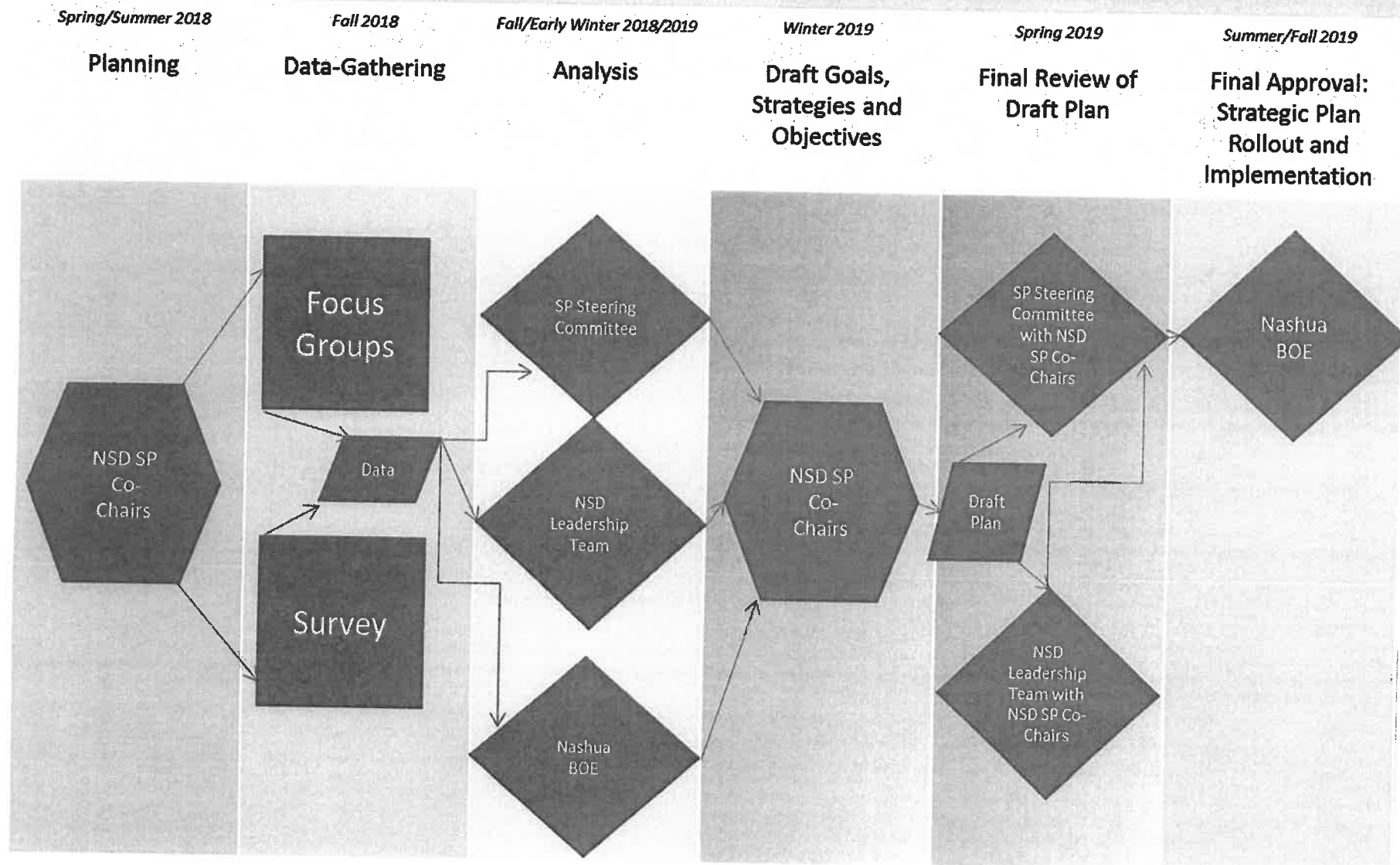


Nashua School District Strategic Plan 2019-2024

NSD Strategic Plan Development Co-Chairs
Jahmal Mosley, Superintendent of Schools
Susan Porter, Nashua Board of Education Member

