DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	**Regular Session #7**
Meeting Location:	**Media Ctr. (Rm. 306) McConnell Center**
Meeting Date:	**Monday, July 10, 2017**
Meeting Time:	**7:00 pm**

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. CITIZENS' FORUM

E. AGENDA APPROVAL

F. APPROVAL OF MINUTES

1. Regular Meeting #6, June 12, 2017
4. Special Session #11, June 26, 2017

G. CONSENT AGENDA

1. **Correspondence:** none
2. **Resignations/Retirements:**
   a. Amy Booth
3. **Leaves of Absence:** none
4. **Nominations:**
   a. Teacher Nomination
5. **Extended Travel (Student Trips):** None
6. **Donations:** none

H. STUDENT REPRESENTATIVE REPORT: none

I. POLICY – CHANGES – PROPOSALS: none

J. POLICY ADOPTION: none

K. RESOLUTIONS: none

L. OLD BUSINESS:

a. SOAR Program
b. Superintendent Entry Plan Update
c. Budget Update

M. NEW BUSINESS:

a. Café Services Presentation and Approval of Meal Prices
b. June 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.

Robin Lafleur

From: Kimberly Lyndes
Sent: Thursday, July 06, 2017 12:04 PM
To: Robin Lafleur
Subject: FW: letter of resignation

From: Amy Booth
Sent: Thursday, July 6, 2017 11:10 AM
To: Kimberly Lyndes <k.lyndes@dover.k12.nh.us>
Subject: letter of resignation

Hi Kim,

This letter is to state my resignation from the Dover School District. I have accepted a position in another district and will therefore not be returning to the position of a 5th grade teacher at Dover Middle School.

Thank you,

Amy Booth

OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE

TO: **DOVER SCHOOL BOARD**

DATE: July 10, 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 2017-2018 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Tourigny, Sarah	Music Teacher	Dover Middle School	Rob Finch	$38,722.00	BA, Step 3

SOCC program will resume as normal, I am unsure of why that was in question. 21st CCLC funding at a national level was at risk of being cut but with advocates and lobbyists it was not cut for 2017-18. It like so many other grant funded programs is at risk- under the current federal administration.

I have attached the documents about the success of the SOCC program

Licensing-I have been in contact with the DOE as well as the child care licensing board and at this time I do not need to be licensed. I will continuously monitor the licensing standards and stay in compliance.

Food (snack)- I have been trained through Serv safe for food handling/distribution as will staff.

I have worked with the food service director for the district for many years and plan to continue that relationship. Each year the person in this position has provided me with an FDA approved (rather all guidelines) snack list- as well as allowing me to order through the district vendors. This is a practice I will continue; ensuring SOAR is in compliance.

Sample snack menu:

Monday-Cheese stick and whole grain goldfish

Tuesday-Apple Juice and pretzels

Wednesday-White mIlk and oatmeal breakfast bar

Thursday-Go-Gurt and cinnamon goldfish

Friday-Orange Juice and Nutrigrain bar

Insurance-Working with an agent from Kane insurance and have a quote

Technology- Soar is requesting access to technology to assist students with their homework.

This could be the computer lab or a chromebook cart

Transportation- The program will not provide transportation at the inception. As the program grows so will the budget; allowing the program to provide transportation. The hours of the program will be the end of the school day until 6- this time frame allows for the majority of working families to finish their work day and pick up their child.

Student fees- Fees will be based on number of days attended:

1-2 days= $35

3 days=$50

4-5 days=$70

In year one, the program would offer 5-10 full scholarships to families expressing need, through DMS recommendation and personal knowledge of family need. Along with the registration form there will be a scholarship form that families will need to complete proving financial hardship.

Staff- SOAR will hire DMS staff as well as UNH and GBCC students.

The goal is to start with 40 students and three staff members:

Myself-Brandy Barshaw
DMS staff
College Student

*child care licensing ratio for this type of program and age group is 45:3

Students: As part of the registration process the parents will indicate which days their child attend (there is flexibility, parents will need to communicate with the staff), with that knowledge daily attendance sheets will be created. Every child will check in with staff and at this time have snack. SOAR staff would also communicate with the main office about student absences, early dismissal and dismissal changes….Phone calls to guardians will promptly be made to parents of children unaccounted for.   If parents are picking up they will sign their child out or give written permission to walk home.

Daily Operation:

Arrival to 3- Check in, snack, structured free time (outside when possible)
3-4 Homework (this time can be extended for those that need it)
4-5 enrichment activities
5-6 movement activities run by staff, free time

*Enrichment activities will be determined by the interests of the children

*For the children participating in STEAM Academy they will have the opportunity to do their homework upon arrival instead of participating in an enrichment activity

SOAR will fit the need of the individual child

Getting the word out about SOAR:

Social media
Word of mouth
DMS administration/PTA
Flyers
Being present at events leading up to the school year

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

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

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

SOCC Afterschool Program
21st Century Community Learning Center
2015-2016 E-O-Y Performance Report Feedback

GENERAL:

Report received by, or postmarked on, 6.30.16?	Yes
i4see data uploaded by 6.17.16?	Yes
21st CCLC Program Assurances submitted?	Yes

SECTION I:

Reporting Categories	Feedback/Comments
1.1 Project Goals, Objectives, and Status	• Goal 1: Academic performance in reading and math. Exceeded target for regular attendees, academic performance in numeracy and fact fluency, and parent report of impact on child's school performance. Met or came very close to targets for homework completion, homework on time, and academic achievement as reported by teachers. Agree that long-term outcome related to NECAP should be refined. • Goal 2: Parent involvement in children's learning. High parent ratings of the program and family participation in family nights as well as student reports of positive attitude toward school (exceeded targets). Parent assistance with children's homework was lower than expected and next steps to address this have been identified. • Goal 3: Student leadership and responsibility. High ratings by parents of program contribution to children's independence, responsibility, work habits, and grades/school work. Service learning opportunities are available. Almost half have demonstrated improvement in classroom behavior. Below target in outcome related to volunteering more in class—however, it is worth considering whether this outcome is really a reasonable outcome for an afterschool program. • Teacher survey is administered twice a year with little response for second administration. Perhaps frequency of administration should be re-examined and reduced (although the point about reducing the length of required memory is a very good one).

1.2 Professional Development	• Various PD opportunities provided. Looks like good participation by direct service staff as well. • Partnership with Constellations Behavioral Services seems like a good one. Please share this link with your 21c colleagues.
1.3 Project Status	• Congratulations on the high participation in the program! Congratulations to Brandy on the Thad Mandsager Award! • Very interesting results relative to academic achievement among the students in the all boys classroom. • Consideration should be given to how to support the new work-study students coming in—might more professional development be needed or deliberate partnering of them with more experienced staff? • The two stories shared were wonderful examples of program impact.
1.4 Lessons Learned and Planned Adjustments	• Program continues to adapt to meet the neediest students, including those with special education needs and homeless students. • Homework Lab approach will be a focus in the new school year.
1.5 Budget	• Average daily attendance, total youth served per year, and regular attendees all exceed RFP targets. • Cost per service hour is appropriate.
1.6 Sustainability	• Many activities related to sustainability this year including community fundraising events, program fee collection, and reduction in snack costs due to CACFP. • Future sustainability activities include raising the program fee for full-pay lunch students, looking for scholarships from local businesses, and continued community-based fundraising activities. • Interesting approach to asking for volunteer hours for parents who receive scholarship support. Would be curious to know how this is working.
1.7 CIPAS Update	• Work begun on the priorities identified through the CIPAS process. Please send out an email to 21c colleagues to secure some sample tools for performance review assessment.
1.8 Partnerships	• MOU and updates are submitted.

