

# AGENDA

## BOARD OF SCHOOL COMMITTEE MANCHESTER SCHOOL DISTRICT SAU #37

October 10, 2023

Mayor and all School Board Members

Student Member: Fatuma Muhidin (CHS)

6:30 p.m.

Aldermanic Chambers

City Hall (3<sup>rd</sup> Floor)

1. Mayor Craig calls the meeting to order.
2. Mayor Craig calls for the Pledge of Allegiance.

Bakersville Elementary School – Kate DiBenedetto, Principal

Rihannaliss Obleanis Rosado – Grade 3

Rahmel Obleanis – Grade 4

Amahya Perez – Grade 4

Kai'lani Perez – Grade 1

3. A moment of silence is observed.
4. The Clerk calls the roll.
5. **RECOGNITIONS**

- a. Manchester Central High School Senior Akshay Manchanda – 2024 National Merit Scholarship Program Commended Student – Dr. Jennifer Gillis
- b. Manchester Central High School Junior Anna Kual – named High School Student of the Year in the Rising Stars Awards by Stay Work Play and New Hampshire Public Radio – by Dr. Jennifer Gillis

**PUBLIC FORUM**

6. The purpose of the public forum is to give the residents of Manchester the opportunity to address the board. All people wishing to speak will have up to three (3) minutes to do so, and any comments must be directed to the chair. Any resident wishing to speak will come forward to the nearest microphone, clearly state their name and address when recognized and give their comments.

a. If there is no one else present wishing to speak, a motion is in order to take all comments under advisement and further to receive and file any written documentation presented and to table the remaining minutes for public comment to the end of the meeting for those that have not already spoken.

7. Response to Public Comment  
*(Note: Motions limited to sending items to Committees only.)*

8. **PRESENTATIONS**

9. **ACTION AGENDA**

10. **CONSENT AGENDA (ITEMS 10 – 17)**

11. Mayor Craig advises if you desire to remove any of the following items from the Consent Agenda, please so indicate. If none of the items are to be removed, only one motion will be taken at the conclusion of the presentation.

12. Approval of minutes from the Board of School Committee meetings on: September 25, 2023 meeting.

13. Report(s) of the Committee of Policy, if available.

14. Report(s) of the Committee of Teaching and Learning, if available. **1 – 36**

a. Impact of Therapy Dogs on Middle School Students

15. Report(s) of the Committee of Finance and Facilities, if available.

16. Report(s) of the Committee of Student Conduct, if available.

17. Report(s) of the Committee on Education Legislation, if available.

**LADIES AND GENTLEMEN, HAVING DULY READ THE CONSENT AGENDA, A MOTION WOULD BE IN ORDER THAT THE CONSENT AGENDA BE APPROVED.**

**COMMUNICATIONS**

18. Superintendent's Communications.

- a) District Goals for 2023/2024 – by Dr. Jennifer Gillis **37 – 86**
- b) Graduation Dates – Southern New Hampshire University – June 15<sup>th</sup>, 2023
- c) Superintendent Updates

19. Board of School Committee Members' Communications.

- a. Job Openings List **87**  
*(Note: This item is for informational purposes only and no action is required.)*

20. Personnel Report.

Ladies and Gentlemen, what is your pleasure? **CONFIDENTIAL 88**

21. **TABLED ITEMS**

*(A motion would be in order to remove any item from the table.)*

22. **NEW BUSINESS**

23. A motion is in order to go into non-public session under the provisions of RSA 91-A:3 II (a, b, and c, e, j and l) and RSA 91-A:2, I (b and c): for the dismissal, promotion or compensation of any public employee or the hiring of any person as a public employee; and, for matters, which if discussed in public, would likely affect adversely the reputation of any person; consideration of negotiation of pending claims or litigation; consideration of confidential, commercial or financial information that is exempt from public disclosure under RSA 91-A:5, IV; consideration of legal advice provided by legal counsel, either in writing or orally; and, Strategy or negotiations with respect to collective bargaining.

**A roll call is required on the motion.**

24. A motion is in order to call the meeting back to order.  
**If the board so desires, a motion is in order to seal the minutes of the non-public session.**

### **ADJOURNMENT**

25. If there is no further business, a motion is in order to adjourn.

It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Atty. Katie Cox Pelletier for staff and students.

TO: Board of School Committee

FROM: Committee on Teaching and Learning  
Committee Members Soule, Turner, Dion, Argeropoulos and Tasse

DATE: October 10, 2023

RE: Impact of Therapy Dogs on Middle School Students

At the September 26, 2023, Committee on Teaching and Learning meeting, the committee moved to approve Kelly Espinola's research proposal, Impact of Therapy Dogs on Middle School Students, and allow for the research to be conducted at Southside Middle School and forward this item to the full Board of School Committee for approval.

Committee Members Soule, Turner, Tasse and Argeropoulos were in favor.

Committee Member Dion was absent.

Respectfully submitted,



Angela Carey

Clerk of the Board of School Committee

## MANCHESTER SCHOOL DISTRICT

**TITLE:** Impact of Therapy Dogs on Middle School Students

**COMMITTEE ON TEACHING AND LEARNING MEETING OF:** September 26, 2023

**ACTION:** X      **CONSENT:** \_\_\_\_\_      **INFORMATION:** \_\_\_\_\_

### **BACKGROUND:**

I am a student enrolled in the Doctorate of Education program at New England College. As a crucial component of my academic journey, I am undertaking a profound research endeavor that promises to shape the realm of education. This study investigates the transformative effects of therapy dogs in the middle school environment.

My research is guided by a series of thought-provoking questions, each designed to illuminate the multifaceted impact of therapy dogs on middle school students:

The questions I am trying to answer are:

- In what ways does having access to a therapy dog in school impact middle school students?
- How do middle school students describe their experience with a therapy dog in their school?
- What impact does having access to a therapy dog have on the overall well-being of middle school students, including their social-emotional well-being, attendance, behavior, and grades?

The invaluable insights garnered from this study will advance my academic pursuits and contribute to my mission of becoming a more effective and empathetic educator, ultimately benefiting the students of the Manchester School District.

The following topics will be discussed:

- 1) Why is this topic important
- 2) How will I complete my study
- 3) Who is involved
- 4) What do I hope to accomplish

### **FISCAL IMPACT:**

There is no fiscal impact.

**FISCAL VERIFICATION:** \_\_\_\_\_

**RECOMMENDATION:**

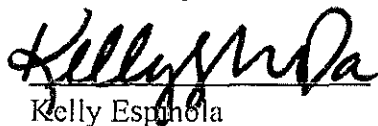
That the Committee on Teaching and Learning moves to approve Kelly Espinola's research proposal, Impact of Therapy Dogs on Middle School Students, and allow for the research to be conducted at Southside Middle School and forward this item to the full Board of School Committee for approval.

Prepared by:



Kelly Espinola  
Principal, Southside Middle School

Presented by:



Kelly Espinola  
Principal, Southside Middle School

Approved by:



Dr. Jennifer Gillis  
Superintendent

*Karen Soule*

Karen Soule  
Committee Chair

## Appendix A: School Board Assent to Participate in a Research Study



### The impact of therapy dogs on middle school students.

#### INTRODUCTION

Hello, my name is Kelly Espinola. I am a second year Doctoral Student in the Educational Leadership program at New England College. I am interested in learning about the impact of therapy dogs in the middle school setting. This type of study can help the field of Education more effectively reach students through different means.

#### DURATION OF THE STUDY

**PARTICIPANTS:** There will be a total of eight students participating in this study. School Counselors will be choosing a total of 12 students who struggle in the area of attendance, behavior, or grades. I will then randomly choose eight of the 12 for my study. Each one of the students will be assigned to one of eight teams. Each team has 4 teachers. If every teacher has a student who chooses to participate, and all the teachers chose to participate I could have 32 teachers total.

**STUDENT IMPACT:** The research activities will take 10 minutes per week during the 2023-2024 school year for a total of 260 minutes (about 4 and a half hours). In addition, student interviews and surveys will add an additional 180 minutes (about 3 hours) to this time for a total of 440 minutes (about 7 and a half hours). All of these research activities will take place during the normally scheduled school day; however, no instructional time will be lost. Students are free to participate in the study and/or withdraw from the study at any time before it is completed. Please see the breakdown below:

- Student interviews: 30 minutes (beginning and end of study)
- Writing prompt: 30 minutes (beginning, middle, and end of study)
- Survey- perception of self as learner, 30 minutes: (beginning and end of study)
- Weekly visits: 10 minutes per week for a total of 260 minutes (about 4 and a half hours)

**TEACHER IMPACT:** The research activities will include journaling. This will take roughly 1 minute each time a student participant visits with Nick, a total of 30 visits minimum between October 2023 and April 2024, for a total of 30 minutes. I will be asking that educators record why the student participant visited Nick and if there was a change in their demeanor when they returned. This can be digital or in written form. In addition, I will be interviewing each educator at the beginning and end of the study asking two questions; 1) what do you think the impact of Nick will be/was for our students, and 2) do you think Nick is an asset to the school community and why? This should take roughly 10-minutes each time, for a total of 20- minutes. All of these research activities will take place during the normally scheduled school day. Please see the breakdown below:

- Teacher form: 1-minute documentation asking why the student visited with Nick and whether or not there was a change in the student's demeanor (positive or negative) when they returned. Done weekly for a minimum of 30 minutes throughout the school year.
- Teacher interviews: 10-minutes focused on two questions: 1) what do you think the impact of Nick will be/was for our students? 2) do you think Nick is an asset to the school community and why? Done at the beginning and end of the study.

## **VOLUNTARY PARTICIPATION**

Student and educator participation in this study is voluntary and can be withdrawn at any time. Their withdrawal or lack of participation will not affect any benefits to which they are otherwise entitled.

## **CONFIDENTIALITY**

Participants will be given a three-digit code in place of their names. The data collected will be kept on an encrypted, password-protected cloud storage folder to which only I will have access. However, the data may be reviewed for audit purposes as authorized by the College or other agents who will be held to the same standards of confidentiality.

In any sort of report, presentation, etc. that is completed, I will not include any information that will make it possible to identify any subject. The records will be kept for five years after the completion of the study and then destroyed.

## **BENEFITS**

While there may be no direct benefits to the student participants or educators as a result of this study, results will inform educators about the impact of therapy dogs in the middle school setting.

## **RISKS and HOW THEY WILL BE MITIGATED**

There are few known risks associated with participation in this study. Nick is a Golden Retriever who has been in training since the moment he was born. I have his mom and dad as pets and was lucky enough to have the opportunity to start training early. This training meant I was putting Nick on his back, touching his ears, teeth, paws, etc. I also invited several people into my home so that he could be handled and get used to being put in awkward positions while learning how to remain calm. Once he had his 8-week shots, he was able to start formal training with Peace of Mind Canine. Over the 12-month period, he was certified as a Canine Good Citizen (CGC), CGC II, and Urban CGC. Once he was CGC certified AND a year old, he was eligible for therapy dog certification. Through the Alliance of Therapy Dogs, Nick was certified as a therapy dog in August of 2022, and again in July of 2023. These certifications are valid for a period of 12 months.

As with any dog, there is always a risk. While Golden Retrievers are typically known for their calm demeanor, any dog can bite or scratch if they feel threatened or scared. Proper training and socialization can help minimize this risk. Nick has been trained in many different situations and settings, such as schools, department stores, farms, and community block parties to help him understand his role as a therapy dog. I have an umbrella policy through Farmers Insurance. The policy can be reviewed upon request. If an incident occurs with the dog, the participant will immediately be brought to the nurse

for evaluation. In addition, a phone call will be made to the participant's guardians, so they are made aware.

Another risk to be mindful of includes the perception students may face when sent to the “principal’s office.” I am trying to change the perception of the “principal’s office” and since students who are involved in this study are students from the 22-23 school year, they should know they are not in trouble. Last school year, students were jealous of the students who had regular appointments with Nick, so my hope is that by having my student participants visit on a regular basis, more students will ask for Nick time.

School counselors will be given the schedule of student visits. In the event that students are having intense feelings after bringing up memories, I will have their grade-level school counselor at the ready.

### **COMPENSATION**

Participants will not be compensated for participation in this study.

### **RESEARCHER CONTACT INFORMATION**

If you would like to talk with someone about the study, you can contact me at [kspinola\\_gps@nec.edu](mailto:kspinola_gps@nec.edu) or my faculty advisor, Dr. Debra Nitschke-Shaw at [dnitschke@nec.edu](mailto:dnitschke@nec.edu).

### **IRB CONTACT INFORMATION**

If you would like to talk with someone about the study, your rights as a participant, or about ethical issues with this research study, you may contact the New England College IRB chair, Gavin Henning at [irb@nec.edu](mailto:irb@nec.edu) or 603-428-2444.

### **SIGNATURE PAGE** *(this would be a separate page)*

I have read the information in this consent form and agree for my child to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. I understand that I am entitled to a copy of this form after it has been read and signed.

Signature of First Parent*	Date
Signature of Second Parent**	Date
Printed Name of Participant	Date
Signature of Child for Assent	Date
Signature of Person Obtaining Consent	Date

\* Consent of the parent is not required when children are wards of the state. In this case, the IRB is empowered with the ability to approve. The IRB will appoint an advocate for the minor for the duration of the study.

**\*\* Consent of the second parent is not required when the study imposes no more than minimal risk to the child, or said parent is deceased, unknown, incompetent, not available, or does not have legal responsibility for care of the child.**

## **Appendix B: Adult Consent and Student Assent for a Minor to Participate in a Research Study**



### **The impact of therapy dogs on middle school students.**

#### **INTRODUCTION**

Hello, my name is Kelly Espinola. I am a second year Doctoral Student in the Educational Leadership program at New England College. I am interested in learning about the impact of therapy dogs in the middle school setting. This type of study can help the field of Education more effectively reach students through different means.