Flowchart: Phases of the Strategic Planning Development Process



Executive Summary

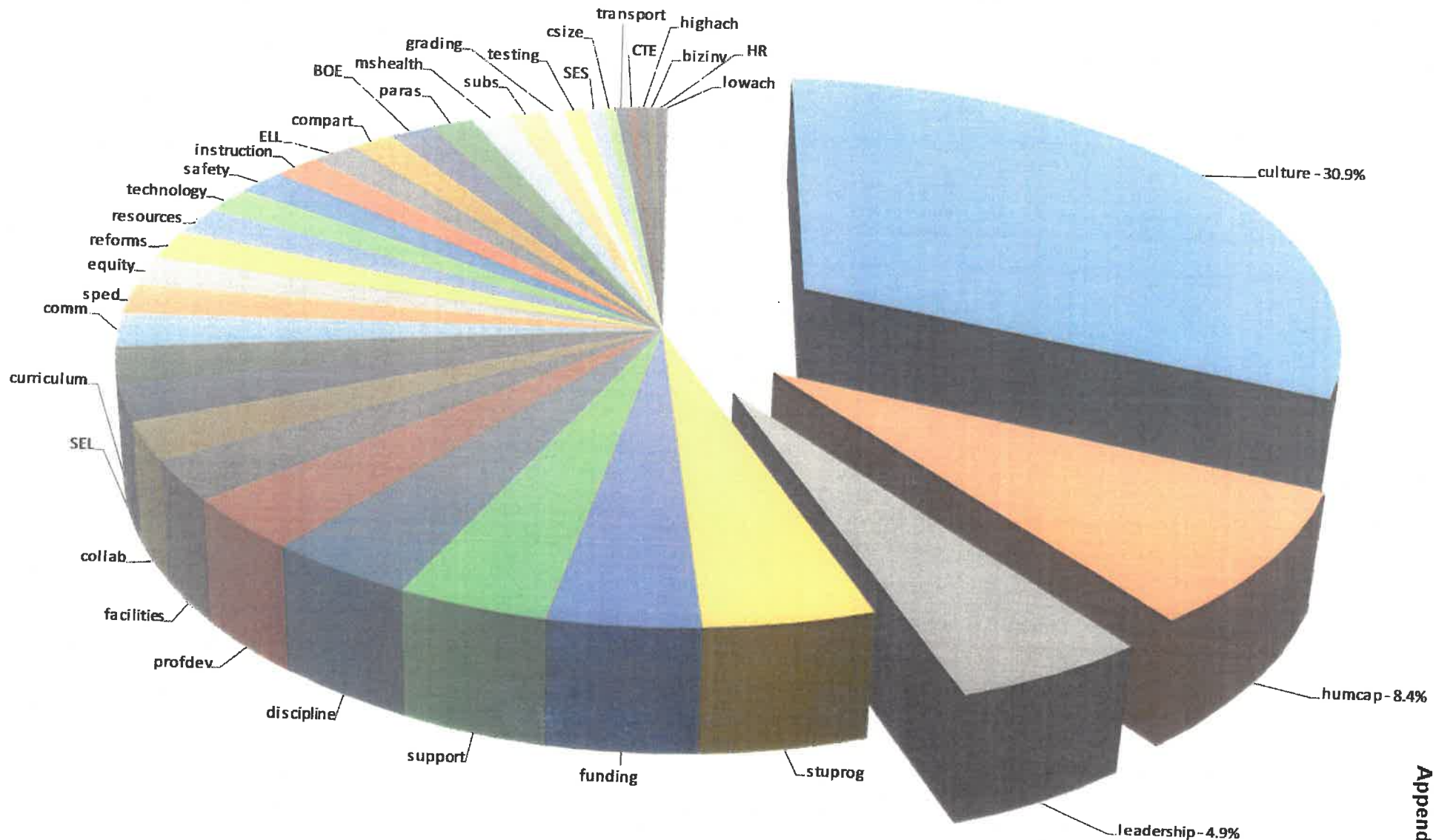
The University of New Hampshire Survey Center conducted a school climate survey of all Nashua School District Staff. Between May 16th and June 8th, 2018, one thousand and ninety-eight (1,098) staff members completed the survey, resulting in a response rate of 55%. The questionnaire was largely replicated from a NSD staff survey conducted by the UNH Survey Center in 2016. The following figures display survey results, detailed tabular results may be found in Appendix A, and Appendix B contains the survey instrument.

