the Board, and propose *Desired Characteristics* based on the data from the survey, interviews with district and community representatives and other material made available to the associates;



Recruit Phase

- Prepare and place advertisements as selected and paid for by the Board;
- Recruit and contact candidates utilizing national networks;
- Correspond with candidates regarding the search process, timeline, *Leadership Profile Report* and *Desired Characteristics*;
- Interview candidates;
- Conduct reference checks;
- Identify best qualified candidates;
- Prepare application materials of selected slate of candidates for Board consideration;



Select Phase

- Present a slate of candidates, the number of candidates to be determined by the Board with a recommendation from HYA;
- Conduct the Interview Workshop and provide materials and protocol to ensure informative effective Board interviews;
- Schedule interviews for the Board with selected semi-finalists and finalists;
- Facilitate Board discussion to narrow candidate pool after each round of interviews;
- Coordinate and provide third party, independent investigative background check(s) of candidates as selected and paid for by the Board;



Transition Phase

- Communicate with all unsuccessful candidates at the close of the search and the appointment of the new Superintendent;
- Hold a debriefing meeting with the new Superintendent and Board regarding information learned throughout the search process;
- Offer other transition services to be considered by the Board and if desired, paid for by the Board.



FEES

In consideration for Services, the District will pay to ECRA/Hazard, Young, Attea and Associates:

- A. Consulting Fee for the search in the amount of \$20,500. This fee is due in three installments
 - 50% will be invoiced upon execution of the contract/agreement
 - 25% will be invoiced upon presentation of the Leadership Profile Report
 - 25% will be invoiced upon presentation of the slate
- B. Based on past experience, HYA has designed advertising packages to maximize exposure for the vacancy. The Board will choose the package that best suits their needs. The cost ranges from \$1950 - \$5000. See Appendix A in the HYA Signature Search Process for additional details.
- C. Background checks/Executive Due Diligence Services as selected by the Board. The cost ranges from \$1105 - \$1950 per candidate. See Appendix B of the HYA Signature Search Process brochure for investigative procedures and options.
- D. Printing and Postage; HYA is a green corporation whereby all documents related to the search will be provided via a Board portal. If the Board wishes to have hard copies, 5% of the Consulting Fee will be added to the agreement as an additional fee to cover the costs associated with printing, binding and shipping all materials.
- E. The Community and Leadership Profile Survey is offered in English and Spanish. If the district wishes to offer the survey in additional languages, the fee is \$315 per language. Please allow up to two weeks for translation.

Reimbursable Expenses

Expenses related to travel of the candidates and consultants will be borne by the Board. HYA directs its associates and candidates to utilize the United States General Service Administration (GSA) guidelines (<http://www.gsa.gov>) for business travel in their given area. Mileage reimbursement is based on current IRS guidelines.



Optional Transition Services

The transition Phase consists of assisting the Board and new Superintendent to assure a successful transition. HYA associates will meet with the new Superintendent and Board leadership regarding the information learned throughout the search process. In particular, the *Community and Leadership Profile Survey Report*. HYA offers additional Transition Services, please see appendix C of *HYA Signature Search Process* brochure for a listing of transition services.

- \$3000 Board Governance Workshop
- \$5000 Board Goal Setting and Superintendent Evaluation
- \$15,000 Comprehensive First Year Support (includes Governance Workshop and Board Goal Setting and Superintendent Evaluation)

Other transition services quoted based on student population.

THE SEARCH TEAM

HYA assigns an individual management team to each executive search that it conducts. Upon the concurrence of the Board, HYA proposes the following associate to conduct the search for DSD, additional consultants will be added to the team as needed.

HYA Associate	Cell Phone	Email
Gary Burton	603.937.4028	garyburton.nh@gmail.com

Executive oversight for each search is provided by the regional president,

Name: Dr. William H. Adams

Contact: 609.471.4046

The Director of Operations, Therese Meyer, serves as project manager and can be reached at 847-318-0072 and theresemeyer@ecragroup.com



GUARANTEES

Fixed Price

Throughout the search process the consultants will be available to counsel with the Board about the search. The consultants will assist the Board until the Board determines it has found the appropriate candidate for the position.

Non-Solicitation of Selected Candidate

The Superintendent appointed with HYA's assistance will not be presented to another Board as a candidate if it would result in the Superintendent leaving the District within five (5) years of employment unless the Board provides written authorization to HYA that they may do so.

Two-Year Window

If the Superintendent departs from the position during the first year under any circumstances or within two (2) years if a majority of the Board is still in place, HYA will conduct a new search for the Board for no additional consulting fee.

Price Match

HYA will agree to match the price of any competitive bid as long as the bid is for a comparable level of services and support (both time and process).

REFERENCES

HYA's reputation for effectiveness and integrity is extremely important. The following references were chosen because the board worked with the HYA consultant(s) being proposed for the search or because the district has a similar demographic profile to the district. The reference contact information includes the Board President of the District. In addition to the references listed below, an extensive list of national searches our firm has completed since 2012 is attached.

District Name and State	Reference Name	Contact Information
Carlisle Public Schools (MA)	Melissa McMorrow	978.369.6550
Lexington Public Schools (MA)	Margaret Coppe	mcoppe@sch.ci.lexington.ma.us
Manchester School District SAU-37 (NH)	Arthur Beaudry	603.622.3955
Somerville Public Schools (MA)	Paul Bockelman	617.833.8883
Westport Public Schools (CT)	Michael Gordon	203.255.2244

GARY A. BURTON

EDUCATION

Ph.D.	Michigan State University, Educational Administration Cognate: Labor and Industrial Relations	1977
M.Ed.	Bridgewater (MA) State College, School Administration	1971
B.S.	Springfield (MA) College, Elementary Education	1967

PROFESSIONAL EXPERIENCE

2014-present	Associate, Hazard, Young, Attea & Associates
2013-present	Adjunct Professor, Southern New Hampshire University
1994-2011	Superintendent, Wayland Public Schools, Wayland, MA
1979-1994	Superintendent, School Administrative Unit #2, Meredith, NH
1977-1979	Elementary Principal, Rochester Community Schools, Rochester, MI
1975-1977	Instructor, Michigan State University, East Lansing, MI
1971-1975	Director, Principal, American-Nicaraguan School, Managua, Nicaragua
1967-1971	Teacher, Hingham Public Schools, Hingham, MA

RELATED EDUCATIONAL EXPERIENCES AND MEMBERSHIPS

Treasurer, New England School Development Council (NESDEC)	1994-2011
Recipient of the Goldin Foundation Award for Excellence in Education	2011
Frequent contributor to professional journals and newspapers	
Chairman, MA Tri-County Superintendents' Regional Roundtable	1998 and 2005
Contributor, Project Blueprint (national benchmarking collaborative)	2005-2011
Lecturer, Plymouth (NH) State College	1981-1994
New Hampshire Superintendent of the Year	1992
MA Licensure – Superintendent/Assistant Superintendent, all levels	
AASA – American Association of School Administrators	1973-2011
NHSAA – New Hampshire School Administrators Association	1979-1994
MASS – Massachusetts Association of School Administrators	1994-2011
Suburban School Superintendents (SSS)	1996-present
Rotary Club of Meredith, NH, 1979-1994.	2012-present

WILLIAM H. ADAMS

EDUCATION

Ed.D.	Rutgers University, New Brunswick, NJ
M.A.	Rowan University, Glassboro, NJ
B.A.	Rowan University, Glassboro, NJ

EXPERIENCE

2014 – Present	East Coast Regional President, Hazard, Young, Attea & Associates
2006 – 2014	Ray & Associates, Cedar Rapids, IA
1987	New Jersey Regional Day School at Mannington
1986 – Present	CEO and Principal Consultant W.H. Adams & Associates, LLC, Naples, FL
1984 – 1988	Radey & Fuller Associates, Cherry Hill, NJ
1982	US Department of Education, Title VI Grant
1977	NJ Council on Vocational Education, Trenton, NJ
1973 – 2008	Superintendent of Schools Salem County Vocational Technical Schools, Woodstown, NJ
1969 – 1973	High School Principal Camden County Vocational Technical Schools, Pennsauken, NJ

AWARDS

AASA Distinguished Service Award, 2010
NJASA Designated Superintendent Emeritus, 2009
National School Boards American School First Place MAGNA Award, 2008
New Jersey Association of School Administrators Distinguished Service Award, 2005
New Jersey Superintendent of the Year, 1994
AASA James R. Kirkpatrick Legislative Award for testimony before the US Senate, House and GAO, 1991
Rutgers University Graduate School of Education “Distinguished Alumni Award”, 1992
Executive Educator, formerly published by the National School Boards Association,
Top 100 School Administrators in North America, 1980

PROFESSIONAL ACTIVITIES

National Center for Educational Research and Technology (NCERT) – Board of Directors (2007 - 2013)
AASA Corporate Advisement Team (2006)
AASA Publications Review Board (2006 – present)
American Association of School Administrators Executive Committee (1998–01 & 2004–07)
Salem County One Stop Management Team for the Cumberland/Salem Workforce Investment Act (2000 – 2008)
New Jersey Association of School Administrators
Treasurer (1994 – 1995)
Secretary (1995 – 1996)
President-Elect (1996 – 1997)
President (1997 – 1998)
AASA Legislative Corps (1990 - present)
State Advisory Council for the Gifted and Talented (1984 – 1987)
N.J. Commissioner’s Advisory Council for the Handicapped (1978 – 86), Chairperson (1978 – 1982)

SELECT HYA SUPERINTENDENT SEARCH HISTORY WITH REFERENCES

2016

0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 – 20,000 Students	20,001+ Students
Brisbane SD (CA) 450 students, TK-8 Leo Tinglin 415.269.4149 ltingin@brisbanesd.org	Bedford Central School District (NY) 3,600 students Jennifer Gerken 914.262.3526 Jefferson UHSD (CA) 5,000 students 9-12 Rosie Tejada 415.250.5123 Laguna Beach USD (CA) 3,037 students Carol Normandin 949.497.7700 ext. 5202 Minooka Community HSD #111 (IL) 2,700 students Mike Brozovich mbrozovich@mchs.net New Albany-Plain Local SD (OH) 4,882 students Debra Kalnosky dkalnlosky@earthlink.net	Westport Public Schools (CT) 5,770 students Michael Gordon 203.255.2244	Campbell Union HSD (CA) 8,000 students Linda Goytia 408.230.7414 Carlsbad USD (CA) 11,000 students, K-12 Claudine Jones 760.331.5000 Fairfield Public Schools (CT) 10,000 students Philip Dwyer dwyer_philip@yahoo.com Manchester School District (NH) 15,000 Students Debra Langton 603.669.8338 Northwest ISD (TX) 20,000 students Mark Schuller 817.948.6425 Josh Wright 682.472.1846 Stamford SD (CT) 16,000 students Geoff Alswanger 203.325.9379	Beaverton School District (OR) 40,725 students Anne Bryan 503.679.5040 Blue Valley SD 229 (KS) 22,000 students Mike Seitz 913.226.7795 Houston ISD (TX) 215,000 students Manuel Rodriguez 713.498.5649 Humble ISD (TX) 41,000 students Robert Sittin 281.450.2472 Los Angeles USD (CA) 640,000 students Steve Zimmer 213.241.6387 Phoenix Union HSD (AZ) 27,000 students Lela Alston 602.278.2002 Providence PSD (RI) 24,000 students Nicholas Hemond 401.453.8600 Santa Ana Unified SD (CA) 56,000 students John Palacio 714.542.0589

SELECT HYA SUPERINTENDENT SEARCH HISTORY WITH REFERENCES

2015				
0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
Gall Joint Union High SD (CA) 2,300 students Terry Parker Owning 209.810.0720 Highland Falls-Fort Montgomery CSD (NY) 1,000 students Anne Lawless 914.588.0384 Rockridge CUSD #300 (IL) 1,100 students Jeff Widdop 309.793.8001 Salem Elementary SD111 (IL) 970 students Terry Barnfield 618.267.0514 Saratoga Union School District (CA) 2,100 students Arati Nagaraj 408.666.9137 Trevor-Wilmot Consolidated SD (WI) 565 students Tom Steiner 262.862.2356 Weston Public Schools (MA) 2,361 students Danielle Black 617.212.7398	City Schools of Decatur (GA) 4,200 students Annie Catola 404.371.3601 Fayetteville-Manlius Central SD (NY) 4,420 students Marissa Joy Mims 315.682.3231 Freeport School District 145 (IL) 4,187 students Janice Crutchfield janice.crutchfield@fsd145.org Mahopac Central School District (NY) 5,000 students Michael Schafani 914.939.1256	Cambridge Public Schools (MA) 7,000 students PK-12 Mayor David Maher 303.249.6575 Barbara Allen 617.349.6441 ballen@cpsd.us CCSD 62 – Des Plaines (IL) 5,200 students Stephanie Duckmann 847.824.1136 Centinela Valley Union HSD (CA) 6,600 students Hugo M. Rojas II 310.263.3200 Flint Community Schools (MI) 7,000 PK-12 students Isalah Oliver 810.210.6823 isaiah.m.oliver@gmail.com Hudson School District #2611 (WI) 5,600 students Jamie Johnson 751.381.7105 Oak Park Elementary SD 97 (IL) 5,900 students Bob Spatz bspatz@op97.org Pemberton Township Schools (NJ) 5,000 students Sandy Glawson glawson@pemb.org Union Elementary SD (CA) 5,000 students Sheila Billings 408.888.3268	Bridgewater-Raritan RSD (NJ) 8,800 students Ann Marie Mead amead@brisd.k12.nj.us Franklin Township PS (NJ) 8,300 students Edward Potosnak 732.745.1866 Jefferson County Schools (WV) 9,000 students Scott Sudduth scottsud@gmail.com Montgomery County PS (VA) 9,500 students James Lyons 540-831-8864 joelylyons@mcps.org Orleans Parish School Board (LA) 11,000 students Nolan Marshall, Jr. 504.460.1496 San Mateo-Foster City SD (CA) 12,000 students Audrey Ng 626.862.4582 West Allis-West Milwaukee SD (WI) 9,877 students Patricia Kerhin 414.604.3000	Boston Public Schools (MA) 57,300 students Michael O'Neill 617.947.2967 Eugene School District 4J (OR) 16,000 students Jim Torrey 541.790.7707 Montgomery County PS (MD) 154,000 students Mike Durso 240.401.0674 Sioux Falls School District (SD) 23,000 students Kent Albery 605.941.3740

SELECT HYA SUPERINTENDENT SEARCH HISTORY

WITH REFERENCES

2014				
0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
Clarke County Schools (VA) 1,950 students Janet Cragger Alger 540.664.1163 Green Brook Township PS (NJ) 930 students James Benscoter benscoter@ggbtps.org Haldane Central School District (NY) 883 students Jennifer Daly 917.450.1630 Maple Dale-Indian Hill SD (WI) 500 students Chris Soyke 414.540.4092 Moffat County SD RE-1 (CO) 2,402 students J.B. Chapman 970.846.2671 Palos CUSD 118 (IL) 1,882 students Shella Pacholski 312.835.3589 Ross Valley School District (CA) 2,200 students Anne Capron 415.686.2926 Roselle School District #12 (IL) 690 students Lisa Mondo 630.240.1709	Asheville City Schools (NC) 4,081 students Jacquelyn Hallum 828.258.8118 Katonah-Lewisboro SD (NY) 3,200 students Marjorie Schiff 914.763.7000 North Plainfield School District (NJ) 3,152 students Linda Bond-Nelson 908.922.0377 Princeton Public Schools (NJ) 3,800 students Timothy Quinn 609.921.0428 Somerville Public Schools (MA) 4,987 students Paul Bockelman 617.833.8883 Summit Public Schools (NJ) 4,100 students Celia Colbert 908.399.6131 Wilton Public Schools (CT) 4,320 students Bruce Likly 203.722.6474	Accomack County Schools (VA) 5,200 students Ronnie Holden 757.710.1830 Baldwin Union Free SD (NY) 5,000 students Mary Jo O'Hagan 516.589.2994 ohaganmaryjo@gmail.com Cleveland Heights-University Heights City School District (OH) 5,800 students Ron Register 216.403.4708 r_register@chuh.org Evanston-Skokie SD 65 (IL) 7,082 students Traci Quattrone 847.859.8005 Lexington Public Schools (MA) 6,600 students Margaret Coppe mcoppe@sch.ci.lexington.ma.us Linn-Mar Community SD (IA) 7,000 Students Tim Isenberg, tisenberg@linnmar.k12.ia.us Parsippany-Troy Hills SD (NJ) 7,300 students Fran Orthwein 973.263.7200 orthwein@aol.com Ridgefield Public Schools (CT) 5,500 students Austin Drukker 203.894.5550 Woodstock CUSD 200 (IL) 6,145 students Paul Meyer 815.337.2503	City SD of New Rochelle (NY) 11,600 students David Lacher 914.671.2171 Eanes ISD (TX) 7,803 students Rob Hargett 512.415.4656 rhargett@eanesisd.net East Brunswick PS (NJ) 8,309 students Brad Cohen 732.613.6700 Portsmouth Public Schools (VA) 15,200 students James Bridgeford 757.434.2567 Rowland Unified SD (CA) 14,000 students Heidi Gallegos heidigallegos@gmail.com Shoreline District #412 (WA) 9,000 students Mike Jacobs or Debi Ehrlichman 206.393.6111 Toms River Regional Schools (NJ) 17,000 students Joseph Torrone jtorrone@trschools.com	Loudoun County Schools (VA) 70,000 students Eric Hornberger 571.291.5685 Virginia Beach City PS (VA) 70,259 students Dan Edwards 757.263.1016

SELECT HYA SUPERINTENDENT SEARCH HISTORY

WITH REFERENCES

2013				
0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	20,001+ Students
Fox Point-Bayside Schools (WI) 500 students Deb Friberg deb_friberg@hotmail.com High Point Regional HS District (NJ) 800 Students Paul Derin 973.875.7205 Nicolet High School (WI) 1,300 students Marilyn Franklin 414.352.1180 Portola Valley School District (CA) 700 students Jocelyn Swisher 650.851.1777 Public Schools of the Tarrytowns (NY) 2,100 students Mimi Godwin 914.564.9621 Secaucus School District (NJ) 2,190 students Jack McStowe jmcstowe@sboe.us Sunnybrook SD 171 (IL) 1,015 students Lance Lape 708.895.7790 Tuckahoe Union Free SD (NY) 1,100 students Julio Urbina 212.239.3030 Watchung Hills Regional HS (NJ) 2,068 students Robert Horowitz 732.563.1122	Belmont-Redwood Shores SD (CA) 3,600 students Robert Tashjian 650.520.5354 Monona Grove School District (WI) 3,121 students Susan Fox 608.222.5015 Tukwila School District (WA) 2,920 students Mark Wahlstrom wahlsea@yahoo.com	Oconomowoc Area Schools (WI) 5,100 students Don Wiener 262.490.0804 Passaic City SD (NJ) 7,000 students Byron Bostos 973.470.5500 Piscataway Twp Schools (NJ) 7,200 students Tom Mosier tmosier@pway.org Shaker Heights City Schools (OH) 5,500 students Annette Sutherland 216.991.8573 St. John the Baptist Parish SD (LA) 6,253 students Gerald Keller 504.628.5277 Syosset Central SD (NY) 6,527 students Michael Cohen 516.567.7780 michaelcohenmd@gmail.com	Alvord Unified SD (CA) 19,812 students Art Kaspereen artjr@gmail.com Decatur Public Schools (IL) 9,000 students Brian Hodges 217.877.8901 Portage Public Schools (MI) 8,700 students Robert Snyder 269.381.3585 San Leandro Unified SD (CA) 8,800 students Diana J. Prola 510.483.0744	Fairfax County Schools (VA) 186,000 students Illyong Moon 703.408.0270 Fort Bend ISD (TX) 69,000 students Jim Rice 832.563.2942 Indianapolis Public Schools (IN) 30,000 students Diane Arnold 317.679.8844 Jersey City Public Schools (NJ) 26,000 students Suzanne Mack 201.344.7599 Round Rock ISD (TX) 41,000 students Catherine Hanna 512.731.6604 Stafford County PS (VA) 27,463 students Stephanie Johnson 540.295.0233 johnsonsj@staffordschools.net

SELECT HYA SUPERINTENDENT SEARCH HISTORY

WITH REFERENCES

2012

0 – 2,500 Students	2,501 – 5,000 Students	5,001 – 7,500 Students	7,501 - 20,000 Students	15,000+ Students
Byron CUSD 226 (IL) 1,600 students Doug Floski doug@oglelaw.com	Deerfield Public Schools (IL) 3,100 students Ellen London 847.405.9607	Roaring Fork SD RE-1 (CO) 5,300 students Matthew Hamilton 970.400.7153	Cupertino Union SD (CA) 14,000 students Josephine Lucey 408.785.0636	Downey Unified SD (CA) 22,500 K-12 students Nancy Swenson nswenson@dusd.net
Greendale Schools (WI) 2,600 students Joseph Crappitto 414.906.6213	Eureka SD (Granite Bay, CA) 3,800 students Jeri Davis 916.780.0383	Upper Arlington Schools (OH) 5,300 students Robin Cornfort roomfort@uaschools.org	Greenwich Public Schools (CT) 8,960 students Nancy Kail 203.912.1683	Baltimore County Schools (MD) 106,000 students Lawrence Schmidt lschmidt@sgs-law.com
Indian Hill Exempted School (OH) 2,000 students Elizabeth Johnston Elizabeth.johnston@lh.k12.oh.us	Marlborough Schools (MA) 4,800 students Arthur Vigean 508.460.3552		Hamilton Township Schools (NJ) 12,000 students Ron Tola 610.637.6617	Jefferson Parish SD (Harvey, LA) 46,000 students Mike Delesdernier 504.812.2150
Irvington Union Free SD (NY) 1,800 students Robyne Kamp 914.591.6118	Muskego-Norway Public Schools (WI) 5,000 students Jim Schaefer 414.303.9755		Highline School District (Burien, WA) 18,000 students Angelica Alvarez 206.660.7695	Maryland State Superintendent James DeGraffenreidt 410.336.3991
Lake Bluff SD 65 (IL) 500 students Mary Jane Brady 847.615.7168	Normandy Schools (MO) 4,400 students Sheila Williams sgw3@charter.net		Lansing School District (MI) 13,000 students Myra Ford myra.ford@lansingschools.net	Seattle Public Schools (WA) 45,300 students Michael DeBell 206.898.8335
Riverside SD 96 (IL) 1,500 students Mary Ellen Meindl 708.528.5898	Pelham Union Free SD (NY) 2,800 students Lisa Kiernan 914.629.5414		Lynchburg City SD (VA) 10,000 students Charles White 434.528.4510	Spokane Public Schools (WA) 30,300 students Bob Douthitt 509.220.3440
Ross School District (CA) 500 students John Longley jlongley@rossschool.k12.ca.us	Plainedge Union Free SD (NY) 3,400 students Catherine Flanagan cathy510@yahoo.com		Mentor Public Schools (OH) 8,900 students Alan Mihok 440.205.8432	
			Park Hill School District (MO) 9,000 students Denise Schnell 816.587.7620	
			Stamford Public Schools (CT) 16,000 students Geoff Alswanger 203.325.9379	



HYA looks forward to the possibility of working with the Board and assisting with the selection of a new leader. Please contact HYA at 847-318-0072 or at hya@ecragroup.com with questions or requests for additional information

ECRA Group, Inc.