#### **DURATION OF THE STUDY**

The research activities will take 10 minutes per week during the 2023-2024 school year for a total of 260 minutes (about 4 and a half hours). In addition, student interviews and surveys will add an additional 180 minutes (about 3 hours) to this time for a total of 440 minutes (about 7 and a half hours). All of these research activities will take place during the normally scheduled school day; however, no instructional time will be lost. Your child is free to participate in the study and/or withdraw from the study at any time before it is completed. Please see the breakdown below:

- Student interviews: 30 minutes (beginning and end of study)
- Writing prompt: 30 minutes (beginning, middle, and end of study)
- Survey- perception of self as learner, 30 minutes: (beginning and end of study)
- Weekly visits: 10 minutes per week for a total of 260 minutes (about 4 and a half hours)

#### **VOLUNTARY PARTICIPATION**

Your child's participation in this study is voluntary and can be withdrawn at any time. Your child's withdrawal or lack of participation will not affect any benefits to which you or your child are otherwise entitled. You may also request that any data collected from your child during the study be deleted.

#### **CONFIDENTIALITY**

Research subjects will be given a three-digit code in place of their names. The data collected will be kept on an encrypted, password-protected cloud storage folder that only I will have access to. However, the data may be reviewed for audit purposes as authorized by the College or other agents who will be held to the same standards of confidentiality.

In any sort of report, presentation, etc. that is completed, I will not include any information that will make it possible to identify any subject. The records will be kept for five years after the completion of the study and then destroyed.

## **BENEFITS**

While there may be no direct benefits to your child as a result of this study, results will inform educators about the impact of therapy dogs in the middle school setting.

## **RISKS and HOW THEY WILL BE MITIGATED**

There are few known risks associated with participation in this study. Nick is a Golden Retriever who has been in training since the moment he was born. I have his mom and dad as pets and was lucky enough to have the opportunity to start training early. This training meant I was putting Nick on his back, touching his ears, teeth, paws, etc. I also invited several people into my home so that he could be handled and get used to being put in awkward positions while learning how to remain calm. Once he had his 8-week shots, he was able to start formal training with Peace of Mind Canine. Over the 12-month period, he was certified as a Canine Good Citizen (CGC), CGC II, and Urban CGC. Once he was CGC certified AND a year old, he was eligible for therapy dog certification. Through the Alliance of Therapy Dogs, Nick was certified as a therapy dog in August of 2022, and again in July of 2023. These certifications are valid for a period of 12-months.

As with any dog, there is always a risk. While Golden Retrievers are typically known for their calm demeanor, any dog can bite or scratch if they feel threatened or scared. Proper training and socialization can help minimize this risk. Nick has been trained in many different situations and settings, such as schools, department stores, farms, and community block parties to help him understand his role as a therapy dog.

If an incident occurs with the dog, the participant will immediately be brought to the nurse for evaluation. In addition, a phone call will be made to the child's guardians, so they are made aware.

Another risk to be mindful of includes the perception students may face when sent to the "principal's office." I am trying to change the perception of the "principal's office" and since students who are involved in this study are students from the 22-23 school year, they should know they are not in trouble. Last school year, students were jealous of the students who had regular appointments with Nick, so my hope is that by having my student participants visit on a regular basis, more students will ask for Nick time.

School counselors will be given the schedule of student visits. In the event that students are having intense feelings after bringing up memories, I will have their grade-level school counselor at the ready.

**COMPENSATION**

Research subjects will not be compensated for participation in this study.

**RESEARCHER CONTACT INFORMATION**

If you would like to talk with someone about the study, you can contact me at [kspinola\\_gps@nec.edu](mailto:kspinola_gps@nec.edu) or my faculty advisor, Dr. Debra Nitschke-Shaw at [dnitschke@nec.edu](mailto:dnitschke@nec.edu).

**IRB CONTACT INFORMATION**

If you would like to talk with someone about the study, your rights as a participant, or about ethical issues with this research study, you may contact the New England College IRB chair, Gavin Henning at [irb@nec.edu](mailto:irb@nec.edu) or 603-428-2444.

**SIGNATURE PAGE** *(this would be a separate page)*

I have read the information in this consent form and agree for my child to participate in this study. I have had a chance to ask any questions I have about this study and they have been answered for me. I understand that I am entitled to a copy of this form after it has been read and signed.

Signature of First Parent\* Date

Signature of Second Parent\*\* Date

Printed Name of Participant Date

Signature of Child for Assent Date

Signature of Person Obtaining Consent Date

\* Consent of the parent is not required when children are wards of the state. In this case, the IRB is empowered with the ability to approve. The IRB will appoint an advocate for the minor for the duration of the study.

\*\* Consent of the second parent is not required when the study imposes no more than minimal risk to the child, or said parent is deceased, unknown, incompetent, not available, or does not have legal responsibility for care of the child.



## Appendix C: Student Consent to Participate in a Research Study



### The impact of therapy dogs on middle school students.

#### INTRODUCTION

Hello, you know me as Mrs. Espinola. Just like you, I am still a student in school at New England College. I want to learn about the impact Nick has in our middle school. This type of study can help me and other schools reach students through different means.

#### DURATION OF THE STUDY

There are a variety of activities in which you will participate. Of course the most important is visiting Nick. Each visit will last about 10 minutes and you will have a time to visit Nick each week during the 2023-2024 school year for 260 minutes (about 4 and a half hours). In addition, you will participate in interviews and complete surveys for an additional 180 minutes (about 3 hours) for a total of 440 minutes (about 7 and a half hours). You will also participate in drawing and writing about your picture two times (30 minutes each time). All these research activities will take place during the normally scheduled school day; however, no instructional time will be lost. You are free to participate in the study and/or withdraw from the study at any time before it is completed. Please see the breakdown below:

- Student interviews: 30 minutes (beginning and end of study)
- Writing prompt: 30 minutes (beginning, middle and end of study)
- Survey- perception of self as learner, 30 minutes: (beginning and end of study)
- Weekly Check-ins: 10 minutes per week for a total of 260 minutes (about 4 and a half hours)

#### VOLUNTARY PARTICIPATION

Your participation in this study is voluntary and can be withdrawn at any time. Your withdrawal or lack of participation will not affect you. Should you withdraw from participation you may also request that any data collected during the study be deleted.

#### CONFIDENTIALITY

You will be given a three-digit code in place of your name. The data collected will be kept on an encrypted, password-protected cloud storage folder that only I will have access to. However, the data may be reviewed for audit purposes as authorized by the College or other agents who will be held to the same standards of confidentiality.

In any sort of report, presentation, etc. that is completed, I will not include any information that will make it possible to identify you. The records will be kept for five years after the completion of the study and then destroyed.

#### BENEFITS

The main benefit of the study is spending time with Nick. While there may be no other direct benefits to you from this study, results will inform educators about the impact of

therapy dogs in the middle school setting. However, you may find it comforting to be able to spend time with Nick.

### **RISKS and HOW THEY WILL BE MITIGATED**

There are few known risks associated with participation in this study. Nick is a Golden Retriever who has been in training since the moment he was born. I have his mom and dad as pets and was lucky enough to start training early. This training meant I was putting Nick on his back, touching his ears, teeth, paws, etc. I also invited several people into my home so that he could be handled and get used to being put in awkward positions while learning how to remain calm. Once he had his 8-week shots, he was able to start formal training with Peace of Mind Canine. Over the 12-month period, he was certified as a Canine Good Citizen (CGC), CGC II, and Urban CGC. Once he was CGC certified AND a year old, he was eligible for therapy dog certification. Through the Alliance of Therapy Dogs, Nick was certified as a therapy dog in August of 2022, and again in July of 2023. These certifications are valid for a period of 12-months.

As with any dog, there is always a risk. While Golden Retrievers are typically known for their calm demeanor, any dog can bite or scratch if they feel threatened or scared. Proper training and socialization can help minimize this risk. Nick has been trained in many different situations and settings, such as schools, department stores, farms, and community block parties to help him understand his role as a therapy dog.

If an incident occurs with Nick, you will immediately be brought to the nurse for evaluation. In addition, a phone call will be made to your home, so that your guardians are made aware.

### **COMPENSATION**

You will not be compensated for participation in this study.

### **RESEARCHER CONTACT INFORMATION**

If you would like to talk with someone about the study, you can contact me at [kspinola\\_gps@nec.edu](mailto:kspinola_gps@nec.edu) or my faculty advisor, Dr. Debra Nitschke-Shaw at [dnitschke@nec.edu](mailto:dnitschke@nec.edu).

### **IRB CONTACT INFORMATION**

If you would like to talk with someone about the study, your rights as a participant, or about ethical issues with this research study, you may contact the New England College IRB chair, Gavin Henning at [irb@nec.edu](mailto:irb@nec.edu) or 603-428-2444.

### **SIGNATURE PAGE** *(this would be a separate page)*

I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study and they have been answered for me. I understand that I am entitled to a copy of this form after it has been read and signed.

Printed Name of Participant

Date

Signature of Child for Assent

Date

Signature of Person Obtaining Consent

Date

\* Consent of the parent is not required when children are wards of the state. In this case, the IRB is empowered with the ability to approve. The IRB will appoint an advocate for the minor for the duration of the study.

\*\* Consent of the second parent is not required when the study imposes no more than minimal risk to the child, or said parent is deceased, unknown, incompetent, not available, or does not have legal responsibility for care of the child.

## Appendix D: Educator Consent to Participate in a Research Study



### The impact of therapy dogs on middle school students.

#### INTRODUCTION

Hello, my name is Kelly Espinola. I am a second year Doctoral Student in the Educational Leadership program at New England College. I am interested in learning about the impact of therapy dogs in the middle school setting. This type of study can help the field of Education more effectively reach students through different means.

#### DURATION OF THE STUDY

The research activities will include completing a form each time your student visits Nick. This will take roughly 1 minute for a total of 30 visits minimum between October 2023 and April 2024, for a total of 30 minutes minimum. I will be asking that you record why your student visited Nick and if there was a change in your student's demeanor when they returned. This journal can be digital or in written form and will be collected each time your student visits Nick. In addition, I will be interviewing you at the beginning and end of the study asking you two questions; 1) what do you think the impact of Nick will be/was for our students, and 2) do you think Nick is an asset to the school community and why? This should take roughly 10-minutes each time, for a total of 20- minutes. All of these research activities will take place during the normally scheduled school day. Please see the breakdown below:

- Teacher form: 1-minute documentation asking why your student visited with Nick and whether or not there was a change in their demeanor (positive or negative) when they returned.
- Teacher interviews: 10-minutes for each interview focused on two questions: 1) what do you think the impact of Nick will be/was for our students? 2) do you think Nick is an asset to the school community and why?

#### VOLUNTARY PARTICIPATION

Your participation in this study is voluntary and can be withdrawn at any time. Your withdrawal or lack of participation will not affect any benefits to which you are otherwise entitled.

#### CONFIDENTIALITY

Student participants will be given a three-digit code in place of their names. The data collected will be kept on an encrypted, password-protected cloud storage folder that only I will have access to. However, the data may be reviewed for audit purposes as authorized by the College or other agents who will be held to the same standards of confidentiality.

In any sort of report, presentation, etc. that is completed, I will not include any information that will make it possible to identify any subject. The records will be kept for five years after the completion of the study and then destroyed.

Staff will create their own confidential code that only they will know. This code will be placed on their forms before they turn them in. In the event that staff want to remove themselves from the study, they will be able to quickly find their forms and remove them based on their confidential code.

## **BENEFITS**

While there may be no direct benefits to you as a result of this study, results will inform educators about the impact of therapy dogs in the middle school setting.

## **RISKS and HOW THEY WILL BE MITIGATED**

There are few known risks associated with participation in this study. Nick is a Golden Retriever who has been in training since the moment he was born. I have his mom and dad as pets and was lucky enough to have the opportunity to start training early. This training meant I was putting Nick on his back, touching his ears, teeth, paws, etc. I also invited several people into my home so that he could be handled and get used to being put in awkward positions while learning how to remain calm. Once he had his 8-week shots, he was able to start formal training with Peace of Mind Canine. Over the 12-month period, he was certified as a Canine Good Citizen (CGC), CGC II, and Urban CGC. Once he was CGC certified AND a year old, he was eligible for therapy dog certification. Through the Alliance of Therapy Dogs, Nick was certified as a therapy dog in August of 2022, and again in July of 2023. These certifications are valid for a period of 12 months.

As with any dog, there is always a risk. While Golden Retrievers are typically known for their calm demeanor, any dog can bite or scratch if they feel threatened or scared. Proper training and socialization can help minimize this risk. Nick has been trained in many different situations and settings, such as schools, department stores, farms, and community block parties to help him understand his role as a therapy dog.

If an incident occurs with the dog, the participant will immediately be brought to the nurse for evaluation. In addition, a phone call will be made to the participant's guardians, so they are made aware.

## **COMPENSATION**

Participants will not be compensated for participation in this study.

## **RESEARCHER CONTACT INFORMATION**

If you would like to talk with someone about the study, you can contact me at [kspinola\\_gps@nec.edu](mailto:kspinola_gps@nec.edu) or my faculty advisor, Dr. Debra Nitschke-Shaw at [dnitschke@nec.edu](mailto:dnitschke@nec.edu).

## **IRB CONTACT INFORMATION**

If you would like to talk with someone about the study, your rights as a participant, or about ethical issues with this research study, you may contact the New England College IRB chair, Gavin Henning at [irb@nec.edu](mailto:irb@nec.edu) or 603-428-2444.

**SIGNATURE PAGE** *(this would be a separate page)*

I have read the information in this consent form and agree for my child to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. I understand that I am entitled to a copy of this form after it has been read and signed.

Signature of Educator

Date

Printed Name of Participant

Date

Signature of Person Obtaining Consent

Date



# New England College

September 10, 2023  
IRB# 241

To: Kelly Espinola  
Cc: Debra Nitschke-Shaw

Dear Kelly,

Thank you for submitting your IRB request for your study entitled "The Impact of Therapy Dogs on Middle School Students." Your request has been reviewed and it is exempt from IRB review because this is

research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Thus, your research does not need IRB approval. If you revise any portion of your research, please re-submit a request for review.