Key Findings

- Most staff members enjoy working at their school, feel safe there, and agree it is a positive, respectful, and supportive environment for students. Staff are more divided about morale and rules being enforced consistently and fairly among staff and students, although perceived morale is slightly higher than in 2016.
- Two-thirds of staff members feel comfortable expressing their opinion in the decision-making process and feel as valued, respected and recognized as other staff members. Staff members are more likely to agree that staff can express views openly with colleagues without fear of retribution than in 2016.
- Staff members are more likely to recommend working or sending children to their school than to the district at large.
- The large majority of staff members know how to seek out additional support for students and how to refer a student to special education. Staff members are more likely to agree they have sufficient access to educational technology and that the technology is used effectively to enhance student learning. Staff are divided on the i-Ready platform and a plurality disagree that they are provided enough time to prepare and effectively implement initiatives and that the district implements new initiatives effectively.
- Staff opinion on professional development is divided; a plurality disagree that the district's PD opportunities support the development and implementation of the curriculum, that evidence binders are useful and helpful in their PD, and that the district's required PD is meaningful or useful to their work.
- Staff members generally agree or are neutral or unsure about all items regarding school and district committees.
- Staff members have generally positive views about their school administration. The lowest levels of agreement involving resolving conflicts between staff members as well as support, follow-up, and timely action in regards to student discipline.
- Staff have less strong views toward the district administration; large amounts of staff were neutral or unsure on this series of questions. However a plurality of staff disagree that the district administration understands the challenges they face.
- A majority of staff disagree that the Board of Education promotes a positive climate for students and staff, has organized and effective meetings and that there is mutual respect between the Board and Nashua School District employees.
- Staff most commonly communicate with their school administration, the Technology Department, the Special Education Department and Human Resources. Large majorities of those who communicate with individual departments are satisfied with that communication.
- Majorities agree their school or building is safe and secure and kept in a sanitary condition, although the proportion who agree their school or building is safe and secure has decreased since 2016. Only about a third of staff members feel their building's heating and ventilation system allows for a comfortable learning environment.

Strategic Plan: Results

Focus Group Themes – Top 3



Executive Summary

The University of New Hampshire Survey Center conducted a strategic planning survey on behalf of the Nashua School District. The Survey Center sent emails with a survey link to all Nashua School District staff members and the district provided an open link to the survey through a number of communication channels. Between February 14th and April 8th 2019, three thousand, five hundred and twenty-two (3,522) respondents (comprised of staff members, students, parents, and other community members) completed the survey. The following figures display survey results, detailed tabular results may be found in Appendix A, and Appendix B contains the survey instrument.

Key Findings

Curriculum & Instruction

The majority of teachers/para-educators agree that teaching staff develop diverse teaching methods to support different learning styles. The majority of teachers/para-educators and plurality of staff agree that the district sets high standards for achievement but disagree there is adequate support and resources for ESL or ELL students at their school. The majority of students agree that teachers usually help when they are struggling and that counselors or teachers are available to help them cope when they have issues. Pluralities of parents agree their childrens' schools have cutting-edge technology in their instruction and provide adequate support to assist students struggling with school, but also agree that classes often have so many students that it is hard to get much individual time with their teachers.

School Facilities

A majority of teachers/para-educators and staff say they have adequate work space and that there is adequate space in communal locations for students. The majority of teachers/para-educators, staff, parents, and community members agree that the district provides a clean and safe physical environment. A majority of students say they have access to the technology they need to learn and get their work done and trust that the medical professional at their school will be able to help them if they are sick or need medical help. A plurality of students disagree that classrooms, bathrooms, and the cafeteria are usually clean and that the food in their school's cafeteria is very tasty.

Professional Development/Employment

A plurality of teachers/para-educators and staff members agree that the district recruits and hires high-quality staff members. Half of teachers/para-educators disagree that the district provides adequate training when new policies or curriculum updates are implemented and a plurality disagree that the district offers relevant and timely professional development opportunities.

Your Relationship With Colleagues/Staff

A majority of teachers/para-educators and staff members say that they and their colleagues brainstorm solutions to challenging work situations and share best practices and challenges across departments. Majorities of parents agree that their childrens' school administrators respect them, that parent-teacher conferences are professional and productive, that they have a good relationship with their childrens' teachers, and that their childrens' schools effectively address complaints or concerns.

School & District Environment

A majority of teachers/para-educators, staff, parents, and a plurality of community members agree that the schools provides a psychologically safe and secure environment for students and staff and a welcoming and inclusive environment to students of diverse socioeconomic backgrounds and demographics. The majority of teachers/para-educators disagree that effective disciplinary measures and resources are in place to address student infractions at their school and that their school offers sufficient resources to students with social and/or mental health needs.