1475 E. Woodfield Rd., 14th Floor
Schaumburg, IL 60173
(847) 318-0072

East Coast Regional office
Jersey City, NJ

West Coast Regional office
Palo Alto, CA

WWW.ECRAGROUP.COM



HYA Signature Search Process



HYA Executive Search
Hazard, Young, Attea & Associates

The HYA Difference

National Reach – Local Focus

Established in 1987, Hazard, Young, Attea & Associates (HYA) is one of the oldest and largest search firms having assisted more than 1000 school boards select exceptionally talented leadership in school systems across the nation, large and small, urban and rural. HYA's reputation and experience make it one of the preeminent school search firms in the nation and a standard which others often emulate. HYA Associates are located across the country to conveniently serve clients and are thus uniquely qualified to bring local – as well as national – perspectives, knowledge, experience, and connections to each search.

The Board Portal

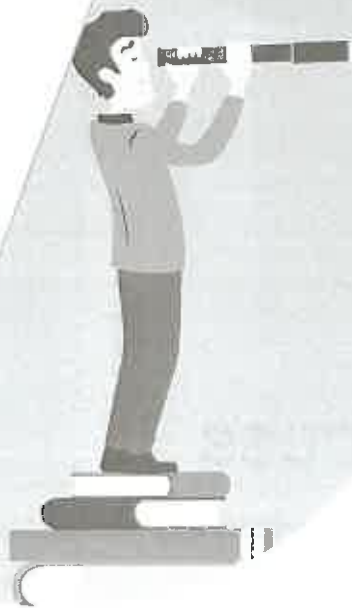
Communication and organization are critical to successful searches. Our web-based delivery system gives the Board anytime, anywhere access to all documents regarding the search. Whether through a tablet, smart phone, laptop or desktop computer, the Board and the search Associates have confidential access to all information associated with the search in an organized, transparent, and timely manner.

Executive Oversight

Every HYA search has executive oversight by a Regional President, and HYA's Director of Operations serves as project manager to ensure all details are carefully managed. HYA has professionally staffed offices, a technological infrastructure, and a staff of full-time employees. Our tech team serves as a resource to school districts for linking the online community survey and other search materials to their website. These resources make HYA capable of responding to Board's requests in a very timely fashion.

Research Based

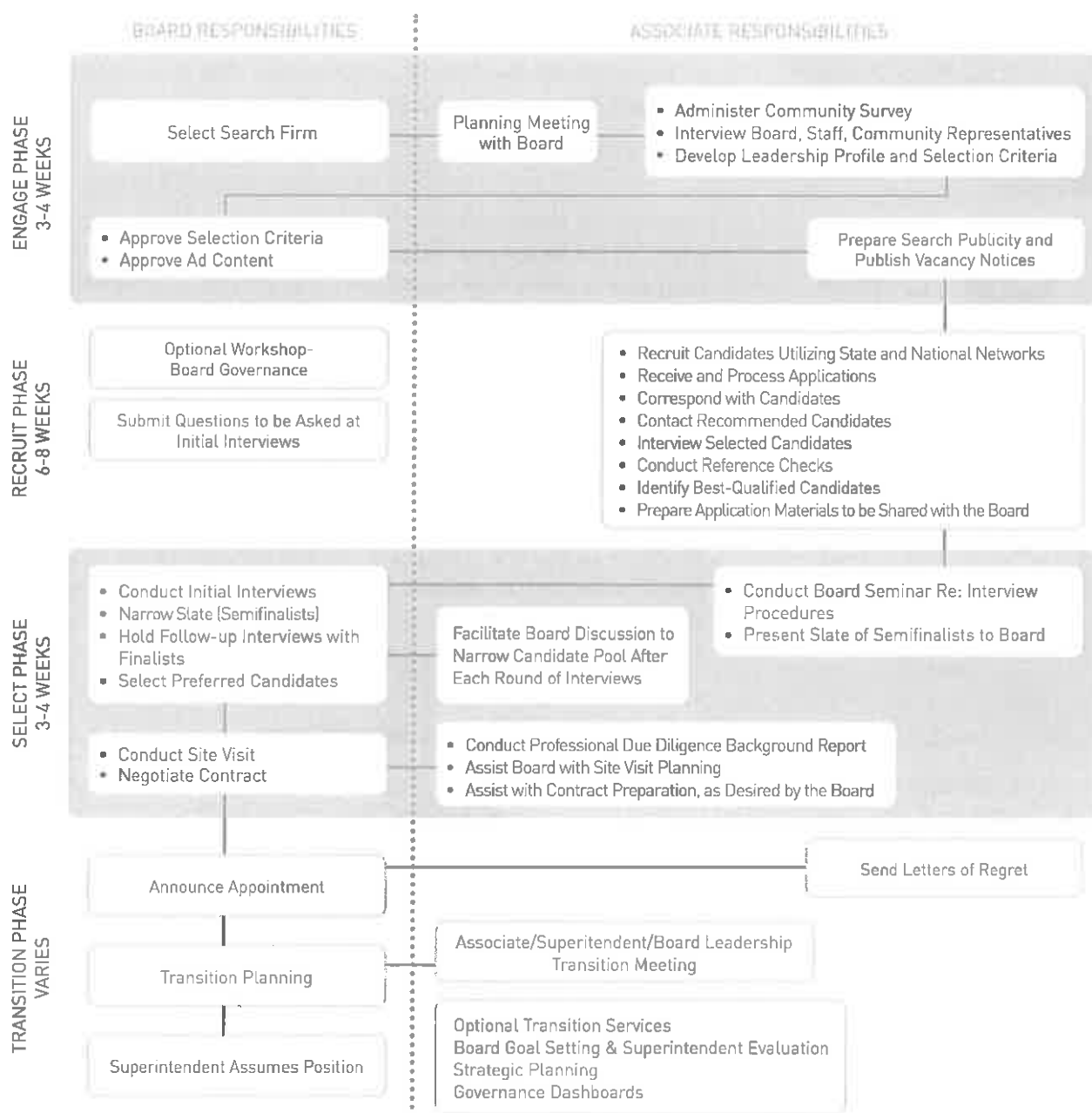
HYA is the leadership division of ECRA group, a premier research and analytics firm with over 35 years of experience supporting school districts in improving student outcomes. HYA's community engagement process and online survey employ research-based approaches to identifying the goals, needs, and priorities of the school system along with the desired characteristics of its next leader. The survey was developed based on research on effective leadership. The resulting Community and Leadership Profile Survey Report provides information on the current state of the District, essential information the Board will use in the selection process and the new leader can use day one of employment. Furthermore, by blending consulting, professional service, and technology, HYA/ECRA group offers transition services and an analytics infrastructure to help the Board and their new leader better understand the interrelationships among school functions, and the impact of decisions and expenditures on student outcomes.



More Than a Background Check – Executive Due Diligence

HYA's comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read. The investigative procedures are comprehensive and thorough with a focus on the public school landscape - well beyond what constituents could produce through a simple internet search. This includes on-site research of primary source documents at relevant county court houses for civil and criminal record history. Additionally news and social media investigations provide a better understanding of a candidate's leadership style, public relations skills, and reputation.

HYA Signature Search Process





The Four Phases of HYA's Signature Search

The process outlined represents a prototypical search. Upon selection, the Associates will meet with the Board to discuss this process and modify it to meet the Board's unique needs. The following is a description of each phase in the search:



Engage

The Engage phase consists of designing and planning a process of engaging the Board and stakeholders through interviews, online surveys (available in world languages), and focus groups. Information from these interactions assists the Board in developing a leadership profile and selection criteria that match the priorities of the community and that meet the unique needs of the local district. This disciplined, inclusive and research-based approach ensures all stakeholders have the opportunity to be a part of the search process and provides valuable feedback about the school district based on HYA's local research and professional understanding of the district's standing in the broader marketplace. In an effort to be fully transparent to the community, an internet link is provided to the HYA website which details the search process and the vacancy announcement.





Recruit

The Recruit phase consists of leveraging HYA's extensive national network of Associates across multiple offices and incorporating advertising strategies (as selected and paid for by the Board pursuant to Appendix A) that results in the identification and recruitment of exceptionally talented leaders. HYA can also recruit non-traditional candidates, i.e. executives that have worked in business, military, private or public sector. HYA works in close partnership with state and national organizations with numerous Associates serving on those Boards.



Select

The Select phase consists of providing the Board with a slate of candidates that were interviewed by HYA Associates using the Leadership Profile established by the Board. HYA Associates are committed to spending the necessary time and energy on the details to find the right candidates to bring to the Board. The search team then facilitates the Board interviews and appointment process including reviewing candidates' references. HYA's ability to gain important background information regarding candidates - beyond what appears on an individual's resume - is a unique and distinguishing characteristic of HYA, and is attributable to the integrity of the firm, Associates, and the vast networks of professional relationships built through years in the education field. A workshop on interviewing and construction of interview questions is facilitated by the Associates for the Board. Executive due diligence including formal background and media checks complete the Select phase (as selected and paid for by the Board pursuant to Appendix B).



Transition

The Transition phase consists of assisting the Board and new Superintendent to assure a successful transition. Appointing a new leader is the first step toward accomplishing organizational and student goals for success. Included in the search fee is a transition meeting with the new Superintendent and representative(s) of the Board regarding the information learned throughout the search process, in particular, the Community and Leadership Profile Survey. Additional transition services are available (as selected and paid for by the Board pursuant to Appendix C).

The Search Team

Presently, HYA is represented by Associates across the United States who assist with the firm's mission to provide proactive, thorough and quality assistance to School Boards in need of identifying and recruiting highly qualified executives for superintendencies and other administrative positions. HYA Associates bring extensive executive search experience and broad educational backgrounds to its practice. Through continuing involvement in school and university work, HYA Associates are aware of current educational issues and have strong relationships with educational leaders and opinion-makers in administrative leadership and management. HYA is committed to engaging a diverse and gender balanced cadre of Associates. Among HYA Associates are members of NABSE (National Alliance of Black School Educators) and ALAS (Association of Latino Administrators and Supervisors).

HYA assigns an individual management team to each executive search that it conducts. Associates assume direct responsibility for the search and coordinate the activities of all individuals engaged in the project. In addition to the Associates assigned to the search, all nation-wide Associates in the firm are tasked with identifying prospective candidates. Board members will receive the business, home and cell phone numbers, as well as the email addresses of the Associates.

HYA has professionally staffed offices, a technological infrastructure and a full-time employed staff; thus, HYA is capable to respond to any request the Board may have on the Board's time schedule. Finally, each search has executive oversight by a Regional President and HYA's Director of Operations serves as project manager to ensure no detail is overlooked. HYA's office staff, which is highly knowledgeable and pleased to assist at any time, is available to the Board from 9:00 a.m. to 5:00 p.m. CST, Monday through Friday.

HYA believes that communication and organization are critical to successful searches. Our delivery system gives the Board anytime, anywhere access to all documents regarding the search. HYA has adopted a green process whereby all materials are delivered via a dedicated search portal so the Board and its Associates can have confidential access to all information associated with the search in an organized and timely manner.

All materials are delivered via a dedicated search portal giving the Board immediate and organized access to all information

Appendices

- A Advertising Services
- B Executive Due Diligence
- C Transition Services

Advertising Services

HYA Associates work with their clients to consider the many approaches to advertising vacant position(s). The HYA staff creates and coordinates all advertisements at the Board's direction. The National Plan ensures exposure in the most frequently read print, e-publication journals, and job boards of educational leaders across the country. HYA has created other more focused advertisement options for the Board to consider as add-ons to the National Plan, including state and region-specific options. Whatever the Board chooses, HYA staff will write, place, and coordinate all the details.

Package 1	Package 2	Package 3
HYA group print ad in Ed Week	Two HYA group print ads in Ed Week	Monthly HYA group print ad in Ed Week for length of search
Online listing on EdWeek's TopSchoolJobs site for 30 days	Online listing on EdWeek's TopSchoolJobs site for length of search	Dedicated District specific print ad in Ed Week
Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days	Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days	Online listing on EdWeek's TopSchoolJobs site for length of search
Online listing on AASA's site for 30 days	Online listing on AASA's site for 30 days	Online Showcased ad on EdWeek and TopSchoolJobs homepages for 7 days
Posted on ECRA, Twitter, and LinkedIn	Online Spotlight and Preferred upgrades on AASA's Site for 30 days	Online listing on AASA's site for 30 days
	Posted on ECRA, Twitter, and LinkedIn	Online Spotlight, Preferred, and Featured upgrades on AASA's Site for 30 days
		Posted on ECRA, Twitter, and LinkedIn

Options to Complement the Advertising Packages

[Choose as many as desired.]

Careerbuilder Network

Careerbuilder ad, linked to ASCD job ramp (Association for Supervision and Curriculum Development) for 30 days

ALAS & NABSE

Association of Latino Administrators and Superintendents (ALAS) for 6 weeks online, push on ALAS apps

National Association of Black School Educators (NABSE) for 30 days

LinkedIn

LinkedIn listing for 30 days

Regional Packages

[Choose one of the following.]

California

2 advertisements (5X4) in EdCal/ACSA (Association of CA School Administrators), print and e-publication

CALSA (CA Association of Latino Superintendents and Administrators) online advertisement for 90 days

CAAASA (CA Association of African American Superintendents and Administrators) online advertisement

Posted on ECRA, Twitter, and LinkedIn

Northeast

NJASA (New Jersey Association of School Administrators)

NYSCOSS (New York State Council of School Superintendent) online and newsletter

CAPSS (Connecticut Association of Public School Superintendents)

Posted on ECRA, Twitter, and LinkedIn

State Specific

Three state association advertisements as decided by the associate and the board

Posted on ECRA, Twitter, and LinkedIn

Executive Due Diligence

HYA incorporates executive due diligence in the search process. The comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read. The investigative procedures are comprehensive and thorough with a focus on the public school landscape - well beyond what constituents will produce through a simple internet search. This includes on-site research of primary source documents at relevant county court houses for criminal record history. Each background search requires 7-10 working days to complete.

Two packages are offered. The Comprehensive Package includes a news and social media analysis. The news media investigation provides a better understanding of a candidate's leadership style, public relations skills and priorities. The news media investigation draws upon over 28,000 specialized publications and 900 newswires in 200 countries and includes 30 years of credible archived information. Special focus is given to publications in communities where the candidate has lived or worked. The social media review includes a review of text and images on sites such as Twitter, LinkedIn, personal blogs and industry websites. The analysis provides a summary of candidate generated activity with highlights of negative alerts.

The Basic package was designed in response to requests for a simpler cabinet or principal position background check; it does not include the news and social media analysis.

	Comprehensive	Basic
Personal Profile Summary	x	x
Social Security Trace	x	x
County Criminal Record History	x	x
Federal Criminal Record History	x	x
County Civil Record History	x	x
Department of Motor Vehicles License Information	x	x
Education (Degree) Verification	x	x
Transunion Credit Report	x	x
Investigation of all Aliases Identified within Past 7 Years	x	x
Investigation of all Jurisdictions of Residence, Education, and Employment within Past 7 Years	x	x
University and Academic Program Accreditation	x	x
National Criminal Record History	x	x
National Sex Offender Search	x	x
Executive Summary	x	x
News Media Review (5 year timeframe and up to 20 relevant articles)	x	
Social Media Review	x	

Transition Services

HYA offers optional transition services that would benefit Boards and new Superintendents during the transition period and the Superintendent's first year in the school district.

Board Governance Workshop

The Board Governance Workshop requires 3-4 hours and provides the Board the opportunity to clarify the respective roles of the Board and the Superintendent. The workshop addresses the concepts of trusteeship, governance, management, continuous improvement and systematic change. Developing and maintaining effective Board-Superintendent relations, the need for long and short range planning, consensus decision-making, and other components of successful Board service are also discussed at this workshop.

Board Goal Setting & Superintendent Evaluation

To develop and maintain effective Board-Superintendent relations and provide the Board with an opportunity to determine what it desires to have the Superintendent achieve during his/her first two years in the position, goals and the evaluation process must be codified and understood with great clarity. The evaluation process should reinforce the concept of continuous improvement, and should monitor the achievement of the Board's goals. Processes and instruments for performance evaluation will be developed in collaboration with the Board and new Superintendent. The Board and Superintendent can choose to adopt HYA's research-based 360-degree Superintendent evaluation process. This service requires 6-8 hours over two days.

Comprehensive First Year Support

This service includes both the Board Governance Workshop and the Board Goal Setting & Superintendent Evaluation service in addition to ongoing mentoring for the new Superintendent. The mentoring relationship will be designed with the HYA Associate and the new Superintendent with input from the Board. There is a focus on monitoring progress towards attainment of Board goals and facilitation of the Superintendent's first year evaluation.

Strategic Planning

Improving student outcomes begins with a clear and compelling vision for student success. When a new leader is appointed, a clear and concise strategic plan helps guide decisions and ensures energy is directed toward advancing the priorities of the community as directed by the Board. A disciplined strategic planning process allows school systems to engage stakeholders, build a consensus around what matters, and channel resources accordingly in order to ensure a maximum return on investments. A disciplined strategic planning process provides clarity of purpose as well as a structure to align the organization, its structures, and its policies. This service is typically a 3-6 month engagement.

Governance Dashboards

Governance dashboards help to facilitate, launch, and govern implementation of the district's strategic plan and give meaningful data for the Board to evaluate the impact and return on investment that strategic goals are having on student achievement, financial, and other system outcomes. The strategic dashboard provides a framework for the Board and Superintendent to communicate the priorities and progress of the school system to the community. This service is a continued service from year to year.

HYA looks forward to the possibility of working with the Board and assisting with the selection of a new leader. Please contact HYA at 847-318-0072 or at hya@ecragroup.com with questions or requests for additional information.

ECRA Group, Inc.

1475 E. Woodfield Rd., 14th Floor
Schaumburg, IL 60173
(847) 318-0072

East Coast Regional office

Jersey City, NJ

West Coast Regional office

Palo Alto, CA

WWW.ECRAGROUP.COM

A Proposal Prepared for

***Dover
School District
Dover, New Hampshire***

for

***The Search and Selection of a
Superintendent of Schools***

submitted by

MCPHERSON  JACOBSON, LLC

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January 3, 2017

School Board
Dover School District
61 Locust Street Suite 409
Dover, New Hampshire 03820

Thank you for your request for information. The enclosed proposal describes the professional services McPherson & Jacobson, L.L.C. will provide Dover School District in ensuring your superintendent search secures quality leadership for the district.

Our firm's five-phase protocol allows the board to concentrate on the most important segments: the interview and selection of the successful candidate. Our team of consultants, working in conjunction with the board and stakeholder groups you identify, will implement a systematic, comprehensive process culminating in the hiring of the most qualified candidate for your district.

With over 100 consultants across the United States, McPherson & Jacobson has been successfully conducting searches for governing boards since 1991.

Our contact information:

McPherson & Jacobson, L.L.C.
7905 L St., Suite 310
Omaha, Nebraska 68127
Telephone: 402-991-7031/888-375-4814
Fax: 402-991-7168
Email: mail@macnjake.com

We welcome the opportunity to meet with your board to present our proposal and discuss our proven search process.

Sincerely,

Thomas Jacobson

Thomas Jacobson Ph.D.
Owner/CEO, McPherson & Jacobson L.L.C.

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The McPherson & Jacobson Difference

“It’s About the Kids”

- WE BELIEVE every student is entitled to a high quality education. We strongly believe quality education is dependent upon quality leadership.
- OUR MISSION is to ensure your search results in quality leadership for education excellence.

McPherson & Jacobson has developed a protocol that provides for high involvement of stakeholders, while keeping the board in complete control of the process.

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process. The openness of the process has not gone unnoticed. In the *Transparency—The McPherson & Jacobson Difference* section of this proposal you will find a selection from the many articles discussing McPherson & Jacobson’s stakeholder involvement, and editorials from newspapers across the country praising boards for being open, transparent, and doing the public business in the public.

Qualifications and Background of McPherson & Jacobson, L.L.C.

Leading National Search Firm

McPherson & Jacobson, L.L.C. has been conducting national searches for governing boards since 1991. The firm has placed **over 650 superintendents** and other officials in public and non-profit organizations across the United States. **McPherson & Jacobson is one of the leading national superintendent search firms.**

Nationwide Network of Experienced Consultants

McPherson & Jacobson has **over 100 consultants** across the nation. Over one-fourth of McPherson & Jacobson consultants are minorities or female. Our diverse group of consultants has extensive backgrounds in education and public service including current and former superintendents, assistant superintendents, university professors, and school board members. Over fifty percent have a doctorate degree. Their diversity and expertise ensures your search results in quality leadership for education excellence.

Sustainability in Leadership

Waters and Marzano (2006) review of 3.4 million students' achievement scores found that Superintendents' tenure is positively correlated with student achievement.

Organizations using the McPherson & Jacobson protocol have enjoyed sustainability of leadership. Over the last five years, **eighty percent** of administrators are in the position for which they were hired. **Fifty-five percent** of administrators are still in the position for which they were hired within the past ten years. **Almost half** of the administrators selected by governing boards within the past 15 years continue in the position for which they were hired.