Suzanne Birdsall-Stone
21st Century Community Learning Center Director
NH Department of Education

CONTINUOUS IMPROVEMENT PROCESS for AFTERSCHOOL

VISITATION TEAM REPORT

SEYMOUR OSMAN COMMUNITY CENTER
21CCLC AFTERSCHOOL PROGRAM
WOODMAN PARK SCHOOL
DOVER, NEW HAMPSHIRE

Karen Horsch
Kimberly Meyer

April 6, 2016

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CONTINUOUS IMPROVEMENT PROCESS FOR AFTERSCHOOL (CIPAS)
VISITATION TEAM REPORT

SEYMOUR OSMAN COMMUNITY CENTER
21CCLC AFTERSCHOOL PROGRAM
WOODMAN PARK SCHOOL
DOVER, NEW HAMPSHIRE

EXECUTIVE SUMMARY

Under the leadership of Stacey Kearns, Program Director, staff and stakeholders in the SOCC Afterschool Program at the Woodman Park School underwent a thorough documentation process using a program self-assessment rubric based on the seven components of effective afterschool programs. Stacey Kearns, staff and stakeholders prepared for a one-day visit from a visitation team representing the New Hampshire Department of Education 21st Century Community Learning Centers Program (21st CCLC).

Findings:
Based on the documentation, key stakeholder interviews and program observations, the team finds the SOCC Program to be an outstanding program that meets the needs of students, families, and the school community it serves. In existence since 2003, SOCC has created an exciting, nurturing culture that provides academic support, interesting enrichment options, and social and emotional skill development. The program is valued by parents and students and is well respected by teachers and school district and school administrators.

Strengths:

- The SOCC Program provides a safe and nurturing environment for students in grades 1-4 that supports learning and social and emotional development. The program's partnership and close integration with the Woodman Park School (WPS) enables it to leverage resources and support the mission of the school.
- The SOCC Program is well attended and offers students a range of programming choices, including homework help provided by certified teachers and a variety of enrichment activities. The Program maintains a number of strong community partnerships to enhance programming.
- The SOCC Program enjoys the strong support of the Principal and school district administrators who view the program as a core part

of the educational mission of WPS. The strong working relationships established between SOCC and school staff, especially through the Project Coordinator, have been critical to the success of the program and the trust it has garnered among teachers and families.
- The SOCC Advisory Board is strong and well-functioning and includes a range of stakeholders who are committed to supporting the program and who have expertise in a range of skills that can support the SOCC Program.
- Staffing of the SOCC is strong. Many of the staff are educators and have been involved in SOCC for several years, contributing to program stability. The Program has established strong partnerships with Berwick Academy and UNH which enhance staffing capacity and generate benefits for all involved.
- In partnership with WPS and the Dover Housing Authority (DHA), the SOCC Program offers many opportunities for family/parent engagement and education. Family-oriented events were reported to be well-attended.
- The SOCC Program has strong internal systems including staff and parent handbooks, job descriptions, and professional development opportunities (offered by both the school and the SOCC program).
- The SOCC Program receives funding from a variety of sources including the 21st CCLC program, DHA, fundraisers, program fees, and in-kind support from WPS and the Dover School District.

Recommendations:
- Clarify roles and responsibilities between the SOCC Director of Family Services and the SOCC Project Coordinator.
- Develop a written set of SOCC Program operating procedures, starting with an overview yearly calendar and then identifying specific tasks and steps for each, including which staff positions are responsible for each.
- Continue efforts to raise awareness of the program in the community.
- Work with the SOCC Board of Directors and school administrators on a sustainability plan for the program.
- Work with school district administrators to highlight the role that afterschool programming plays in supporting district goals as will be developed in the new strategic plan.
- Ensure that enrichment club leaders regularly complete the program planning document for clubs, including clearly identifying the standards to which activities contribute.

- Continue to monitor the program waitlist and discuss opportunities to address this.
- Continue to work to identify organizations and individuals to offer enrichment programs.
- Further develop and implement the staff observation and evaluation process.
- Consider holding an all-staff kick-off meeting at the start of the year and a celebration and review at the end to build the team and gather input to improve programming and operations.

As a result of the above findings, the visitation team determines that the SOCC Program falls into the following levels as defined by the CIPAS rubric:

CIPAS Afterschool Component	
PROGRAMMING	**Exemplary**
MANAGEMENT/ADMINISTRATION	**Proficient**
COMMUNITY/FAMILY INVOLVEMENT	**Exemplary**
STAFFING AND TRAINING	**Proficient**
FINANCING	**Proficient**
RESEARCH AND EVALUATION	**Proficient**
POLICY AND ADVOCACY	**Proficient**

NH Department of Education

21st Century Community Learning Centers

Soaring Beyond Expectations

Annual Performance Report

Project Title:	SOCC Afterschool Program	Project Number:	136277
District Served:	Dover	Reporting Period:	July 1, 2015 – June 30, 2016
Report Author:	Stacey Kearns	Title:	Director of Family Services

Authorized Representative Information:
To the best of my knowledge and belief, all data in this performance report are true and correct.

Allan Krans	a.krans@doverhousingauthority.org
Superintendent's/CEO's Board Name (Typed or printed)	Email Address
	6/30/16.
Signature	Date

Instructions

US Department of Education No Child Left Behind Goals Applicable to 21st CCLC:
Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Goal 5: All students will graduate from high school.

The two purposes of the Performance Report are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. The Annual Performance Reports were developed by the U.S. Department of Education and amended by the New Hampshire Department of Education and the Statewide Evaluation Task Force. *On-time submission of the Performance Reports is a requirement of your grant and continued funding will be contingent upon grantees making quantifiable progress towards stated objectives. Additional data required by the U.S. Department of Education may be requested of grantees as part of the No Child Left Behind Act.*

Two types of data are collected in the Performance Report: **descriptive data** and **achievement data**. See below for reporting deadlines.

Please read through all the forms before you answer any of the questions. This will give you a better understanding of exactly what information is being requested of you. You may add pages to any narrative section of the report as needed.

Reporting periods for your annual performance report coincide with the school year and include the summer prior to the school year.

Reporting Deadlines:

Year End Report	USDOE Federal Report (via Cayen)
June 17, 2016 (i4see upload & FY17 budget. Any changes to FY16 budget are submitted.) June 30, 2016 (Report & 21st CCLC Program Assurances & CBOs General Assurances)	July 17, 2016 Data is complete in Cayen and ready for upload

Please complete the cover sheet (included) with each report submission. **Please submit the original report and one copy to:**

NH Department of Education
21st Century Community Learning Centers Program
101 Pleasant Street
Concord, NH 03301
Attention: Marie Blanchard

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

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

STATE OF NEW HAMPSHIRE
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21st Century Community Learning Center Assurances

School District Served: __________11___________

Fiscal Agent DUNS #:________________________

1. The program was developed, and will be carried out, in active collaboration between the identified community partner(s) and the schools the students attend, including private schools.
2. The funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this program and in no case supplant Federal, State, local, or non-Federal funds.
3. The Program will:
   - Take place in a safe and easily accessible facility
   - Submit timely performance reports that describe project activities, accomplishments, and outcomes.
   - Keep accurate and timely records on a state approved web-based data collection system.
   - Participate in evaluation studies conducted by the New Hampshire State Department of Education.
   - Send a representative(s) to Technical Assistance Workshops and Grantee Meetings.
   - Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.

______________________________ 6/30/16

Authorizing Name and Signature Date

1.1: Project Goals, Objectives and Outcomes

Project Goals, Objectives, and Outcomes: Provide an update on your project's goals, objectives, and outcomes. Include measurable data to indicate progress toward your objectives/outcomes during the reporting period as well as other pertinent information, including any changes to your original goals and why. Reflecting on your current data and progress, outline clear next steps to support and expand current success and/or address challenges/barriers in meeting your target outcomes. *(Additional rows or pages may be added as needed. Please note: you may need to copy and paste this table onto additional pages to preserve formatting.)*