If you have any questions, please do not hesitate to contact me. Good luck on your study.

Sincerely,

Gavin Henning, Ph.D.  
Chair, Institutional Review Board  
[irb@nec.edu](mailto:irb@nec.edu)



September  
2023

# Proposal Presentation

Presented by  
Kelly Espinola



# History of AAI



Been in use  
for over  
50,000 yrs

Improvement:  
mental &  
physical

Florence  
Nightingale

The "Father  
of AAT"

Pet Partners

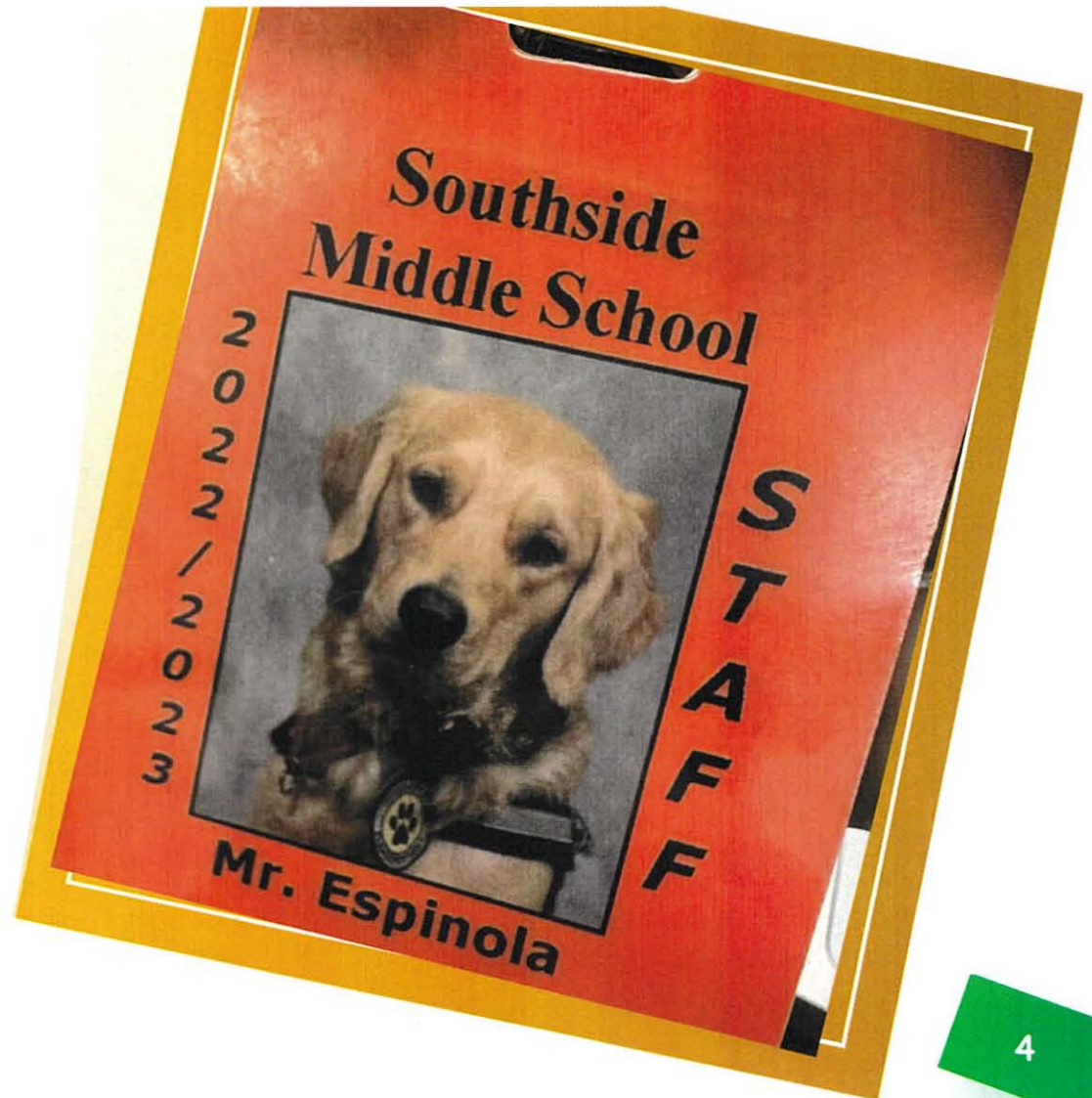
## What is a Therapy Dog

- Training
- Certification
- Volunteer



What has changed?

Youth Risk Survey  
CASEL



4

## Statement of the Problem

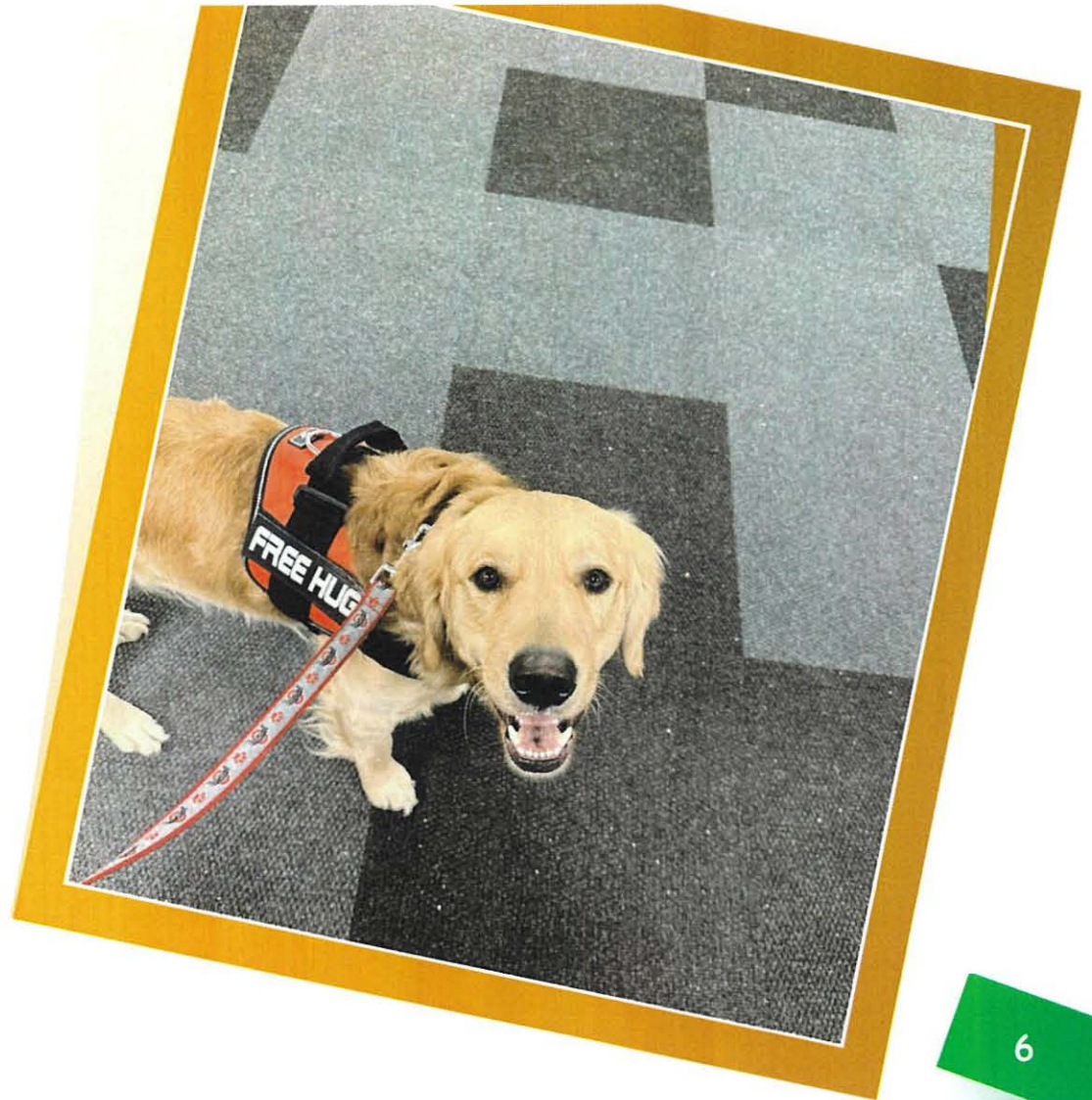
- Student Connectedness
- Sadness/Loneliness
- Anxiety, anger, PTSD, autism



## Purpose of the Study

### Improvements in:

- Attendance
- Behavior
- Grades



## Research Question

What is the impact of therapy dogs on Middle School students?



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## Significance

Why is this important?

- COVID-19
- Trauma
- Racism
- Grades
- Attendance
- Success
- Connectedness



8

# Theoretical Framework



Neuroscience  
Gagne'  
CASEL  
SEL  
Connectedness

# Research Paradigm



## Pragmatism

- Experience
- Narrative
- Active Role



How will I get my information?

### Narrative, Mixed-Methods, Study

- Surveys, pre and post
- Interviews
- Drawings
- Weekly Visits
- Teacher Journals
- Writing Prompts



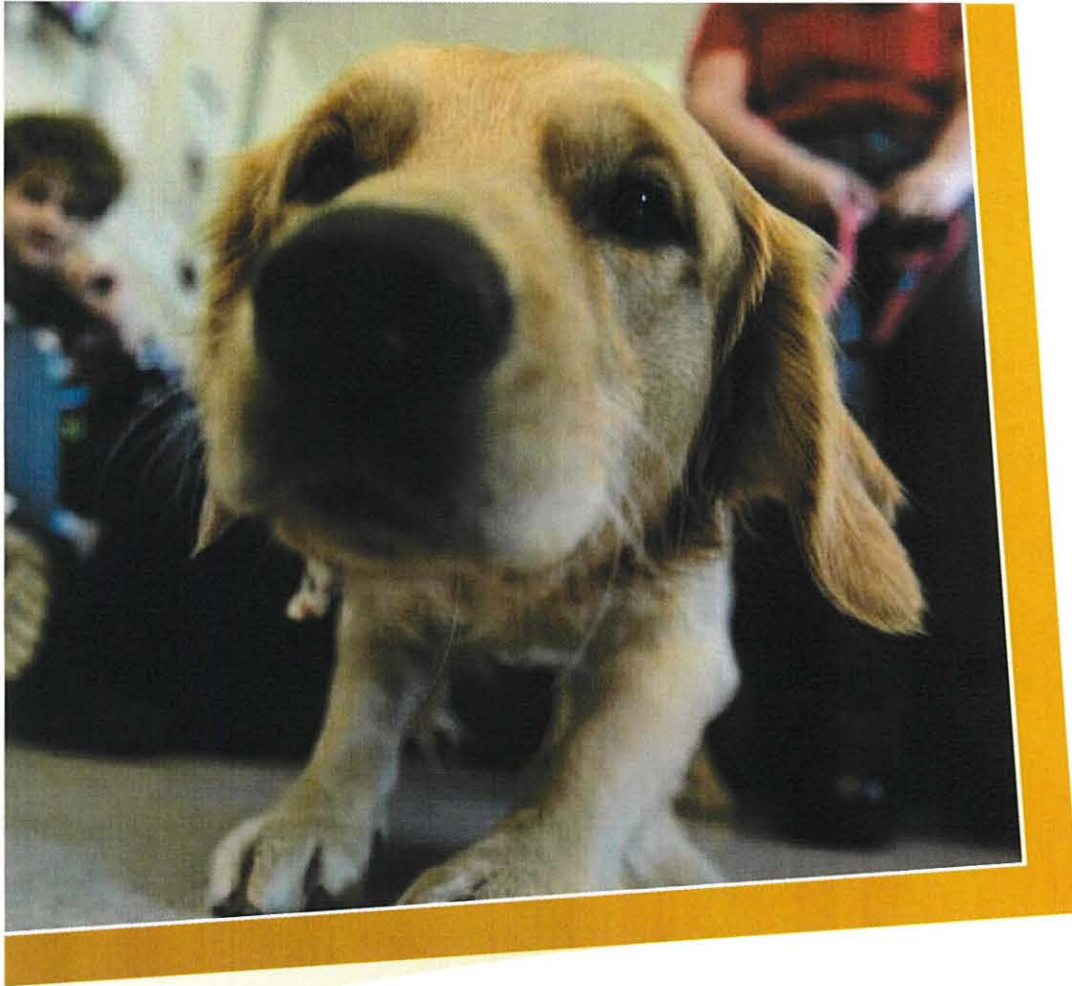
# Data Collection



## Tools

- Panorama Social Learning Survey
- Weekly Visits
- Interviews
- Drawings
- Check-ins





## Participants, Setting, Sampling

Who is participating?

- 8 Students
- Middle School
- School Counselors
- Team Teachers
- Nick!



## Setting

Southside Middle School in  
Manchester, NH

- 800+ students
- Grades 5-8
- Teams

# Informed Consent

## Who do I need permission from?

- Board of School Committee
- Superintendent
- Guardians of the students
- Teachers



# Methodology



## Pragmatism

- Based on participant experience
- Understanding connections between learning and animals



## Narrative

- Tells a story
- Relays how students feel

Questions?



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# References



- Angstmann, J. L., Frischmeyer, S., & Kzaeck, T. (2022). Reductions in Student Self-Reported Perceived Stress After a One-Hour Campus Farm Tour. *College Student Journal*, 56(3), 205–220.
- Centers for Disease Control and Prevention. [surveyyear] Youth Risk Behavior Survey Data. Available at: [www.cdc.gov/yrbs](http://www.cdc.gov/yrbs).
- Fedor J. Animal-Assisted Therapy Supports Student Connectedness. *NASN Sch Nurse*. 2018 Nov;33(6):355-358. doi: 10.1177/1942602X18776424. Epub 2018 Jun 6. PMID: 29874153.
- Hoagwood, K. E., Acri, M., Morrissey, M., & Peth-Pierce, R. (2017). Animal-assisted therapies for youth with or at risk for mental health problems: A systematic review. *Applied Developmental Science*, 21(1), 1–13. <https://doi-org.nec.gmilcs.org/10.1080/10888691.2015.1134267>
- Hughes, M. J., Verreynne, M. L., Harpur, P., & Pachana, N. A. (2020). Companion animals and health in older populations: A systematic review. *Clinical Gerontologist*, 43(4), 365-377.