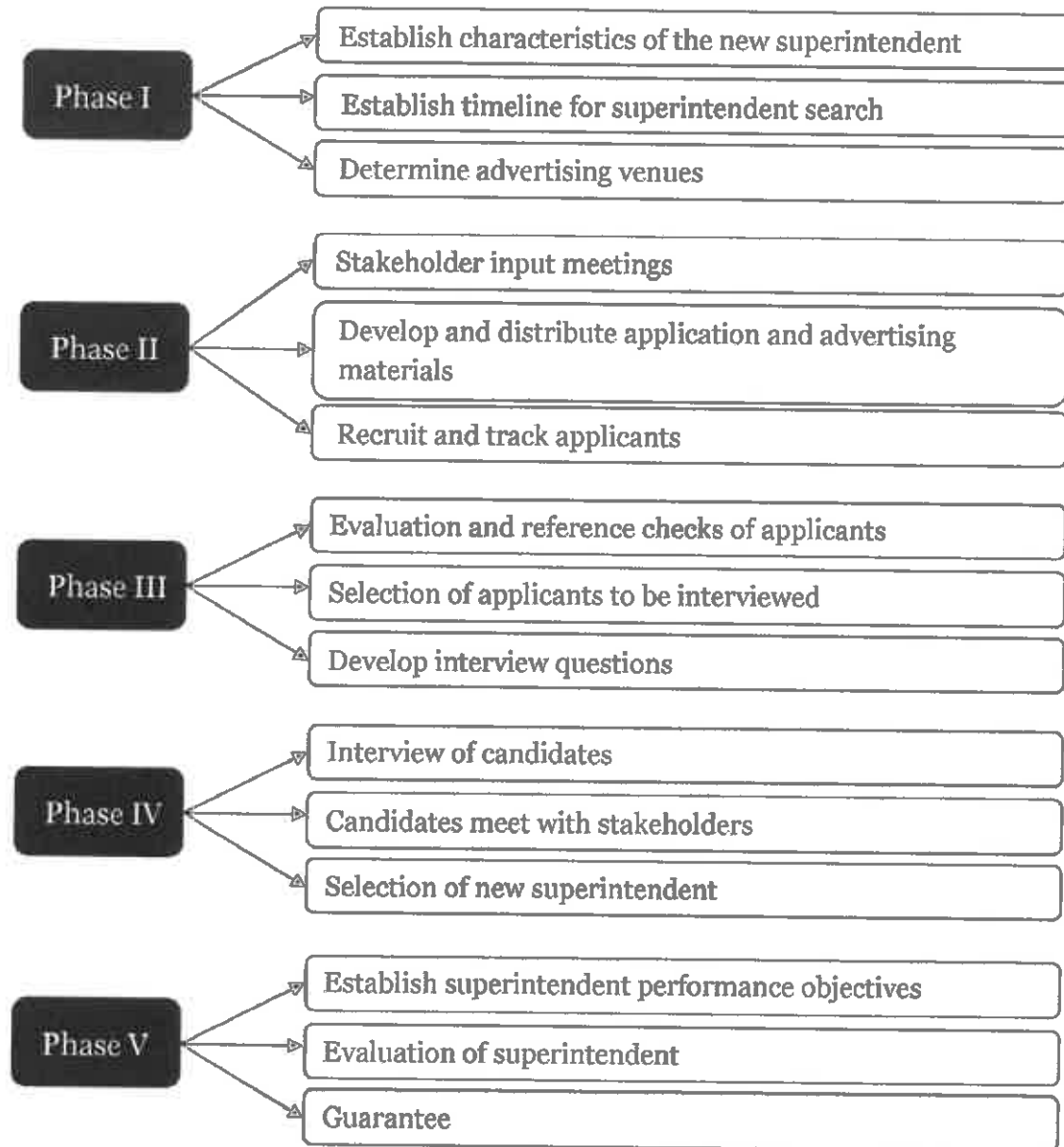
Executive Summary

McPherson & Jacobson L.L.C. provides a comprehensive search process. Below are some of the highlights of our process:

- Our process is comprehensive and provides critical support for the most time consuming aspects of recruiting and screening the candidates, so the board can focus on interviewing and selection.
- Transparency is a hallmark of our protocol. Stakeholder participation emphasizes the transparency of our process.
- We take the entire board through a consensus decision-making process to identify the top criteria for the selection of the new superintendent.
- We meet with groups to ensure broad-based stakeholder input in the selection process. In addition, we provide an online survey to reach out to anyone who could not attend a stakeholder meeting. The consultants will present a comprehensive written report to the board, which includes all of the comments recorded during the input sessions.
- McPherson & Jacobson's consultants actively recruit candidates that meet the selection criteria. If desired, we will recruit non-traditional candidates.
- Applicant confidentiality is important to attract top candidates. Names remain confidential until the board selects their finalists.
- We continue to work with your school district until a superintendent is hired and in place.
- Phase V provides a continued commitment to work with your board and new superintendent for one year. We help you collaboratively establish annual performance objectives for the new superintendent's first year. Evidence from previous searches shows this phase to be very positive as it fosters a good transition.
- We are so confident of our ability to identify the district's criteria, recruit and screen applicants against those criteria, and assist during the transition period, that we guarantee our service. If your superintendent leaves for whatever reason during the guarantee period, we will repeat the process for no charge except for actual expenses.

***Our mission is to ensure your search results in quality
leadership for education excellence.***

Five Phases of a Superintendent Search



Phase I

Working with the Board, and stakeholder groups identified by the Board, McPherson & Jacobson's consultants will:

- ✓ **Using a group process with the board, identify the most important characteristics of the future superintendent.**

Using Nominal Group Technique, the consultants will assist the board in identifying the most important characteristics the board would like the new superintendent to possess. These characteristics will be used as a template for recruiting and selecting candidates.

- ✓ **Establish appropriate timelines and target dates for the selection process.**

The consultants will prepare a proposed calendar for the search process. Dates for advertising the announcement of vacancy, closing date, dates for interviewing, a target date for selecting the new superintendent, and a date for the new superintendent to begin will be determined.

- ✓ **Determine, with the board, appropriate advertising venues.**

The consultants will assist the board in determining the scope of the search. Appropriate media venues (professional journals, trade papers, newspapers, and websites) and associated costs will be presented for consideration.

- ✓ **Identify appropriate stakeholder groups.**

The board will identify the various stakeholder groups that they want McPherson & Jacobson's consultants to meet with to solicit input into the process.

- ✓ **Assist the board in determining compensation parameters.**

In order to recruit and select top candidates, compensation packages need to be competitive. Our consultants will present data indicating what districts in the same geographic region and similar size are paying superintendents. Whenever possible, they will also present compensation information for districts that recently hired a superintendent. This information is provided for the board's consideration of compensation parameters.

Final compensation decisions will be determined by the board and the selected candidate.

- ✓ **Identify the point of contact for the district**

The board will identify an appropriate staff person to work with the consultants to coordinate the logistics of the search. This includes tasks such as assisting with information for the promotional brochure, and coordinating details for stakeholder input and other meetings within the district.

Phase II

In Phase II McPherson & Jacobson's consultants will:

✓ **Work with the district to schedule the stakeholder input meetings.**

The consultants will work with the district's point of contact to determine the stakeholder input schedule and coordinate notifying the stakeholders about the meetings.

✓ **Meet with groups identified by the board to provide stakeholder input into the selection process.**

The consultants will meet with the stakeholder groups identified by the board and solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the issues facing the new superintendent, and the characteristics they would like to see the new superintendent possess. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include.

For any unable to attend a stakeholder meeting, we provide an online version of the questions we ask the groups. At the request of the district, the survey can be available in multiple languages.

The results of the stakeholder meetings and online stakeholder input are summarized by the consultants and presented to the board.

✓ **Develop promotional literature and brochures announcing the vacancy.**

In order to attract quality applicants, it is important to promote your school system and community. With on-site assistance from the district, the consultants will assist in preparing an announcement of vacancy that highlights the strengths of your school system and community. Our graphic artist will prepare a professional color brochure that highlights the school district and community, including the board's selection criteria, the board members, and the application procedures and timelines.

✓ **Prepare and place announcement of vacancy.**

McPherson & Jacobson's staff will prepare and place the announcement of vacancy. It will be sent to all state school board and administrator associations, as well as media venues selected by the board. Additionally, McPherson & Jacobson maintains an interactive website (www.macnjake.com) that allows applicants to access all the application materials and apply on line. The website averages over 150,000 hits per month.

- ✓ **Develop an application unique to your vacancy that reflects the selection criteria determined by the board.**

McPherson & Jacobson's staff will create an application form requiring applicants to describe their strengths and experiences relating to each criterion identified by the board. This will be one of the preliminary screening devices used by the consultants when assessing potential candidates.

- ✓ **Post application information and notify interested applicants.**

McPherson & Jacobson's staff contacts potential applicants and manages all the application materials using our online application software. Our office staff handles this task without assistance from your district.

- ✓ **Actively recruit applicants who meet the district's needs.**

While McPherson & Jacobson does not represent candidates, we actively maintain a data bank of quality candidates. Once the board has chosen its selection criteria, we will send the information to all of our consultants across the United States, asking them to nominate candidates who would be a good match. We will encourage those candidates to apply. Some of the best candidates may not be actively seeking another position and will need to be recruited.

McPherson & Jacobson stays current with trends in educational leadership by being an active participant and presenter at national and state education conferences. We participate in Job Central at the American Association of School Administrators conference, the National School Boards Association annual conference, and others such as the AASA Women's Leadership Conference.

- ✓ **Assist the board in determining interview procedures.**

After the board selects their final candidates to interview, the names of the candidates will be made public upon confirming the interviews. During the interview process, the stakeholder groups will have an opportunity to meet the individual candidates.

If the board chooses to conduct semi-finalist interviews, the candidates will only meet with the board. The names of the semi-finalist candidates will remain confidential (in states where an executive session is allowed), and stakeholders will not meet the semi-finalists. The finalist interviews will be conducted as described in the paragraph above.

- ✓ **Confidentiality of Applicants**

McPherson & Jacobson proposes an open process for the search. We believe the public business should be done in public with openness and transparency. We also understand the need for applicants' confidentiality. Our process keeps the names of all applicants confidential until they are named a finalist for the position, at which time the names of the finalists are made public.

If the board believes that the names of the finalists should be kept confidential until they make their selection, we can do that. This is your search and we will adapt our process to fit your unique needs.

✓ **Keep all applicants informed of their status in the selection process.**

During the application process, McPherson & Jacobson's staff monitors applicants and notifies them of what is still needed to complete the process.

✓ **Communicate with all Board Members in a timely manner**

The consultants will communicate with all board members keeping them informed of the status of the search throughout the process.

"I have been through this process several times. This process was one of the best"
Jeanette J. Amavisca, Elk Grove Unified School District, CA

"I would vote to use McPherson & Jacobson again."
Del Hawkins, Rawlins County Schools USD 105, Atwood, KS

Phase III

In Phase III McPherson & Jacobson's consultants will:

✓ **Evaluate each applicant against the selection criteria.**

The consultants will read and evaluate all of the completed files submitted by applicants. They will read the application form and all of the additional material in each file and begin reviewing against the selection criteria.

✓ **Conduct reference checks.**

We understand that applicants do not submit references who will not speak highly of them. We begin with the references given and ask them a list of questions relevant to the selection criteria. After asking those questions, we ask each reference to give us the names of other people who can speak of the applicant's qualifications. We then call those individuals and ask them the same set of questions, including asking them to give us the names of other people who can speak of the applicant's qualification. We go a minimum of three people removed from the primary references. What we are looking for is consistency of answers that will verify the applicant's strengths and weaknesses.

In addition to contacting references, the consultants conduct an extensive Internet search of the applicants.

✓ **Pre-Interview and Video of Shortlist Applicants.**

The consultants will pre-interview applicants to be submitted on the shortlist. We will have these applicants submit a video which the consultants will share with the selection committee.

✓ **Assist the board in developing a set of interview questions that reflect the identified selection criteria and characteristics.**

The consultants will present an extensive list of potential interview questions that reflect the selection criteria and characteristics desired by the board. The board members choose interview questions that reflect their criteria and priorities.

If the board chooses to conduct two rounds of interviews, the consultants will assist in developing interview questions for both rounds of interviews.

Phase IV

In Phase IV McPherson & Jacobson's consultants will:

- ✓ **Review candidates with the board and assist board members in determining which candidates they will interview.**

The consultants will present a complete list of applicants, who completed the application process, to the board for its review. We do not eliminate any applicants; however, a short list will be submitted of those applicants who we found most closely met the district's criteria. The consultants will present a reference profile demonstrating the consistent feedback for each short list applicant.

Upon reviewing the recommendations, the consultants will assist the board members in identifying which applicants they wish to consider as candidates for interviews.

- ✓ **Coordinate interview and visitation procedures.**

If the board chooses, McPherson & Jacobson will schedule semi-finalist interviews. Semi-finalist interviews are typically conducted with the board only. After the semi-finalist interviews, the board will select their finalists.

Working with the board and the point of contact, the consultants will assist in establishing the finalist interview schedule that includes district staff, students, and community groups. A typical interview day will include a tour of the district and community, meeting with stakeholder groups, and a formal interview with the board.

- ✓ **Assist the groups identified by the board in planning for meeting each candidate and providing feedback to the board.**

Representatives will be selected from the stakeholder groups identified by the board. The purpose of these groups is two-fold: 1) to promote the school district and community to the candidate; and 2) to form an impression of each candidate, which they will share with the board. The board will identify chairpersons for each stakeholder group. The consultants will meet with the chairpersons to discuss their roles and responsibilities. The consultants will also provide the chairpersons with a form to record the group's consensus impressions of each candidate's strengths and any concerns or questions the group may have. Each form will be sealed in an envelope and turned in to the district contact person.

- ✓ **Coordinate visitation procedures for the candidate's spouse/significant other.**

We encourage boards to invite spouse/significant others to attend the interview day. The consultants will coordinate, with the point of contact, a portion of the interview day for the spouse/significant other to have an expanded visitation of the community. Tours typically include available housing, medical facilities, churches, recreational opportunities, and areas of interest unique to your community.

✓ **Assist the board in making final arrangements for each candidate's visit.**

It is common practice for the district to pay interview expenses for the candidates and their spouse/significant others. In order to ensure that expenses stay within established guidelines, the consultants will assist the point of contact in making lodging and travel arrangements for each candidate.

✓ **Contact all finalists and schedule their interview dates.**

The consultants will contact the final candidates, notifying them they are finalists for the position and scheduling their interview dates. The consultants will be the contact for answering any questions and coordinating the candidates' visits to the district.

✓ **Notify all applicants not selected for an interview.**

Once the board has selected its final candidates, all other applicants will receive, on behalf of the board, a personalized notification thanking them for taking the time to complete the application materials and notifying them that they are not a finalist.

✓ **Personally contact each finalist who was not offered the position.**

Once a contract has been offered by the board and accepted, the consultants will call each of the other final candidates and thank them on behalf of the board for interviewing for the position. *These candidates are not notified until an offer has been accepted.* If by chance you lose your top candidate, we want to keep viable candidates available.

✓ **Conduct background checks.**

Included in the fee is a criminal/financial/credential verification background check for the selected candidate. For an additional fee, the board can choose background checks for all of the finalists.

"We were really impressed with the interview process. This was my third time in twenty years to select a superintendent and this was the best. We had an opportunity to meet informally and formally in a quiet setting and really get to know the candidates better."

Priscilla Cox, Elk Grove Unified School District, CA

"Promptness, excellent candidate selection, timely service and professional manner" (what board member liked about the service)

Kevin West, Arkansas Arts Academy, Rogers, AR

Phase V

In Phase V McPherson & Jacobson's consultants will:

✓ **Establish performance objectives for new superintendent.**

Working with the board and new superintendent, the consultant will assist in establishing two or three performance objectives the board wants the superintendent to focus on during the first year. These objectives are beyond the day-to-day school district operations.

Once the performance objectives have been identified, board members will be asked what they will accept as evidence of progress towards the accomplishment of the identified objectives.

The superintendent will take the information generated from this session and develop an action plan for achieving the performance objectives. The action plan will be presented to the board for formal approval and forwarded to McPherson & Jacobson's home office.

✓ **Provide a guarantee.**

If the board chooses to use our complete service, we will guarantee our process. If the person selected leaves the position, *FOR WHATEVER REASON*, within the guarantee period, we will repeat the process at no charge except actual expenses.

We are convinced that our process of identifying your most important selection criteria, meaningfully involving stakeholders, screening candidates against the criteria, and working with you during the critical first year, will ensure your search results in quality leadership for education excellence.

"I am sure our Board would look to McPherson & Jacobson again the next time we are looking for a superintendent."

John Rice, Twin River Public Schools, Genoa, NE

Timeline

The timeline for the search process is established when we meet with the board so we can address the unique needs of the district. However, the time from our first meeting with the board until the finalist is selected is typically a minimum of two to three months.

Search sequence:

- At the beginning of the search
 - Advertising decisions are made
 - The qualities for the new superintendent are identified
 - Application information is posted
 - A formal timeline is established
 - A brochure is created to advertise the district and the vacancy
- At the time designated by the board
 - Stakeholder group meetings are held
 - A summary of stakeholder input is presented to the board
- As applications arrive in our office
 - Applications are monitored and applicants are notified of the deadlines to submit their materials
- After the closing date
 - All the completed applicant files are forwarded to the consultants
 - The consultants begin the review and pre-interview process
- Approximately two to four weeks after the closing date
 - Consultants provide information to the board on all applicants who completed the process
 - Consultants present summary profiles and video interviews of qualified candidates to the board
 - The board selects the candidates it wants to interview
 - McPherson & Jacobson notifies each applicant not selected for an interview
- Soon after the board selects their candidates
 - Semi-finalist interviews are conducted (if chosen by the board)
 - The board interviews its final candidates
 - The board selects their new superintendent
 - A criminal/financial/credential verification background check is conducted on the selected candidate
 - McPherson & Jacobson's consultants contact each candidate who was interviewed to notify them of their status

Responsibilities of Dover School District and McPherson & Jacobson, L.L.C.

Event	McPherson & Jacobson's Tasks
1st board meeting	☐ The consultant guides the board in determining the following items - o Characteristics for the new superintendent - o The search calendar - o Compensation parameters - o Identify the appropriate constituent groups for stakeholder input - o Advertising venues ☐ The consultant works with the Point of Contact to compile: - o Information to create the brochure announcing the vacancy - o The list of names to be invited to the community input meetings
After 1st meeting	☐ Application link is posted online ☐ Brochure announcing the vacancy is created ☐ Advertising is started ☐ Vacancy announcements are sent out ☐ E-mails are sent to applicants registered with McPherson & Jacobson notifying them about the opening ☐ E-mails are sent to consultants regarding the opening, requesting they invite candidates to apply for the position ☐ Opening is posted on social media and additional venues
During application period	☐ Consultants recruit candidates that fit the position ☐ Monitors applicants and where they are in the application process ☐ Notifies applicants of the closing date for submitting their materials ☐ Lead consultant keeps the board up-to-date on the search
Stakeholder meetings are scheduled	☐ Home Office sends out invitations to the community stakeholder meeting(s) after receiving the information from the consultant and the district
Stakeholder meetings	☐ Consultants facilitate the stakeholder meetings, recording the input ☐ An online stakeholder input survey is created, the link is posted on the McPherson & Jacobson website and also provided to the district to post
Stakeholder meetings completed	☐ Consultant summarizes key themes and gives the results to the district ☐ Copy of summary is sent to Home Office ☐ The stakeholder input summary report is created
2nd board meeting	☐ Review stakeholder input summary report and provide copies to the district ☐ The consultant guides the board in determining the following items - o Interview questions - o Length of contract, moving and interview expenses - o Spouse/significant other's involvement in interview process - o District Interview Schedule - o Candidate Daily Interview Schedule ☐ Interview questions are sent to Home Office to be formatted
Prior to 3rd board meeting	☐ Applicant packets are reviewed by the consultants and reference checks are performed ☐ Contact candidates on short list and verify their interest in the position ☐ Meet with stakeholder group chairs to review schedule, procedures and screen questions

Event	McPherson & Jacobson's Tasks
3 rd board meeting	☐ The consultant facilitates the board's ☐ Review of the list of all applicants ☐ Overview of candidates on short list ☐ Selection of finalists ☐ Finalizing of interview dates & schedule ☐ Review of interview questions & procedures ☐ Finalizing candidate & spouse/significant other arrangements ☐ Contact finalists and schedule interview dates, review schedule, discuss compensation and contractual issues ☐ Work with Point of Contact to coordinate interviews (transportation, lodging, interview locations, etc.) ☐ Send Candidate Daily Interview Schedule to each finalist ☐ Notify the applicants who were not selected to be interviewed
Interviews	☐ Call Point of Contact after 1 st interview to learn how it went ☐ Call 1 st candidate to learn their perspective and how the interview went ☐ Suggest any possible improvements ☐ Be available for questions ☐ Be present at interviews if request is made by school district (additional fee for this service)
Finalist selected and accepted	☐ Call and make offer to candidate ☐ Verify acceptance ☐ Conduct criminal/financial/credential verification check on selected candidate ☐ Call other finalists ☐ Sends out letter of congratulations to candidate who was chosen
Phase V	☐ Facilitate board and superintendent's identification of 2-3 performance objectives and evidence of progress the board will accept ☐ Consultant reviews superintendent's plan

Dover School District

Event	School District's Tasks
1 st Board Meeting	☐ Provides consultant with the necessary information to create the brochure; the name of the Point of Contact; and the board member list ☐ Reviews the brochure
Community meetings are scheduled	☐ Names and addresses are sent to Home Office for community member stakeholder meeting invitations ☐ Notifies internal stakeholders of times and locations for stakeholder meetings ☐ Posts dates, times and locations of meetings and public forum(s) and encourages stakeholder attendance ☐ Publishes link to online stakeholder input survey
3 rd board meeting	☐ Board decides if they wish to conduct semi-finalist interviews ☐ Assist with lodging arrangements and welcome gifts ☐ Arrange for spouse/significant other tour ☐ Arrange logistics for stakeholder focus groups
Semi-finalist Interviews	☐ The board interviews each semi-finalist ☐ The board determines the finalists to be interviewed
Interviews	☐ One candidate per day ☐ Board member greets each candidate upon arrival to district ☐ Coordinates candidate's meeting with stakeholder focus groups and retrieval of input forms ☐ Informal interview-social setting ☐ Formal interview ☐ Spouse/significant other's visitation is coordinated
Meeting to Select Finalists/ Finalist selected and accepted	☐ Board members meet and discuss each candidate individually ☐ Individually rank order candidates ☐ Read input forms submitted by stakeholder focus groups ☐ Select minimum of #1 and #2 candidates ☐ Contact consultant with selection results ☐ Send interview forms and files to the Home Office ☐ Board completes an evaluation of the search service provided by McPherson & Jacobson
Phase V	☐ Superintendent creates plan with target objectives and timelines ☐ Board adopts plan ☐ Send copy of plan to Home Office

Investment

The investment for conducting the superintendent search is \$18,000 for Phases I-V.