Goal 1: Participating students will improve performance in core subjects of Math and Reading		
Objectives/Short Term Outcomes: *(list below, insert rows as needed)*	**Current Data & Progress**	**Next Steps**
The SOCC will have at least 85 regular attendees by year's end.	By year's end, we had 106 regular attendees.	We will continue to offer an affordable program that offers strong homework support and a variety of appealing enrichments.
80% of students will have teacher-reported improvement in homework completion, when improvement is needed.	75% of students who needed improvement on homework completion were reported to demonstrate improvement.	Continue to monitor student performance. Seek out updates to scope/framework of material being covered in classes for Homework Lab staff to be better prepared to assist.
80% of students will have teacher-reported improvement in turning in homework on time, when improvement is needed.	77% of students demonstrated improvement in turning in homework on time.	Use communication tool to increase communication with student, parent, teacher, and Homework Lab Leader throughout the year to better support struggling students.
70% of students will have teacher-reported improvement in academic performance, when improvement is needed.	70% of students demonstrated improvement in academic performance as reported on the End of Year Teacher Survey.	Continue to monitor student performance throughout the year through checking grades and communicating with teachers to identify students who are in need of extra support and areas of particular struggle to design supportive enrichment programs.
70% of parents will say that the SOCC had a major impact on their child's school performance (on End-of-Year Survey).	77% of parents ranked the SOCC's impact on their child's school performance as "Excellent" on the End-of-Year parent survey)	Continue to monitor student performance and use communication tool to relay information to parents about student performance.
60% of students at L1 or L2 will improve one level on Numeracy	86% of students performing at L1 or L2 in Fact Fluency in addition or multiplication	Continue to offer increased formal and informal supports to students who particularly

Assessment or Fact Fluency Assessment from Fall to Spring.	and 86% of students performing at L1 or L2 in subtraction or division improved a minimum of one level.	struggle with fact fluency through tutoring and math fact and problem solving games. Continue to offer enrichments that incorporate math facts and problem solving.
Long Term Outcomes:		
75% of students (regular attendees) will meet their growth target on the NECAP.	In the 2014-15 school year, New Hampshire began using new assessments to gauge student mastery of skills.	Pursue update to outcome to reflect current assessments. Options include STAR or Smarter Balanced Tests.
100% of students will advance grade levels on time.	Anecdotal evidence suggests that all SOCC participants advanced grade levels.	Review i4see when school resumes in September to confirm that advancement of SOCC participants.
Goal 2: Parents/guardians of participating students will increase their level of involvement in their children's learning.		
Objectives/Short Term Outcomes:	**Current Data & Progress**	**Next Steps**
30% of enrolled families will attend each Family Literacy Night.	Sign-in sheets were more successful this year, but still did not capture a complete attendance for family nights. Approximately 50% of attendees were signing in. Visual assessments of participants suggests that 30%-50% of attendees were SOCC participants. 53% of respondents on the parent survey attended at least one Family Night.	Family nights continue to draw in large crowds and earn positive reviews from attendees. Continue to investigate alternatives for capturing attendance data.
By year's end, 70% of parents report that they check/assist with their child's homework.	63% of parents report that they assist with their child's homework at least once per week.	Continue to offer opportunities, like family nights, to empower parents to engage in their child's learning. We will also use a communication tool to give parents more information about their students' performance.
60% of parents report the quality of special events as "Excellent".	59% of respondents reported the quality of family events this year as "Excellent". Some of the events offered this year included Family Fitness Night (October), Family Literacy Night (February), Family Math on the Move Night (March), and International Celebration (April).	We will continue to work with school staff, including Title 1, Family Outreach, and ESOL to offer events that are exciting and enriching.

30 parents will participate in service opportunity with their child.	27 parents, participated in a service opportunity with their child through the Back-to-School Clothing Program, which requires families to complete two service projects.	We will continue to offer opportunities for parents and students to work together and share skills with each other.
Long Term Outcomes:		
65% of students will show a positive attitude toward school.	Students completed the 21st CCLC Youth Survey, which included questions measuring attitude toward school. On four questions measuring attitude toward school, students responded 73%, 88%, 95%, and 95% Always or Most of the Time.	We will continue to monitor this data.
Goal 3: Participating students will increase leadership and responsibility.		
Objectives/Short Term Outcomes:	**Current Data & Progress**	**Next Steps**
By year's end, 70% of parents report that the Afterschool Program has helped their child become more independent.	97% of parents reported through the Parent Survey that they Somewhat or Strongly Agree that the program has helped their child become more independent.	We will continue to offer choice in programs and service learning opportunities for youth to participate in during program and with their parents.
By year's end, 70% of parents report that the Afterschool Program has helped their child follow through on tasks and give up less easily.	93% of parents reported that they Somewhat or Strongly Agree that the program has helped their child follow through on tasks and give up less easily.	We will continue to offer support and encouragement to students in Homework Lab and offer challenging Enrichment Programs in small group settings to allow for additional exploration.
Students complete service learning project.	15 students in Session 2 participated in the Caring Kids enrichment program. Students created a weekly project to be donated into our local community that included donating pajamas through the Pajama Project to local homeless youth.	We will continue to offer at least one enrichment program each year with the primary purpose being service learning.
Students are matched with a site-based mentor by year's end.	25 students were matched with a site-based mentors through Berwick Academy and Seacoast Reads. Pairs met for about one hour each week during program time.	Continue to strengthen our relationship with both programs and explore other mentoring opportunities available through groups at UNH.

60% of students will volunteer more often in class during the school day.	45% of students in need of improvement were reported to demonstrate improvement as reported on the end-of-year teacher survey.	We administered the teacher surveys at the ends of the 2nd and 3rd trimesters, with little response for the 2nd administration. We will communicate more clearly with teachers as to what we are expecting (3 per child per year) and why these surveys are being done multiple times (to reduce the length of required memory) to better gauge student performance changes.
80% of students will have teacher reported improvement in turning in homework on time, when improvement is needed.	77% of students demonstrated improvement in turning in homework on time, according to the end of year teacher survey.	Use communication tool and new teacher survey strategies to identify performance issues and gauge growth.
Long Term Outcomes:		
Students show improved work habits.	On parent surveys, 93% Somewhat or Strongly Agree that their child was better able to follow through on tasks and gave up less easily. 93% Somewhat or Strongly Agree that their child improved their grades/school work this year.	Continue to monitor data.
Students demonstrate better behavior at school and at home.	49% of students demonstrated improvement, when needed, in teacher reported behavior in the classroom. 93% of parent respondents Somewhat or Strongly Agree that participation in SOCC programming contributed to their child being easier to manage at home.	Continue to monitor data with teacher survey administration at the completion of each trimester.

1.2 Professional Development:

1.2a Describe training, technical assistance, and other professional development activities during this reporting period. Report on activities specific to professional development and connected to a learning objective. Please do not include meetings that work out logistics, organizational or systemic issues. If a Program or Site Director Meeting has an outside expert to teach or instruct you may include these meetings here. You may use this template to share additional activities with your District/CBO leadership.

MONTH/DATE	TITLE	# of ATTENDEES & ROLE (director, site coord., direct service)	LEARNING OBJECTIVE
EXAMPLE	Behavioral Management	1 Director 3 Site Coordinators 5 Direct Service	Learn how to manage difficult Behaviors
EXAMPLE	Emergency Preparedness	1 Director 4 Site Directors	Learn what best practice is for AS Emergency Preparedness and link to the school day.
EXAMPLE	Family Literacy	3 Site Directors 6 Direct Service	Learn more about family literacy best practice in AS.
JULY	21st Century Summer Conference	1 Director 1 Site Coordinator	Learn best practices in AS.
AUGUST	CACFP Online Training	1 Director	Certification for CACFP snack reimbursement program.
SEPTEMBER	UNH Supervisor Orientation (3 parts) ACROSS NH Back to School Conference Educators are Critical Partners in Making a Difference in the Lives of Children of Incarcerated Parents – Webinar	1 Director 1 Director, 3 Direct Service 1 Director	Learn how to manage interns. Explore best practices in AS. Explore the impact of parental incarceration on youth and the implications for AS.
OCTOBER	NHAN Annual Meeting	1 Director, 2 Direct Service	Learn strategies to manage difficult behaviors.