## **Data from the Years 2019 - 2022**

College and Career readiness measures for the 2019-2022 school years are noted below. These data points are pulled from the percentage of 12th grade students meeting at least two markers for college and career readiness (Examples of markers - college courses, advanced placement, CTE programs, certifications and armed forces).

- 2019 = 30%
- 2020 = 38%
- 2021 = 37%
- 2022 = 40%

### **District Goals for 2023-2024**

Our district goals are multi-pronged and multi-year in order to maximize our outcomes with the overarching framework drawn from the strategic plan.

- ***Growing our Learners***
- ***Growing our Educators***
- ***Growing our Systems***

### **Department Goals 2023-2024**

Our department goals have been drafted to be in SMART goal format and cross functional across the teams and departments within the district.

### **School Goals 2023-2024**

Our school goals will continue to be framed under the ABC structure to include - Attendance, Behavior and Curriculum.

## Goal One - Grow Our Learners

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness	PROGRESS Updates December and June
<b>Student Engagement in Learning</b>				
<p>Increase opportunities for student engagement in their learning</p> <ul style="list-style-type: none"> <li>• Dual Language Immersion</li> <li>• Industry Recognized Credentials Camps (IRC)</li> <li>• Pathways aligned to the profile of a graduate</li> <li>• Graduation Requirements</li> </ul>	<p>Dual Language Immersion</p> <ul style="list-style-type: none"> <li>• Form the team to guide and lead this work with our selected consultant</li> <li>• Participate in community awareness activities</li> <li>• Develop the timeline and rollout plan</li> <li>• Roll out is planned for fall of 2024</li> </ul> <p>Industry Recognized Credentials Camps (IRC)</p> <ul style="list-style-type: none"> <li>• Increase the number of IRC camps and participation rates (student and partners)</li> </ul> <p>Pathways</p> <ul style="list-style-type: none"> <li>• Investigate all current pathways and their intersections with</li> </ul> <p>Graduation Requirements</p> <ul style="list-style-type: none"> <li>• Monitor our graduation</li> </ul>	<p>Dual Language Immersion</p> <ul style="list-style-type: none"> <li>• Meeting schedules, notes, timelines and action plans</li> </ul> <p>Industry Recognized Credentials Camps (IRC)</p> <ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Schedule of IRC events</li> </ul> <p>Pathways</p> <ul style="list-style-type: none"> <li>• Awato/Xello Crosswalk</li> <li>• Course registrations</li> <li>• Earned credit data</li> </ul> <p>Graduation Requirements</p> <ul style="list-style-type: none"> <li>• Data review of each graduation cohort</li> <li>• Review of historical data</li> </ul>	<p>Dual Language Immersion</p> <ul style="list-style-type: none"> <li>• Registrations for the first cohort</li> </ul> <p>Industry Recognized Credentials Camps (IRC)</p> <ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Schedules</li> <li>• Syllabi</li> </ul> <p>Pathways</p> <ul style="list-style-type: none"> <li>• Course registration data including earned credit outcomes show improvement</li> </ul> <p>Graduation Requirements</p> <ul style="list-style-type: none"> <li>• Improved graduation rates</li> </ul>	

	<ul style="list-style-type: none"> <li>rates</li> <li>Monitor the new grad requirement (22.5) rate</li> </ul>			
<b>Office of Civil Rights Agreement</b>				
<p>Complete the Office of Civil Rights (OCR) Agreement</p> <ul style="list-style-type: none"> <li>Higher Level Learning Opportunities (HLLO)</li> </ul>	<p>Continue to engage with the team designated to the OCR agreement.</p> <p>Continue to engage with the Office of Civil Rights as we attempt to provide progress made on the remaining action item (<math>\frac{3}{4}</math> items have been satisfied).</p> <p>Review HLLO data to identify trends and patterns in access and outcomes.</p> <p>Engage in ongoing course catalog revisions</p>	<p>Meeting schedules and notes</p> <p>Communications and documents shared with or received from our legal team and OCR</p> <p>HLLO data decks and any action item plans</p> <p>Course catalog</p>	<p>Monthly updates at the Teaching and Learning Committee</p> <p>Documents shared with or received from OCR</p> <p>Completion of the remaining item in the OCR agreement</p> <p>HLLO rates of registration and outcomes (grades) show improved rates of registration and outcomes</p>	
<b>Middle School Model</b>				
<p>Implement the Middle School Model</p> <ul style="list-style-type: none"> <li>New England League of Middles Schools (NELMS)</li> <li>Student schedules</li> </ul>	<p>Provide membership and access to professional development for our four middle schools with NELMS</p> <p>Provide access to NELMS trainings for the middle level teams</p> <p>Development of the process to</p>	<p>Meeting schedules, agendas and notes which show PLC integration of the middle school model</p> <p>Middle school student schedules provided prior to the end of the school year</p>	<p>Our middle schools demonstrate the core functions of the middle school model</p> <p>Draft copies are shared with students and their families before the end of the school year</p>	

	provide middle level students with their draft schedule for the upcoming school year			
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**Goal Two - Grow our Educators**

<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness	<b>PROGRESS Updates</b> <b>December and June</b>
<b>Professional Development</b>				
Provide ongoing, aligned Professional Development (PD) for all staff	Develop a PD calendar for all staff  Disseminate the PD calendar and monthly digest  Draw links to focus areas such as differentiated instruction, competency education, student engagement data driven dialogue and school safety	The posted PD calendar and digest  Drafting meetings to build the plan  Staff feedback on areas of interest	Staff feedback on the exit slips  Participation rates for each PD day	
<b>Hiring Systems</b>				
Pursue opportunities and	Audit our current staff	Update job descriptions	Job description catalog	

systems to diversify and strengthen our hiring processes with a focus on recruitment and retention	<p>pipelines for staff development Draft pipelines for any gaps in recruitment and development</p> <p>Rollout any new pipeline</p> <p>Continue to provide existing pipelines</p>	<p>Audit job descriptions</p> <p>Salary scale review and recommendations</p>	<p>Recruitment plan</p> <p>Retention data (current and historical)</p>	
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**Goal Three - *Grow our Systems***

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness	PROGRESS Updates December and June
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**Alignment of Goals**

Align all goal sets (strategic plan, district, department and school SBC goals)	<p>Develop district, department and school goals which are aligned with the strategic plan and in SMART goal format</p> <p>Share the strategic plan, district, department and school ABC goals broadly.</p>	<p>Establish cross functional Department SMART goals</p> <p>Provide monthly meetings with principals to review and reflect on ABC goals</p> <p>Provide monthly meetings with the district leadership team to review, reflect and document goal progress</p>	<p>Provide updates at BOSC Committee meetings to include - Behavior and Attendance at Conduct Committee and Core Academics at Teaching and Learning Committee.</p> <p>Provide December mid-year goal update</p>	
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			Provide end of year goal update	
<b>Long-term Facilities Planning</b>				
<p>Build on progress on the Long Term Facilities Project with the BOSC approved 3 - 4- 12 concept model</p> <p>3 (high schools) 4 (middle schools) 12 (elementary schools)</p>	<p><b>Priority One</b> (Close Wilson, bring the four middles into the 5-8 model and high school siting)</p> <p><b>Priority Two</b> (Plans for the remaining elementary schools and high schools)</p>	<p>Budget/funding plans</p> <p>BOSC and BMA presentations and action item approvals</p>	<p>Priority one and two approvals and projects in progress</p> <p>Modular classrooms at Beech, Mcd and the four middle schools for fall 2024</p> <p>Wilson closed for fall 2024</p> <p>New Elementary build for fall 2024</p> <p>Middle Renovations and additions in fall 2024</p> <p>New High School build - Date TBD</p>	
<b>Collaborative Budget Building</b>				
<p>Collaborative budget development with the district departments and school leadership</p>	<p>Department and Building Grants maximized and braided</p>	<p>Budget build timeline</p> <p>Meeting notes</p> <p>Data reports used to inform staffing and needs</p>	<p>2024-2025 budget</p>	

		BOSC and BMA budget presentations and approvals		
<b>District Welcome Center</b>				
Establish our District Welcome Center	Work with our community partners to identify a location, funding and structure for the center	Meeting agendas and notes Presentations at the BOSC	A standing Welcome Center in the initial phase by fall 2024	
<b>Grow Community Partnerships</b>				
Expand and celebrate community partnerships	Work with the Community Partnership Coordinator to promote the Compass website  Investigate opportunities for the One Manchester Schools Foundation	The Compass website Meeting agendas and notes  Community partnership meeting participation  Presentations at the BOSC	Expanded compass participants and use rates  Initial plans for the one fund	

**Resources**

- Manchester School District Policy - Administration 104 - 11/23/2020
- Manchester School District Policy BOSC 100 - 7/8/2002
- School Board Evaluation Final Performance Summary Sheet - Adapted with permission New York School Board Association (NYSSBA) 2/23/21

**Manchester School District**  
**Department Goals 2023-2024**  
**Operations – Forrest Ransdell**

<b>Goal One - District Systems - Transportation</b>			
<b>Objectives:</b> Develop shared transportation systems with a 95% timely completion of service by December 1, 2023. Increase the effectiveness and decrease the fiscal impact of Specialized Student Transportation.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
<b>Implement a shared service model for the delivery of Regular Home to School Transportation for the 2023/2024 school year.</b>	<ul style="list-style-type: none"> <li>● Continue MTA Service to 50% of our existing service routes for the 2023/2024 school year.</li> <li>● Work to regularize the services provided by STA to provide service for 50% of our routes for the 2023/2024 school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Run completion reports will be reviewed to determine vendor effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly transportation reports will be made to the Finance and Facilities Committee.</li> </ul>
<b>Implement the Rider Management System across all routes serviced by both vendors by February 1, 2024.</b>	<ul style="list-style-type: none"> <li>● Create and Initialize the required Identification card system.</li> <li>● Rider Management</li> </ul>	<ul style="list-style-type: none"> <li>● All district students will be supplied with an ID card for use with the Library, Food Service and Transportation.</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly Transportation Reports to the Finance and Facilities Committee will reflect progress of system implementation.</li> </ul>

	<p>System will be in place and operational across all of our schools by February 1, 2024.</p> <ul style="list-style-type: none"> <li>Families will be able to monitor bus location arrival times via the Rider Management System.</li> </ul>	<ul style="list-style-type: none"> <li>Phase in 2-3 schools per month across each of the vendor networks for use of the Rider Management System.</li> <li>Go live with family access to the Rider Management System App for all schools as part of rollout above or in a more general way not later than April 1, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Transportation Reports to the Finance and Facilities Committee will reflect progress of system implementation.</li> <li>Monthly Transportation Reports to the Finance and Facilities Committee will reflect progress of system implementation.</li> </ul>
<p><b>Decrease the cost of Specialized Transportation by 20% for the 2023/2024 School Year.</b></p>	<ul style="list-style-type: none"> <li>Review transportation eligibility and create consistent criteria for use.</li> <li>Review existing rider databases and create</li> </ul>	<ul style="list-style-type: none"> <li>Special Education will provide clear and measurable criteria for schools to use in granting transportation.</li> <li>All transportation requests will be approved by the Executive Director of Student Services.</li> <li>The District's two least costly vendors will be</li> </ul>	<ul style="list-style-type: none"> <li>The Executive Director for Student Services will provide the Operations Dept. with the information for sharing with the Finance and Facilities Committee.</li> <li>The Director of Transportation will provide</li> </ul>

	<p>efficiencies through increase of multiple passenger trips.</p> <ul style="list-style-type: none"> <li>• Increase the ability of our least costly provider to provide additional services through the assignment of three district owned micro buses to their use.</li> </ul>	<p>engaged to review existing ridership information to increase their provision of services.</p> <ul style="list-style-type: none"> <li>• All Vendor billing models will be shifted to a per trip basis rather than a per rider basis.</li> <li>• Transfer the operation of three currently unused mini-buses to our least costly vendor to expand their ability to provide service at a reduced operation billing rate.</li> </ul>	<p>a summary of the number of riders who have been shifted to less expensive providers and the approximate cost impact.</p> <ul style="list-style-type: none"> <li>• The Director of Transportation will provide an overview of the cost shifts in the Monthly report to the Finance and Facilities Committee when relevant.</li> <li>• A copy of the MOU will be presented as part of a monthly Transportation Report to the Finance and Facilities Committee.</li> </ul>
<p><b>Develop district operated transportation services plan by December 1, 2023.</b></p>	<ul style="list-style-type: none"> <li>• Engage the services of a transportation consultant to assist with the development of needs and options information.</li> <li>• Build Table of organization and</li> </ul>	<ul style="list-style-type: none"> <li>• A consultant services agreement will be developed and approved with specific goals and parameters.</li> <li>• Organizational Chart</li> <li>• Staffing Plan</li> <li>• Facilities Development</li> </ul>	<ul style="list-style-type: none"> <li>• A copy of the Consultant services agreement will be presented to the Finance and Facilities Committee for approval.</li> <li>• Ongoing updates for the Finance and Facilities Committee.</li> </ul>