McPherson & Jacobson is committed to working with the school district until a superintendent is identified and hired. If a second round of candidate selection is necessary, the only cost to the district would be the additional expenses, there is not an additional fee.

Expenses in addition to the consulting fee are: cost of media advertisement selected by the board; office expenses; telephone charges for reference checks; travel and expenses for consultants in district visits; consultants' attendance at the interviews or additional meetings. All expenses will be explained and agreed to prior to the commitment of the search process.

Additional Services:

In addition to the basic services provided, McPherson & Jacobson can provide at no additional charge the following services:

- Assist the board in revising and updating the superintendent's job description.
- Assist the board in developing an effective contract.
- Provide assistance in negotiating the contract with the finalist.
- Schedule an on-site visitation to the finalist's home district.

Stakeholder Involvement

Initial stakeholder input sessions

The consultants will meet with groups identified by the board to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board. The board chooses which groups it would like the consultants to meet with, but the most common groups include central office administrators, building administrators, teachers, classified staff, students, and community and business groups. The consultants will assist the board in choosing which groups it wishes to include. An online survey option will be provided to stakeholders who are unable to attend the scheduled meetings.

Meeting the candidates

A representative group of eight to twelve people will be selected to represent each of the groups identified by the board. The consultants will meet with a chairperson for each group to discuss their roles and responsibilities. The purposes of these groups are two-fold: one, to promote the school district and community to the candidate; and two, to form an impression of each candidate, which they will share with the board. The consultants will coach each group on how to conduct the meeting with each candidate and what questions they can or cannot ask. The consultants will also provide the chairpersons with a form in which, using group consensus, they will record their impressions of each candidate. The forms will be sealed in an envelope after meeting with each candidate and turned in to the district contact person. Upon completing the interview process with all candidates, the board will receive and open the forms from each group.

Process for Obtaining Staff Input

The consultants will meet with central office administrators, building administrators, teachers, classified staff, and students, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the teachers and classified staff in the afternoon, right after school dismissal to give the maximum opportunity for the staff to participate. Central office and building administrator meetings are scheduled at multiple locations to maximize the opportunities for their input.

Process for Obtaining Parent and Community Input

The consultants will meet with parents and community stakeholders, to solicit their input into the selection process. Each group is asked to identify the strengths of the school district and community, the characteristics they would like to see the new superintendent possess, and the issues facing the new superintendent. The results of these meetings are summarized by the consultants and presented to the board.

Our normal protocol is to host meetings for the parents and community stakeholders in the evenings at multiple locations to allow as many stakeholders as possible to give their input.

McPherson & Jacobson will also allow stakeholders to submit their input online.

Transparency—The McPherson & Jacobson Difference

One of the hallmarks of McPherson & Jacobson, L.L.C. is the belief that the search for a public executive should be conducted with as much transparency as possible. We have designed a process, which keeps the board in complete control of the search, while inviting various stakeholder groups to provide input and become meaningfully involved in the process. The openness of the process has not gone unnoticed. The following articles discussing McPherson & Jacobson's stakeholder involvement, and editorials from newspapers across the country praising boards for being open, transparent, and doing the public's business in public.

An open process

"Any government entity wanting to conduct a model search for a high-profile executive would be well-served by the studying the hiring of a new superintendent by the Sioux City Community School District."...

"As interested, affected observers and taxpayers, residents of the district should appreciate the openness with which the school system approached the stretch run of the search.

The public was provided with specific details about the last stages of the process, all the way through the final decision, which was announced Friday."...

"When government does not act in proper open fashion, we criticize. Conversely, government deserves credit when it goes the extra mile to provide the public with information it wants and to which it is entitled.

Instead of cloaking its careful, thorough search for a superintendent in dark secrecy as a decision neared, the Sioux City school district opened it to the sunshine of public discourse. As a result, residents of Sioux City can feel comfortable with the choice...*and* with the process by which he was selected."

**Taken in part from the *Sioux City Journal*, April 15, 2008.
www.Siouxcityjournal.com**

Open search process, solid choice

“....

“A lot has changed in the Fayette County Public Schools in the eight years since the school board smuggled in a candidate for superintendent under an umbrella to hide his identity from the public.

“The search that just culminated with the hiring of Tom Shelton was as commendable for its openness as that earlier search was memorable for its silliness — and its unfortunate outcome: the winner resigned after just eight months.

“Process does matter. It matters a lot when selecting the leader of a public institution. So, before moving on to the next chapter, the board deserves a shout out for the way this search was managed.

“...

“Having been chosen through an open process in which stakeholders had the chance to participate gives him a leg up on gaining that trust and respect. We wish him well.”

**Taken in part from *Open search process, solid choice* | Editorial | Kentucky.com
<http://www.kentucky.com/2011/06/15/1775505/open-search-process-solid-choice.html>**

Wake names three superintendent finalists

“Veteran career educators from North Carolina, Virginia, and Texas are the three finalists vying to replace Tony Tata as superintendent of Wake County school system.

“...

“The three will meet with the public at a forum scheduled for Tuesday. The board will interview them the next day with the final vote possibly coming during the June 4 meeting....

“....

“Not since 1995 had the school board released the names of the finalists for superintendent. McPherson & Jacobson, the Nebraska-based search firm hired by the board, said that naming the finalists and having them meet with the public would make the process more transparent and lead to greater public support when the board makes its choice.

“The school board reviewed 23 applications, ultimately choosing semi-finalists who were on a short list recommended by the search firm. The board interviewed the four semi-finalists last week.

“...”

**Taken in part from
www.newsobserver.com/2013/05/22/2908354/wake-names-superintendent-finalists.html
May 22, 2013**

Superintendent hiring process involves significant cross-section of G.I. [Grand Island]

“The Grand Island school board, and in fact the entire community, is in the midst of an extremely important process. That is selecting a new school superintendent.

The school board has set up a very open process in which each of the four finalists are coming to Grand Island this week for a full day, visiting with teachers, school officials, community members, business people, the media and being interviewed by the school board.

While it certainly makes for a full week, it is a good process that allows a variety of community members an opportunity to meet the finalists and give their input on the selection.

...

...The board has also taken the important step of opening the process to the community, rather than just keeping it among board members.

It's important that the school board receive input from as much of the community as possible. Ultimately, it will be the board's decision on whom to hire, but involving the community in the process was a wise move.

The timing of the selection of the finalists and the interviews also have been good. The Grand Island board is going through the process early enough in the school year so that whomever they select won't be leaving their current school district in a lurch in finding a new superintendent.

...”

**Taken in part from *The Grand Island Independent*, December 1, 2010.
Grand Island, NE**

Opinion

“We ... want to salute the five school board members for the open and inclusive process they followed in narrowing the field of candidates and reaching out to the North Thurston community to come to the best choice [new superintendent] for the district and its 13,500 students.”...

“It was an excellent, open and transparent superintendent selection process and the board members deserve credit not only for the process but for listening to their community.”

Taken in part from *The Olympian*, April 8, 2009

An open superintendent search process is good for the community

“Now that the search is on for a candidate [superintendent], I believe the entire process could not be in better hands [McPherson & Jacobson].... When the CCEA [Culpeper County Education Association] executive board members met with them [McPherson & Jacobson], my first impression was one of complete relief.”...

“They [McPherson & Jacobson] explained that before any candidates come before the School Board, they will be vetted with deep background checks and will be matched up with the profile for the CCPS [Culpeper County Public Schools] position. Each candidate will not only be thoroughly interviewed by the School Board, but also will have a chance to meet with stakeholders before the final decision is made.”...

“...I commend the board for its decision to contract with McPherson and Jacobson to handle our superintendent search.

This is not just a corporate head-hunting firm seeking a field of generic candidates.”...

“The fact that the process had complete transparency is good for all stakeholders.”

Taken in part from Walker, Jeff, 2009. *Culpeper Star Exponent*, February 4

Conducting a super search

“We don’t know who will ultimately be selected to lead the South Bend Community School Corp. into the future, but we—and indeed the public—know plenty about the process leading up to the hiring of the next superintendent.

“...So far, the search has been transparent. It has been inclusive, not merely accepting public input, but firmly demanding it.

“...

“From the start, members of the public were included in the search. A citizen advisory committee was formed and charged with soliciting input from community members about the challenges and strengths of the district, and the qualities the next super should possess.

“...

“The search also included 29 community forums, in various locations across the community, for the public in general, as well as such specific groups as teachers, not-for-profits and government boards.

“In short, the process of finding South Bend’s schools chief has been a model for how such a search ought to be conducted....”

“...”

Taken in part from
southbendtribune.com/news/opinion/sbt-20111103sbtmicha-07-04-20111103,0,58885628.story

Board of Education Scores New Superintendent

“The process to find the new super [superintendent for the Marshalltown Community School District] was done in collaborated fashion over three months which included hiring the search firm McPherson & Jacobson to collect applications and put them through vigorous interviews in order to narrow the field to five finalists. In the home stretch, several focus groups (represented by community members, parents, teaching staff, students, businesses, central office staff, and building administrators) interviewed the five candidates in five days before the board rendered its choice Saturday afternoon....

“...remarked Macmillan [Board President Adrienne Macmillan] ‘The expertise and professionalism that McPherson & Jacobson brought into this process was phenomenal. They really made themselves an extension of our educational community and worked with us in a very detailed level to help work through our selection criteria. It really made our job very easy in the fact that we got 18 total candidates at this time of the year and with the vast majority having solid superintendent experience, it is a credit to their firm.’

“In all, the Board was pleased how the community and focus groups rallied around choosing the new leader, exhibiting a team effort, as well as spirit. Macmillan concluded. ‘It truly demonstrates that whole adage about how it takes a village to raise a child, and this was it.’”

Taken in part from Lawson, Tammy. *The Marshall County Sun*, May 15, 2008.

West Central’s Openness a Model

“When the West Central School District recently made public the names of five finalists to replace retiring Superintendent David Fischer, it represented a high water mark in open government.

No muss. No fuss. Just, ‘Here they are.’

Flash back to last year, when the Sioux Falls School District was trying to replace retiring Superintendent Jack Keegan. Lengthy School Board discussions on confidentiality and corrupting the process. Worries about the effect on job candidates—more important, apparently, than parents and taxpayers.

In the end, the board was dragged kicking and screaming into a small measure of openness.

How different in the West Central district. Simply, ‘Here they are.’ ”

Taken in part from *The Argus Leader*, February 15, 2005. Sioux Falls, SD

Public or Secret: Districts Hire Top Leaders Differently

“Davenport, Iowa—Local school boards have been put to the test: pick a superintendent in the light of day or do it behind closed doors. When hiring a new leader in Iowa, it’s ultimately school board members who decide whether to involve the community that elected them.”...

“In the North Scott School District, board members decided to ... conduct their search in secret. Next door, the Bettendorf school board opted for another route: transparency. ... In Bettendorf’s case, the board made its final selection with input from an informed public that knew the candidates and their backgrounds.”...

“ ‘One of the arguments is that no one will apply if we do it publicly,’ said Charles Davis, executive director of the National Freedom of Information Coalition. ‘I guess that was refuted by the fact that you did have candidates for both jobs. There is not a (bit) of evidence out there supporting that thesis.’

From the beginning, Ray and Associates, the search firm hired by North Scott... promised applicants confidentiality, some finalists said. McPherson & Jacobson, a search firm hired by Bettendorf...told candidates the process would become public once the board selected finalists. Despite their different approaches, both attracted dozens of candidates from across the country. Both searches, members in Bettendorf and North Scott said, ended in the hiring of a qualified candidate.

Those who favor more open searches say the promise of confidentiality doesn’t dissuade a majority of applicants. Instead, it allows parents and other residents an opportunity to take part in the selection process, they said. ‘The people in Bettendorf know whether or not the applicant pool was diverse,’ Davis said. ‘They know whether the applicant pool was filled with experienced or inexperienced candidates. They know whether an insider candidate was rejected for an outsider candidate. They can compare one person’s resume against another. In North Scott, we don’t know anything, and we never will. There is certainly something that gets lost in that.’ ”...

“...The board [Bettendorf] decided early in the process after consulting with McPherson & Jacobson to keep the process open, something the search firm supported, said Wayne Rand, a search consultant for McPherson & Jacobson. To accommodate the board members’ decision, the district held public forums for each finalist so residents who wanted to could attend.

The board wanted to send a clear message that ‘the stakeholders’ input was valued,’ said Judy Miller, human resources director for Bettendorf. ‘There is no reason to keep that information from the public. They are interested in knowing who we are looking at and why.’

Rand said his experience in Bettendorf isn’t unique. Instead, every school board he’s dealt with during superintendent searches in Iowa has kept the process open for the public. And, each time, his search firm was able to land a large pool of qualified candidates...Taxpayers are interested in knowing because of the money being spent. If you exclude people, it’s natural that they feel left out, and they want to be involved in something like this.

Taken in part from *The Quad City Times*, March 9, 2009

Editorial

“Being involved in the search process for the new superintendent for Culpeper County Public Schools puts me a position that I do not mind being in. It is not a position of power, but I am involved, as are the other employees of CCPS and the community.”...

“...McPherson and Jacobson’s representatives...began the process of finding out what the School Board and other stakeholders were looking for, finding and vetting the potential candidates and presenting the narrowed field to the board.”...

“During this process, to my knowledge, the Culpeper County School Board has followed the recommendations of McPherson and Jacobson very closely. I believe they did this out of a sense of the importance of the situation and a respect for the professionals they charged with carrying out the task of helping match up a superintendent with our school system.”...

“...This executive search firm has either completed or is in the process of approximately 40 searches in 11 states for superintendent and other top administrators.”...

“Remember a school superintendent is not an elected official; he or she serves at the will of a School Board. The Culpeper County School Board has involved various segments of the school division and the public in the process. Veteran teachers who have been in Culpeper long enough to have worked under more than one superintendent have said the current process is the most open they have seen. By the end of this week, many individuals will have had a chance to see and hear and interact with the five candidates. Their input will be looked at. But, ultimately, the decision of whom to hire rests solely on the shoulders of the members of the elected School Board. That is one of the basic tasks of a School Board.”...

“Don’t we owe it to the 8,317 individuals under their [the new superintendent] leadership the opportunity for the process to find the right person for the job? And shouldn’t the manner in which we find the new superintendent be open and honest and without premature judgment?”

Taken in part from Walker, Jeff, 2009. *Culpeper Star Exponent*, April 1

Wake wise to announce superintendent final

“The Wake County school board is looking for a new superintendent of schools. Whether it will make the right choice remains to be seen, but it bodes well that it’s making the choice right away.

“The board, following the advice of its search firm, McPherson & Jacobson, has agreed to publicly identify its two or three finalists for the job of leading the state’s largest school district. The final candidates won’t only be named, they’ll come to Wake County and meet with the public.

“What a refreshing and sensible change from the secrecy that has surrounded the selection of new superintendents.....

“....”

**Taken in part from
www.newsobserver.com/2013/05/13/2890369/wake-wise-to-announce-superintendent.html
May 13, 2013**

Superintendent—District hires firm to assist in search; student provide input through student interview panel

“... The Board of Education...chose to hire the executive recruiting and development service, McPherson and Jacobson, to find Westside’s next leader.

“ ‘The board, in an open meeting, defined what we saw as our key objectives—what are the criteria? What are the qualities we would like to see in our next superintendent?’ said Scott Hazelrigg, one of the directors on the Board of Education... ‘McPherson and Jacobson used the criteria the board established and the Stakeholders input report to select certain individuals to encourage applying.

....

“From Jan 16-20, Westside hosted the five finalists of the superintendent search for a series of interviews. Each day, a different candidate was welcomed into the Westside community by a coffee with school board members. The candidates then went on to participate in interviews with students, community members, teachers, administrators and the Board of Education.

...

“Though the board will ultimately make the decision about who the next superintendent will be, students received the opportunity to be involved in the process.

“ ‘One of the things we liked about the consultant was that they historically engaged a student group in the process,’ Hazelrigg said.

“Every morning a small group of juniors and seniors gathered in the conference room to meet the candidates....

“The questions the student panel asked included, ‘Why/how do you feel the input from the students is necessary when making choices?’ and ‘How do you make sure all students’ needs are met with so much diversity?’

“Junior Maddie Ryan led the student panel. Ryan prepared for the interviews by compiling questions suggested by the search firm in addition to those students requested, and doing preliminary research on the candidates.

“ ‘I think that it’s a really great opportunity that they are asking students, and I hope that whoever the superintendent is will continue to have student involvement,’ Ryan said.

“During the interviews, all students were engaged by asking candid questions and diligently taking notes.

“ ‘Everyone is pretty engaged; they are asking intelligent, thoughtful questions,’ Ryan said.

“...Other focus groups include teachers, key community members and members of the Westside Foundation.

“The student interviews allowed the board not only to get insight into what the students thought of the candidates, but also provided the candidates with an opportunity to hear from the students.

“ ‘There aren’t any adults here, which is really nice because I think students are more open, and I feel the candidates are more receptive because you’re not worried about what sounds good or what would offend someone,’ Ryan said.

“ ‘I think it gives [the candidates] really good insight, and us a really good insight too,’ Ryan said.”

Taken in part from Goodman, Maddie, Westside *Lance*, Spring 2012

A Community Effort for a Community Superintendent FIRM DECISION

District hires unbiased executive search firm

“The school district hired the firm McPherson and Jacobson to assist in the search for our next superintendent. The firm specializes in executive searches and has helped with both the advertising and interview processes.

...

“Five different panels—a student, Westside Foundation, volunteer, teacher and administrative panel—interviewed each candidate separately.

“All five panels submitted a formal write-up detailing their opinions of the five candidates. The school board will take the panels’ opinions into consideration when making the final decision.

...

“...we believe hiring an experienced firm to help with selecting our next superintendent was a great idea

“McPherson and Jacobson was responsible for bringing in 28 candidates from all over the country, giving the district greater variety than it would have had choosing a superintendent internally.

“The firm also oversaw a more extensive selection process. It suggested the district create the five panels to interview each candidate, helped choose the panels and provided questions the panels should ask the candidate.

“The superintendent deals with the entire community, so it is only logical that the decision is a community effort.

...

“ ‘[The school board] gained a student opinion, a thoughtful, careful consideration of us and what we want in a superintendent, which they can’t always get themselves,’ senior and student panelist Jacob Lehr said.

“This process allowed each group to offer its unique perspective and will encourage the school board to choose a well-rounded candidate.

...

“In addition, this extensive process will hopefully produce an unbiased decision.

“ ‘I was very pleased with how with how it went,’ [Principal Maryanne] Ricketts said. ‘I like how all the Stakeholder groups were involved. I liked that we had a student group who met with each candidate. Everybody took this very seriously. The groups gave the school board good feedback.’

“Every part of the process went through the firm, and, as a result, the process went smoothly.

“The *Lance* believes the school board made the correct decision in hiring McPherson and Jacobson to assist in the superintendent search.”

Taken in part from Westside *Lance*, Spring 2012

Report details what community members want in new Elk Grove district superintendent

Residents, teachers and students in the Elk Grove Unified School District are all looking for the same characteristics in a new superintendent, according to report from McPherson & Jacobson LLC, an executive search firm hired by the district.

They want someone who is collaborative, culturally competent, approachable, has integrity and strong communication skills and is visible at schools. They also want someone who can lobby for legislation, policy and resources at the state and federal level, according to the report.

...

The report, compiled from more than 20 meetings with community members and stakeholders, was distributed to board members and others at a school board workshop Wednesday afternoon.

"It's a good process – to get a feel for the community, employees and students," said board President Priscilla Cox.

The report also says that stakeholders are in sync about issues at the district that they would like a new superintendent to know about. They list the achievement gap at the top of their list of concerns, as well as institutional racism and equity in the distribution of resources between schools.

They want the new superintendent to know that there is a split on the school board that makes it difficult for staff to work with trustees and that there is a need to re-establish trust between the administration and staff, according to the report.

The report will be used to help select a superintendent and will be distributed to the candidates so they can understand the community's needs, said Bob Ferguson, a consultant for McPherson and Jacobson LLC. The new superintendent also will receive a copy as a guide to taking the helm of the district.

The process is very effective, said William Huyett, a consultant for McPherson and Jacobson. By the third or fourth meeting, common themes began to emerge.

"It's a healthy thing to talk to your stakeholders and to find out what the issues are," Huyett said.

The school board adjourned to a closed session with the expectation that it would identify finalists for interviews that will begin Friday.

...

The entire board will conduct formal interviews of candidates in closed sessions. Interviews could continue Monday if the board selects more than four finalists. Representatives of employee, district and community organizations have also been selected to participate in the interviews.

**Taken in part from Lambert, Diana, *Sacramento Bee*,
Wednesday, Sep. 3, 2014 - 9:30 pm**

Fayette school board might announce superintendent finalists Tuesday

“The search for a new Fayette County Public Schools superintendent is entering its final, crucial phase, and the names of finalists for the post could be revealed Tuesday night.

“... ”

“...McPherson & Jacobson, the schools’ superintendent search firm, plans to notify probably finalists to stand by for calls Tuesday night, so notifying those selected could take only a few minutes. That would allow the board to make the names public soon after members make their decisions.

“... ”

“Board members plan to bring each finalist to Lexington for tours of the school district; interviews with the board, meetings with education, civic groups and the media; and a session with the public. One finalist would visit each day of that process.