Strengths & Weaknesses

Most teachers/para-educators and staff members consider quality of staff and benefits to be strengths of the Nashua School District and consider salaries and social support for students to be weaknesses. Teachers/para-educators also consider collegiality to be a strength of the district but professional development as a weakness. Students most frequently say staff and students are the best thing in their school and that lunch and bathrooms could use improvement. Teachers/para-educators and staff most frequently cite their colleagues/staff as the best part of their school/district. The most frequently cited areas for improvement were discipline/rule enforcement by teachers, salary/wages by staff, and buildings/facilities by parents.

Priorities

Improving social or mental health resources for students and improving school safety are top priorities for teachers/para-educators, staff, parents, and community members. Teachers/para-educators consider increasing the para-educator/substitute teacher pool to be a top priority, while staff, parents, and community members cite preparing students for college/their career as a top priority.

Quality of Education

About two-thirds of teachers/para-educators, staff, students, and parents say that the quality of education at the Nashua School District is very good or good.



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December 4, 2018

Keith Richard
Principal
Nashua High School South
36 Riverside Street
Nashua, NH 03062

Dear Mr. Richard:

The Committee on Public Secondary Schools, at its October 22-23, 2018 meeting, reviewed the decennial evaluation report from the recent visit to Nashua High School South and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the dedication and creativity of the NHSS community which fosters high academic excellence
- the committed work related to competency-based grading, assessment, and reporting
- the wide variety of core, elective, and Career and Technology Education courses available, offering authentic application of knowledge and skills
- the numerous opportunities for students to work with teachers to create Extended Learning Opportunities
- the work of the staff to go "above and beyond" to collaborate effectively despite the lack of dedicated time and resources
- the highly qualified teachers in their content areas
- the clear learning expectations communicated to students through content rubrics
- the formative and summative assessment practices that reflect a growth mindset across all content areas
- the multiple opportunities and structures for students to gain competencies in all content areas
- the maintenance of a student-centered focus in the implementation of competency-based learning initiatives despite budgetary restrictions

As well, the Committee was pleased to note the following:

- the principal's consistent, positive, and supportive leadership and student-focus despite district leadership turnover

- the various avenues and defined roles for parents, teachers, and students to be involved in decision-making in meaningful ways
- the effective intervention strategies for all students including students who are at-risk
- the adequate staffing in the guidance and counseling personnel
- the welcoming and engaging learning environment in the library
- the effective partnerships between the school and higher education institutions that provide numerous and enriching opportunities for students to participate in advanced courses
- the highly efficient manner in which the facility is maintained
- the comprehensive documentation that supports extensive compliance with local fire, health, and safety regulation
- the infrastructure and protocols in place to ensure effective responses in crisis situations

The Committee requests that school officials submit a Special Progress Report by **September 1, 2019** providing detailed information on action taken to address the following:

- establish a clear plan and timeline to develop core values, beliefs about learning, and a vision of the graduate that involves and represents all stakeholders.
- provide adequate and dependable funding to support the overall school program in order to fully implement curriculum, including co-curricular programs, and other learning opportunities
- implement a short and long-term plan to address ongoing technology and budgetary needs
- provide dependable funding for a full range of technology support and an up-to-date technology infrastructure
- provide dependable funding for sufficient instructional materials, technology, school furniture, and supplies
- create a shared professional development vision for the school that aligns with district initiatives and provide sufficient professional development time to execute the vision

All accredited schools must submit a required Two-Year Progress Report, which in the case of Nashua High School South is due on October 1, 2020. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <https://cpss.neasc.org> under the "Process" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on evaluation report recommendations, school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

- create rigorous academic, social, civic 21st century learning expectations (vision of the graduate) that are well defined and articulated and intentionally connect them throughout all instructional practices across the school

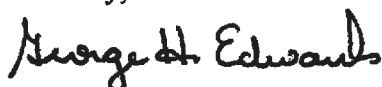
Keith Richard
December 4, 2018
Page Three