	Constellations Behavioral Services	1 Director, 1 Site Director, 10 Direct Service	
November	Boosting Positive Youth Behaviors – Webinar	1 Director, 3 Direct Service	Learn strategies for engaging with youth.
	Afterschool Leadership Circle	1 Director	Learn strategies to strengthen leadership skills.
	UNH Supervision Seminar	1 Director	
	Frank Kros: The First Meeting is the Most Important	1 Director, 2 Direct Service	Explore implementing small groups into AS.
December	Afterschool Leadership Circle	1 Director	Learn strategies to strengthen leadership skills.
January	Afterschool Leadership Circle	1 Director	Learn strategies to strengthen leadership skills.
	Frank Kros: Facilitating the Community Meeting	1 Director, 1 Direct Service	Explore implementing small groups into AS
	Frank Kros: Mind Management	1 Director	Learn strategies to strengthen leadership skills.
	Program Director Winter Retreat	1 Director	
February	Afterschool Leadership Circle	1 Director	Learn strategies to strengthen leadership skills.
March	UNH Supervision Seminar	1 Director	
	Constellations Behavioral Services	1 Director, 1 Site Director, 16 Direct Service	Learn strategies to manage difficult behaviors.
	Frank Kros Training	1 Director	
April	Early Childhood & Afterschool Professionals Celebration	1 Director, 1 Site Director, 3 Direct Service	Celebrate and recognize the work done in AS.

	Positive Strategies for Reaching & Teaching Children & Youth	1 Director, 1 Site Director, 18 Direct Service	Learn strategies to engage youth during afterschool hours
MAY	ACROSS NH Leadership Institute (3 sessions) Cayen Webinar	1 Director 1 Director	Learn about leadership styles and practice skills
JUNE	ACROSS NH Leadership Institute (1 session) Project Adventure	1 Director 1 Director, 1 Site Director, 2 Direct Service	Learn about leadership styles and practice skills Learn strategies to engage youth during afterschool hours

1.2b Professional Development Plan for 2016-2017 List 3-5 priority professional development activities/areas for your staff for the 2016-2017 year. If you have specific trainings scheduled include them here.

- Partner with Constellations Behavioral Services to provide professional development opportunities to staff.
- Continue providing staff with information to be able to connect Enrichment programs with school day curriculum.
- Prepare staff for emergency situations.
- Partner with City of Dover Fire Department to provide CPR Certification.
- Partner with ACROSS NH to provide training to new staff members on quick activities (similar to Project Adventure training).

1.3 Project Status:

This section of the report is for accomplishments and challenges at the project level. If part of an accomplishment/challenge at the project level is for a particular site this may be included. Provide 3-4 bullet points addressing the following:

1.3a Key Accomplishments:

- The SOCC saw 121 students this year and had 106 regular attendees, both exceeding goals. 88% of students regularly attend program.
- Following a training offered by Frank Kros at the 2015 21st CCLC Summer Conference about the learning styles of boys and girls, we began the year with three single-sex homework lab classrooms , two with all boys and one with all girls. One of the all boy classrooms maintained through the entire school year. Students in this classroom exceeded average growth, when needed, as documented on teacher surveys.
- Our site coordinator, Brandy Barshaw, was the recipient of the Thad Mandsager Award, given to recognize civic contributions for the greater good of youth and families. Thad was the previous Program Director in Dover and passed away unexpectedly.
- Family events have continued to grow in number of events and in attendance. Partnering with Title I, Parent Outreach, the PTO, and ESOL programs has allowed for additional events to be held. At family nights held at Woodman Park School (Family Fitness, Literacy, Math, International Celebration, and Summer Readiness), attendance rose to a high of 200 people. Additional events were held at the SOCC facility and included community meals and holiday themed activity days.

1.3b Challenges:

- The SOCC has seen a large number of work-study students graduate over the last year, leading to a very young and inexperienced staff that has needed more time and assistance in planning activities and engaging with youth.
- 15 students enrolled in the SOCC received special education services during the school day. 7 of these students had a one-on-one paraprofessional support during the school day. This support did not follow them into afterschool leading to behavioral and learning challenges.

- Of the Woodman Park School students identified as homeless, 63% of those students were SOCC participants. These students struggled with trusting adults and socially interacting with peers in addition to aggression and emotional outbursts due to a lack of feeling in control of their situation. Anxiety around food and shelter was prevalent for these youth.

1.3c Please share one anecdote and/or selected quote regarding the impact of your program on the students or the community.

RK came to us in the summer of 2015. He had just moved to the area and had an IEP in place but we did not have access to it when he began programming. During the summer, we found out he had a one-on-one aide all day during the school year and that there were behavior issues throughout the school day. SOCC quickly reached out to the Woodman Park School Special Education Department, a group of staff who are not contracted during summer months. The WPS team promptly received and reviewed RK's IEP, school records, and behavior plan and obtained written consent to share information with the SOCC. With this information and assistance from the school, along with the consistency of SOCC staff, RK started to turn the corner.

As time moved forward we were able to tweak the behavior plan to better suit his needs, helping him to enjoy and participate in the summer program. All of the work done over his five weeks of summer program made for a fairly smooth transition into the school year. School staff was able to observe RK's participation in the summer program and sought out and listened to the input of the SOCC staff to help make classrooms decisions (ie...seating, behavior plan, academic need).

RK transitioned into our school year program with very little need. He continues to have a one-on-one aide during the school day but does not have one in the afterschool hours. He succeeds in all areas with less and less direction as the school year has progressed. Because of this in RK's last IEP meeting they collectively decided to lessen the time he needs a one-on-one para-professional during the school day.

TB came to us in the fall of 2015. The entire 2014-15 school year, the SOCC and school staff tried to get her enrolled with the SOCC but the parents were resistant. TB came to us well below grade level, socially inept, with behavior out of control, and having never turned in homework in three years at WPS. With a lot of patience, support, love and consistency, TB began making gains. Homework was turned in daily, she made academic progress, her behavior improved significantly and most importantly she began making friends. The school and her parents give kudos to the SOCC staff for all of her success in the past year.

1.4: Lessons Learned and Planned Adjustments

1.4a **__Lessons Learned:__** What lessons have you learned about your project during the reporting period?

- Families continue to struggle outside of school with homelessness, substance use, and mental illness creating challenging environments for youth to grow and develop in. SOCC is a safe and consistent place for youth to spend an extended portion of their day in.
- Despite feeling challenged by behavior needs, staff and volunteers of all levels continued to accept responsibility and worked to keep struggling youth engaged in programs.
- SOCC continues to be a desired program. This is shown in our high number of regular attendees and also by one mom stating that she felt "like I won the lottery!".

1.4b **__Planned Adjustments:__** Describe the adjustments, if any, that you plan to make to your project, based on the information collected for this report.

- Explore a center-based homework lab format for students who require modified homework assignments. Research best practices and begin having conversations with school personnel and 21st CCLC personnel to determine the possibility of incorporating this model into homework lab.
- Develop a plan to support Homework Lab staff who are also Enrichment Lab staff to allow for set up time in between portions of the day so staff are ready to facilitate enrichment programs at the start of program.
- Program Director considered adding a supper meal, however parent feedback stated that this was not something that would benefit their family. The topic will continue to be explored on a regular basis to determine if it should be added.
- Develop a communication tool (either a stamp or attachable note) to relay messages from staff to parents and teachers, and vice versa.

1.5: Budget

For the 12 month period from July 2015-June 2016:

A	B	C	D
2016 Total 21C Expenditure **$__75,263.55____**	RFP Target	2015-16 Program Year	Total Expenditure per Student/Hours *(2016 Total Expenditure ÷ Column C)*
Youth Per Day/Measured by Average Daily Attendance	70	69 (includes summer) 77 (without summer)	$1,090.78 $977.45
Youth Served Per Year	100	121	$622.01
Regular Attendees *(30 or more visits)*	85	106	$710.03
Service Hours		711	$105.86

1.5h Narrative explanation of above

The budget report depicts spending for the duration of July 1, 2015 through June 15, 2016, therefore some expenses are not included. Approximately 70% of expenses are for personnel wages with an additional 10% for benefits (FICA, worker's compensation, unemployment, etc) for personnel. In addition, the SOCC paid a share of the cost of UNH work-study employees who provide direct service. Direct service hours include Summer Enrichment Program, Homework Lab, Enrichment Programs, and family events. Three enrichment programs were subcontracted, including Caring for Small Animals, Cooking Matters, and Seacoast Science Center. Due to lack of previous use and lack of current demand, no programming was offered on early release days or during vacations.