“... ”

Taken in part from
<http://www.kentucky.com/2011/05/31/1758135/fayette-school-board-might-announce.html>
June 2, 2011

From: Nancy VanBeek [<mailto:NVanBeek@WashingtonPavilion.org>]
Sent: Wednesday, November 29, 2006 4:24 PM
To: t.jacobson@macnjake.com
Subject: Thank you

Mr. Jacobson

Thank you so much for your time with us yesterday. The meeting was (surprisingly enough) enjoyable and the way you were able to draw out our ideas, insecurities, needs and wishes. The meeting once again gave me hope for the future of the work we do here.

I look forward to meeting the candidates you feel will be able to meet our varied needs and I am very grateful that you will be with the new Director as he/she takes the position. This transition time will be made much easier with a mentor to provide insight into all the different expectations of the position.

Thank you for being a good listener and a super facilitator.

Nancy Van Beek

KSDC Education Manager

Washington Pavilion of Arts and Science

301 S. Main Ave.

Sioux Falls SD 57104

(605_ 367-7307 ext 2374

www.washingtonpavilion.org

From: Laura Bednar

Sent: Thursday, December 20, 2007 12:05 PM

To: t_jacobson@macnjake.com

Subject: thank you

Dear Dr. Jacobson

.....

Your company has been extremely helpful to me as I have stepped into the superintendency, and I certainly recommend McPherson and Jacobson to anyone that I can! More than anything else, I have no doubt that the follow-up work that is done with School Boards and Superintendents is the most essential piece. I cannot thank you and your consulting team enough for how your leadership and guidance has truly turned our district around! I wish every school district had the opportunity to experience what we have with McPherson and Jacobson.

Thank you again,

Laura Bednar
Superintendent
Stuttgart School District

What Board Members Say About the Service of McPherson & Jacobson, L.L.C.

BOARD OF EDUCATION

Betsy Connolly, D.V.M., President
Pat Phelps, Vice President
Mike Dunn, Clerk
Peggy Buckles, Member
John Andersen, Member

SUPERINTENDENT

Jeffrey L. Baerstad, Ph.D.



June 3, 2015

To Whom It May Concern:

We have just completed a successful search for our new superintendent with the able assistance of Anita Johnson and Ed Velasquez, our consultants from the search firm McPherson & Jacobson, LLC.

The entire process was handled in a highly professional manner. Every question was answered, every concern addressed. Rather than following a scripted process, the board remained in control of the style and substance of the search but without the burden of its execution. As board president, I worked closely with our consultants and came to depend on them for insight and advice. Their experience, with the search process and with the issues faced by education agencies was invaluable.

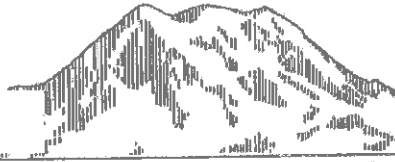
We were on a tight timeline and, like many board members, I have a demanding schedule outside of my school board responsibilities. Anita and Ed were available to me in the evening and on weekends when questions and conflicts arose. They did the detail work and planning so that we didn't have to. The level of support and encouragement provided was extraordinary. I cannot imagine doing a search without them.

The number and quality of the applicants was reassuring to the board and spoke to the success of the initial planning process and the skillful execution of our plan. I believe that our consultants represented us enthusiastically to potential candidates, thus helping to develop a high quality candidate pool. Our board constructed a rigorous candidate assessment that no doubt placed additional burdens on our consultants. They didn't waiver or complain. During our post interview discussion of the applicants, our consultants provided insight and guidance without attempting to influence the final outcome. Honestly, with such a difficult and important decision, it was critical to have their advice and support.

That support didn't stop with the selection of a finalist. Anita kept in touch with me, and with our selected candidate, as we worked through the contract development and public announcement process. It is for these reasons, and many more, that I give our consultants and their firm, my enthusiastic endorsement.

Betsy Connolly DVM

**EATONVILLE
SCHOOL DISTRICT**
Superintendent Rich D. Stewart



Robert Homan, President
Paulotte Gillardi, V-President
Ronda Lilzenberger, Director
Roger Andrasick, Director
Jeff Lucas, Director

Together, we commit to excellence in education and preparation for life.

June 21, 2013

Dr. Thomas Jacobson
McPherson & Jacobson
7905 I. Street Suite 310
Omaha NE 68127

Dear Dr. Jacobson,

My name is Robert Homan and I am the School Board President with the Eatonville School District. I just wanted to drop you a note of extreme satisfaction about, Al Cohen and Mike Boring, two of your consultants. We have enlisted their services twice now in the last three years and I wanted to let you know what outstanding individuals they are and what a pleasure it has been to work with them!

Al and Mike impressed our Board with their knowledge of the process in hiring a qualified Superintendent. Their ability to advise us on timelines, qualities to look for and experience levels that will work well in our district was invaluable. Finally their professionalism is unmatched when it comes to their ability to work with people and understand perspectives. Their skills to assimilate information and to apply that information to attain the best outcome for the needs of our district was impressive.

Needless to say, that we are and were very happy with the candidate pool along with the selections we have made for our Superintendents of Eatonville Public Schools. I would have no problem recommending either one or both of these men to any District looking for consultants for this process.

We will definitely keep your firm at the top of the list when it comes to consulting on this and any other pertinent service you offer.

On behalf of myself and the rest of the Board of Eatonville School District, we wish to express our appreciation.

Respectfully,

Robert Homan
Board President
Eatonville School District #404

Equal Employment & Educational Opportunities • Eatonville School District #404 • PO Box 698 • Eatonville, WA 98328 • Telephone (360) 879-1000 • Fax (360) 879-1086



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

March 1, 2013

Dr. Thomas Jacobson
McPherson & Jacobson, LLC
7905 L Street, Suite 310
Omaha, NE 68127

Dear Dr. Jacobson:

On behalf of the Little Rock School District Board of Directors, I would like to thank you for the professional manner in which the search process for our next superintendent has been conducted. I commend our lead consultant, Ms. Loe Dunn, and her assistants, Dr. Kieth Williams and Dr. John Smith, for guiding us through the process of selecting and interviewing our next leader.

I would recommend your organization to anyone who requires the services of an executive firm to coordinate their search process.

Again, thank you for the professionalism demonstrated by your team. Your service has been invaluable to us.

Sincerely,


Dianne Curry, President
LRSD Board of Directors

Date: Wednesday, September 26, 2012, 10:33 PM

“....

“The entire process of a Superintendent search firm from start to finish has been a learning experience for me and I strongly believe it was made easier because of your knowledge, expertise, just being excellent to work with as well as the over professionalism of the firm.

“Again, thank you for all the assistance you provided to our district....”

Thanks,
Connie McElyea
Moline [Illinois] Board of Education



Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • fax 503.667.6932

April 26, 2012

To Whom It May Concern:

I am the Chair of the Reynolds School District, serve on the Board of a non-profit Women's Shelter, am a Consumer Arbitrator, a very active community advocate, and have extensive Executive and Human Resource Management experience. I am compelled to write on behalf of the firm McPherson & Jacobson's Executive Search Consultant Services.

This year our district contracted with the McPherson & Jacobson to conduct a national search to replace our retiring Superintendent. As promised, they delivered excellent, comprehensive services from start to finish. The fact that we were assigned a senior partner and two regional consultants created synergy and success in the process. Their multi-pronged protocols ensured that all stakeholders both internal and external experienced high levels of confidence in both the process and the outcome.

The range and quality of the service delivery was superior. From facilitating widespread community input for design and delivery of a professional search brochure, to national advertising, screening committee management, a survey, stakeholder forums and press releases our board, staff and community strongly supported the process and are very satisfied.

The individuals assigned to us were Dr. Tom Jacobson, Dr. Bill Dean and Mr. Rich Parker. Their varied skills and years of educational experience is an excellent match for any district. They spent tireless hours of support to address staff, citizen and community involvement concerns. They innovatively united diverse processes and combined their energies to accomplish our goals on an extremely tight timeline during a difficult time for our district. Through it all they remained highly organized, exhibited excellent verbal, written and interpersonal skills, while remaining versatile and reliable. Their services were not only strategic but enthusiastic, effective and solution oriented. They delivered results.

In conclusion, their professional services combined with a caring style made our search robust and effective. Your organization would be fortunate to have them provide the same service.

Please share this information with any parties that are interested or may affect decisions regarding this matter. If you require elaboration, please feel free to contact me. I would be happy to share more information.

Respectfully,

Theresa Delaney Davis

Theresa Delaney Davis
Chair

A great place for learning.

www.reynolds.k12.or.us/schools/

Great Valley School District

47 Church Road
Malvern, PA 19355
Phone 610-889-2100, ext. 2112
www.gvsd.org



BOARD OF SCHOOL DIRECTORS

November 10, 2009

Mr. Tom Jacobson
McPherson & Jacobson, LLC
7905 L St., Suite 310
Omaha, NE 68127

Dear Tom:

I wanted to take a moment to offer my sincere appreciation for all your help in our recent superintendent search.

While hiring a superintendent may be a Boards' most important responsibility, it isn't something any of us do on a regular basis if ever at all. I can't imagine trying to make our way through this without your guidance. You brought us a process that was able to meet the needs of our community. You told us to trust the process, we did, and it worked.

On behalf of the Board and the entire District, I want to extend our thanks to you and all your colleagues at McPherson & Jacobson for a job well done.

Sincerely,

A handwritten signature in dark ink, appearing to read "Beth McGarrigle".

Beth McGarrigle
Board President

From: Zweiback, Rose [<mailto:zweibackr@unmc.edu>]
Sent: Monday, November 05, 2012 8:25 AM
To: Thomas Jacobson, Ph.D.
Subject: Testimonial

Working with McPherson & Jacobson made our superintendent search a smooth and organized process. Our consultants were our partners. We set the parameters and the goals and they provided the expertise. We wanted the search to invite input from our stakeholders and involve them as much as possible. At the same time, the board had full responsibility for the selection.

I found the consultants from McPherson & Jacobson to be outstanding professionals who provided services of the highest quality. They presented our board with a slate of excellent candidates and then let us do the work of interviewing and selecting the best choice for our district. We appreciated their work, especially the follow-up services in setting evaluation goals for our new superintendent.

I heartily endorse McPherson & Jacobson.

Rosie Zweiback

Vice President

Westside Community Schools Board of Education

Rzweiback@weatside66.org



MCPHERSON & JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

7905 L STREET, SUITE 310 ♦ OMAHA, NEBRASKA 68127 ♦ 402-991-7031/888-375-4814
FAX: 402-991-7168 ♦ EMAIL: MAIL@MACNJAKE.COM ♦ WEBSITE: WWW.MACNJAKE.COM

Comments/references from Westside Community Schools, Omaha, Nebraska

November 6, 2012

Dr. Thomas Jacobson
McPherson & Jacobson, LLC
7905 L Street, Suite 310
Omaha, NE 68127

Dear Tom:

McPherson & Jacobson's guidance and support were invaluable throughout Westside Community Schools' superintendent search in 2012. Time and perspective have enabled me to identify what for me were your most important contributions to the process.

- **Focus:** *The Board discussion and consensus on the key attributes to be sought in candidates for our position - a key step in McPherson & Jacobson's recommended process - maintained the focus of the search on the Board's top priorities.*
- **Responsiveness:** *McPherson & Jacobson responded to our requests for assistance, predictable or last minute, in a timely and professional manner.*
- **National Reach:** *The benefits of your national network of consultants were evident both in the field of candidates you were able to access as well as in your ability to vet those candidates effectively.*
- **Integrity:** *Superintendent searches are notoriously stressful for school boards. McPherson & Jacobson dealt with the difficult and unexpected turns in the process with unwavering integrity and professionalism.*

Although my term on the Westside School Board concluded prior to our new superintendent taking office, by all reports he has distinguished himself already in the first few months of what will hopefully be a long tenure. It is no exaggeration to say that we could not have found such an outstanding and experienced leader without you. My sincere thanks to you and Dr. Randy Nelson for your support.

Best regards,

Kathleen Bradley

June 3, 2014

To Whom It May Concern:

I am writing this letter on behalf of Drs. Don and Molly Helms. We recently hired them through your firm to aide us in our search for a superintendent for the Winship-Robbins Elementary School District. The search started in mid March and concluded in late April with the successful hiring of Dr. Laurie Goodman.

Throughout the process Don and Molly Helms were professional, well informed, and organized. What started out as a seemingly daunting task proved to be efficient, manageable, and rather exhilarating. We felt the list of questions thoroughly covered our needs and the timeline was smooth. The advertising certainly attracted more applicants than we would have been able to accomplish on our own. Don and Molly also recruited which brought in one particularly good candidate. Their screening of applicants streamlined our job. We felt confident with their guidance and appreciated their commitment to helping us achieve our important goal.

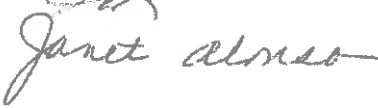
We look forward to the new school year with the confidence that comes from feeling we have hired the right superintendent to serve the needs of our entire school community. Our sincere thanks go to Don and Molly for their valuable contribution.

Sincerely,

Winship-Robbins Elementary School Board

Hassan Mohsen, President

Janet Alonso, Clerk

Applicant Diversity

While McPherson & Jacobson does not represent candidates, we keep a data bank of quality candidates. Once a board identifies the characteristics it desires in its new superintendent, the consultants from McPherson & Jacobson, L.L.C. will identify and aggressively recruit, on a national level, candidates who match the board's identified criteria.

Over 25 percent of McPherson & Jacobson consultants are minorities or female. We use our consultant network to track the careers of successful administrators. We also work closely with universities, colleges, and professional organizations that represent and promote minority and female applicants.

McPherson & Jacobson has placed numerous minority/female candidates; our most recent placements are listed below:

<u>Search Year</u>	<u>School District/Entity</u>	<u>Person Placed</u>
2015-2016	Alisal Union School District, CA	Dr. Hector Rico
2015-2016	Johnstonville Elem. School Dist., CA	Dr. Melanie Spears
2015-2016	East Dubuque School District, IL	Mrs. Tori Lindeman
2015-2016	Hemet Unified School District, CA	Ms. Christi Barrett
2015-2016	Ottumwa CSD, IA	Ms. Nichole Koolker
2015-2016	Rapid City Area School District, SD	Dr. Lori Simon
2015-2016	Francis Howell School District Saint Charles, MO	Dr. Mary Hendricks-Harris
2015-2016	Glendale Unified School District, CA	Mr. Winfred Roberson
2015-2016	Grand Island Public Schools, NE	Dr. Tawana Grover
2015-2016	Othello School District No. 147, WA	Dr. Kenneth Hurst
2014-2015	Penn Valley Union Elementary School District, CA	Dr. Torie England
2014-2015	Newcastle Elem. School District, CA	Ms. Denny Rush
2014-2015	Seattle Public Schools, WA (Director of Enrollment Planning)	Ms. Ashley Davies
2014-2015	Caney Valley USD 436, KS	Mr. Blake Vargas
2014-2015	Birmingham City Schools, AL	Dr. Kelley Gacutan
2014-2015	Cherokee Community School Dist., IA	Ms. Kimberly Lingenfelter
2014-2015	Chief Leschi Schools, Puyallup, WA	Dr. Amy Eveskcige
2014-2015	Colts Neck Township Schools, NJ	Ms. Mary Jane Garibay
2014-2015	Conejo Valley Unified School District Thousand Oaks, CA	Dr. Ann Bonitatibus
2014-2015	El Monte Union High School Dist., CA	Dr. Irella Perez
2014-2015	Gustine Unified School District, CA	Mr. William Morones
2014-2015	Hot Springs School District, AR	Mr. Mike Hernandez
2014-2015	San Juan Island School District Friday Harbor, WA	Dr. Danna Diaz
2014-2015	Sunnyside Unified School District Tucson, AZ	Mr. Steven Holmes
2014-2015	Unity Charter School, Morristown, NJ	Ms. Connie Sanchez
2014-2015	Watson Chapel School District Pine Bluff, AR	Dr. Connie Hathorn

2013-2014	Arkansas Arts Academy(Benton County School of Arts), AR	Mrs. Mary Ley
2013-2014	Caddo Parish Public Schools Shreveport, LA	Dr. Theodis Lamar Goree
2013-2014	Fallbrook Union High School District, CA	Dr. Hugo Pedroza
2013-2014	Gardner Public Schools, MA	Ms. Denise Clemons
2013-2014	Hermitage School District, AR	Dr. Tracy Tucker
2013-2014	Mary M. Knight School Dist., WA	Dr. Ellen Perconti
2013-2014	Winship-Robbins Elem. Schools, CA	Dr. Laurie Goodman
2013-2014	Valley Springs School Dist., AR	Ms. Judy Green
2012-2013	Clarke Comm. School District, IA	Ms. Bonita Gonzales
2012-2013	Eatonville School District, WA	Ms. Krestin Bahr
2012-2013	Galena Unit School District #120, IL	Dr. Sharon Olds
2012-2013	Goshen County School District Torrington, WY	Ms. Jean Chrostoski
2012-2013	Hot Springs School District, SD	Mrs. Danielle Root
2012-2013	Ladue Schools, St. Louis, MO	Dr. Donna Jahnke
2012-2013	Laguna Dept. of Education, NM	Mr. Emmanuel "David" Atencio
2012-2013	Little Rock School District, AR	Dr. Dexter Suggs
2012-2013	McCleary School District, WA	Ms. Tita Mallory
2012-2013	Santa Fe Indian School, NM	Mr. Roy Herrera
2012-2013	Texarkana School District, AR	Mrs. Becky Kesler
2011-2012	Bainville School, MT	Mrs. Renee Rasmussen
2011-2012	Duval County Public Schools Jacksonville, FL	Mr. Nikolai Vitti
2011-2012	Jenks Public Schools, OK	Ms. Stacey Butterfield
2011-2012	Magnet Schools of America, DC (Executive Director)	Mr. Scott Thomas
2011-2012	North Kitsap School Dist., Poulsbo, WA	Ms. Patrice Page
2011-2012	Polson School District, MT	Dr. Linda Reksten
2011-2012	Reynolds School District, Fairview, OR	Mrs. Linda Florence
2011-2012	Skykomish School District, WA	Ms. Edwina Hargrave

McPherson & Jacobson, L.L.C. Consultants

McPherson & Jacobson, L.L.C. maintains a vast cadre of professionally trained consultants across the United States. All of our consultants are actively involved in recruiting quality candidates for all searches.

All of our professionally trained consultants are involved with education. Every consultant believes that every child in every district is entitled to the highest quality educational opportunities. They also believe that quality education begins with quality leadership.

Following is a list of all of our consultants, listed by state:

Dr. Thomas Jacobson, CEO/Owner
McPherson & Jacobson, L.L.C.
Omaha, Nebraska

Dr. Steve Joel, National Recruiter
Superintendent
Lincoln, Nebraska

Alaska Consultants

Mr. Harry Rogers
Retired Superintendent
Petersburg, Alaska

Arizona Consultants

Dr. Mary Kamerzell
Superintendent
Catalina Foothills School Dist.
Tucson, Arizona

Dr. Les Huth
Retired Professor
Scottsdale, Arizona

Mr. Lawrence Mason
Retired Superintendent
Gold Canyon, Arizona

Mr. Donald Quimby
Retired Superintendent
Yuma, Arizona

Arkansas Consultants

Mr. Wayne Gibson
Board Member
El Dorado, Arkansas

Mr. Ronnie Greer
Retired Asst. Superintendent
Searcy, Arkansas

Dr. Diana Julian
Professor
Benton, Arkansas

Mr. Terry Julian
Retired Administrator
Benton, Arkansas

Mr. Bobby Lester
Retired Superintendent
Jacksonville, Arkansas

Dr. John H. Moore
Retired Superintendent
Magnolia, Arkansas

Dr. Tony Thurman
Superintendent
Cabot, Arkansas

Mr. Andrew Tolbert
Retired Superintendent
Warren, Arkansas

Mr. Jerrod Williams
Superintendent
Bauxite, Arkansas

Dr. Kieth Williams
Retired Superintendent
Bald Knob, Arkansas

California Consultants

Mrs. Janice Adams
Retired Superintendent
Benicia, California

Mr. Micah Ali
Board Member
Compton, California

Ms. Aida Buelna-Valenzuela
Retired Superintendent
Woodland, California

Mr. Robert Challinor
Retired Superintendent
Victorville, California

Mr. Robert Ferguson
Retired Superintendent
Napa, California

Dr. Donald Helms
Retired Superintendent
Placerville, California

Dr. Molly Helms
Retired Superintendent
Placerville, California

Mr. William Huyett
Retired Superintendent
Lodi, California

Mr. Benjamin Johnson II
Board Member
Riverside, California

Dr. Steven Lowder
Retired Superintendent
Stockton, California

Mr. Dennis Murray
Retired Superintendent
Murrieta, California

Dr. Lou Obermeyer
Retired Superintendent
Escondido, California

Mr. John Pruitt, Jr.
Former Board Member
Chino, California

Mr. Edward Velasquez
Retired Superintendent
Lynwood, California

Ms. Teri Vigil
Board Member
Falls River Joint Unified School Dist.
McArthur, California