	Equipment	Plan	
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<b>Goal Two: District Systems - Facilities Management</b>			
<b>Objectives:</b> By January 30 2024 90% of measurements of the appearance of our facilities will be positive.. Improve and modernize our existing facilities in conjunction with and preparation for the Long Term Facilities Plan.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
<p><b>Facility Appearance will be monitored by a redundant system.</b></p> <p><b>Facility Maintenance and Modernization will continue through the use of the CIP Process.</b></p>	<ul style="list-style-type: none"> <li>The ARAMARK GO-SPOT-CHECK system will be utilized to monitor the condition of our facilities resulting in a 90% positive rating.</li> <li>CIP projects will be identified in conjunction with the LTF plan process to determine most effective use of district funds in the</li> </ul>	<ul style="list-style-type: none"> <li>Reports will be collected monthly from the City Custodial Supervisor, the ARAMARK Zone Manager as well as a site administrator using the system.</li> <li>CIPreview will be shared with schools for review by October 15, 2023</li> <li>Schools will identify potential projects for</li> </ul>	<ul style="list-style-type: none"> <li>Monthly reports will be shared with school sites, posted on our website and shared with the Finance and Facilities Committee.</li> <li>Periodic Finance and Facilities Committee Updates. <ul style="list-style-type: none"> <li>Planned projects</li> <li>Projects in progress</li> </ul> </li> </ul>

	short to medium term.	consideration by November 1, 2023. <ul style="list-style-type: none"> <li>● Revised CIP will be presented to BOSC Dec- Jan.</li> <li>● District priorities will be identified on a yearly basis for targeted allocation of planned funds.</li> <li>● District priorities will be identified on a yearly basis for targeted allocation of planned funds.</li> </ul>	○
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<b>Goal Three - District Systems - Student Attendance</b>			
<b>Objectives:</b> By June 30, 2024 systems related to Student Attendance will be developed to improve the overall student attendance rate by 5% during the 2023-2024 school year when compared to baseline data established in 2022/2023.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness

<p><b>Continue the collection and dissemination of Attendance Data and comparison to the baseline data.</b></p> <p><b>Attendance rates will be monitored monthly.</b></p> <p><b>Truancy intervention efforts will continue to be in place.</b></p> <p><b>“Show Up Manchester” campaign will be utilized for the 2023/2024 school year to improve overall attendance.</b></p>	<ul style="list-style-type: none"> <li>● Engage in analysis of the monthly data for each school and as well as a district.</li> <li>● Engage in analysis of the monthly data for each school and as well as a district.</li> <li>● Engage in analysis of the monthly data for each school and as well as a district.</li> <li>● Engage in analysis of the monthly data for each school and as well as a district.</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly attendance reports will be generated.</li> <li>● Monthly attendance reports will be generated.</li> <li>● Monthly attendance reports will be generated.</li> <li>● Monthly attendance reports will be generated.</li> </ul>	<ul style="list-style-type: none"> <li>● Bi-Monthly reports will be presented to the conduct committee.</li> <li>● Bi-Monthly reports will be presented to the conduct committee.</li> <li>● Bi-Monthly reports will be presented to the conduct committee.</li> <li>● Bi-Monthly reports will be presented to the conduct committee.</li> </ul>
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**Goal Four - District Systems - Climate and Culture (Student Conduct)**

**Objectives:** By June 30, 2024 systems related to Climate and Culture will continue to be refined to reduce the overall student conduct infraction rate by 10% during the 2023-2024 school year when compared to baseline data established in 2022/2023.

<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
<p><b>Utilize the baseline data comparison points established during the 2022-2023 school year to monitor change for the 2023/2024 school year.</b></p>	<ul style="list-style-type: none"> <li>● Establish a district conduct data team.</li> <li>● Monthly data summaries disaggregated by school/infraction/Action</li> <li>● Revision of conduct coding (ASPEN) leading to more consistent data reporting.</li> <li>● Establishment of consistent MTSS-B practices throughout the MSD</li> </ul>	<ul style="list-style-type: none"> <li>● Bi-Monthly Summaries for Conduct Committee review.</li> </ul>	<ul style="list-style-type: none"> <li>● Bi-Monthly comparison data reviews for schools</li>   <li>● Continue the development of district wide MTSS-B implementation guidelines</li> </ul>
<p><b>Continue to strengthen current MTSS-B systems in existing schools</b></p>	<p>Continue weekly MTSS-B planning meetings with Stacy Champey</p>		

	<ul style="list-style-type: none"> <li>• Provide Conduct Subcommittee periodic updates on activities and progress of current schools</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop ASPEN data reporting process</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-Monthly reporting based upon the revised data reporting process</li> </ul>
<b>Continue to expand MTSS-B development to additional schools for the 2023-2024 school year.</b>	<ul style="list-style-type: none"> <li>• Identify schools for full implementation</li> <li>• Identify school for foundational planning</li> </ul>	<p>Develop implementation plans for identified schools</p> <p>Develop foundational planning documents for identified schools.</p>	<p>Periodic Conduct Committee Updates</p> <p>Periodic Conduct Committee Updates</p>
<b>Expand MTSS-B development to all district schools by 2024-2025 in conjunction with the SAMSA Grant Plan</b>	<ul style="list-style-type: none"> <li>• Identify schools for full implementation</li> </ul>	Develop implementation plans for identified school	Periodic Conduct Committee Updates

**Goal Five - District Systems - General Operations**

**Objectives:** In collaboration with the Communications Department, by June 30, 2023 District General Operations systems will be developed to increase the effectiveness of district operations during the 2023-2024 School Year

<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
<b>Administrative Coordination</b>	<ul style="list-style-type: none"> <li>• Improvement of intra-district</li> </ul>		<ul style="list-style-type: none"> <li>• Administrator feedback and survey data</li> </ul>

	<p>communication.</p> <ul style="list-style-type: none"> <li>• Continue to update and expand the Administrative Intranet platform.</li> <li>• Continuously revise the weekly administrative updates to improve consistency and information delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Website feedback</li> <li>• Website screenshots</li> <li>• Document Archive</li> <li>• Communication user feedback surveys</li> </ul>	
<b>School Safety</b>	<ul style="list-style-type: none"> <li>• The Yearly Emergency Operations Plan will be updated by July 30.</li> <li>• Safety and Security Grants will be planned and implemented upon award.</li> <li>• Emergency Drills will be regularly monitored for effective implementation.</li> <li>• Development of a regular tabletop exercise program will be investigated.</li> </ul>	<ul style="list-style-type: none"> <li>• EOP Plans for each district site.</li> <li>• CIP Plan</li> <li>• Drill Management and recording records will be maintained and reviewed monthly.</li> <li>• The MSD will work with both the Manchester Police and Fire Departments to establish a potential schedule for school specific reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed plans submitted on time.</li> <li>• Completion of identified projects if grant approved</li> <li>• A yearly drill log summary will be presented to the BOSC as an informational item.</li> <li>• Any developed schedule will be shared with the BOSC upon creation.</li> </ul>

**Manchester School District**  
**Department Goals 2023-2024**  
**Teaching & Learning – Nicole Doherty**

**Goal: Grow our Learners: Literacy**

- 1) Consistent with the Manchester School District strategic plan by June 2024, 50% of students in grades K - 8 will demonstrate grade level proficiency based on the i-Ready three-level placement benchmark for literacy. (June 2023: 40.6%)
- 2) Through early intervention and using data-driven targeted and intensive instruction, by June 30, 2024, 3% of students who demonstrate skill gaps in K-8 will make growth with those skills that exceed annual expectations for growth (closing the learning gap that existed. These skills will be measured through i-Ready stretch growth (1945 students meeting stretch growth by i-Ready).

**Objectives: Learning is Student-Centered and Student-Driven** (Strategy #1). Manchester School District’s Literacy Vision: Use a tiered system to skillfully implement a high-quality curriculum to all students using evidence-based practices and leveraging valid and reliable assessments to inform our instruction and ensure all students become proficient readers and writers.

Grades K - 5:

- Year 3 Implementation of Amplify (CKLA) (core reading program K - 5)
- Year 3 Implementation of 120 minutes of reading instruction (K -3)
- Year 3 Implementation of 30-minute intervention block (K - 5)
- Year 4 Implementation of 30 minutes per week on individual learning path

Grades 6 - 8

- Year 3 Implementation of Amplify (ELA) (core reading program 6 - 8)
- Continue to align competency-based education to the core reading program, Amplify
- Year 4, implementation of 30 minutes per week on i-Ready individual learning path

District Wide

- Carry out a multi-tiered intervention program that provides additional literacy support to struggling learners
- District-wide technology implementation with Clear Touch Panels

<b>PROPOSED ACTIVITIES</b>	<b>STEPS TOWARD</b>	<b>MONITORING</b>	<b>MONITORING</b>
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	<b>ACHIEVING THE GOAL</b>	<b>(Implementation) What evidence will be collected to document implementation? Who Owns it?</b>	<b>(Effectiveness) How will you measure/monitor the impact on student learning? Who owns it?</b>
<p>Skillfully implement Tier 1 curricular Materials in the core reading block, (Amplify 2020) at the Universal Level.</p> <p>Thirty-minute literacy enrichment block (enrichment, reinforcement, and re-teaching) within the 90-minute literacy block.</p> <p>Regularly screen all students for literacy proficiency</p> <p>Develop the data literacy skills of teachers and administrators to use data to inform instruction</p> <p>Implement Progress Monitoring Tool – i-Ready learning path students.</p> <p>Implement MTSS- A as defined at the district level with a process and implementation framework at the universal level.</p> <p>Book study on a Framework for Explicit Writing Instruction in All Subjects</p>	<p>All professional educators will participate in ongoing professional Development in literacy (Amplify), assessment literacy, and digital literacy. Train new teachers on the appropriate program(s).</p> <p>Provide coaching and support to new and veteran teachers</p> <p>All professional educators will analyze student baseline and benchmark assessment data to inform instruction and interventions.</p> <p>All professional educators will participate in PLC, collegial discussion of student data, implementation, student progress, and student work.</p> <p>Reading specialists and Title 1 staff participate in monthly PLCs to focus on intervention strategies for struggling readers.</p> <p>Administrators conduct instructional walkthroughs.</p>	<p>Curriculum Directors and District Reading Specialists will supervise the and implementation of the reading program.</p> <p>Student assessment results will be analyzed by the administration and Teachers quarterly.</p> <p>The Executive Director of Teaching and Learning and Assistant Superintendent review and analyze data three times a year (beginning, mid, and end).</p> <p>Curriculum Directors, Reading Specialists, and middle school coaches define an MTSS-A process and implementation framework at the universal level.</p> <p>School Level Administrators and Network Directors completing walk-throughs</p>	<p>Data will be systematically collected and analyzed (i-Ready, DIBELS) Stretch growth will be reviewed and analyzed.</p> <p>Student data will inform the MTSS process.</p> <p>Identifying student needs will lead to program decision-making by classroom teachers and interventionists.</p> <p>Student work, writing samples, and assessment data.</p> <p>Ongoing data analysis.</p>

**End of Year Update**

**Goal: Grow our Learners: Mathematics**

1. Consistent with the Manchester School District strategic plan, by June 2024, 40% of students in grades K - 8 will demonstrate grade-level proficiency based on the i-Ready three-level placement benchmark for mathematics (June 2023: 36.2%).
2. Consistent with the Manchester School District strategic plan, the teaching and learning department will close the student learning gap District-wide in grades K - 8 by 3% in the area of Math by June 30, 2024 (1609 students meeting stretch growth).

**Objectives: Learning is Student-Centered and Student-Driven (Strategy #1).** Implement a systematic, data-driven, multi-tiered instructional model to increase the capacity to educate all students, resulting in increased achievement in mathematics.

Grades K - 8

- Year 2 Implementation of competency-based education
- Year 4 Implementation of Ready Math (core math program K - 8)
- Year 4 implementation of 30 minutes per week on i-Ready individual learning path

District Wide

- Carry out a multi-tiered intervention program that provides additional math support to struggling learners
- District-wide technology implementation with Clear Touch Panels

<b>PROPOSED ACTIVITIES</b>	<b>STEPS TOWARD ACHIEVING THE GOAL</b>	<b>MONITORING (Implementation) What evidence will be collected to document implementation? Who Owns it?</b>	<b>MONITORING (Effectiveness) How will you measure/monitor the impact on student learning? Who owns it?</b>
CBE will be implemented and refined in the core math program, i-Ready Classroom (Math) 2024 at the Universal Level.	All professional educators will participate in ongoing professional development in mathematics (Ready Math), CBE, assessment literacy, and	Curriculum Directors, District Math specialists will supervise the implementation of the math program	Data will be systematically collected and analyzed (i-Ready, CBE).  Stretch growth will be reviewed and

<p>Implement Progress Monitoring Tool – i-Ready learning path student</p> <p>MTSS- A is defined at the district level with a process and implementation framework at the universal level for all schools</p>	<p>digital literacy.</p> <p>Teachers will use Ready Math as a program resource which creates consistent and equitable instruction for all Manchester students.</p> <p>Elementary math specialist and middle school curriculum director will collaborate with elementary principals to determine and support instructional goals based on individual school data.</p> <p>All professional educators collaborate with building math coaches to analyze student baseline and benchmark assessment data to inform instruction and interventions.</p> <p>Building administrators and teachers will structure their mathematics block to allot time for personalized instruction based on data that focus on student learning needs.</p> <p>All professional educators will participate in PLC, collegial discussion of student data, implementation, student progress, and student work.</p> <p>Math specialists and Math Coaches participate in monthly PLCs to focus on intervention strategies for</p>	<p>The Assistant Superintendent and Executive Director of Teaching and Learning review and analyze data three times a year (beginning, mid, and end).</p> <p>Student assessment results will be analyzed by the administration and teachers quarterly.</p> <p>Curriculum Directors and Math Specialists define an MTSS-A process and implementation framework at the universal level.</p>	<p>analyzed.</p> <p>Student data will inform the MTSS process. Identifying student needs will lead to program decision-making by classroom teachers and interventionists.</p> <p>Student work, writing samples, and assessment data.</p> <p>Ongoing data analysis.</p>
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	struggling math learners.		
<b>End of Year Update</b>			

**Teaching and Learning Goals: Career Pathway**

**Goal: Grow our Learners;** Create a comprehensive district-wide K-12 model to provide at least two career-focused learning opportunities for every student by grade 12 by June 2024 (mult-phase/year goal).

**Objectives: To ensure tangible equity for every learner.** Develop and implement a Pathway System that increases career-centered learning opportunities K-12 to increase the District graduation rate within the next 5 years by 3% each year.