Our Youth per Day attendance reflects that during the school year, we met our stated goal of 70 students per day. When including summer program attendance, our daily average falls just below our goal, however it should be noted that our summer program has a capacity of 35 students due to being located in a smaller building.

1.5i Submit a budget and budget narrative in the online grants management system for fiscal year 2017 by June 17, 2016.

Submitted on June 30, 2016 following approval at Governor & Council.

1.6: Sustainability

1.6a Describe sustainability successes and challenges.

We have continued to have multiple successful fundraising initiatives this year. The 35th Annual Reds Race for a Better Community generated a payout of $3,475, a small increase. Our annual HOOPLA Festival, was postponed one week due to rain, but drew a large number of teams and generated a proceed of $624. Robert's Maine Grill and Bob's Clam Hut sponsored a community night with the SOCC as the beneficiary. These nights generated just over $750. A continued partnership with Liberty Mutual and the Give with Liberty campaign generated $3,684 this year. The SOCC also participated in NH Gives Day sponsored by NH Center for Nonprofits. This event generated $560.

This year, Fiddlehead Farms Marketplace decided that they would like to rotate agencies that benefit from the "Holiday Tree of Hope" program. The SOCC will now be the beneficiary on alternative years. This year was not a beneficiary year.

Becoming a CACFP site has continued to drastically reduce the cost of snacks.

Program fees for the school year have exceeded $22,000. However, 65% of participants did not contribute for at least one session and about 35% did not contribute any program fees. With providing invoices to families, we saw additional families making contributions.

The SOCC Board of Directors continues to work on sustainability planning.

1.6b Describe planned 2016-2017 sustainability activities.

We plan to continue initiatives including HOOPLA, Reds Race, and Give with Liberty. We look forward to benefiting from Fiddlehead Farms' Holiday Tree of Hope program again.

In assessing our fee structure, we are raising the program fee for those students on Full Pay Lunch by $25 per session, or $100 per year. This will bring the cost per day for Full Pay Lunch students to $5. The fee for Free and Reduced Lunch students is remaining the same. We will continue to provide invoices to families with delinquent accounts.

We are looking to local companies for support with providing scholarships for families that are unable to pay their program fees, with an expectation of volunteer hours provided by parents in receipt of a scholarship. We are also looking at local businesses for support in fundraising efforts to not only increase financial health, but to increase awareness of who we are. Our goal will be to hold 3 community fundraisers with local restaurants in addition to larger events.

1.7: Continuous Improvement Process (CIPAS)

Conway, Dover, Haverhill, Hinsdale, Ossipee, and Portsmouth please provide updates on your short and long term goals per your 2015-16 CIPAS findings and action plan.

Goals	Updates
Clarify roles and responsibilities.	In the process of reviewing job descriptions with staff.
Develop Standard Operating Procedures	Creating a Year at a Glance overview calendar to outline program tasks.
Increase community awareness of program	The SOCC was written into a grant opportunity with the Dover Arts Commission. The proposal will bring an artist to our program and students will create art pieces to display in the new parking garage located in Downtown Dover. Our family night held on April 21st received coverage in Fosters Daily Democrat, the local newspaper.
Increase professional development opportunities relevant to afterschool and managing challenging behaviors.	Staff survey was conducted during a staff meeting and via an online survey for feedback on this year's offerings and desires for next year. 4 staff (PD, PC, 2 direct service) participated in a Project Adventure based training prior to the beginning of the 2016 summer camp program.
Introduce formal system for performance review assessment.	Seeking sample tools

Concord, Marlborough/Harrisville, Hillsboro-Deering, Laconia, Monadnock, Newfound, and Warren please provide updates on your short and long term goals per your 2014-15 CIPAS findings and action plan.

Goals	Updates

1.8: Partnerships

1.8a Include with your June Report a Memorandum of Understanding (MOU) with your Co-Applicant and major partner/partners for the upcoming program year. Have both parties sign it and include applicable areas for your program from Appendix A.

1.8b Include a copy of your original MOU and indicate the results and progress on each point in the agreement.

1.9: Data Collection

Please complete your end-of-year upload from Cayen into i4see by **June 17th. You may update this in July if there is any outstanding data entry.**

APPENDIX A: Memorandum of Understanding Template

Directions: A Memorandum of Understanding (MOU) can help set expectations for your community partners and your program. The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time or resources of each entity. Complete an MOU for each partnering organization.

______________________________ will partner with the______________________________

(agency/organization) (names of schools)

participating in the ______________________________ and commits to do the following with:

(program name)

Areas to Consider (This list is not meant to be comprehensive nor are organizations meant to respond to them all. Rather, respond as appropriate to your partnership.)

1. Personnel
   - Will staff time be devoted to this project?
   - Who will pay for staff time?
   - Number of hours per week?
   - Description of what they will do during their time on the project
   - Who will train and supervise them?

2. Volunteers
   - Number of volunteers?
   - How many hours per week?
   - Who will train and supervise them?

3. Supplies
   - List supplies (as you know them)

4. Space
   - Will space be made available?
   - Where, when, and how often?
   - Will custodial services be included?

5. Transportation
   - Where and when will it be provided?
   - What vehicles will be used to transport?

6. Programming
   - What will be offered?

Where will it be offered?
Will there be a fee?
How will families be notified of programming?
Who will schedule, facilitate, and supervise them?

7. Funding
   Will the partnering CBO/School include you in future grants they are writing?
   Is there a commitment from their budget for the program?

8. Advisory Board Representation
   Who will serve on the board?
   Will they commit to attend all meetings?

9. Other commitments such as:
   Advertising
   Community Relations

________________________________ sees its role as assisting ________________________________
(agency/organization) (program name)

in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, ______________________________ will be flexible in accommodating the concerns of
(program name)

______________________________ .
(agency/organization)

Signed this _____ day of __________, 20_____:

______________________________ ______________________________
Agency/Organization Representative Principal's Signature

APPENDIX B: Teacher surveys (required)

Administration of a teacher survey is required. Teacher surveys should be administered toward at the end of the third quarter. *Teacher selection:* For every student you have identified as a **regular attendee (participated 30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. It is also recommended that grantees add project relevant questions to the teacher survey.

In addition, please note that students meeting the definition of a regular attendee that participated only in center-related activities during the summer of 2011 should not be included in the reporting of teacher survey results.

Teacher Survey–21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) ***Did Not Need to Improve,*** *which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2)* ***Acceptable Level of Functioning Not Demonstrated Early in School Year–Improvement Warranted,*** *which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated* ***Significant Improvement, Moderate Improvement,*** *or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.*

Name of student: ______________________

Grade/school: ______________________

Subject taught (if middle or high school): ______________________

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.	☐	☐	☐	☐	☐	☐	☐	☐
Completing homework to your satisfaction.	☐	☐	☐	☐	☐	☐	☐	☐
Participating in class.	☐	☐	☐	☐	☐	☐	☐	☐
Volunteering (e.g., for extra credit or more responsibilities).	☐	☐	☐	☐	☐	☐	☐	☐
Attending class regularly.	☐	☐	☐	☐	☐	☐	☐	☐
Being attentive in class.	☐	☐	☐	☐	☐	☐	☐	☐
Behaving well in class.	☐	☐	☐	☐	☐	☐	☐	☐
Academic performance.	☐	☐	☐	☐	☐	☐	☐	☐
Coming to school motivated to learn.	☐	☐	☐	☐	☐	☐	☐	☐
Getting along well with other students.	☐	☐	☐	☐	☐	☐	☐	☐

THE DOVER SCHOOL DISTRICT
61 Locust Street Suite 409
Dover, New Hampshire 03820

SUPERINTENDENT ENTRY PLAN 2017-2018

Dr. William R. Harbron, Superintendent

(Draft B 7-10-2017)

ENTRY PLAN

Entry: The Hiring, Start-Up, and Supervision of Administrators, Second Edition, by Jentz, Wofford et al. (2006),

To avoid bad beginnings, we believe that new administrators must hit the ground learning, (emphasis in original) rather than running. Entry requires that they build relationships with stakeholders and develop a process for learning, rather than reflexively focusing on tasks. Like a three-legged stool, entry will topple if any of these supports is missing. In this approach, the new administrator establishes authority not by prejudging what needs to be changed immediately, but by taking charge of the process – by demonstrating a clear understanding of how to start.