Colorado Consultants

Ms. Peg Portscheller
Educational Consultant
Aurora, Colorado

Florida Consultants

Dr. Marjorie Alexander Wallace
Retired IU Director
Palm Harbor, Florida

Idaho Consultants

Dr. William Dean
Retired Superintendent
Post Falls, Idaho

Ms. Barbara Dean
Retired from AASA
Post Falls, Idaho

Dr. Candis Donicht
Retired Superintendent
Salmon, Idaho

Dr. Terry Donicht
Retired Superintendent
Salmon, Idaho

Mr. Don Hague
Retired Superintendent
Sandpoint, Idaho

Illinois Consultants

Dr. John Closen
Professor
Western Illinois University
Peoria, Illinois

Dr. Lloyd Kilmer
Professor
Western Illinois University
Moline, Illinois

Iowa Consultants

Mr. Dennis Bahr
Retired Superintendent
Webster City, Iowa

Mr. Michael Billings
Retired Superintendent
Story City, Iowa

Dr. Paul Gausman
Superintendent
Sioux City Comm. Schools
Sioux City, Iowa

Dr. Lloyd Kilmer
Professor
Davenport, Iowa

Mr. Gary McAndrew
Former Board Member
Peosta, Iowa

Dr. Richard Sundblad
Retired Superintendent
Urbandale, Iowa

Dr. Michael Teigland
Retired Superintendent
Indianola, Iowa

Mr. Richard Vande Kieft
Former Board Member
Cedar Falls, Iowa

Dr. Steve Williams
Consultant Emeritus
Monticello, Iowa

Kansas Consultants

Mr. Destry Brown
Superintendent
Pittsburg USD 250
Pittsburg, Kansas

Mr. Dennis Burke
Retired Superintendent
Baxter Springs, Kansas

Dr. James Christman
Professor
Pittsburg State University
Pittsburg, Kansas

Dr. Justin Henry
Superintendent
Goddard, Kansas

Mr. Von Lauer
Retired Superintendent
Sabetha, Kansas

Mr. Howard Shuler
Consultant Emeritus
Topeka, Kansas

Louisiana Consultants

Ms. Janet Dixon
Board Member
Alexandria, Louisiana

Ms. Lorethie Dunn
Former Board Member
Bastrop, Louisiana

Dr. Gerald Keller
Past Superintendent/Board Member
Reserve, Louisiana

Mrs. Janet Pope
LSBA Staff Member
Lafayette, Louisiana

Mr. John Smith
Board Member
St. Rose, Louisiana

Michigan Consultants

Mr. Lawrence Mason
Retired Superintendent
Spring Lake, Michigan

Minnesota Consultants

Dr. Leslie Huth
Professor Emeritus
Oak Park Heights, Minnesota

Dr. Gary Schnellert
Retired Professor
Sartell, Minnesota

Mississippi Consultants

Dr. James Hutto
Retired Superintendent
Petal, Mississippi

Missouri Consultants

Dr. Randal Bagby
Superintendent, La Monte R-IV School Dist.
Gravois Mills, Missouri

Dr. James Christman
Professor
Pittsburg State University
Carl Junction, Missouri

Dr. Dennis Cooper
Retired Superintendent
Springfield, Missouri

Ms. Renee Goostree
Professor
Pittsburg State University
Adjunct Supervisor
Missouri Southern State University
Joplin, Missouri

Dr. Philip Schoo
Superintendent Emeritus
Consultant Emeritus
Lake Ozark, Missouri

Dr. Judith Sclair-Stein
Retired School Administrator
Chesterfield, Missouri

Nebraska Consultants

Dr. Mike Cuning
Retired Superintendent
Hershey, Nebraska

Dr. Jerry Ehlers
Retired Superintendent
Ainsworth, Nebraska

Dr. Randall Gilson
Superintendent
South Central Nebraska Unified 5
Clay Center, Nebraska

Mr. Don Hague
Retired Superintendent
Gering, Nebraska

Dr. Mike Lucas
Superintendent
York, Nebraska

Mrs. Jane McDaniel
Former board member
Plattsmouth, Nebraska

Mr. John McLane
Retired Superintendent
Kearney, Nebraska

Mr. Glen Morgan
Retired Superintendent
Fremont, Nebraska

Mr. Pat Nauroth
Superintendent
Beatrice, Nebraska

Dr. Randy Nelson
Retired Superintendent
Seward, Nebraska

Dr. James Ossian
Professor Emeritus
Wayne State College
Wayne, Nebraska

Dr. John Weidner, Sr.
Superintendent
Genoa, Nebraska

Dr. Jeffery West
Executive Director, ESU 13
Gering, Nebraska

Dr. Rob Winter
Retired Superintendent
Grand Island, Nebraska

Nevada Consultants

Dr. James Anderson
Retired Superintendent
Reno, Nevada

New Jersey Consultants

Dr. Candis Finan
Retired Superintendent
Summit, New Jersey

New Mexico Consultants

Mr. Vernon Asbill
Retired Superintendent
Artesian, New Mexico

North Carolina Consultants

Mr. Donald Andrews
Superintendent
Sunset Beach, North Carolina

North Dakota Consultants

Mr. Robert Marthaller
Retired Superintendent
Bismarck, North Dakota

Oklahoma Consultants

Dr. Robert Neel
Retired Superintendent
Norman, Oklahoma

Pennsylvania Consultants

Dr. Marjorie Alexander Wallace
Retired IU Director
Waterford, Pennsylvania

Dr. Candis Finan
Retired Superintendent
Matamoras, Pennsylvania

Dr. Michele Sellitto
Educational Consultant
Harrisburg, Pennsylvania

Dr. Robert Urzillo
Superintendent
Blue Mountain School District
Orwigsburg, Pennsylvania

South Carolina Consultants

Mr. Donald Andrews
Superintendent
Jasper County Schools
Ridgeland, South Carolina

Dr. William Dean
Retired Superintendent
Myrtle Beach, South Carolina

Ms. Barbara Dean
Retired from AASA
Myrtle Beach, South Carolina

South Dakota Consultants

Mr. Jack Broome
Retired Superintendent
Burke, South Dakota

Dr. Henry Kusters
Retired ASBSD Asst. Executive Director
Pierre, South Dakota

Dr. Robert Mayer
Retired Professor
Sioux Falls, South Dakota

Mr. Donald Quimby
Retired Superintendent
Brandon, South Dakota

Dr. Augustine (Gus) Scully
Professor
South Dakota State University
Rapid City, South Dakota

Texas Consultants

Dr. Donald Mathis
Principal
New Boston, Texas

Virginia Consultants

Dr. John Gratto
Professor
Virginia Tech
Blacksburg, Virginia

Washington Consultants

Dr. Al Cohen
Retired Superintendent
Olympia, Washington

Dr. Doug Kernutt
Retired Superintendent
Lacey, Washington

Dr. Steven Lowder
Retired Superintendent
Vancouver, Washington

Dr. Nathan McCann
Superintendent
Ridgefield, Washington

Mr. Richard Parker
Board Member
Langley, Washington

Wisconsin Consultants

Dr. Brian Busler
Superintendent
Oregon, Wisconsin

Mr. Damian La Croix
Superintendent
Suamico, Wisconsin

Dr. Joe Schroeder
Association of Wisconsin
School Administrators (AWSA)
Delafield, Wisconsin

Dr. Melissa Thompson
Superintendent
Swallow School District
Hartland, Wisconsin

Wyoming Consultants

Mr. David Barker
Superintendent
Platte County School Dist. #2
Guernsey, Wyoming

Dr. Chuck Grove
Retired Superintendent
Pinedale, Wyoming

McPherson & Jacobson, L.L.C. References

(last five years of searches)

Note: All searches listed are for school superintendents unless otherwise noted

Arizona

Tucson Unified School District--General Counsel, Tucson (2015/16)	48,000 students
Kyrene Elementary School District No. 28, Tempe (2015/16)	18,000 students
Sunnyside Unified School District No. 12, Tucson (2014/15)	17,400 students
Maricopa Unified School District #20, Maricopa (2011/12)	6,095 students
Tucson Unified School District-- Tucson High Magnet School Principal, Tucson (2013/14)	3,000 students

Arkansas

Little Rock School District, Little Rock (2012/13)	26,000 students
North Little Rock School District, North Little Rock (2011/12)	8,900 students
Van Buren School District, Van Buren (2014/15)	5,900 students
West Memphis School District, West Memphis (2012/13)	5,629 students
Texarkana School District, Texarkana (2012/13)	4,400 students
Jacksonville-North Pulaski School District, Jacksonville (2014/15)	4,000 students
Pine Bluff School District, Pine Bluff (2015/16)	4,000 students
Hot Springs School District, Hot Springs (2014/15)	3,689 students
Magnolia Public School District, Magnolia (2012/13)	3,300 students
Vilonia Public Schools, Vilonia (2013/14)	3,000 students
Watson Chapel School District, Pine Bluff (2014/15)	2,721 students
Berryville School District, Berryville (2013/14)	1,925 students
Star City School District, Star City (2015/16)	1,645 students
Fountain Lake School District, Hot Springs (2015/16)	1,300 students
Paris School District, Paris (2011/12)	1,106 students
Smackover School District, Smackover (2012/13)	965 students
Valley Springs School District, Valley Springs (2013/14)	934 students
Arkansas Arts Academy (formerly Benton County School of the Arts), Rogers (2013/14)	780 students
Parkers Chapel School District #35, El Dorado (2012/13)	674 students
Eureka Springs School District, Eureka Springs (2011/12)	646 students
East End School District, Bigelow (2014/15)	622 students
Junction City School District, Junction City (2013/14)	600 students
Magazine School District, Magazine (2014/15)	520 students
Midland School District, Pleasant Plains (2013/14)	500 students
Augusta School District, Augusta (2012/13)	475 students
Hermitage School District, Hermitage (2013/14)	430 students

California

Elk Grove Unified School District, Elk Grove (2014/15)	62,000 students
Glendale Unified School District, Glendale (2015/16)	26,200 students
Hemet Unified School District, Hemet (2015/16)	21,000 students

Conejo Valley Unified School District, Thousand Oaks (2014/15)	19,500 students
Pleasanton Unified School District, Pleasanton (2015/16)	14,800 students
El Monte Union High School District, El Monte (2014/15)	9,500 students
Alisal Union School District, Salinas (2015/16)	9,000 students
Paso Robles Joint Unified School District, Paso Robles (2013/14)	6,500 students
Benicia Unified School District, Benicia (2014/15)	5,000 students
Brawley Elementary School District, Brawley (2015/16)	4,000 students
Fallbrook Union High School District, Fallbrook (2013/14)	2,600 students
Gustine Unified School District, Gustine (2014/15)	1,830 students
Alpine Union School District, Alpine (2015/16)	1,700 students
Old Adobe Union School District, Petaluma (2013/14)	1,700 students
Red Bluff Joint Union High School District, Red Bluff (2013/14)	1,622 students
Academy of Arts & Sciences--CEO Search, Thousand Oaks (2015/16)	1,600 students
Lakeside Union School District, Bakersfield (2014/15)	1,310 students
Pollock Pines Elementary School District, Pollock Pines (2015/16)	800 students
Newcastle Elementary School District, Newcastle (2014/15)	796 students
Penn Valley Union Elementary School District, Penn Valley (2014/15)	700 students
Sausalito Marin City School District, Marin City (2015/16)	524 students
Johnstonville Elementary School District, Susanville (2015/16)	210 students
Winship-Robbins Elementary School District, Meridian (2013/14)	200 students

Florida

Duval County Public Schools, Jacksonville (2011/12)	125,188 students
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Idaho

Lewiston Independent School District No. 1, Lewiston (2012/13)	4,800 students
Moscow School District, Moscow (2012/13)	2,250 students

Illinois

Moline School District No. 40, Moline (2011/12)	7,433 students
Bethalto Community Unit #8, Bethalto (2012/13)	2,610 students
Galena Unit School District #120, Galena (2012/13)	828 students
East Dubuque School District #119, East Dubuque (2015/16)	718 students
Scales Mound Community Unit School District #211, Scales Mound (2014/15)	245 students

Iowa

Marshalltown Community School District, Marshalltown (2015/16)	5,085 students
Cedar Falls Community School District, Cedar Falls (2012/13)	5,041 students
Ottumwa Community School District, Ottumwa (2015/16)	4,595 students
Western Dubuque Community School District, Farley (2014/15)	2,991 students
Center Point-Urbana Community School District, Center Point (2015/16)	1,543 students
Clarke Community Schools, Osceola (2012/13)	1,447 students
Bondurant-Farrar Community School District (Business Manager), Bondurant (2012/13)	1,400 students
Clear Lake Community School District, Clear Lake (2015/16)	1,200 students

Saydel Community School District, Des Moines (2013/14)	1,200 students
PCM Community School District, Monroe (2014/15)	1,100 students
Monticello Community School District, Monticello (2015/16)	1,096 students
Cherokee Community School District, Cherokee (2014/15)	940 students
Belmond-Klemme Community School District, Belmond (2015/16)	801 students
North Cedar Community School District, Stanwood (2015/16)	800 students
Belmond-Klemme Community School District, Belmond (2012/13)	765 students
Colfax-Mingo School District, Colfax (2014/15)	746 students
North Kossuth CSD & North Union CSD (shared supt), Swea City/Armstrong (2015/16)	743 students
North Butler Community Schools, Allison (2013/14)	707 students
Sioux Central Community Schools, Sioux Rapids (2011/12)	675 students
Lisbon Community School District, Lisbon (2012/13)	647 students
AGWSR Community School District, Ackley (2013/14)	600 students
Holy Trinity Catholic Schools, Ft. Madison (2011/12)	350 students

Kansas

Kansas State Department of Education—Commissioner of Education, Topeka (2013/14)	
Lawrence Public Schools USD 497, Lawrence (2015/16)	11,716 students
Valley Center Public Schools, Valley Center (2011/12)	2,624 students
Lansing Unified School District 469, Lansing (2015/16)	2,600 students
Independence USD #446, Independence (2014/15)	2,000 students
Tonganoxie USD 464, Tonganoxie (2015/16)	1,986 students
Kaw Valley USD 321, St. Marys (2012/13)	1,113 students
Chapman USD 473, Chapman (2015/16)	1,065 students
Burlington USD 244, Burlington (2015/16)	854 students
Caney Valley USD #436, Caney (2014/15)	810 students
Cheney USD 268, Cheney (2011/12)	744 students
Marysville USD #364, Marysville (2012/13)	677 students
Osage City Schools USD 420, Osage City (2011/12)	672 students
Solomon Public Schools, Solomon (2012/13)	355 students
Clifton-Clyde USD 224, Clyde (2011/12)	320 students
Rawlins County Schools USD 105, Atwood (2013/14)	317 students

Louisiana

Louisiana School Boards Association—Executive Director (2011/12)	
Caddo Parish Public Schools, Shreveport (2013/14)	41,000 students
Rapides Parish School District, Alexandria (2012/13)	24,061 students

Massachusetts

Gardner Public Schools, Gardner (2013/14)	2,528 students
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Missouri

Francis Howell School District, Saint Charles (2015/16)	17,000 students
Webster Groves School District, Webster Groves (2015/16)	4,500 students

Montana

Billings Public Schools, Billings (2011/12)	15,715 students
Helena School District #1, Helena (2011/12)	8,500 students
Polson School District #23, Polson (2011/12)	1,684 students
Bainville School, Bainville (2011/12)	140 students

Nebraska

Learning Community of Douglas and Sarpy Counties, Omaha (2015/16)	
Grand Island Public Schools, Grand Island (2015/16)	9,607 students
Blair Community Schools, Blair (2011/12)	2,400 students
Beatrice Public Schools, Beatrice (2012/13)	2,200 students
Crete Public Schools, Crete (2015/16)	1,800 students
Alliance Public Schools, Alliance (2012/13)	1,700 students
Fairbury Public Schools, Fairbury (2014/15)	901 students
Broken Bow Public Schools, Broken Bow (2014/15)	810 students
Central City Public Schools, Central City (2013/14)	690 students
Wood River Rural Schools, Wood River (2013/14)	549 students
Kimball Public Schools, Kimball (2012/13)	543 students
Logan View Public Schools, Hooper (2011/12)	527 students
Bridgeport Public Schools, Bridgeport (2013/14)	500 students
Twin River Public Schools, Genoa (2013/14)	480 students
Axtell Community School, Axtell (2011/12)	301 students
Yutan Public Schools, Yutan (2014/15)	477 students
Dundy County Stratton Public Schools, Benkelman (2011/12)	403 students
Pawnee City Public Schools, Pawnee City (2015/16)	297 students
Creek Valley Public Schools, Chappell (2014/15)	252 students
Meridian Public Schools, Daykin (2013/14)	200 students
Potter-Dix Public Schools, Potter (2014/15)	191 students

New Jersey

Colts Neck Township Schools, Colts Neck (2014/15)	969 students
Harding Township School, New Vernon (2014/15)	330 students
Unity Charter School--Director of Schools, Morristown (2014/15)	205 students

New Mexico

Grants-Cibola County Schools, Grants (2012/13)	3,751 students
Santa Fe Indian School (7-12 boarding school), Santa Fe (2012/13)	650 students
Laguna Department of Education, Laguna (2012/13)	500 students

North Carolina

Wake County Public School System, Cary (2012/13)	146,687 students
Charlotte-Mecklenburg Schools, Charlotte (2015/16)	145,363 students

North Dakota

Enderlin Area Schools, Enderlin (2011/12)	310 students
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Oregon

Bend-La Pine Schools, Bend (2014/15)	17,300 students
Reynolds School District, Fairview (2011/12)	14,000 students

Pennsylvania

Bishop McCort Catholic High School--Principal, Johnstown (2013/14)	400 students
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South Carolina

Jasper County School District, Ridgeland (2015/16)	3,000 students
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South Dakota

Rapid City Area School District 51-4, Rapid City (2015/16)	13,320 students
Sisseton School District 54-2, Sisseton (2015/16)	925 students

Virginia

Culpeper County Public Schools, Culpeper (2014/15)	8,001 students
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Washington

WSSDA--Executive Director, Olympia (2015/16)	
Seattle Public Schools--Director of Enrollment Planning, Seattle (2014/15)	52,999 students
Bellevue School District, Bellevue (2011/12)	18,000 students
Bellevue School District--Exec. Dir of Human Resources, Bellevue (2013/14)	18,000 students
Battle Ground School District, Battle Ground/Brush Prairie (2013/14)	13,000 students
Richland Public Schools, Richland (2012/13)	11,700 students
Olympia School District, Olympia (2011/12)	9,000 students
Tumwater School District, Tumwater (2014/15)	6,700 students
North Kitsap School District, Poulsbo (2011/12)	6,500 students
Longview School District No. 122, Longview (2014/15)	6,320 students
Kelso School District, Kelso (2013/14)	4,500 students
Shelton School District, Shelton (2014/15)	4,115 students
Othello School District No. 147, Othello (2015/16)	4,000 students
Centralia School District #401, Centralia (2013/14)	3,522 students
Sequim School District, Sequim (2014/15)	2,953 students
Sequim School District, Sequim (2011/12)	2,800 students
Ridgefield School District, Ridgefield (2013/14)	2,200 students
Mount Baker School District, Deming (2011/12)	2,000 students
Eatonville School District, Eatonville (2012/13)	1,800 students
Port Townsend School District, Port Townsend (2015/16)	1,214 students
Port Townsend School District, Port Townsend (2011/12)	1,214 students
Tonasket School District, Tonasket (2014/15)	1,200 students
Tenino School District, Tenino (2013/14)	1,180 students
Chimacum School District, Chimacum (2014/15)	1,100 students
Coupeville School District, Coupeville (2012/13)	950 students
Kalama Schools, Kalama (2014/15)	950 students

Chief Leschi Schools, Puyallup (2014/15)	890 students
San Juan Island School District, Friday Harbor (2014/15)	750 students
Kittitas School District, Kittitas (2014/15)	600 students
Mossyrock School District, Mossyrock (2015/16)	530 students
Kittitas School District--Secondary Principal, Kittitas (2014/15)	350 students
McCleary School District, McCleary (2012/13)	327 students
Morton School District No. 214, Morton (2013/14)	310 students
McCleary School District, McCleary (2014/15)	290 students
Crescent School District, Joyce (2015/16)	250 students
Kittitas School District--Elementary Principal, Kittitas (2014/15)	250 students
Crescent School District, Joyce (2011/12)	230 students
Mary M Knight School District #311, Elma (2013/14)	195 students
Wishkah Valley School District, Aberdeen (2014/15)	140 students
Skykomish School District, Skykomish (2015/16)	45 students
Skykomish School District, Skykomish (2013/14)	45 students

Washington D.C.

Magnet Schools of America—Excutive Director (2011/12)

Wisconsin

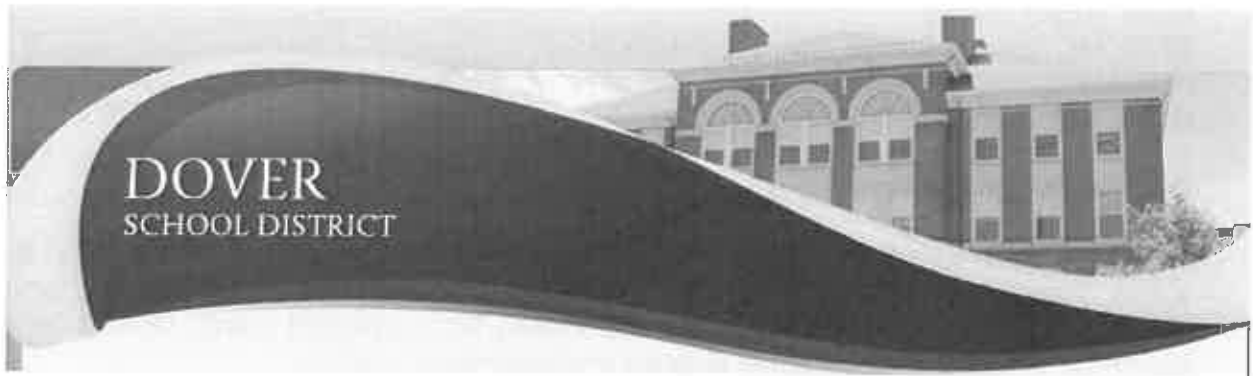
DeForest Area School District, DeForest (2015/16)	3,625 students
Clinton Community School District, Clinton (2014/15)	1,101 students
Bristol School District No. 1, Bristol (2015/16)	770 students

Wyoming

Goshen County School District, Torrington (2012/13)	1,778 students
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A Proposal for the Selection of a Superintendent

Presented To:



Submitted By:


Ray and Associates, Inc.

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CEDAR RAPIDS, IOWA 52402-3221
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Ray and Associates, Inc.
Leaders in Executive Searches

December 22, 2016

Dover School District
ATTN: Ms. Amanda Russell, Board Chairperson
61 Locust Street, Suite 409
Dover, New Hampshire 03820

Dear Ms. Russell and Members of the School Board:

This letter is in response to a request regarding the need for our services to assist you in the search for a new Superintendent. We are confident the Board will be quite pleased with the services we can provide. We have been very successful in providing Superintendent search services for districts that are similar in terms of size, cultural diversity and geographic location.

As I am sure you are aware, the selection of Superintendent will be one of the most important activities your Board will perform. The Board's success in the search process will affect your school district's education program for years to come. It is extremely important to find the "right fit" for the District.

We are familiar with the Northeastern region as we have previously assisted Hartford City Public Schools and the Consolidated School District of New Britain, Connecticut; Wyandanch Union Free School District, Amityville Union Free School District, New Heights Academy Charter School and Rochester City School District, New York; Anne Arundel County Public Schools, Baltimore City Public Schools and Howard County Public School System, Maryland; Wissahickon School District, Millville School District and Benton Area Public School District, Spring-Ford Area School District, and School District of Cheltenham Township, Pennsylvania; Camden City Public Schools and Marlboro Township Public Schools, New Jersey; and Wareham Public Schools and Boston City Schools, Massachusetts in their educational leadership searches.

Nationally we have conducted searches for Neuse Charter School, Charlotte-Mecklenburg Schools, Durham Public Schools and Guilford County Schools, North Carolina; Norfolk Public Schools, Montgomery County Public Schools, Mecklenburg County Schools, Bedford County Schools, Newport News Public Schools, Hampton City Schools, Prince William County Public Schools and Williamsburg-James City Schools, Virginia; Maury County Public Schools, Knox County Schools, Oak Ridge Schools, Sumner County Schools and Memphis City Schools, Tennessee; Jackson Public Schools, Mississippi; Mountain Home Public Schools, Bentonville Public Schools, Fort Smith Public Schools, Rogers Public Schools and Fayetteville Public Schools, Arkansas; the School District of Palm Beach County, Lake County Schools, Florida State University Schools, Brevard Public Schools, Broward County Public Schools and Collier County Public Schools, Florida; Austin ISD, Plano ISD, Lewisville ISD, Fort Worth ISD, Killeen, ISD and Socorro ISD, Texas; Santa Fe Public Schools, New Mexico; Beaufort County School District, Jasper County School District and Richland County School District One, South Carolina; Lorain City Schools, Ohio; Benton Harbor Area Schools and Ann Arbor Public Schools, Michigan; San Ysidro School District, Albany USD, Berkeley USD, Pasadena USD and Emery USD, California; Northshore School District, Kent School District, Federal Way Public Schools and Seattle Public Schools,

Washington; Juneau School District and Anchorage School District, Alaska; Hawaii School for the Deaf and Blind, Hawaii; Jefferson County School District, Flagstaff Academy and Eagle County Schools, Colorado; and Glenbrook North and Glenbrook South High Schools, Joliet School District, Township High School District and West Northfield School District, Illinois.

We have also assisted the Colorado Department of Education, West Virginia Department of Education, Ohio Department of Education, Florida Department of Education, Rhode Island Department of Education, Michigan State Board of Education and Wyoming Department of Education with their state superintendent searches.

We are a national search firm that is uniquely equipped to assist you in the selection of a Superintendent who meets your particular needs and qualifications. We will not only advertise, but also actively recruit potential candidates that will meet the criteria established by your Board, including women and minorities. Most other search firms do not seek out candidates for a position as we do for our clients. With our extensive regional and national associate base, Ray and Associates, Inc. will be able to recruit quality candidates from around the country, as well as within the state. We have often found excellent in-state candidates who would not otherwise have applied for the position due to a possible conflict of interest with a state or local firm. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for a Superintendent position. You will also find our system is flexible, which allows us to customize the search to meet the desires of the Board.

Our firm has exhibited at the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) for over forty (40) years. This year the firm will exhibit and present at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients.

It is our goal to make the selection process professional, efficient and successful to assure your complete satisfaction with our services. It is quite common for a Board to be concerned about the quality of candidates who might be available in today's job market. Outstanding administrators will need to be recruited regardless of the time of year or the position needing to be filled because many of these school leaders already have good jobs. We feel that our firm can be very successful in attracting candidates that will meet or exceed your expectations. With a consulting firm of over one hundred seventy (170) associates located nationwide, Ray and Associates, Inc. has been able to develop the most comprehensive pool of candidates of any executive search firm in the country. Our reputation for success is built upon providing school districts precisely the type of candidate that satisfies not only the Board but the community and faculty as well.

Ray and Associates, Inc. strives to provide the district with the best match possible based on what we learn in our extensive interaction with the Board and key players in the search. It is our desire to activate our network on your behalf to locate individuals that can effectively assume the top executive post in your District.

We welcome the opportunity to make a presentation of our services at your convenience. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,

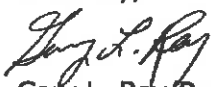

Gary L. Ray/President

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INTRODUCTION

THE SEARCH

This Proposal is an example of the quality of our work for a state, regional and national search. Our firm is committed to spending the time and energy on the details necessary to perform a proper search. *We actively seek out and screen all candidates who are recruited during the search to identify those who are superior and who meet or exceed the qualifications set by the Board.*




Ray and Associates, Inc.

BRIEF OVERVIEW

This document is designed to demonstrate that we desire to provide you with a complete, detailed package customized to the Dover School District in a performance contract regarding our professional services for your Superintendent search.

Our Proposal consists of our consultant services, general provisions, confidentiality, satisfaction guarantee and consultant cost.

PERFORMANCE

We have developed highly effective procedures to assist schools, step by step, in selecting a Superintendent whose qualifications meet its criteria. This Proposal outlines the detailed procedures and steps that make our searches successful. *We have been highly successful in delivering outstanding candidates in all of our searches.*

MISSION STATEMENT


Ray and Associates, Inc.

Leaders in Executive Searches

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet District specific needs and positively impact the education of all students.

HISTORY AND OVERVIEW OF THE ORGANIZATION

PROFILE OF THE FIRM

Ray and Associates, Inc. is a professional organization that specializes in school executive leadership searches. The firm has been in the school executive search business since 1975 and has established an outstanding reputation. The firm has been recognized by *The School Administrator* journal as one of the top search firms in the country. Our professional consultants, including women and minorities, are persons with long-term experience in the school executive search field, with extensive backgrounds as school administrators, business executives, school board members, university professors and attorneys. All of the consultants within the firm have years of experience in the school executive search field.

Ray and Associates, Inc. is an independent and objective firm that does not accept placement fees from any candidate. We have designed a highly effective procedure that allows us to impartially assist schools in selecting the best individual for their particular needs.

In addition to our corporate office located in Cedar Rapids, Iowa, we have a national executive director, corporate director, six regional directors and over one hundred seventy (170) associates located throughout the country. Therefore, distance is not a factor to our firm when meeting with our clients.

The corporate office also maintains a full-time administrative staff to assist in the executive search business.



Our firm has exhibited and presented at the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) for over forty (40) years. In addition, we have exhibited at various state school Board conventions, including such states as Arizona, California, Texas, Washington, Oregon, Virginia, Illinois, Nebraska, Iowa and others. We are the only search firm that invests the time and money to exhibit at national conventions, which ultimately benefits our clients. We also have associates who are affiliated with the Council of Great City Schools, Broad Urban Superintendents Academy, Urban Superintendents Association of America, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE), as well as other professional organizations.

Exhibiting at state and national conventions allows the firm to meet and recruit outstanding administrators for our client districts. As a result, Ray and Associates has access to the most comprehensive pool of candidates of any executive search firm in the country.

It is only a matter of reality that outstanding administrators already have good jobs and need to be recruited. We are familiar with the Northeastern region as we have previously assisted Hartford City Public Schools and the Consolidated School District of New Britain, Connecticut; Wyandanch Union Free School District, Amityville Union Free School District, New Heights Academy Charter School and Rochester City School District, New York; Anne Arundel County Public Schools, Baltimore City Public Schools and Howard County Public School System, Maryland; Wissahickon School District, Millville School District and Benton Area Public School District, Spring-Ford Area School District, and School District of Cheltenham Township, Pennsylvania; Camden City Public Schools and Marlboro Township Public Schools, New Jersey; and Wareham Public Schools and Boston City Schools, Massachusetts in their educational leadership searches. Our network and recruiting efforts are second to none. We bring a wealth of experience and knowledge to your District focused upon our goal to make the selection process professional, efficient and successful so we can state, without reservation, that you will be quite pleased with our services.



THE TEAM

Ray and Associates, Inc. is a professional organization which specializes in the field of educational leadership searches. We are uniquely equipped to assist you in the selection of a Superintendent who meets the particular needs and qualifications of the Dover School District. We have:

1. Highly trained and experienced staff that includes:
 - *Active school administrative leaders*
 - *A balance of gender and minority representatives*
2. Expertise and extensive background in:
 - *The school superintendency*
 - *School administration at all levels*
 - *Private business, higher education and law*
3. Experienced speakers at state, regional and national conferences.
4. Conducted workshops and seminars in school related matters such as:
 - *Building the successful Board/administrator relationship*
 - *Establishing an evaluation process that yields results*
 - *Interviewing for a Superintendent position*
 - *What Boards should consider when selecting a Superintendent*
 - *School district assessment*
 - *Effective hiring practices*
 - *Staff and organizational development*
 - *Recruiting, selecting and retaining excellent teachers*
 - *Enhancing school climate by shared decision making/dealing with special interest groups*
 - *Developing the administrator compensation package or contract*

KEY ASSOCIATES FOR THE PROJECT

The following principal/project coordinators will be actively involved in working with the school district. The associates listed below will be assisting in recruitment, screening and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for the Dover School District. In addition, we have professional contacts throughout the Northeastern region and nationally. The following is only a partial list of associates who will be involved in the recruitment and screening of candidates. The firm will actually involve many more associates for the project.

Mr. Gary L. Ray, President

Principal/Project Coordinator/Cedar Rapids, IA

Gary is President of Ray and Associates, Inc. He supervises and oversees all searches conducted by the firm and will directly interact with the Dover School District and any committee that may be established on all details of this search. Mr. Ray is a former school administrator with an advanced degree who has worked with hundreds of school boards for over forty (40) years.

Dr. Bill Newman

National Executive Director/Mountain Home, AR

Bill serves our firm as the National Executive Director and assists the President with all aspects of our executive searches. He also assigns all background investigative work on candidates and supervises the teams work. He has an earned Ph.D., is a former Superintendent of Schools, and is a retired military veteran.

Mr. Ryan Ray

Corporate Director/Cedar Rapids, IA

Ryan serves our firm as a Corporate Director and assists the President with all aspects of our executive searches. He also assigns all background investigative work on candidates and supervises the teams work. He has an earned Master's degree from Lindenwood University in St. Louis and a Bachelor's degree from the University of Missouri in Columbia, Missouri.

Dr. Michael Rush

Regional Search Director/Lakewood, NJ

Michael serves our firm as a regional search associate, team member and background investigator and as such performs recruiting and screening of candidates. He has an earned doctorate in Educational Leadership from Nova Southeastern University and was a superintendent, deputy superintendent and principal in New Jersey for 15 years. Dr. Rush also worked with the New Jersey Department of Education for 5 years.

Dr. Ismael Carreras

Regional Search Associate/West Hartford, CT

Ismael serves our firm as a regional search associate, team member and background investigator and as such performs recruiting and screening of candidates. He has an earned doctorate in Educational Leadership from Nova Southeastern University and was a superintendent, assistant superintendent, principal, teacher and professor in Connecticut for over 40 years.

SUMMARY OF PROJECT ASSOCIATES

Dr. Roy Brooks
Little Rock, AR

Dr. Walt Warfield
Clearwater, FL

Dr. James R. Oglesby
Fairfax, VA

Dr. Don Kussmaul
East Dubuque, IL

Dr. Shenita Ray
Richmond, VA

Dr. James Davis
Plano, TX

Mr. Ricardo Medina
Bridgeport, MI

Dr. Brenda Dietrich
Topeka, KS

Ms. Toni Cordova
Tucson, AZ

Ms. Linda Brock
Fort Dodge, IA

Mr. Don Long
Hendersonville, TN

Dr. Richard Christie
Council Bluffs, IA

Dr. Jack Keegan
Deer Mountain, UT

Dr. Mary Fasbender
St. Charles, IL

Dr. Tom Morgan
St. Louis, MO

Mr. Robert Alfaro
Hutto, TX

Dr. Carl Davis
Powder Springs, GA

Mr. Craig Morris
Lakeland, MN

Ms. Nilsa Gonzalez
Mount Laurel, NJ

Dr. Michael Rush
Lakewood, NJ

Mr. Jim Mabbott
Beaverton, OR

Mr. Allun Hamblett
Fort Myers, FL

Dr. Jim Shoemake
Tacoma, WA

Mr. Noel Gallo
Oakland, CA

Dr. Karen Stinson
Platteville, WI

Dr. Diane Reed
Pittsford, NY

Other associates throughout the country will be actively recruiting, screening, and investigating finalist candidates.

SECTION I

CONSULTANT SERVICES PROVIDED FOR THE DOVER SCHOOL DISTRICT

THE CONSULTANT WILL:

STAGE 1 - BOARD INPUT AND PREPARATION

1. Provide all services as outlined in Sections I, II, III and IV.
2. Customize the search process to meet the needs and expectations of the Dover School District.
3. Conduct individual Board member interviews to assess the Board's priorities, goals and objectives to aid in the development of the criteria and qualifications for the Superintendent position.
4. Work with the Board to establish a timeline that lists each step in the search process.
5. Discuss with the Board the requirements and salary range for the Superintendent position.
6. Work with the Dover School District staff and those selected by the Board in the development of an accurate informational flyer and online application form. If desired, our office staff has the experience and capability to create the District's promotional flyer. The printing of the flyer will be the responsibility of the District.

STAGE 2 - PROFILE DEVELOPMENT AND PROCESS

7. If desired, provide a proven consensus building mechanism for obtaining input from various constituencies, staff members, other stakeholders and the Board. In addition, our firm has the resources to offer an online survey option in many languages. We will provide a link to the survey to post on the District's website. The consultants will receive and organize all input data and then report the results to the Board. **Please see page 9 for additional information.**
8. Provide the Board with cost saving options to minimize expenses by utilizing Skype, conference calls or gotomeetings to reduce paper copies, travel expenses and shipping costs. **Cost Saving Expense Options are listed on page 12.**
9. Develop all required forms for the application and screening process.

STAGE 3 - RECRUITING AND SCREENING

10. Conduct all aspects of the recruitment process on a statewide, regional and national basis as follows:
 - Notify all associates to actively recruit potential candidates.
 - Contact individuals in our firm's database whose interests match District criteria.
 - Actively recruit applications from qualified individuals.
 - Solicit nominations from knowledgeable people in the profession.
 - Contact other professional consultants in private and public sectors.
 - Discuss with all candidates the District's characteristics and the Board's profile and criteria for the new Superintendent position.
 - Advertise nationally in the following as selected by the Board: AASA Website, Education Week Newspaper and Website, Ray and Associates Website, the New Hampshire School Boards Association and New Hampshire School Administrators Association, Hispanic Outlook, The School Administrator Publication, Executives Only Website, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE) and other publications selected by the Board.

Please see page 10 for additional information.

STAGE 3 - RECRUITING AND SCREENING – CONTINUED

11. Develop and manage the candidate screening process. All applicants are screened from the perspective of a viable match with district criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with District expectations. Those who emerge successfully from this screening are deemed viable candidates.
12. Check references provided and conduct additional background investigation of top candidates. Our firm interviews each viable candidate that meets Board criteria and verifies their qualifications and experience. Our background research team then conducts extensive investigations on those individuals. The investigations go well beyond listed references and their current position. A complete check of a candidate's work history is also completed utilizing online resources such as Google, Yahoo, Facebook, Twitter and other social media sources as well as checking for blogs.

STAGE 4 - CANDIDATE PRESENTATION

13. Provide the Board with an opportunity to observe each top candidate interviewed with questions specifically designed by Ray and Associates, Inc. through video technology. This will allow Board members to get a better perspective of each candidate in order to determine which candidates to interview. Ray and Associates is the only search firm that provides this video technology screening of candidates. By offering this opportunity, this will save the Board members on expenses and their time.
14. Provide an impartial and objective consensus building matrix instrument developed by Ray and Associates to assist the Board in determining the finalists for an interview. We have been extremely effective working with Boards who are divided on issues and candidates.
15. Assist the Board in establishing the interview format and in developing interview questions.
16. Determine and coordinate constituent and staff involvement in the interview process, if desired by the Board. **Please see page 9 for additional information.**
17. Help arrange the details of interviews for leading candidates.
18. Coordinate with the Dover School District Business Office the procedure for reimbursement of candidates' expenses.

STAGE 5 - SELECTION OF FINALIST AND FUTURE PLANNING

19. Assist District legal staff in negotiating the contract with the successful candidate at no additional cost to the District.
20. After the appointment, dispose of the files and send appropriate communications to the candidates not interviewed by the Board.
21. If desired, assist the District in preparing a press release, upon request, announcing the appointment of the new Superintendent.
22. Provide the Board with a report of the Board Self-Assessment Survey Results at no additional cost.

The Superintendent search services and process provided above can be adjusted to meet the specific needs of the Dover School District.

DOVER SCHOOL DISTRICT

SUPERINTENDENT SEARCH *SUGGESTED* PROCESS AND TIMELINE

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input & Preparation		Consultant planning meeting with the Board and individual Board member interviews. (Time: <u>TBD</u>) (option to conduct via Skype, conference call or gotomeetings.com)
		Begin preparing information for the district promotional flyer and online application form with the District liaison representative(s).
		Notify all associates and other professional contacts of vacancy.
		Contact constituents and stakeholders for input meetings on <u> </u> .
Stage 2 Profile Development & Process		Online survey link, for input on developing the profile, available on District website from <u> </u> to <u> </u> .
		Meetings with constituent and stakeholder group representatives.
		8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
		Promotional flyer draft due.
Stage 3 Recruiting & Screening		Board to finalize Superintendent profile for the promotional flyer and online application form. (Time: <u>TBD</u>) (option to conduct via Skype, conference call or gotomeetings.com)
		Print promotional flyer. Forward to consultant.
		E-mail promotional flyer and online application instructions to interested candidates.
		Deadline for all application materials. (*See note below.)
Stage 4 Candidate Presentation		Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. (Time: <u>TBD</u>)
		Interview candidates (1 st round).
		Meeting with consultant following the last interview. (Time: <u>TBD</u>)
Stage 5 Selection of Finalist & Future Planning		Interview finalist candidates (2 nd round).
		Final meeting with consultant following the last interview. (Time: <u>TBD</u>) (option to conduct via Skype, conference call or gotomeetings.com)
		If desired, optional on-site visit of leading candidate(s) current district by Board members.
		Consultant will discuss contract terms with the finalist.
		Offer the contract.
		Press release of new Superintendent.
		Board Self-Assessment Survey Results presented to the Board.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

(Actual dates to be determined in the first meeting with the Board.)

BUILDING THE PROFILE

Ray and Associates, Inc. firmly believes in parent, staff and community participation, especially in the development of an accurate profile for the position. Our firm takes developing the profile very seriously as the profile is the focal point of our recruitment efforts. We are eager to interview each Board member individually and visit with stakeholder groups who attend scheduled meetings. We will meet with any employees and other stakeholders as identified by the Board. Our firm also offers the opportunity for the community, staff and parents to participate in morning and evening forums that are organized to solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new Superintendent. The purpose of these meetings will be to educate them about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.

In addition, for those stakeholders unable to attend scheduled meetings, our firm offers an online profile survey option with space for written comments/recommendations which is available in various languages. We will provide you with a link to place on the District website. Our office will maintain, collect and analyze all information received and include this in the report to the Board.

Our process consists of Q and A sessions and the administration of our own 33 Desirable Characteristics Survey. This is culminated in an open meeting report to the Board of our findings and recommendations. We will present a tabulated and analyzed graphic report in which Board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board. At the encouragement of the consultants, many survey respondents will provide additional comments to the Board which are presented as a part of this report. Our dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

INTERVIEW PROCESS – COMMUNITY INPUT

Boards that have chosen the option to involve the public and employees during the interview phase of the search have found that we have been very effective in organizing this part of the process. Serious candidates who submit to being interviewed by personnel other than the Board itself are prepared for this by our consultants. Participants in these groups are requested to complete a "Candidate Impressions" form that is duplicated for each Board member's review and are requested not to rank the candidates.

It is also requested by some of our client school Boards that the top two (sometimes three) finalists are brought back to the District for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

RECRUITMENT

Ray and Associates, Inc. maintains a working relationship with key individuals at the college and university level along with other national public and private organizations for the purpose of recruiting outstanding candidates. However, we are not directly connected with any college, university or any other organization. This allows our firm to be extremely objective in the search process. We stay abreast of the performance of outstanding school administrators throughout the country, which has contributed to our high success rate.

Our firm maintains a very large pre-screened database of top candidates who are interested in new and challenging positions. The strengths and administrative skills of these potential candidates have been analyzed by the firm. However, it is important for our clients to know we are not a placement service that owes any favors to prospective candidates. Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a Superintendent as set forth by the Board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Largest recruiting network in the country
- Inform the firm's 170 associates of the position and seek recommendations
- Advertise in local, regional and national venues known for high readership by school leaders
- Consult our extensive database for precise matches between District and candidate profiles
- Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the Dover School District position
- Contact other organizations at state, regional and national levels regarding the position
- Proactively seek out potential candidates at state and national conventions



SECTION II

MONITORING THE SEARCH PROCESS - CLIENT CHECKPOINTS

The Board's role is the most important one in the search process. Although we assist you in the process by actively recruiting, identifying and recommending qualified candidates, you alone will determine which candidate you will hire.

Our search process is set up in a manner that provides the Board with a continuous monitoring capability which features clearly defined checkpoints:

Timeline	• Establish a timeline for the process
Input	• Determine the input process
Qualifications	• Set the Superintendent qualifications
Flyers	• Review and approve informational flyers and application forms
Progress Reports	• Receive regular progress reports from the consultant
Interview Process	• Approve format and questions for the interview process
Candidates	• Select candidates for final interview
On-Site Visits	• Optional on-site visits of leading candidates
Hiring	• Hire the candidate
Contract	• Determine and approve the contract
Press Release	• Approve the press release

These check points assure that you know the progress of the search and have the information to be fully-informed and in control of the search.