- District 4-Year Cohort Graduation Rate: 71.8% (Spring of 2022)
  - Manchester Central High School 67.97%
  - Manchester Memorial High School 78.76%
  - Manchester School of Technology 78.07%
  - Manchester West high school 58.56%

PROPOSED ACTIVITIES	STEPS TOWARD ACHIEVING THE GOAL	MONITORING (Implementation) What evidence will be collected to document implementation? Who Owns it?	MONITORING (Effectiveness) How will you measure/monitor the impact on student learning? Who owns it?
Review Pathway System with building administration.  Audit career-centered opportunities available in each school.  Create a menu of career-centered learning opportunities.  Review Gallup Poll survey data.	Professional Development for Pathway System model: <ul style="list-style-type: none"> <li>● Book Study: <i>The Power and Promise of Pathways</i>, Hans Meeder</li> <li>● Train career-centered lead teachers and building administration in career-centered learning principles.</li> </ul> Continued participation in the NHLI	Record keeping surrounding career-centered learning opportunities - K-8 career-centered learning lead teachers, Community Partnership Coordinator.  Record keeping surrounding career-centered learning opportunities - 9-12 guidance departments and ELO Coordinators	Community Partners in Compass  Menu of career-centered learning opportunities  Gallup Poll Data  Student Transcriptions

The hiring of career-centered learning lead educators.	sponsored Future Learning Pathway group.  Collaborate with Community Partners to identify interest and capacity for career centered learning.	Gallup Survey Implementation - HS Curriculum Director  Meeting and communication log with community partners.	
<b>End of Year Update</b>			

**Teaching and Learning Goals:**

**Goal: Grow our Educators:** Consistent with the Manchester School District strategic plan, the Teaching and Learning Department will increase the number of professional participation in learning opportunities for educators to continue to grow their teaching practice to improve academic achievement and social outcomes by 5% by June 2024 (74% 2022 - 2023).

**Objectives: Professional Learning and Support Structures** (strategies 1 and 2); Increase professional development opportunities that are aligned with the district vision and mission to be:

- Target and personalized to meet the needs of the educator
- Student-centered within instruction and assessments
- Culturally responsive
- Trauma sensitive

<b>PROPOSED ACTIVITIES</b>	<b>STEPS TOWARD ACHIEVING THE GOAL</b>	<b>MONITORING (Implementation) What evidence will be collected to document implementation? Who Owns it?</b>	<b>MONITORING (Effectiveness) How will you measure/monitor the impact on student learning? Who owns it?</b>
Provide multiple formats and platforms for staff to increase their professional growth in best practices in education, equity, and specific content knowledge.	Develop a baseline of past professional development offerings.  Provide a structure to capture the number of offerings for each professional development day.	The Executive Director of Teaching and Learning  Curriculum Directors  Assistant Superintendent	List of professional development offerings  Student assessment data  Staff feedback from exit slips.

<p>Increase the effectiveness of Professional Learning Communities (PLCs)</p> <p>Provide professional development opportunities to grow teacher leaders</p> <p>Para-professionals opportunities to grow professional growth</p> <p>Train special education staff and ensure structure exists for intensive structured literacy specialized instruction</p> <p>Increase opportunities for para-professional teacher programs</p>	<p>Monthly District Master Professional Development Committee Meetings</p> <p>Provide professional development opportunities to grow teacher leaders</p> <p>Bi-weekly meetings with MEA, teacher on special assignments.</p> <p>Implement Micorcredential in collaboration with NEA</p> <p>Collaborate with outside resources to implement para-professional teacher program</p>	<p>MEA; Teacher on Special Assignment</p>	
<p><b><u>End of Year Update</u></b></p>			

**Manchester School District**  
**Department Goals 2023-2024**  
**English Learner Instruction – Wendy Perron**

**Goal: Grow our Learners;** Consistent with the Manchester School District strategic plan and the recommendations of the Multilingual Advocacy Committee (MAC), the EL Department will work to increase the achievement of the district’s English learners (ELs) using the following metrics:

- Close the achievement gap between EL and non-EL students scoring proficient on the state academic content assessment (NHSAS & SAT) by 3% in ELA & Math.
- Increase the overall percentage of ELs reaching their annual growth target for progress toward obtaining ELP from 19.17% to 29% in 2023-24.

**Objectives: Learning is Student-Centered and Student-Driven** (Strategies 1 & 2). Implement a unified, research-based and data-driven continuum of services to meet the needs of our English learners to increase English language development and student achievement and to ensure alignment to state and federal guidance.

District Wide (K-12)

- Research and adopt a district-wide EL core curriculum aligned to state approved English language development (ELD) standards.
- Ensure that all ELs have an individualized language plan (ILP) through a universal data platform (Ellevation).
- Increase consistent implementation of effective Tier 1 instruction for ELs across the content areas. (\* Aligned with Recommendations from MAC).
- Adopt a universal screener and diagnostic tool for English learners to measure existing literacy and numeracy levels in students’ primary language (L1) to inform program placement and to align with the MTSS framework, as needed.
- Continue to work with community partners to expand access to high-quality out of school experiences, including extended learning opportunities, academic tutoring and after-school programming. (\* Aligned with Recommendations from MAC).
- In partnership with the Bilingual Liaison team, increase frequency and scope of parent engagement events to improve student outcomes.

PROPOSED ACTIVITIES	STEPS TOWARD ACHIEVING THE GOAL	MONITORING (Implementation) What evidence will be collected to document implementation? Who Owns it?	MONITORING (Effectiveness) How will you measure/monitor the impact on student learning? Who owns it?
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<p>Form a committee at each level (elementary, middle and high) to research, evaluate and select new high-quality ELD curriculum materials.</p>	<p>Adopt a protocol for reviewing curriculum materials.</p> <p>Research 3-4 comprehensive, research-based, high-quality EL curriculums.</p> <p>Complete analysis and recommendations</p> <p>Seek input from EL Department and MAC.</p> <p>Make recommendations to the Superintendent.</p>	<p>The Executive Director of English Learner Instruction, The Executive Director of Teaching &amp; Learning and the Curriculum Directors will lead the work, establish a timeline and proposal, including fiscal impact summary.</p> <p>The Executive Director of English Learner Instruction, Curriculum Directors and EL educators will participate in a committee to research, evaluate and select new curriculum materials, seeking feedback from MAC.</p>	<p>Needs assessment and committee analysis and recommendations will lead to adoption of a unified EL curriculum (K-12), aligned to state ELD and content standards.</p>
<p>Distribution of individualized language plans (ILPs) for all EL students through universal data platform (Ellevation).</p> <p>All professional educators will review student ILPs and assist with student monitoring.</p>	<p><b>All</b> professional educators will participate in ongoing professional development on the universal data platform for EL (Ellevation).</p> <p>EL Department will roll out technical assistance guidance to assist classroom and content teachers with support to complete monitoring of all ELs.</p>	<p>The Executive Director of English Learner Instruction, EL educators will work together to maintain EL data within the platform to ensure accuracy of ILPs.</p> <p><b>All</b> professional educators will log on to the universal platform to monitor EL students progress toward English proficiency once an academic quarter.</p>	<p>Ongoing data analysis</p> <p>User analytics and student monitoring forms will be reviewed at least once an academic quarter to ensure all educators are reviewing and monitoring EL student progress within the platform.</p>
<p>Ensure that all professional educators receive professional development focused on best practices for English learners, based on the needs assessment and conducted by Multilingual Advocacy Committee</p>	<p>All professional educators will participate in at least two days of professional learning focused on supporting EL students across the content areas.</p>	<p>The Executive Director of English Learner Instruction, Curriculum Directors and EL faculty.</p>	<p>Revised lesson plans and classroom resources</p> <p>Participant feedback</p> <p>Student work, writing samples and</p>

<p>(MAC) with input from district educators, administrators, bilingual liaisons and community partners.</p>	<p>Establish a cycle of continuous improvement and continuous learning soliciting teacher feedback.</p>		<p>assessment data.</p>
<p>Support ongoing work of MAC to continue revision of internal procedures to ensure a universal ELP screening protocol, aligned to state uniform procedures, is followed.</p> <p>Expand the ELP screening process to include:</p> <ul style="list-style-type: none"> <li>● baseline assessment of literacy and numeracy skills in students' primary language to ensure appropriate placement in EL, content classes or within MTSS framework, as needed</li> <li>● Review of international transcripts to award applicable transfer credit;</li> </ul> <p>Establish a protocol to ensure that all EL students are receiving adequate support in alignment with state and federal ESEA guidance.</p> <p>Establish universal definition for Students with Limited or Interrupted Formal Education (SLIFE).</p>	<p>Conduct an analysis of existing procedures, revise internal documents to align to revised state uniform procedures and to incorporate feedback from MAC.</p> <p>Complete research and analysis of existing tools and make recommendations for adoption of revised multilingual literacy and numeracy screeners.</p> <p>Develop survey to gather input from EL Department, Literacy &amp; Math coaches and MAC.</p> <p>Review and revise existing MSD Guide for Placement of Students Presenting International Transcripts.</p> <p>Conduct training for school administrators and guidance counselors on revised screening procedures.</p>	<p>The Executive Director of English Learner Instruction, EL Department, Literacy &amp; Math coaches, Curriculum Directors, High School Principals, and Guidance Counselors &amp; MAC.</p>	<p>Adoption of universal screeners for primary language literacy and numeracy.</p> <p>Revised MSD internal procedure and LAU plan outlining comprehensive in-take process for all EL students, including, program placement and development of Individualized Language Plan (ILP).</p> <p>Updated MSD Guide for Placement of Students Presenting International Transcripts.</p> <p>Feedback surveys.</p> <p>Established common definition of SLIFE.</p>
<p>Increase the number of students</p>	<p>Continue to collaborate with</p>	<p>The Executive Director of English</p>	<p>Increase in the number of students</p>

<p>participating in high quality out of school experiences.</p>	<p>community partners to expand offerings for students that are aligned with student's needs and interests.</p> <p>Assist community partners with recruitment efforts.</p>	<p>Learner Instruction, EL Department &amp; Bilingual Liaisons</p>	<p>earning ELO credit in out of school experiences.</p> <p>Increase the number of students participating in high quality out of school experiences.</p>
<p>Develop a calendar of parent engagement activities to support information sharing and two-way communication with EL students and families.</p> <p>Establish a newcomer orientation series to assist families new to the US with school and community/cultural orientation.</p>	<p>Develop a toolkit of resources for schools to use to assist with implementation of a variety of family engagement events.</p> <p>Establish a team to develop a newcomer family orientation series, including 3-4 information sessions and 3-4 field trips to tour schools and other community agencies serving families.</p>	<p>The Executive Director of English Learner Instruction, EL Department &amp; Bilingual Liaisons</p>	<p>Host at least one "EL focused" information/engagement session at each school.</p> <p>Sustain connection with at least 20 newcomer families over the course of the 2023-24 school year through newcomer orientation series.</p> <p>Event schedule</p> <p>Family feedback surveys</p>

**Goal: Grow our Educators;** Consistent with the Manchester School District strategic plan, the EL Department will work closely with the teaching and learning committee and Multilingual Advocacy Committee (MAC) to provide educators with professional development opportunities to better meet the needs of all students in the district through inclusive, equitable practices to accelerate capacity building.

**Objectives:** Transform professional learning & support structures (Strategy #1) and provide training to support educators in realizing student-centered instruction and assessment (Strategy #2).

- 60 professional educators will complete three micro-credentials designed to help classroom teachers build the foundational capacity to effectively work with ELs
- 60% of classroom/content teachers will participate in 2 or more professional learning days focused on improving instruction for EL students.

District Wide (K-12)

- Support culturally responsive (and sustaining) teaching district-wide.
- Develop a cadre of teacher leaders who can support PLCs focused on improving instruction for ELs.
- Support trauma informed teaching and learning.
- Improve professional learning communities (PLC) structure.

<b>PROPOSED ACTIVITIES</b>	<b>STEPS TOWARD ACHIEVING THE GOAL</b>	<b>MONITORING (Implementation) What evidence will be collected to document implementation? Who Owns it?</b>	<b>MONITORING (Effectiveness) How will you measure/monitor the impact on student learning? Who owns it?</b>
Support implementation of UCLA Center X Northeast Region, ExcEL Leadership Academy supporting 75 classroom and content teachers through process of completing 3 micro-credentials through facilitated PLCs and job-embedded activities and	Recruit 75 Manchester professional educators to participate in Cohort I during the fall of 2023.  Facilitate launch of the program with partners at UCLA.  Coordinate program and monitor	The Executive Director of English Learner Instruction and Executive Director of Teaching & Learning	Completion of learning modules  Successful formation of PLCs  Staff feedback

practices.	progress.		
Provide multiple formats and platforms for staff to increase professional learning in best practices to support educators working with culturally and linguistically diverse students.	Work with Teaching and Learning to develop and publish a professional learning calendar for the school year with multiple opportunities to participate in PD focused on supporting culturally and linguistically diverse students.	The Executive Director of English Learner Instruction, Executive Director of Teaching & Learning & EL Department.	PD Calendar with variety of options in multiple formats throughout the school year.  Staff feedback.
Provide professional learning opportunities to grow teacher leaders.	Provide 1-2 opportunities for EL teachers to participate in “train-the-trainer” or coaching sessions.	The Executive Director of English Learner Instruction, Executive Director of Teaching & Learning & EL Department.	List of professional development offerings. Staff feedback

**Manchester School District**  
**Department Goals 2023-2024**  
**Student Services & Wellness – Salina Millora**

<b>Goal One - Grow Our Learners:</b> Provide professional learning opportunities to ensure all special education and general education staff have the tools needed to meet learner needs.			
<b>Objectives:</b> All staff will receive ongoing professional learning opportunities.			
<b>Proposed Activities</b>	<b>Steps Toward Achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
Responsive Practices	<p>Training on trauma-informed instruction, Multi-Tiered System of Support - Behavior (MTSS-B), social-emotional learning, and de-escalation (Crisis Prevention Institute (CPI)) training</p> <p>Opportunities for paraprofessionals to complete Registered Behavior Technician (RBT) training and Paraprofessional II certification training</p>	<p>Coordinate efforts with Executive Director of Teaching &amp; Learning and other district wide professional development efforts</p> <p>Professional development day schedules</p> <p>Professional development slides and recordings</p>	<p>Exit slips</p> <p>End-of-year survey</p>
Effective Instruction	<p>Inventory of district curricula for specialized instruction. Evaluate, propose, and obtain curricula to provide effective instruction for students with disabilities</p> <p>Evaluation of district special</p>	<p>Collaborate with multidisciplinary teams (including special educators, related service providers, curriculum coordinators)</p> <p>Review of program design and</p>	<p>Meeting agendas and minutes</p> <p>Program documents</p>

	education environments and program classrooms  Collaboration with higher education organizations to provide clinical opportunities in our schools	development of district programs  List of colleges, number of students, and area.	Meeting agendas and minutes
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**Goal Two - Grow Our Educators:** Provide professional learning opportunities to ensure all special education staff understand the IDEA and NH Department of Education (NHED) guidelines, NH Special Education Information System (NHSEIS), and general special education processes (referrals, meetings, etc.).

**Objectives:** Special education staff will receive ongoing professional learning opportunities.

Proposed Activities	Steps Toward Achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Communication	Monthly department meetings (school LEA representatives, special education teachers, occupational therapists, physical therapists, speech language pathologists, school psychologists, school counselors, etc.)  Bimonthly (twice per month) meetings at school buildings involving school LEA representatives, special education staff, and Assistant Directors of Student Services	Schedule and facilitate meetings remotely and/or in-person  Protected meeting time to discuss successes, challenges, professional development needs, and technical support.	End-of-year survey  Meeting schedules  Meeting agendas and minutes  Meeting schedules  Meeting agendas and minutes
Special Education	Weekly student services	Professional development slides	Exit slips

Process	administrative team meetings  Training on NH Department of Education (NHED) expectations, NH Special Education Information System (NHSEIS), and Individualized Education Program (IEP) development	and recordings	End-of-year survey
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**Goal Three - Grow Our System:** Develop and implement streamlined processes and data collection points to inform staffing, student, and funding needs.

**Objectives:** Assess current student services systems, present findings, and recommend improvements.

Proposed Activities	Steps Toward Achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Specialized Transportation	Update the specialized transportation request process to identify funding sources and add multi-level approval  Develop efficiencies in the specialized transportation system and budget	Revise the current transportation request process and review expectations with staff  Audit specialized transportation providers, usage criteria, and routes to identify areas for improvement	Analysis and recommendations for the annual budget process and long-range fiscal planning for provision of transportation
Special Programs	Review specialized programs throughout the district (AUT, ID, ED, DHH, preschool, and out-of-district) and update program descriptions and expectations,	Meet with staff in the programs and develop consistent expectations and program descriptions	Program description and plan

Staffing	<p>including entry/exit criteria</p> <p>Review, evaluate and propose revisions of staffing required for students with disabilities</p>	<p>Implement improvements in identified areas</p> <p>Compile and analyze data regarding contracted and district open/filled positions</p> <p>Audit service delivery models and service providers</p>	<p>Analysis and recommendations for the annual budget process and long-range fiscal plan for special education staffing, training, equipment, materials, ancillary/contracted services and transportation</p>
NH Medicaid to Schools Program	<p>Review, evaluate and propose revisions of district participation in NH Medicaid to Schools Program</p>	<p>Coordinate with district Medicaid Coordinator to provide staff training to support participation in the Medicaid to Schools Program</p>	<p>Program description and implementation plan</p>
Compliance	<p>Review LEA Determination letters and State Performance Plan (SPP) indicators out of compliance. Form a committee to complete a root cause analysis of the indicators out of compliance</p>	<p>Develop action plans as needed with NHED regarding district compliance with SPP</p>	<p>LEA Determination letters</p>
Policy	<p>Review, evaluate and propose revision as need to district policies that relate to students with disabilities</p>	<p>Collaborate with Chief Legal and Policy Officer</p> <p>Participate in district BOSC Education Legislation Committee meetings as directed by the Superintendent</p>	<p>Revised district policies</p> <p>Attendance at school board and budget committee meetings</p>

**Manchester School District**  
**Department Goals 2023-2024**  
**Business Office – Karen DeFrancis**

<b>Goal One – Grow our Systems – Provide culturally appropriate meals (continuation of 2022-2023 goal)</b>			
<b>Objectives:</b> The School Food and Nutrition Department will strive to provide more culturally appropriate meal choices in our schools.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
Meet with stakeholders	<ul style="list-style-type: none"> <li>● Meet with students, staff &amp; community members</li> <li>● Develop recipes that reflect the diversity of our population</li> <li>● Implement menu items</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting agendas/notes</li> <li>● Research</li> <li>● Meetings with dietician</li> <li>● Menus</li> </ul>	<ul style="list-style-type: none"> <li>● We are currently not offering culturally appropriate meals. Our goal is to serve 1 meal per week at each school and gradually increase to one per day by the end of the school year. This will be contingent upon survey results and student interaction in the recipe and production process.</li> </ul>
Survey students and/or parents	<ul style="list-style-type: none"> <li>● Working with staff develop a survey for students &amp; families</li> <li>● Distribute survey with the help of the Communications Department</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting agenda/notes</li> <li>● Survey</li> </ul>	<ul style="list-style-type: none"> <li>● There is currently a survey that has been submitted to the communications department for publication.</li> <li>● The results of the survey will be shared with all stakeholders so that</li> </ul>

	(Scheduled for Sept 2023)		suggestions can be implemented with the assistance of staff and students.
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<b>Goal Two – Grow our Systems – Increase participation in breakfast</b>			
<b>Objectives:</b> To provide more opportunity for our students to eat a healthy breakfast.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
Provide more opportunities to offer breakfast	Initiate “Second Chance Breakfast” or “Grab and Go Breakfast” in as many schools as possible	<ul style="list-style-type: none"> <li>• Training for staff, agendas</li> <li>• Menus</li> <li>• Rate of use</li> </ul>	<ul style="list-style-type: none"> <li>• Share best practices from schools currently providing this option.</li> <li>• Monitor meal counts and participation rates and compare with non-participating schools</li> <li>• The goal is a 2% increase at selected schools to bring the total district participation up to 19%</li> </ul>

<b>Goal Three – Grow our Systems – Implement Employee Self-Serve module (continuation of 2022-2023 goal)</b>
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**Objectives:** Implement the Employee Self-Serve module within our Finance/Payroll software to improve communication with employees and access to personal data.

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Test the training module and rollout the implementation of the Employee Self-Serve module	<ul style="list-style-type: none"> <li>• Train district level staff</li> <li>• Install &amp; test software</li> <li>• Communicate and train all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation meeting agendas &amp; notes</li> <li>• Training agenda</li> </ul>	Currently this information is not available to employees online, so the measure of success will be an improvement of 100% once implemented.

**Goal Four – Grow our Systems – Provide cross-training for payroll staff (continuation of 2022-2023 goal)**

**Objectives:** The payroll department will provide cross training to all payroll staff for consistency and efficiency in absence of staff members.

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Train Asst Payroll Supervisor on duties of Payroll Supervisor	Training and supervision of running a weekly and bi-weekly payroll	Training documents & notes	Currently, limited cross training is completed due to the resignation of a staff member in FY23. Running of a payroll by the Asst Payroll Supervisor will result in 100% improvement for this goal.

Train Payroll Specialist on duties of Asst Payroll Supervisor	<ul style="list-style-type: none"> <li>• Training on the tracking of sick time</li> <li>• Training on the issuance of payroll related vendor checks</li> </ul>	Training documents & notes	Currently, limited cross training is completed in this position. Successful training of these two duties will result in 100% improvement for this goal.
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<b>Goal Five – Grow our Systems – Update fiscal policies (continuation of 2022-2023 goal)</b>			
<b>Objectives:</b> The Business Office will collaborate with the Chief Legal Officer on policy revisions which have a direct link to the department and the district operations.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
Update policies	Work with the Legal Policy Officer to determine what policies need to be updated	<ul style="list-style-type: none"> <li>• Policy &amp; BOSC meeting agendas &amp; minutes</li> <li>• Revised policies on website</li> </ul>	<ul style="list-style-type: none"> <li>• 28 policies completed by 6/30/23, leaving 5 to be completed in FY24 resulting in 15% of policies to be completed in FY24</li> <li>• 1 new policy needed (fund balance policy)</li> </ul>
Compliance monitoring	Review audit reports and Federal Compliance monitoring reports for policy recommendations	<ul style="list-style-type: none"> <li>• Policy &amp; BOSC meeting agendas &amp; minutes</li> <li>• Revised policies on website</li> </ul>	Improvement will be determined based on number of recommendations from audits and based on compliance with response time

**Goal Six – Grow our Systems – Budget awareness (continuation of 2022-2023 goal)**

**Objectives:** Work with the schools and departments to increase the level of awareness and working knowledge of the budget development and implementation at the department and school levels.

<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
ESSER fund budget	Work with the Executive Leadership team to build the budget for the final year of the ESSER funds	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Spreadsheets</li> <li>● Finance &amp; BOSC meeting agendas and minutes</li> </ul>	Spent and encumbered through 6/30/23 was 67%. The successful spending plan for FY24 will result in an additional 32% of funds, leaving the remaining 1% for the summer of 2024 teacher paychecks.
Department level budgets	Meet with Athletics Director to provide a deeper understanding of line-item balance	Meeting agendas & notes Budget transfers	Improved communication and understanding of line-item Athletics budget for Director and BOSC
Explore other budgeting approaches	Explore zero-based budgeting and per pupil spending	Research documents & notes	Exploration phase

**Manchester School District**  
**Department Goals 2023-2024**  
**Technology – Stephen Cross**

**Goal One: Grow our Systems -** Improve the overall security of the MSD network

**Objectives:** Improve the overall security of the MSD network to help defend and recover from a Cyber Threat or network security breach.

<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
Enforce Password Policies	<ul style="list-style-type: none"> <li>• Synchronize Gmail with Active Directory</li> <li>• Systematically add 90-day password expiration to all accounts</li> <li>• Remove “<i>password does not expire</i>” where applicable</li> <li>• Authenticate (or verify) the identities of users, processes, or devices, as a prerequisite to allowing access to district systems. (NIST SP 800-171: 3.5.2)</li> <li>• Monitor help desk to identify and rectify issues</li> </ul>	<ul style="list-style-type: none"> <li>• Install, configure and test Google Cloud Directory Sync tool</li> <li>• Test small groups to ensure effectiveness</li> <li>• Implement district-wide</li> <li>• Generate reports in Active Directory Identifying accounts not in compliance. verifying compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Generate Active Directory reports verifying compliance</li> <li>• Help Desk monitored for effectiveness</li> <li>• Staff will no longer need two passwords to log into district network/district email</li> </ul>
Implement Multi-Factor Authentication	<ul style="list-style-type: none"> <li>• Secure Funding through ESSER or other viable</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Systems needing configuration change to</li> </ul>	<ul style="list-style-type: none"> <li>• Help Desk monitored for effectiveness (District</li> </ul>

Multi-Factor Authentication cont-	<ul style="list-style-type: none"> <li>source</li> <li>Go out for bids for Cisco Duo Multi-Factor Authentication</li> <li>Schedule implementation meeting with vendor</li> <li>Notify district staff</li> <li>Implement change to infrastructure systems and personnel</li> </ul>	<ul style="list-style-type: none"> <li>support multi-factor</li> <li>Implement changes to servers and infrastructure first</li> <li>Enforce Multi-Factor Authentication on test group</li> <li>Verify system is working</li> <li>Systematically implement and enforce multi-factor across district one school at a time over a three month period</li> </ul>	<ul style="list-style-type: none"> <li>feedback)</li> <li>Generate reports in Cisco Duo verifying data</li> <li>Periodically verify servers are only accessible through two means of authentication</li> </ul>
Improve Backup Systems and Recoverability	<ul style="list-style-type: none"> <li><b>Completed</b> - Add Ransomware Protection to backup system</li> <li>Secure funding to Add Google Workspace to our existing daily backups (Administrative Staff only)</li> </ul>	<ul style="list-style-type: none"> <li>Verify through Dell Druva management console ransomware protection is active</li> <li>Verify Google Workspace backups are in effect for Administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>Test integrity of backup system quarterly</li> </ul>
Conduct vulnerability Assessment	<ul style="list-style-type: none"> <li>Secure bids and select vendor</li> <li>Conduct implementation meeting</li> <li>Conduct assessment</li> </ul>	<ul style="list-style-type: none"> <li>Conduct post assessment meeting</li> <li>Receive vulnerability assessment report from vendor</li> <li>Begin corrective actions on findings where possible</li> <li>Budget for items where required</li> <li>Make corrective actions once funding is secured</li> </ul>	<ul style="list-style-type: none"> <li>Conduct Assessment every two years to ensure compliance</li> </ul>

**Goal Two: Grow our System** - Carried over from previous year: Improve our HR and payroll systems by Dec 31, 2023

**Objectives:** Migrate away from the district's existing legacy Human resources system to bring the latest HR software and systems to support HR, Payroll, and Finance.