We call this approach Entry Plan. Its essential activities consist of writing a Plan and making it public, conducting systematic interviews and site visits with multiple stakeholders, and then working jointly with those stakeholders to make sense of the information as a prelude to making changes.

These activities help new administrators withstand the pressure for premature change by forcing the collection of necessary startup information while building trust with new colleagues. Properly executed, the Entry Plan methodology not only promotes learning about a new job situation, but also forces new hires and their organizations to rethink their operating assumptions. In doing so Entry Planning lays the foundation for transformational leadership style that will continue to improve administrative performance long after the entry period is over **(Jentz & Murphy, 2005 in Jentz, Wofford et al. 2006, pp.138-140).**

ENTRY PLAN FRAMEWORK

1. Sequence of Entry Plan	▪ Begin with the end in mind and plan to get there by sequencing learning activities that build on one another.
2. Test draft plan with key people and revise	▪ Learn through responses and revise to improve the plan's chance of success.
3. Distribute plan to others	▪ Commit to an "open agenda" for fair and equal access, increasing trust and disclosure of information.
4. Declare a moratorium on change	▪ Minimal changes until completing steps 5-9 to allow for informed decisions.
5. Make introductions	▪ Become acquainted with District as change in leadership occurs.
6. Conduct briefings	▪ Prioritize tasks that need to be addressed.
7. Interview all constituents and collect information systematically	▪ Use consistent interview questions to focus inquiry about the District.
8. Visit all sites in District	▪ Visit District locations to understand the nature of the work and staff.
9. Meet with key groups/individuals	▪ Research themes in interview data with others to analyze before taking action.
10. Identify action items with the leadership team based on findings from data review.	▪ Build an agenda based on collective re-thinking and new approaches to shared organizational challenges.

INTRODUCTION

I am excited about the opportunity to serve as superintendent of the Dover School District. With the transition to a new superintendent, there is a degree of anxiety pertaining to the superintendent's expectations and possible new direction for the District. I recognize that I have much to learn about the Dover School District and the community. Without a thorough understanding of the district and the community, I could easily be trapped into making *jump-reflex decisions* that could result in negative consequences for the Dover School District.

Substantial time will be required to develop a comprehensive understanding of the Dover School District and community and the transition will have a greater chance of success if the necessary time is invested in the process.

The purpose of this plan is to provide an opportunity to access the past and current state of the District and to set future goals. After analyzing and sharing the data received from meeting with stakeholders, I will lead the District in defining a common future and a course to get there based on the shared goal of providing each student in the community with an exceptional education. In addition, the entry plan is used to organize a set of collaborative inquiry activities, through which information about the school system is collected, organized, interpreted collectively, and used to establish goals for improvement. My plan is based on the values of equal access to information and fair play. It is intended to develop trust, and, thereby, create the conditions for all of us to learn and work together in the interest of our community's children.

I recognize the Dover School District has initiated the development of a strategic plan, and I see my entry plan as being complimentary to the finalization of the strategic plan. I value and respect the work already done to develop the strategic plan and ultimately, the entry plan may identify additional areas that require further refinement of the strategic plan or justify a goal and/or action established in the strategic plan.

The entry plan will enable me to:

1. Learn about the key events, issues, and concerns that influence, or have influenced the school system;
2. Learn about the values, norms, expectations, and goals of the school district and the community;
3. Lead the District in a collective examination of the information that assist in defining priorities for continually improving our children's education.

The plan consists of a sequence of three activities that build on one another to arrive at a shared set of goals and plans to achieve them:

1. Personal or group interviews with key people and influencers
2. Meet with key groups where data is interpreted
3. Goals and action plan meeting where a draft will be discussed before making a final decision. As indicated earlier, the goals and actions will be consistent with the Dover School District Strategic Plan.

INTERVIEWS, DATA COLLECTION, AND FEEDBACK

Interviews are intended to be a two-way exchange on the values, norms and goals of the district and community and should assist us in identifying and understanding key issues in the system as well as the expectations of various groups for the district.

Structured interviews using the same set of questions ensure some degree of comparability from one interview to the next. I will compile the data from the members of groups including School Board, City Councilors, SAU Administrators, Principals, Directors, Deans, Dover Teachers' Union, support staff, School-Based Parent groups, civic organizations, community members, students, and other identified groups. The data will be provided only to groups from whom it is collected.

In each group, there will be collaborative work to analyze the data and how to best use it to make informed decisions. In addition, I will complete cross-group information on how different groups view (1) system goals, (2) obstacles in achieving them, and (3) actions needed to overcome the obstacles. I will present that information to the Board, along with my recommendations.

Trust is required for an open and honest exchange between us and confidentiality will be key in building this critical component of our relationship. Be assured that our conversations are confidential. In fact, I will end each interview by clarifying specifically what information you may want to keep private.

ORGANIZATIONS

The plan that follows is divided into sections including School Board, City Council, SAU Administrators, Principals, Directors, Deans, Teacher Association, Support Staff, School Based Parent Groups, Civic Organizations, Community Members, Student Leaders, and Other Identified Groups. *The Appendix A outlines the interview questions which will also be provided to the interviewee prior to their scheduled meeting*.

School Board

Objectives:

1. Agree on ground rules and procedures for meetings and Board/Superintendent cooperation.
2. Identify expectations for communication between the School Board and Superintendent.
3. Review and confirm my entry plan approach at the July 2017 Board Meeting or Workshop.
4. Identify goals for the superintendent for the 2017-2018 school year.
5. Identify the process to be used to evaluate the superintendent.

City Council

Objectives:

1. Develop an understanding of the working relationship between the School District and the City Council.
2. Understand the City Council's perspective of the School District.
3. Establish a working relationship between the superintendent and the municipality.

SAU Administrators

Objectives:

1. Understand key issues and tasks for each SAU administrator.
2. Develop strategies and timelines for accomplishing tasks in each administrative area.
3. Understand the norms, values, and procedures that govern the workings of the SAU, and as necessary, adjust the relationship between the SAU administrators and the superintendent, principals, and community.

Principals, CTC Director, Alternative School Dean, & Adult Learning Director, Student Services Director, Athletic Director

Objectives:

1. Identify key issues at the school level.
2. Define or re-define relationship between principals/directors and superintendent, SAU administrators, and community.
3. Coordinate work on system wide tasks.

Deans

Objectives:

1. Understand the scope of work of the Deans.
2. Define relationship between Deans and superintendent, principal, SAU administrators, and community.
3. Coordinate work on system wide tasks.

Dover Teachers' Union

Objectives:

1. Awareness of concerns of the teacher's union.
2. Agree on a format for union/superintendent communication and cooperation.

Dover Paraeducator's Association/Dover Educational Office Personnel

Objectives:

1. Awareness of concerns of the support unions.

2. Agree on a format for union/superintendent communication and cooperation.

Booster Organizations (Parent Teacher Groups & Other)

Objectives:

1. Develop understanding of the organizations that support the schools and programs in the Dover City School District.
2. Develop understanding of the purposes and roles of the organizations.

Community Organizations, Other Schools and Community Members

- Foster's Daily Democrat
- Rotary
- Chamber of Commerce
- SEED
- Dover Housing Authority
- Seacoast Charter School
- CATA
- St. Thomas Aquinas High School
- St. Mary's Academy
- Portsmouth Christian Academy
- Area churches
- Others as identified

Objective:

1. Interview to familiarize myself with individuals involved with the community, parent-school organizations, service organizations and other groups who have contact with the schools.
2. Determine their expectations for the Dover School District.

Student Leaders

Objective:

1. Conduct focus group of student leaders to assist me in understanding the student perspective.

BRIEFING MEETINGS

During the initial weeks, I will conduct briefing meetings to learn district operations and the most critical issues. The briefing meetings are included in the interviews with SAU administrators, principals and directors.

The following positions will be included in individual briefing meetings:

1. Food Service Manager-Café Services
2. School Transportation—First Student, Provider Bus Companies
3. Facilities Manager – Tour facilities
4. Construction Manager(s) – Tour new construction

SCHOOL FINANCE MEETINGS

During July, August, and September, a series meetings will be scheduled with Libby Simons, Business Administrator to develop a thorough understanding of the FY18 Budget, District's financial forecast, and the budget process.