- develop specific and measurable criteria for success such as school-wide rubrics, that are aligned with the learning expectations (vision of the graduate) and are incorporated into the curriculum and course-specific rubrics
- formalize the process by which the alignment between the written curriculum and instructional practices are ensured
- allocate structured time for professional collaboration with the goal to collect, disaggregate, and analyze data to identify and respond to inequities and respond to inequities in student achievement
- align the 21st century learning expectations (vision of the graduate) and competency grading so all students have the tools to become responsible learners and high achieving citizens
- ensure that the principal has adequate decision-making capacity in order to promote his role as an instructional leader
- assess current E-Block structure and make revisions to improve its effectiveness and ensure consistent across student experience
- provide the time and financial resources for professional development so the staff can adequately deliver the school's educational program based on core values and learning expectations
- identify and incorporate the school's core values and learning expectations (vision of the graduate) into the intervention strategies to support students in meeting these goals
- provide the necessary support and resources to the ESL program to correspond with the significant increase in the ELL population

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards

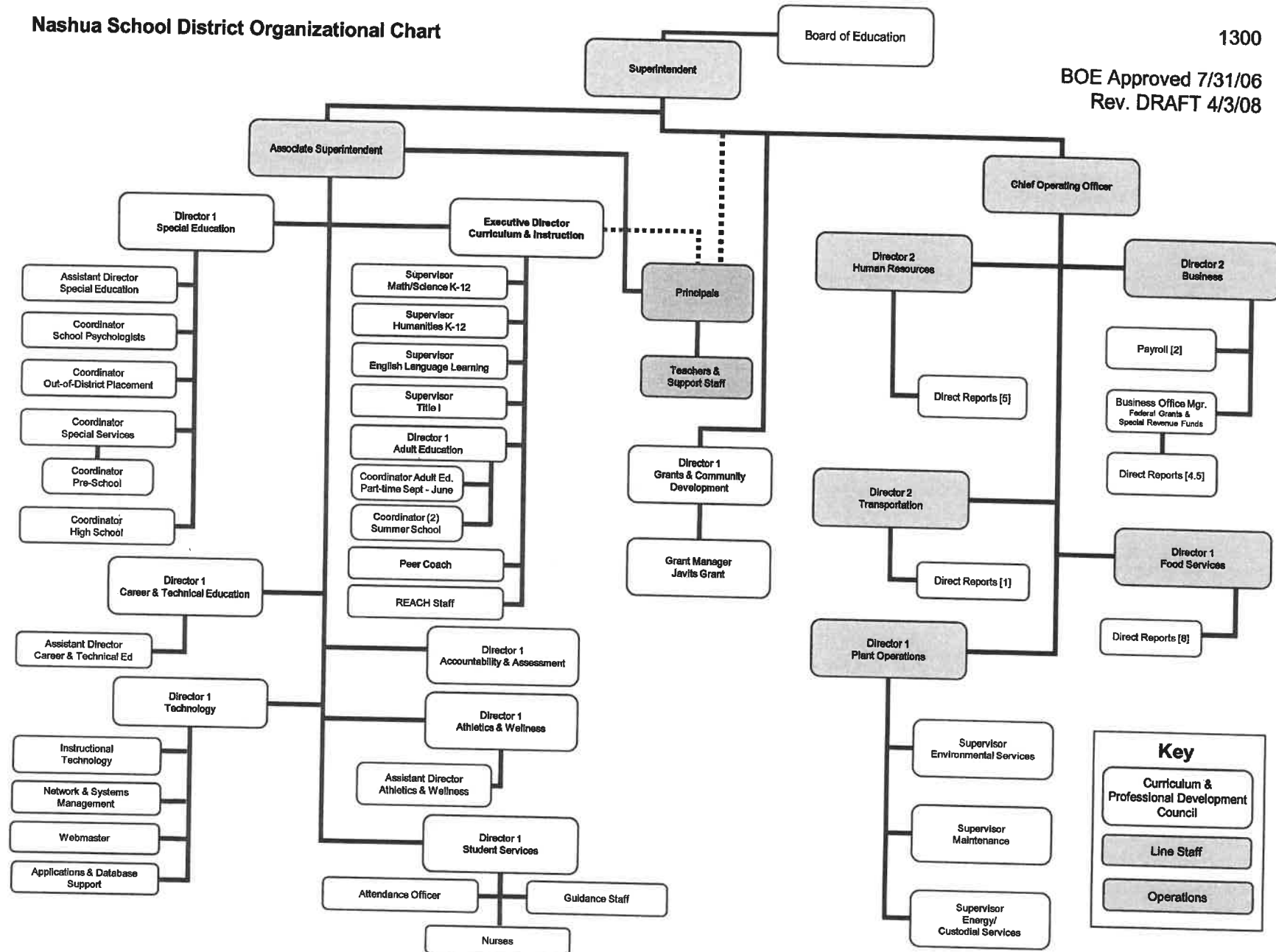
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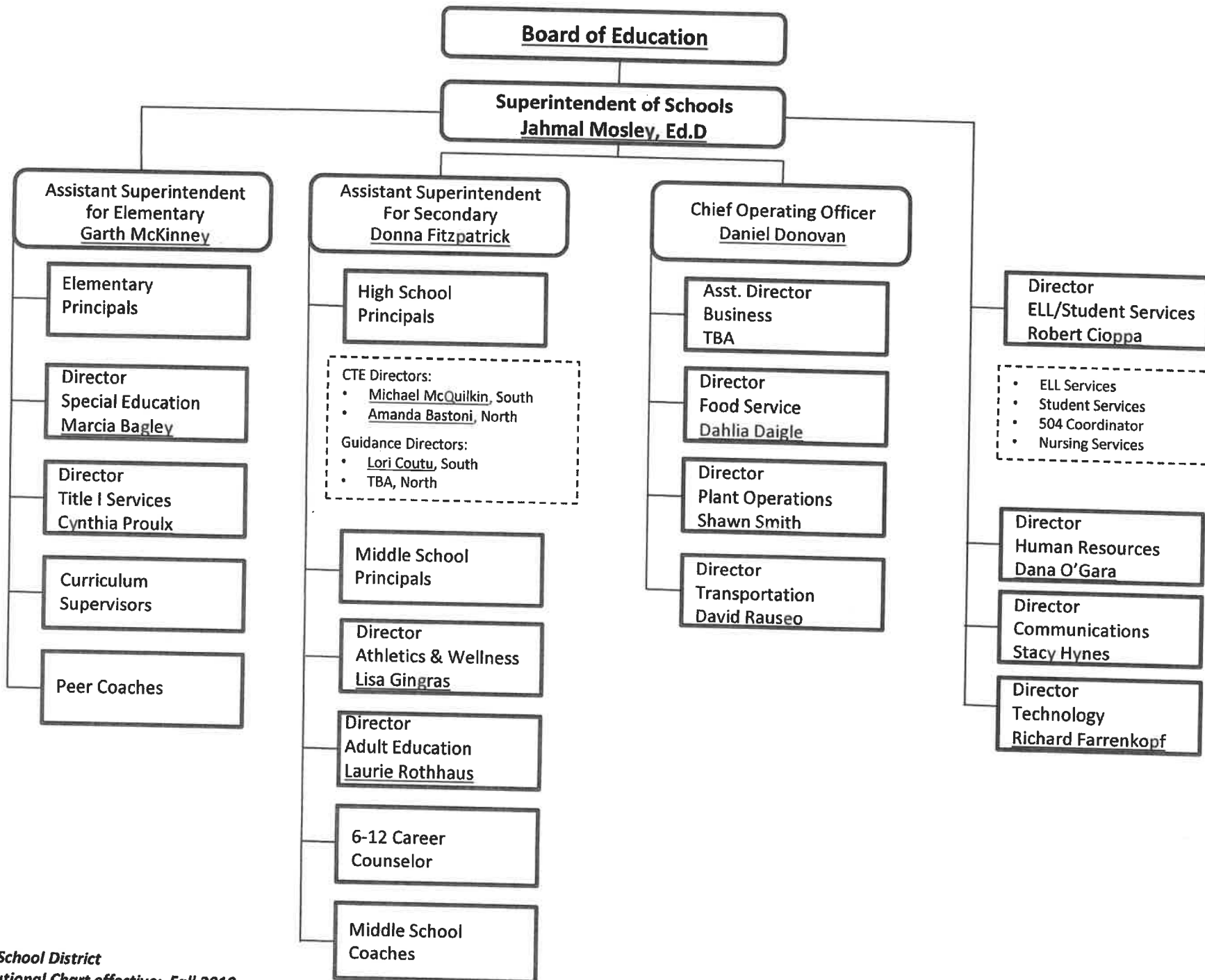
cc: Jahmal Mosley, Superintendent, Nashua School District #42
Dorothy Oden, President, Nashua Board of Education
Marjorie L. Schoonmaker, Facility Management, School Building Aid, New Hampshire
Department of Education
Bruce J. Pontbriand, Chair of the Visiting Committee
Gregory B. Myers, Chair, