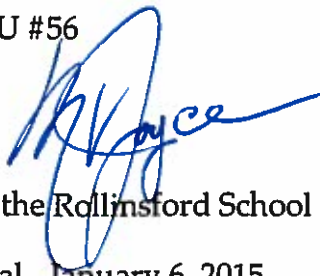


New Hampshire School Administrators Association
46 Donovan Street, Suite 3
Concord, New Hampshire, 03301

Proposal To: Ms. Jeni Mosca
Superintendent of Schools, SAU #56

From: Dr. Mark V. Joyce
Executive Director of NHSAA 

Re: Evaluation Study Proposal for the Rollinsford School District

Date of Proposal: Revised May 12, 2015 of original - January 6, 2015

I. Introduction

NHSAA is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in NH, to offer high quality services to its members, and to support and promote public education in New Hampshire.

As part of our ongoing service to schools, NHSAA periodically provides highly specialized services directly to individual public school districts in NH. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

II. Scope of Study

It is my understanding that the Rollinsford School District is interested in an independent investigation and analysis of the district's elementary student placement options. This proposal is our response to your invitation to complete a study and a definition of our intended scope of work and methodology.

NHSAA will complete the study as defined in this proposal and submit ten (10) copies of the final report to the Superintendent of Schools and School Board on or before October 23, 2015.

As part of our work, NHSAA will meet with local officials and leaders of the Rollinsford School District. In particular, we will analyze current demographic projections for Rollinsford school enrollments assess local educational program and facility capacity and needs. In addition, we will meet with Marshwood Maine educational leaders to assess their willingness to accept all eligible students on a guaranteed basis, know their capacity to accept students and tour their schools to gain an understanding their educational program options. In order to promote clarity in our work, it is our understanding that only the consultants will make contact and gather information from the Marshwood School District needed to accomplish the scope of work.

In order to promote accuracy and clarity in our work, we will identify any assumptions that we make and use in our analysis and interview appropriate stakeholders.

III. Process/Steps to be completed

It is my understanding that as part of our investigation you would like the investigators, at a minimum, to accomplish the following major activities.

1. **Analyze the enrollment history and projections for Rollinsford Schools:** Create a detailed demographic analysis of community and projections for future student enrollments .
2. **Study the Rollinsford Educational Program and Services:** Review the scope of programs and services offered to students at the Rollinsford Elementary School and assess the capacity of the educational facility.
3. **Determine Marshwood's Willingness:** Meet with Marshwood officials to assess their willingness to accept all students at the elementary level, their capacity and the projected cost of tuition, etc.
4. **Study the Program and Services Offered in Marshwood:** Review the scope of programs and services offered to students at the Marshwood Elementary School.
5. **Solution Evaluation:** In light of the above, the consultants will define recommendations for the Rollinsford School District's leaders to consider by comparing the program offering and detailing the advantages and disadvantages of closing the Rollinsford Elementary School and sending all students to the Marshwood School District. Specifically, we will create a comprehensive written report that documents all aspects of our study and prepare and deliver an oral presentation to the Rollinsford School. In addition we will provide an unbound white copy of the report (suitable for copying) and an electronic copy on a CD.

IV. Timeline

The following is a listing of major steps that will be completed in your project and the estimated date of completion:

<u>Process Steps</u>	<u>Date of Completion</u>
a. Receive authorization to proceed	May 25, 2015
b. Meet with Central Office Staff Members ✓ refine study design with superintendent	June 15, 2015

- ✓ define and secure data for research
- c. Create Demographic Analysis and Projections August - October, 2015
- d. Research and summarize program and services offered at each school June - September, 2015
- e. Collect and Analyze indicators June - September, 2015
 - ✓ collect and analyze data
 - ✓ begin to analyze impact on program and services
 - ✓ create a listing of strengths and weaknesses
 - ✓ Define recommendations
 - ✓ outline possible solutions/alternatives
- f. Create statement of findings and draft report October, 2015
 - ✓ detail all feasible options/alternatives and list strengths and weaknesses of each
- g. Share final report October 23, 2015
 - ✓ submit final report to the Superintendent of Schools and school board and schedule public meeting to review final report
- h. Present final report to Rollinsford School Board TBD

V. Completion of Study

The study, as defined above, will commence upon notification of acceptance of the proposal. Notification however, must be received no later than June 1, 2015, in order to keep the proposed work schedule.

VI. Cost of the Study

The fee for the completion of the proposed project will be:

Full fee: \$ 15,000 (less NHSAA 30% member discount of \$4,500.00)

Total fee: \$10,500.00*

*Plus costs associated with mileage at the IRS rate per mile and printing.

Additional costs may be included, if the project scope is increased, and such charges are jointly agreed to by the Superintendent and Lead Project Investigator.

VII. Principal Investigators:

A. Project Investigator and contact: Dr. Mark V. Joyce

Education and Professional Experience:

Dr. Joyce earned his BA from Niagara University, along with a teaching certification and a Masters in Education, specializing in Educational Administration from the University of New Hampshire. In 1986, Mark earned his Doctorate in Education (with highest distinction) from Boston College with a specialization in leadership, curriculum and instruction.

Mark has been a teacher of students in grades 7-12 and teaches at the graduate school level at Plymouth State University and the University of New Hampshire. In addition, he has served as a secondary and elementary school principal and an assistant superintendent of schools in New Hampshire. Mark has also served as a superintendent of schools in both New Hampshire and Maine. Dr. Joyce is currently the Executive Director of the New Hampshire School Administrators Association and a consultant to school districts and businesses throughout New England. Mark is a resident of Epping, NH.

B. Mr. Keith R. Burke – For Demographic Work Only

Education and Professional Experience:

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1.

During his career Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Mr. Burke received his Bachelor of Science degree from Norwich University, and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Educational Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in statewide and regional educational leadership initiatives and organizations. Keith is a resident of Hancock, New Hampshire.

C. Dr. Richard W. Ayers

Education and Professional Experience:

Dr. Ayers graduated from Norwich University with a BS in Mathematics Education, received his Masters in Educational Administration from the University of Colorado. He also received his Doctorate in Education from the University of Colorado with specialization in curriculum, instruction and educational administration.

Dr. Ayers was a teacher at the middle and high school level before entering into secondary school administration in Colorado and New Hampshire. After 16 years of serving as a middle/high school principal, he served as assistant superintendent and superintendent of schools in New Hampshire. Dr. Ayers also taught graduate courses in educational leadership and philosophy and ethics of education at the University of New Hampshire and Plymouth State University. Dick served as an Acting Director of SERESC where he directed consultation and program development in many New Hampshire schools and school districts. Dick now conducts independent studies/projects and resides in Sanbornton, NH.