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Implement Content Manager and Employee Self Service Modules (prerequisite) in preparation for the Munis HR migration	<ul style="list-style-type: none"> <li>• Schedule Implementation dates with Finance, Payroll and HR (October-November 2023)</li> <li>• Tyler Provides training on new modules</li> <li>• New Modules are activated</li> <li>• Schedule HR Munis Migration once Content manager and Self Service is implemented and successfully deployed. (Date TBD)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide notification to all staff with instructions on how to set up their online portal account</li> <li>• Use system reporting to document progress</li> </ul>	<ul style="list-style-type: none"> <li>• Generate and review system reports</li> <li>• Feedback from District Staff on Employee Self Service Module</li> </ul>
Munis HR Migration	<ul style="list-style-type: none"> <li>• Tyler Technologies conducts assessment of existing systems. (Note: PACE covers cost of assessment)</li> <li>• Prepare for data migration</li> <li>• Verify data fields are aligned with new system</li> <li>• Migrate Historical data over to new HR System</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct post implementation meeting with Tyler Technologies</li> <li>• Verify data integrity through system reports</li> <li>• Work through any post implementation issues with Tyler implementation team</li> </ul>	<ul style="list-style-type: none"> <li>• Compare efficiencies and improved processes over previous HR System through staff feedback</li> <li>• Use System reporting to document efficiencies</li> <li>• HR/Payroll Monitor System Reports for Accuracy and Functionality</li> <li>• Migration Team meets</li> </ul>

	<ul style="list-style-type: none"> <li>• Train HR, Payroll &amp; Finance on new system</li> <li>• Migrate to Munis HR</li> </ul>		regularly to review system stability and data integrity
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**Goal Three: Grow our System** - Carried over from previous year: Emergency Response System: Implement a state-of-the-art emergency notification and phone system

**Objectives:** Implement a state-of-the-art emergency notification and phone system to improve student and staff safety

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
<b>State Contract/RFP</b>	<ul style="list-style-type: none"> <li>• <b>Completed:</b> Research and data gathering on emergency systems</li> <li>• Submit phone system requirements and receive competitive pricing from Vendors on State contract</li> <li>• Select Phone System Vendor from NH State Contract (<a href="#">NASPO</a>)</li> <li>• Publish RFP for Emergency Notification Software by 15 October 2023</li> <li>• Review results and select a vendor</li> </ul>	<ul style="list-style-type: none"> <li>• Document vendor submissions for review and analysis</li> <li>• Establish a review and selection committee (Include Manchester Police Department and IT)</li> <li>• Select winning vendor</li> </ul>	<ul style="list-style-type: none"> <li>• Use Decision Matrix for selection criteria</li> </ul>
<b>Upgrade District phone system</b>	<ul style="list-style-type: none"> <li>• Work with vendor on</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct weekly progress</li> </ul>	<ul style="list-style-type: none"> <li>• Use system reporting to</li> </ul>

	<ul style="list-style-type: none"> <li>implementation schedule (8 to 12 months to implement)</li> <li>Upgrade phone system</li> </ul>	<ul style="list-style-type: none"> <li>meetings with vendor through project completion</li> <li>Identify and resolve issues</li> </ul>	<ul style="list-style-type: none"> <li>monitor uptime of new system</li> <li>Monitor Help Desk system for reduction of phone system related issues (compare previous year)</li> </ul>
<b>Implement emergency response system (EMS)</b>	<ul style="list-style-type: none"> <li>Select vendor with best fit <b>EMS</b> for the district based on RFP results</li> <li>Conduct project implementation meeting</li> <li>Notify personnel of new system</li> </ul>	<ul style="list-style-type: none"> <li>Conduct information campaign to notify staff that emergency notification is available in the district</li> <li>Provide options for use and training materials as needed</li> <li>Test implementation using best practices</li> </ul>	<ul style="list-style-type: none"> <li>Develop recurring emergency notification tests to ensure the system is working as planned (quarterly/annually etc.)</li> <li>Coordinate test with emergency responders (Manchester Police and Fire Department's)</li> <li>Identify deficiencies and correct as needed</li> </ul>

<p><b>Goal Four: Grow our System</b> - Provide continuous infrastructure upgrades utilizing E-Rate funding to support improving student achievement through improved technology systems and infrastructure.</p>			
<p><b>Objectives:</b> Conduct wireless survey of all district schools and replace 500 end of life Wireless Access Points across the district by 2024</p>			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness

<p><b>ERate RFP</b></p>	<ul style="list-style-type: none"> <li>● Post RFP</li> <li>● Schedule Site visits to 3 schools (HS, M, E)</li> <li>● Receive Bid submissions and select most viable vendor</li> </ul>	<ul style="list-style-type: none"> <li>● Send out Selection and non-selection letters</li> </ul>	
<p><b>Wireless survey at each of the district's schools</b></p>	<ul style="list-style-type: none"> <li>● Planning meeting</li> <li>● Develop survey schedule</li> <li>● Conduct survey</li> <li>● Vendor provides recommendations for future cable/Switch expansion to accommodate WiFi 6e (Expansion timeframe: 2026-2027)</li> </ul>	<ul style="list-style-type: none"> <li>● Vendor completes wireless surveys</li> <li>● Vendor provides documentation on wireless access points, their recommended location and signal strength</li> <li>● Vendor provides Heat Maps of each school</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize Heat Maps to help make decisions to improve network performance and wireless connectivity</li> <li>● Utilize Cisco Meraki Management Console to monitor wireless performance</li> </ul>
<p><b>Replace End-of-Life (EOL) Wireless Access Points (WAPS)</b></p>	<ul style="list-style-type: none"> <li>● Order replacement WAPS</li> <li>● Schedule replacement of WAPS at each location to correlate with the Wireless Survey</li> <li>● Asset Tag new equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Vendor conducts wireless survey and replaces EOL WAPS at each location</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor Progress through Meraki Management Console <ul style="list-style-type: none"> <li>○ Daily during implementation</li> <li>○ Quarterly after implementation</li> </ul> </li> </ul>

**Manchester School District**  
**Department Goals 2023-2024**  
**Legal and Policy – Kathryn Cox Pelletier**

<b>Goal One - Grow Our Systems – Negotiation of Collective Bargaining Agreements</b>			
<b>Objectives:</b> To negotiate collective bargaining agreements with the unions whose current agreements expire at the end of Fiscal Year 2024.			
Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
1. Engage in Collective Bargaining with five (5) unions whose contracts are expiring in June 2024.	<ol style="list-style-type: none"> <li>1. Review current CBAs</li> <li>2. Engage in negotiations</li> <li>3. Reach tentative agreement between union and district negotiating teams</li> </ol>	<ol style="list-style-type: none"> <li>1. Reaching a Tentative Agreement to propose to the BOSC and BMA for approval.</li> </ol>	<ol style="list-style-type: none"> <li>1. Timeline for reaching the goal is June 30, 2024 upon the expiration of the current CBAs.</li> </ol>

<b>Goal Two - Grow Our Systems – Continuing Needed Policy Updates</b>			
<b>Objectives:</b> Continue needed updates to the Board of School Committee Policies			
Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness

<ol style="list-style-type: none"> <li>1. Review “BOSC” policies for amendments.</li> <li>2. Review “Administration” policies for amendments.</li> <li>3. Finish “Fiscal” policies amendments from FY2023.</li> <li>4. Work with Department heads to propose amendments as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create strategy and present to the Policy Committee in October a plan for the year. Set a schedule of policy review for FY2024.</li> <li>2. Maintain steady progress towards that strategy of updates throughout the year. .</li> </ol>	<ol style="list-style-type: none"> <li>1. Submit policies with proposed amendments to the policy committee and full board for approval.</li> <li>2. Ensure approved policies are updated on the Board’s website.</li> </ol>	<ol style="list-style-type: none"> <li>1. Post completed policies to the website, available to the public.</li> <li>2. Provide year-end review of policies updated to the BOSC.</li> </ol>
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<p><b>Goal Three - Maintain Compliance with Title IX</b></p>			
<p><b>Objectives:</b> Work to maintain District compliance with expected updates to federal Title IX rules, including potential policy amendments and any necessary training for district administrators.</p>			
<p><b>Proposed Activities</b></p>	<p><b>Steps Toward achieving the Goal</b></p>	<p><b>Implementation</b> (Evidence to be collected to document implementation)</p>	<p><b>Monitoring</b> Measures to show effectiveness</p>
<ol style="list-style-type: none"> <li>1. Review proposed regulations (expected release in fall of 2023)</li> <li>2. Legal research and review of new regulations for needed policy amendments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring forward proposed amendments to the policy committee and the full Board.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide training on new processes and procedures to administrators.</li> <li>2. Work to improve efficiency and systems for monitoring and investigating complaints of Title IX.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain documentation of any related Title IX complaints for investigation.</li> </ol>

**Manchester School District**  
**Department Goals 2023-2024**  
**Communications – Andrew Toland**

<b>Goal One - Grow Our Systems - Create and Publish a District Informational Book</b>			
<b>Objectives:</b> Gather key information on the District and our schools in print and digital format to provide to elected, business and nonprofit leaders to enable them to better engage, provide support and advocate for our schools. This book would serve not just as an informational tool, but as a marketing tool, as well.			
<b>Proposed Activities</b>	<b>Steps Toward achieving the Goal</b>	<b>Implementation</b> (Evidence to be collected to document implementation)	<b>Monitoring</b> Measures to show effectiveness
Create first edition	Work with superintendent and district and school staff to identify and gather key information and data; create designed product	Draft edition will be shared with district leadership team and building level leaders by mid-November, 2023	Revisions will be incorporated into product before publication
Print and distribute	Investigate potential for advertising to support printing costs; print first edition and post digital version on our website; work with elected officials, community partners and the Chamber to distribute copies; create form to request a copy	Print copies will be distributed upon publication and digital version will be posted on the website by mid-December 2023	Tracking print circulation and website downloads of digital version to establish baseline
Plan for future updates	Determine whether updates are needed yearly or every six months, and how often a printed edition should be published based on demand, feasibility, and need to update key information	Future production cycle will be determined a month after initial publication	Continue to monitor circulation data

**Goal Two - Grow Our Systems - Support and Strengthen Board of School Committee Communications**

**Objectives:** This ongoing, multi-faceted goal will result in strengthened communications between the District and Board, and the Board and the community to support deeper collaboration and richer engagement around District and Board initiatives.

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Revise Board report	Work with superintendent and leadership team to revise content and schedule for Board report document	Once implemented, by the end of November 2023, it will be sent directly to board members and later included in full board meeting agenda packet	Will solicit feedback from board members quarterly on content of the report and potential improvements
Share weekly Board meeting calendar	Following model used by mayor’s office, share following week’s board meeting schedule, along with agendas and broadcast information to promote richer engagement with board meetings	By the end of September 2023, will begin to be shared publicly each Friday on all District social media channels and websites	Tracking social media metrics
Provide live meeting updates	Work with superintendent and leadership team to plan live coverage of key topics at board meetings using social media channels and the District website	By the end of October 2023, will be shared on to-be-determined social media channels and District website	Tracking social media metrics
Meeting recaps	Create a process for offering recaps of board meetings, highlighting key decisions, presentations and recognitions	Once implemented, by the end of October 2023, recap will be shared publicly on District website and internally with district staff via email	Tracking website hits for recap post and social media metrics for posts

**Goal Three - Grow Our Systems - Investigate and Implement a Two-Way Digital Communication Tool**

**Objectives:** Support stronger and more accessible two-way communication between families and district staff, which could include building level leaders, social workers, teachers and coaches. Note: two-way communications tools differ from tools such as email in that it includes instant messaging with translation functionality built in.

Proposed Activities	Steps Toward achieving the Goal	Implementation (Evidence to be collected to document implementation)	Monitoring Measures to show effectiveness
Audit of tools currently used	Work with building level leaders and IT department and other district leadership to identify all two-way communication tools currently in use; detail how these tools are being used and assess effectiveness	Create a grid listing by end of November 2023 to include: tools in use; schools or district staff using those tools; how tools are being used	List will be shared with district leadership team and building level leaders to review and provide feedback
Build team to assess needs	Work with district leadership team to identify team of district and school staff members to assess needs that a two-way communication tool must meet	Build a ranked list of needs from schools by end of December 2023 to be used in developing RFP	List will be shared with district leadership team and build level leaders to review and provide feedback
RFP process	Build a request for proposals based on needs identified by team; launch RFP; work with team to assess responses and make recommendation	RFP to be posted in early 2024	RFP will be shared with district leadership team and build level leaders, and results of RFP and recommendation will be shared with Board of School Committee
Implementation	Work with IT department and school building level leaders to implement tool at schools and work with vendor on campaign to increase adoption by families	Initial rollout at targeted schools before end of 2023-2024 school year, with rollout to all schools before start of 2024-2025 school year	We will utilize vendor analytics tools to establish baselines for usage at each school

**Jobs Opening Report as of 10/3/23**

<b>School</b>	<b>Direct Instruction 2023/2024 Openings</b>	<b>Positions Not Mitigated</b>	<b>Non Direct Instruction Openings</b>	<b>Para / Other Openings*</b>	<b>Total Openings</b>	<b>Pending/ Contracted /Mitigated</b>
Bakersville	0	0	1	2	3	1
Beech	0	0	2	3	5	1
Gossler Park	0	0	0.5	2	2.5	0
Green Acres	0	0	3.5	5	8.5	1
Highland	1	0	0	4	5	3
Jewett	0	0	2	0	2	4
McDonough	0	0	1	5	6	2
Northwest	2	0	1	2	5	1
Parker Varney	3	0	5	11	19	17
Smyth Road	2	0	0	10	12	12
Weston	2	0	1.5	5	8.5	5
Webster	1	0	1.5	6	8.5	2
Wilson	2	0	4	2	8	3
Hillside	6	0	2	4	12	8
McLaughlin	5	0	4	6	15	19
Parkside	1	0	2	4	7	4
Southside	5	0	1	1	7	1
Central	0.5	0	4	4	8.5	4.5
Memorial	0	0	2	4	6	2
MST	3	0	0	1	4	3
West	4	0	2	2	8	2.5
<b>District Wide</b>			53		53	11
<b>TOTALS</b>	<b>37.5</b>	<b>0</b>	<b>93</b>	<b>83</b>	<b>213.5</b>	107
Direct Instruction 2023-2024 Opening- Positions providing direct classroom instruction including special education						
Non-Direct instruction Openings - Positions such as Guidance, SAP, Interventionist, etc. (All important but of critical shortage)						
*Includes Paras/Clerical support staff						