DISTRICT COMMITTEES

The District's committees consist of Curriculum Planning, Evaluation Task Force, Professional Development, IT Governance, Security, Wellness Advisory, Strategic Planning, and Data Review. Time will be dedicated to attending and learning and understanding the purpose and the functions of the District's committees.

SCHOOL VISITS

School visits are the component of the entry plan that is most important. These scheduled visits will provide me the opportunity to observe the schools in operation and communicate with many of the district's stakeholder groups in their environment. In addition, I will meet teachers and begin to become familiar with some of their pedagogy. Meeting as many students, parents, custodians, cooks, and paraprofessionals will also be an important part of these visits. After multiple visits, I will get a feel for the culture of each school. My focus for these visits is classroom time with additional time allowed for speaking with and listening to faculty and staff.

COMMUNITY VISITS

I will go beyond the structured interviews outlined earlier and hold informal gatherings where community members will have weekly public access to me to discuss their observations and issues pertaining to the Dover School District. A colleague held weekly coffees on Fridays in local establishment in town and I would be interested in doing something similar. In addition, I will strive to be highly visible in the Dover school community, which will mainly consist of attending a variety of extracurricular activities, and a willingness to "talk shop" at any time.

DOCUMENT REVIEW

In becoming familiarized with the operations of the Dover School District, I will review the following documents: Board Policies, Union Contracts, Dover City Charter, Board minutes, New Hampshire Minimum Standards, School Handbooks, Course Descriptions, Emergency Response Plans, Other documents as identified by stakeholders.

ENTRY ACTIVITIES TIME LINE

Entry Activities Time Line
June 2017 ▪ Develop first draft of the entry plan ▪ Receive feedback on the first draft from Board members, Leadership Team, Union Presidents. ▪ Revise the draft entry plan based on the feedback. ▪ Begin document review
July 2017 ▪ Review final entry plan with the Board and make revisions as requested by the Board. ▪ Release to all participants. ▪ Interview Board members, Leadership Team, Mayor, City Manager. ▪ Meeting with a representative from Foster's Daily Democrat ▪ Ongoing document review
August 2017 ▪ Conduct SAU Data Review Meeting ▪ Conduct Data Review Meeting with Board Chair & Vice Chair ▪ Include outcome of meetings with Board at August School Board meeting ▪ Continue to meet with leadership team ▪ Meet with City Councilors ▪ Interviews with Deans ▪ Conduct Dean Data Review Meeting ▪ Establish location for ongoing "coffee chats" – schedule – promotion ▪ Meet with community/other groups ▪ Ongoing document review
September 2017 ▪ Interviews Union Officers ▪ Visit all schools and attend school activities
October 2017 ▪ Begin regular meetings with Union Presidents (discuss data from interviews at meetings) ▪ Meet with school student leaders ▪ Visit all schools and attend school activities ▪ Meet with school-based booster organization presidents
November 2017 ▪ Meet with civic groups ▪ Visit all schools and attend school activities

▪ Preliminary summary of the findings and observations
December 2017 ▪ Meet with leadership team to review findings from entry plan and identify potential action items ▪ Report to the Board on entry plan findings
January 2018-June 2018 **TBD -** Depending on the execution of the timeline from June through December, some entry plan activities could carry over into additional months

APPENDIX A
Interview/Briefing Questions

School Board (60-90 minute interviews)

1. Please give me a brief biographical sketch to help me to know you.
2. Why did you seek election to the board? What do you hope to accomplish as a Board member?
3. Please give your own assessment of the school's instructional programs. To what extent do others hold these views in the community?
4. How do you assess the effectiveness of school personnel?
5. What do you see as the most important needs of the staff?
6. What do you see as the two or three most important school system needs to be addressed by the Board? By the administration?
7. What groups or individuals have major influences on the schools?
8. What are our system goals? Are they on target? What stands in the way of achieving them? How could we overcome the obstacles?

City Councilors/Mayor/City Manager (60-minute interview)

1. Please give me a brief biographical sketch to help me to know you.
2. Please give your own assessment of the Dover School District. To what extent do others hold these views in the community?
3. How do you assess the effectiveness of the Dover School District?
4. Describe the relationship between the Dover City School District Board and the Dover City Council?
5. What do you see as the two or three most important school system needs to be addressed by the Dover School District?
6. What groups or individuals have major influences on the schools?
7. What are goals of the Dover School District? Are they on target? What stands in the way of achieving them? How could we overcome the obstacles?
8. What are your expectations for me as superintendent?
9. What is most important to preserve in the public schools? What is the most important to change?

SAU Administrators (3 hour briefing sessions and individual interviews)

1. Please give me a biographical sketch to help me to know you better.
2. What would you most like to accomplish in your position? Identify one to three items.
3. What do you see as the key issues in program, personnel, and school-community relationships?
4. What is the nature of the relationship between the superintendent/ SAU administrators, SAU administrators/principals, and SAU/community?
5. Who are the people and groups active in the schools? How do these people influence the schools?
6. What are our district's goals? Are they on target? What stands in the way of achieving them? How could we overcome the obstacles?
7. What is important to preserve in our public schools? What is most important to change?
8. What has been or is most difficult for you in your position?
9. What changes, if any, in working relationships or job structure do you see as necessary?

Other Administrators (3 hour interviews)

1. Please give me a brief biographical sketch to help me get to know you.
2. What are the accomplishments you look upon with pride in your position?
3. What goal you would most like to achieve in your building and what makes achieving it difficult?
4. What is the current state of the working relationship with other administrators?
5. Please assess your school in terms of programs and personnel.
6. What are our district goals? Are they on target? What stands in the way of achieving them? How could we overcome the obstacles?
7. What individuals or groups influence the system? How is the influence achieved?
8. What would you most like to see preserved in your school? In the system?
9. What would most like to see changed in your school? In the system?
10. What responsibilities are yours alone? What responsibilities are shared with other administrators?
11. Are there areas of decision-making that are unclear? A discussion of these questions would cover, but not limited to, your role in curriculum, staffing, budgeting, maintenance, student services, etc.

DTU/DPA/DEOP

1. Please give me a brief biographical sketch of yourself.
2. What do you see as the as the most satisfying aspect of teaching in your current assignment? About teaching in the Dover School District? What do you see as the most constraining in your current assignment?
3. What is your assessment of the overall program of the schools and of the staff of the district?
4. What are our district's goals? Are they on target? What stands in the way of achieving them? How could we overcome the obstacles?
5. What should I know about the history and current nature of the relationship between the DTU and school administration?
6. Describe what you would consider to be a good relationship between the Association and the superintendent. How do you think this could be achieved? What is the most important to preserve in the schools? What is most important to change in the schools?

Community Organizations/Other Schools

1. Please give a brief biographical sketch to help me get to know you.
2. In what ways do you have contact with the schools?
3. Under what circumstances do you discuss the schools with other people?
4. What is the image you have of the schools? How do you see district schools relative to other school systems?
5. What are our District's goals? Are they on target? What stands in the way of achieving them? How could we overcome the obstacles?
6. What do you see as the role of public schools? How do you see schools in relation to that role?
7. What are one to three critical issues the District should address?
8. What groups in town have an influence in the schools?
9. How well do you think the Dover School District communicates to community members and organizations? What recommendation would you have to improve community communication?

Student Leaders

1. Please give me a brief biographical sketch to help to get to know you.
2. What do you consider to be three strengths of your school? Why did you identify those strengths?
3. Tell me something your school should:
    a. Start as soon as possible
    b. Stop as soon as possible
    c. Continue
4. What do you believe to be the purpose of your school?
5. Why do you come to school?
6. Share with me your observations about the Dover Community.
7. How does the Dover School District and Dover community demonstrate their support for youth?
8. From your perspective what is the most critical issue that needs to be addressed?

Fresh Picks Café/Café Services Inc.