SECTION III

SEARCH COST – THE COMPLETE PROCESS

The cost of our Proposal is for a complete search. The Board will be guided and assisted by Ray and Associates, Inc. at every step in the search process from the initial phase of determining the desired qualities for the position through the actual hiring of the new Superintendent. Our process is flexible. If the Board desires a different approach or would prefer certain options other than those provided in our proposal, we can adjust our process to meet your specific requirements.

COST BREAKDOWN

The Consultant Fee. The base fee for the performance of the Superintendent search by the consultant as provided in this Proposal will be seventeen thousand dollars (\$17,000.00). If the Board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed expenses will be adjusted accordingly. The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. The Superintendent search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due when the Superintendent is officially hired by the District. Printing of the informational flyer and application form, advertisements, and mailing costs will be at the expense of the Dover School District.

There is no charge by Ray and Associates for the services to assist the Board in negotiating a contract with the new Superintendent and the development of the contract terms.

Consultant Reimbursed Expense. Certain expenses, including travel, lodging, meals, postage, fax, photocopying, shipping, color printing, long distance telephone charges and other search related expenses will be kept to a minimum and are to be reimbursed by the District. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

Candidate Expenses. If the District determines to reimburse candidates for interview expenses, expenses may include travel, lodging and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual at the District and said expenses will be paid as they occur.

Cost Saving Expense Options. Ray and Associates, Inc. is aware of budget concerns and therefore offers several cost saving options: 1) Conduct 3 meetings with our consultants via Skype, conference call or gotomeetings, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1st round candidate interviews via Skype to reduce candidate travel expenses. Once the Board narrows the candidates down to two or three finalists, the finalists will interview in-person with the Board.

PERFORMANCE CONTRACT

Ray and Associates, Inc. will provide a written agreement between the Board and the consulting firm which will contain the provisions of this Proposal and any modifications or changes mutually agreed by the parties.

SECTION IV

GENERAL PROVISIONS

CONFIDENTIALITY

The nature of our work and our ability to carry out our responsibility to you is directly related and dependent upon our present and past experience in providing similar services to others. *The firm will preserve the confidential nature of any information which becomes available to the firm resulting from the services rendered to the Board.*

As our client, you also need to maintain the confidentiality of information provided by Ray and Associates, Inc.

FOLLOW-UP AFTER THE SEARCH:

BOARD SELF-ASSESSMENT SURVEY

FOCUS ON FUTURE PLANNING

Included in the base fee, the consultants from Ray and Associates, Inc. will spend time with the Board reflecting upon current Board governance procedures. In respect to governance and District initiatives, we have found that there is really no better time than very early in the tenure of a new Superintendent to assess issues and expectations.

ROUND 1: At the conclusion of the search, we will provide the Board with a link to an online survey concerning current district governance practices as well as key district challenges and opportunities for improvement. Assessment results are then analyzed and shared with the Board and the new Superintendent. The results can be emailed, presented in-person or via Skype.

ROUND 2: About six months after the new Superintendent begins, we will provide the survey again to be completed by the current Board and the Superintendent. As in round one, at no cost to the district, the results will be analyzed and shared with the Board and Superintendent to assist with teambuilding every year thereafter as long as that Superintendent is in tenure.

Through the aforementioned process, we are afforded an in-depth view of your school district. As part of our presentation, we will also provide insight and suggestions for organizational improvements. Ray and Associates has developed several training/workshops targeted at increasing organizational performance and efficiency which may be of interest to your school district at this time of significant leadership transition. Our firm belief is the workshops/training can increase the effectiveness of both the Board and Superintendent, enhance their relationship, and provide for an optimum learning environment to improve student achievement.

SATISFACTION GUARANTEED

We provide a termination provision in our contractual agreement with the Dover School District. If the Dover School District or Ray and Associates, Inc. terminate this agreement, the Dover School District will be charged only for the work performed and expenses incurred up to the date of termination.

If the Board is dissatisfied with the new Superintendent within two years from the date of employment of the Superintendent and if either party dissolves that relationship by resignation or termination within a two year period of the initial employment, the firm of Ray and Associates, Inc. will conduct a new Superintendent search at no cost to the District, except for expenses.

REFERENCES

We have chosen several clients from our past and recent search list to demonstrate that we have been successful in various geographic locations.

SCHOOL DISTRICT	LOCATION	CONTACT PERSON	TITLE OF CONTACT	PHONE NUMBERS/ E-MAIL
School District of Palm Beach County	Palm Beach, FL	Sandi Gero	Chief Human Resources	Wk: 561-386-5141 gerosan@live.com
Austin Independent School District	Austin, TX	Vince Torres	Board President	Cell: 512-784-0620 Wk: 512-414-2550 trustees@austinsd.org
Fort Worth Independent School District	Fort Worth, TX	Jacinto Ramos Jr.	Board President	Work: 817-814-1920 Jacinto.Ramos@fwisd.org
Northshore School District	Bothell, WA	Amy Cast	Board President	Cell: 206-601-7909 Sbdistrict5@nsd.org
Baltimore City Public Schools	Baltimore City, MD	Shanaysha Sauls	Board Chair	Cell: 443-695-5794 shanayshasauls@yahoo.com
Milwaukee Public Schools	Milwaukee, WI	Michael Bonds	Board President	Cell: 414-520-3890 Wk: 414-475-8284 governance@milwaukee.k12.wi.us
Des Moines Public Schools	Des Moines, IA	Dick Murphy	Board President	Cell: 515-250-5567 Hm: 515-278-6048 rmurphyia@earthlink.net
Rochester City School District	Rochester, NY	Shanai Lee	Board Secretary	Cell: 585-820-8517 Wk: 585-262-8308 Shanai.Lee@RCSDK12.ORG
Broward County Public Schools	Ft. Lauderdale, FL	Benjamin Williams	Former Board Chair	Cell: 954-801-2581 Hm: 954-583-4515 ruth.lutz@browardschools.com
Topeka Public Schools (2008 and 2003)	Topeka, KS	Joe Zima	Former Board Attorney	Cell: 785-231-4226 Hm: 785-272-4973 joezima47@cox.net
Maury County Public Schools	Columbia, TN	Jim Morrison	Board President	Wk: 615-350-7637 Cell: 615-454-8257 jmorrison@carlex.com
Shawnee Mission School District	Shawnee Mission, KS	Patty Mach	Former Board President	Hm: 913-268-6224 Cell: 913-269-8366 pattymach@smsd.org
Collier County Public Schools	Naples, FL	Allun Hamblett	Former Deputy Chief Administrative Officer	Cell: 239-398-0761 ARHAssociates@comcast.net
Brevard Public Schools	Viera, FL	Robert Jordan	Former Board Chairman	Cell: 321-698-7110 Hm: 321-267-8990 Robert.Jordan@genesivii.com
Fayetteville Public Schools	Fayetteville, AR	Paula Neal	Supt Admin Asst	Cell: 479-435-1360 Wk: 479-973-8645 paula.neal@fayar.net

Ardmore City Schools	Ardmore, OK	Lucinda Hull	Board President	Cell: 580-490-1079 Hm: 580-226-2547 lucindahull66@gmail.com
Socorro Independent School District	El Paso, TX	Craig Patton	Former Board Member	Cell: 915-355-1165 Wk: 915-562-0222 craigpatton@elp.rr.com
Beaufort County School District Beaufort	Beaufort, SC	Bill Evans	Board Chair	Cell: 843-301-6858 bill.evans@beaufort.k12.sc.us
Knox County Schools	Knoxville, TN	Karen Carson	Board Member	Cell: 865-300-6443 Hm: 865-675-0236 carsonk@tds.net
Sumner County Schools	Gallatin, TN	Don Long	Board President	Cell: 615-349-6768 Hm: 615-826-6173 donlong.hville@gmail.com
Williamson County Schools	Franklin, TN (Nashville)	Terry Leve	Board Member	Cell: 615-476-3001 Hm: 615-373-4485 terry.leve@gmail.com
Howard County Public School System	Ellicott City, MD	Brian Meshkin	Board Member	Cell: 951-719-4242 Hm: 301-725-4675 brian@brianmeshkin.com
East Side Union High School District	San Jose, CA	Frank Biehl	Board President	Hm: 408-223-2330 biehl@comcast.net biehl@esuhsd.org
Wyoming Department of Education	Cheyenne, WY	Paige Fenton-Hughes	State Board of Education Coordinator	Cell: 307-349-4506 Paige.fentonhughes@gmail.com
Fargo Public Schools	Fargo, ND	Jim Johnson	Board President	Cell: 701-200-4794 Hm: 701-241-9872 johnsj@fargo.k12.nd.us
Glen Ellyn School District 41	Glen Ellyn, IL	Erica Nelson	Board President	Cell: 630-452-4349 Hm: 630-221-0822 nelsondevelopment@sbcglobal.net
Pasadena USD	Pasadena, CA	Renatta Cooper	Board President	Cell: 626-720-2425 RCooper@pusd.us
Derry Township School District	Hershey, PA	Dr. William Parish	Board President	Hm: 717-533-7229 wmp158@aol.com
Plymouth-Canton Community Schools	Plymouth, MI	John Barrett	Board President	Cell: 248-761-8104 Hm: 734-459-1024 jbfalcon2000@yahoo.com
Eugene School District	Eugene, OR	Celia Feres-Johnson	Director of HR	Cell: 541-514-5276 Hm: 541-514-5276 feres-johnson_c@4j.lane.edu
Lander County School District	Battle Mountain, NV	Becky Sabbagh	Board Secretary	Wk: 775-635-2886 rsabbagh@lander.k12.nv.us
Willingboro Township Public Schools	Willingboro, NJ	Dennis Tunstall	Board President	Cell: 609-405-0242 Hm: 609-877-7056 dennis.tunstall@comcast.net Dtunstall@wboe.net
Papillion-La Vista Public Schools	Papillion, NE	Mike Jones	Board Vice President	Cell: 402-659-7337 mjones@paplv.org
Sublette County School District #1	Pinedale, WY	Sharron Ziegler	Board Secretary	Cell: 307-231-1120 Hm: 307-367-4765 sziegler@sub1.org

Green Bay Area Public Schools	Green Bay, WI	Jean Marsch	Former Board President	Cell: 920 883-9394 Hm: 920 336-6835 jean.marsch@gmail.com
Paterson Public Schools	Paterson, NJ	Willa Spicer	State Deputy Commissioner	Cell: 609-357-4960 Wk: 609-777-4485 willa.spicer@doe.state.nj.us
Paradise Valley Unified School District	Phoenix, AZ	Anne Greenberg	Board Member	Cell: 602-751-6642 Hm: 602-493-6642 asgpyusdBoard@cox.net
Ferndale School District	Ferndale, WA	Stuart McKay	Former Board President	Wk: 360-371-1080 Hm: 360-384-5372 stuart.mckay@ferndalesd.org
School District of Springfield Township	Springfield, PA	Mal Gran	Board President	Cell: 215-206-1004 Hm: 215-836-5993 malcolm.gran@comcast.net
Manheim Township School District	Lancaster, PA	Hannah Bartges	Board President	Hm: 717-569-4484 jonbartges428@comcast.net
Roosevelt Union Free School District	Roosevelt, NY	Dr. Gerald Lauber	Financial Rep to NY State Commissioner	Cell: 516-817-5131 drgerry@me.com
Waterloo Community Schools	Waterloo, IA	Mike Young	Board President	Wk: 319-234-4471 youngm@wloolaw.com
Camden City Public Schools (State Search)	Camden, NJ	Justin Barra	NJ DOE Chief Policy and External Affairs Officer	Wk: 609-575-7563 justin.barra@doe.state.nj.us
Tacoma Public Schools	Tacoma, WA	Connie Rickman	Former Board President	Cell: 253-279-1509 Hm: 253-756-0108 connie.rickman@nventure.com
Berkeley Unified School District	Berkeley, CA	Karen Hemphill	Board President	Phone: 510-502-6137 karenhemphill@comcast.net
Council Bluffs Comm. School District	Council Bluffs, IA	Gina Primmer	Former Board President	Wk: 712-323-9001 Hm: 712-322-6812 gina@gkmalloy.com

This is not a complete list, and more references can be provided upon request.

ALL EXECUTIVE SEARCH FIRMS ARE NOT THE SAME!

Ray and Associates, Inc.

THE CLEAR DIFFERENCE...

- ✓ We customize every search to meet the specific needs of our clients.
- ✓ We have the largest professional recruiting network in the country.
- ✓ We have a highly qualified, full-time staff that is readily accessible to respond to both clients and candidates.
- ✓ We maintain a large, prescreened database of traditional and non-traditional candidates from across the country.
- ✓ We aggressively recruit candidates who closely match the district profile.
- ✓ We provide an attractive, user-friendly and informative website that allows candidates to access application materials on-line.
- ✓ We receive more applications than any search firm in the nation.
- ✓ We interview each individual Board member in order for them to provide information and insight into the development of the profile characteristics for the position.
- ✓ We collect and organize community and staff input when desired by the Board and provide a report that is highly useful in establishing the position criteria. In addition, our firm offers an online survey and will provide a link to the survey to post on the District's website.
- ✓ We offer the option to have our office design and develop the promotional application and flyer for the position.
- ✓ We have the most complete and comprehensive investigative system to assure our clients of candidate quality.
- ✓ We have a unique and successful consensus building process for Boards who may be split on candidates or other issues.
- ✓ We have been highly successful in delivering outstanding candidates in all of our searches.
- ✓ We are the only search firm to provide an in-depth candidate video interview to the Board.
- ✓ We provide a two year guarantee clause in our contract with our clients.
- ✓ We provide a service to our clients after the Superintendent is hired to ensure a smooth transition and to establish realistic expectations at the outset.

GENERAL FUND - FY2017 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED DECEMBER 31, 2016					
Account Description	FY2017 Budget (Adjusted)	Received To Date 12/31/2016	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	(Over)/ Under Budget
Tuition - Regular From Parents	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition - Other NH Districts	\$ (64,235.00)	\$ (8,854.74)	\$ (17,709.46)	\$ (26,564.20)	\$ 37,670.80
Tuition - Barrington	\$ (2,731,250.00)	\$ (660,179.07)	\$ (1,937,271.05)	\$ (2,597,450.12)	\$ 133,799.88
Tuition - Nottingham	\$ (988,174.00)	\$ (177,502.62)	\$ (747,273.77)	\$ (924,776.39)	\$ 63,397.61
Tuition - SPED Aides	\$ (312,000.00)	\$ (52,298.39)	\$ (279,188.61)	\$ (331,487.00)	\$ (19,487.00)
Tuition - Voc - NH Districts	\$ (80,000.00)	\$ -	\$ (59,748.15)	\$ (59,748.15)	\$ 20,251.85
Tuition - Voc - Out of State	\$ (50,000.00)	\$ -	\$ (76,286.96)	\$ (76,286.96)	\$ (26,286.96)
Other Local Revenue - Districtwide	\$ (163,000.00)	\$ (16,975.90)	\$ (28,024.10)	\$ (45,000.00)	\$ 118,000.00
Other Local Revenue - DMS	\$ -	\$ (112.00)	\$ -	\$ (112.00)	\$ (112.00)
Other Local Revenue - DHS	\$ -	\$ (401.97)	\$ -	\$ (401.97)	\$ (401.97)
State Adequate Education Grant	\$ (8,933,782.00)	\$ (3,588,464.00)	\$ (5,345,317.96)	\$ (8,933,781.96)	\$ 0.04
FY17 Adequacy Aid Settlement	\$ (1,347,797.00)	\$ (1,347,797.00)	\$ -	\$ (1,347,797.00)	\$ -
School Building Aid	\$ (650,873.00)	\$ (325,436.64)	\$ (325,436.62)	\$ (650,873.26)	\$ (0.26)
Catastrophic Aid	\$ (263,520.00)	\$ (322,237.05)	\$ -	\$ (322,237.05)	\$ (58,717.05)
Voc Tuition Aid	\$ (225,000.00)	\$ (179,831.01)	\$ -	\$ (179,831.01)	\$ 45,168.99
Voc Transportation Aid	\$ (3,000.00)	\$ (3,000.00)	\$ -	\$ (3,000.00)	\$ -
Indirect Cost Allocation	\$ (100,000.00)	\$ (20,879.18)	\$ (64,120.82)	\$ (85,000.00)	\$ 15,000.00
ABE Allocation	\$ (39,011.00)	\$ -	\$ (39,011.00)	\$ (39,011.00)	\$ -
Impact Aid	\$ (5,000.00)	\$ -	\$ (5,000.00)	\$ (5,000.00)	\$ -
Medicaid Distribution	\$ (650,000.00)	\$ (254,489.91)	\$ (365,510.09)	\$ (620,000.00)	\$ 30,000.00
School - Transfer from Special Reserves	\$ (200,000.00)	\$ -	\$ (200,000.00)	\$ (200,000.00)	\$ -
School - Transfer from Capital Reserves	\$ (2,729,000.00)	\$ -	\$ (2,684,000.00)	\$ (2,684,000.00)	\$ 45,000.00
Tuition - Preschool Program	\$ (14,400.00)	\$ (7,250.00)	\$ (4,350.00)	\$ (11,600.00)	\$ 2,800.00
Tuition - Summer School, WPS	\$ (8,000.00)	\$ (6,140.00)	\$ -	\$ (6,140.00)	\$ 1,860.00
Athletic Transportation, DMS	\$ (10,000.00)	\$ (10,052.30)	\$ (4,947.70)	\$ (15,000.00)	\$ (5,000.00)
Tuition - Summer School, DHS	\$ (27,650.00)	\$ (2,160.00)	\$ -	\$ (2,160.00)	\$ 25,490.00
Athletic Transportation, DHS	\$ (55,000.00)	\$ (31,747.63)	\$ (23,252.37)	\$ (55,000.00)	\$ -
Total Non Tax Revenue	\$ (19,650,692.00)	\$ (7,015,809.41)	\$ (12,206,448.66)	\$ (19,222,258.07)	\$ 428,433.93
State Wide Property Tax	\$ (6,844,285.00)	\$ -	\$ (6,844,825.00)	\$ (6,844,285.00)	\$ -
Local Property Tax	\$ (30,985,059.00)	\$ -	\$ (30,985,059.00)	\$ (30,985,059.00)	\$ -
Total Tax Revenue	\$ (37,829,344.00)	\$ -	\$ (37,829,884.00)	\$ (37,829,344.00)	\$ -
Total Operating Revenue	\$ (57,480,036.00)			\$ (57,051,602.07)	\$ 428,433.93
EXPENSES & ENCUMBRANCES - ESTIMATED DECEMBER 31, 2016					
Account Description	FY2017 Budget (Adjusted)	Expenses to Date 12/31/2016	Encumbrances/ Antic. Exp 12/31/2016	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,043,470.11	\$ 7,427,767.42	\$ 13,277,415.42	\$ 20,705,182.84	\$ (338,287.27)
(1200) Special Education Programs	\$ 9,514,172.81	\$ 3,903,679.01	\$ 5,549,381.23	\$ 9,453,060.24	\$ (61,112.57)
(1300) Career and Technical Education Programs	\$ 1,879,648.62	\$ 675,044.00	\$ 1,040,835.25	\$ 1,715,879.25	\$ (163,769.37)
(1400) Co-Curricular Activities and Athletics	\$ 621,978.89	\$ 261,436.77	\$ 267,257.79	\$ 528,694.56	\$ (93,284.33)
(1600) Adult/Continuing Education Programs	\$ 238,400.88	\$ 115,028.48	\$ 112,245.03	\$ 227,273.51	\$ (11,127.37)
(2100) Support Services - Students	\$ 3,523,649.58	\$ 1,258,190.30	\$ 2,158,058.49	\$ 3,416,248.79	\$ (107,400.79)
(2200) Support Services - Instructional Staff	\$ 989,827.17	\$ 365,470.94	\$ 533,465.73	\$ 898,936.67	\$ (90,890.50)
(2300) Support Services - General Admin.	\$ 1,353,999.66	\$ 723,524.41	\$ 504,489.71	\$ 1,228,014.12	\$ (125,985.54)
(2400) Support Services - School Admin.	\$ 2,609,812.53	\$ 1,335,813.00	\$ 1,231,981.33	\$ 2,567,794.33	\$ (42,018.20)
(2600) Support Services - Operation Maint/Plant	\$ 3,989,489.39	\$ 1,788,945.62	\$ 2,243,593.09	\$ 4,032,538.71	\$ 43,049.32
(2700) Support Services - Student Transportation	\$ 2,199,996.00	\$ 918,350.61	\$ 1,403,660.53	\$ 2,322,011.14	\$ 122,015.14
(2800) Support Services - Centralized Services	\$ 962,679.36	\$ 521,552.34	\$ 330,792.82	\$ 852,345.16	\$ (110,334.20)
(2900) Support Services - Other	\$ 10,015.00	\$ 6,930.03	\$ 3,432.92	\$ 10,362.95	\$ 347.95
Fund Transfer to Special Revenue Funds	\$ 525,280.00	\$ 525,280.00	\$ -	\$ 525,280.00	\$ -
Fund Transfer to Capital Reserves	\$ 80,000.00		\$ 80,000.00	\$ 80,000.00	\$ -
Fund Transfer to Cap Res-FY17 Adequacy Aid Settlement	\$ 1,347,797.00		\$ 1,347,797.00	\$ 1,347,797.00	\$ -
Total Operating Expenses	\$ 50,890,217.00	\$ 19,827,012.93	\$ 30,084,406.34	\$ 49,911,419.27	\$ (978,797.73)
School Debt - Principal Payments	\$ 2,046,065.00	\$ 168,577.79	\$ 1,877,487.21	\$ 2,046,065.00	\$ -
School Debt - Interest Payments	\$ 4,543,754.00	\$ 191,589.64	\$ 4,352,164.36	\$ 4,543,754.00	\$ -
Total Debt Service	\$ 6,589,819.00	\$ 360,167.43	\$ 6,229,651.57	\$ 6,589,819.00	\$ -
Total Expenses, Encumbrances and Anticipated Expenses	\$ 57,480,036.00	\$ 20,187,180.36	\$ 36,314,057.91	\$ 56,501,238.27	\$ (978,797.73)
				Estimated Operating Revenue (over)/under budget	\$ 428,433.93
				Estimated Net revenue/expenses, (unexpended funds)/deficit	\$ (550,363.80)
As of December 31, 2016, estimated unexpended funds is \$550,363.80					