DOVER SCHOOL DISTRICT

2017/2018 Proposed Price List

	"Type A" Lunch Full Price	Reduced	Adult	"Type A" Breakfast Full Price	Reduced	Adult
Elementary School	$ 2.35	$ 0.40	$ 3.35	$ 1.35	$ 0.30	$ 2.35
Middle School	$ 2.85	$ 0.40	$ 3.35	$ 1.35	$ 0.30	$ 2.35
High School	$ 2.85	$ 0.40	$ 3.35	$ 1.35	$ 0.30	$ 2.35

GENERAL FUND - FY2017 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED JUNE 30, 2017 - A/O JULY 7, 2017					
Account Description	**FY2017 Budget (Adjusted)**	**Received To Date 6/30/2017**	**Add'l Anticipated Estimated Revenue**	**Total Estimated Revenue**	**(Over)/ Under Budget**
Tuition - Regular From Parents	$ -	$ (1,050.00)	$ -	$ (1,050.00)	$ (1,050.00)
Tuition - Other NH Districts	$ (64,235.00)	$ (22,950.25)	$ -	$ (22,950.25)	$ 41,284.75
Tuition - Barrington	$ (2,731,250.00)	$ (2,521,558.58)	$ -	$ (2,521,558.58)	$ 209,691.42
Tuition - Nottingham	$ (988,174.00)	$ (901,017.47)	$ -	$ (901,017.47)	$ 87,156.53
Tuition - SPED Aides	$ (312,000.00)	$ (335,121.04)	$ -	$ (335,121.04)	$ (23,121.04)
Tuition - Voc - NH Districts	$ (80,000.00)	$ (68,904.94)	$ -	$ (68,904.94)	$ 11,095.06
Tuition - Voc - Out of State	$ (50,000.00)	$ (73,188.22)	$ -	$ (73,188.22)	$ (23,188.22)
Other Local Revenue - Districtwide	$ (163,000.00)	$ (37,771.60)	$ -	$ (37,771.60)	$ 125,228.40
Other Local Revenue - DMS	$ -	$ (10,188.35)	$ -	$ (10,188.35)	$ (10,188.35)
Other Local Revenue - DHS	$ -	$ (401.97)	$ -	$ (401.97)	$ (401.97)
Other Local Revenue - GES	$ -	$ (21.07)	$ -	$ (21.07)	$ (21.07)
State Adequate Education Grant	$ (8,933,782.00)	$ (8,926,329.69)	$ -	$ (8,926,329.69)	$ 7,452.31
FY17 Adequacy Aid Settlement	$ (1,347,797.00)	$ (1,347,797.00)	$ -	$ (1,347,797.00)	$ -
School Building Aid	$ (650,873.00)	$ (650,873.26)	$ -	$ (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)	$ (83,060.62)	$ (6,000.00)	$ (89,060.62)	$ 10,939.38
ABE Allocation	$ (39,011.00)	$ (39,010.82)	$ -	$ (39,010.82)	$ 0.18
Impact Aid	$ (5,000.00)	$ (8,046.94)	$ -	$ (8,046.94)	$ (3,046.94)
Medicaid Distribution	$ (650,000.00)	$ (591,332.78)	$ -	$ (591,332.78)	$ 58,667.22
School - Transfer from Special Reserves (Fund 3830)	$ (200,000.00)	$ -	$ -	$ -	$ 200,000.00
School - Transfer from Capital Reserves	$ (2,729,000.00)	$ (2,592,436.13)	$ (100,000.00)	$ (2,692,436.13)	$ 36,563.87
Tuition - Preschool Program	$ (14,400.00)	$ (10,610.01)	$ -	$ (10,610.01)	$ 3,789.99
Tuition - Summer School, WPS	$ (8,000.00)	$ (6,140.00)	$ -	$ (6,140.00)	$ 1,860.00
Athletic Transportation, DMS	$ (10,000.00)	$ (15,273.72)	$ -	$ (15,273.72)	$ (5,273.72)
Tuition - Summer School, DHS	$ (27,650.00)	$ (2,160.00)	$ -	$ (2,160.00)	$ 25,490.00
Athletic Transportation, DHS	$ (55,000.00)	$ (46,781.47)	$ -	$ (46,781.47)	$ 8,218.53
Total Non Tax Revenue	**$ (19,650,692.00)**	**$ (18,797,093.99)**	**$ (106,000.00)**	**$ (18,903,093.99)**	**$ 747,598.01**
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)**			**$ (56,732,437.99)**	**$ 747,598.01**
EXPENSES & ENCUMBRANCES - ESTIMATED JUNE 30, 2017 - A/O JULY 7, 2017					
Account Description	**FY2017 Budget (Adjusted)**	**Expenses to Date 6/30/2017**	**Encumbrances/ Antic. Exp 6/30/2017**	**Total Estimated Exp/Enc to Date**	**Over/ (Under) Budget**
(1100) Regular Education Programs	$ 21,034,941.51	$ 18,372,391.98	$ 2,369,059.25	$ 20,741,451.23	$ (293,490.28)
(1200) Special Education Programs	$ 9,521,517.14	$ 8,624,306.67	$ 690,493.72	$ 9,314,800.39	$ (206,716.75)
(1300) Career and Technical Education Programs	$ 1,879,648.62	$ 1,538,340.17	$ 196,407.36	$ 1,734,747.53	$ (144,901.09)
(1400) Co-Curricular Activities and Athletics	$ 609,299.90	$ 576,895.17	$ 8,030.18	$ 584,925.35	$ (24,374.55)
(1600) Adult/Continuing Education Programs	$ 238,400.88	$ 227,667.10	$ -	$ 227,667.10	$ (10,733.78)
(2100) Support Services - Students	$ 3,523,649.58	$ 3,074,421.07	$ 366,138.33	$ 3,440,559.40	$ (83,090.18)
(2200) Support Services - Instructional Staff	$ 990,377.17	$ 812,091.38	$ 55,587.86	$ 867,679.24	$ (122,697.93)
(2300) Support Services - General Admin.	$ 1,395,337.58	$ 1,323,548.30	$ 18,673.52	$ 1,342,221.82	$ (53,115.76)
(2400) Support Services - School Admin.	$ 2,609,262.53	$ 2,612,986.34	$ 3,813.93	$ 2,616,800.27	$ 7,537.74
(2600) Support Services - Operation Maint/Plant	$ 4,025,589.39	$ 3,889,783.53	$ 140,538.46	$ 4,030,321.99	$ 4,732.60
(2700) Support Services - Student Transportation	$ 2,200,289.21	$ 2,235,110.29	$ 48,101.83	$ 2,283,212.12	$ 82,922.91
(2800) Support Services - Centralized Services	$ 898,811.49	$ 868,708.65	$ 29,743.22	$ 898,451.87	$ (359.62)
(2900) Support Services - Other	$ 10,015.00	$ 10,451.96	$ -	$ 10,451.96	$ 436.96
Fund Transfer to Special Revenue Funds	$ 525,280.00	$ 525,280.00	$ 13,211.00	$ 538,491.00	$ 13,211.00
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	$ -
Fund Transfer to Food Service Fund	$ -	$ 28,818.89	$ -	$ 28,818.89	$ 28,818.89
Total Operating Expenses	**$ 50,890,217.00**	**$ 46,148,598.50**	**$ 3,939,798.66**	**$ 50,088,397.16**	**$ (801,819.84)**
School Debt - Principal Payments	$ 2,046,065.00	$ 2,046,065.36	$ (0.36)	$ 2,046,065.00	$ -
School Debt - Interest Payments	$ 4,543,754.00	$ 4,543,753.55	$ 0.45	$ 4,543,754.00	$ -
Total Debt Service	**$ 6,589,819.00**	**$ 6,589,818.91**	**$ 0.09**	**$ 6,589,819.00**	**$ -**
Total Expenses, Encumbrances and Anticipated Expenses	**$ 57,480,036.00**	**$ 52,738,417.41**	**$ 3,939,798.75**	**$ 56,678,216.16**	**$ (801,819.84)**
		Estimated Operating Revenue (over)/under budget			$ 747,598.01
		Estimated Net revenue/expenses, (unexpended funds)/deficit			**$ (54,221.83)**
As of July 7, 2017, estimated unexpended funds for FY2017 is $54,221.83					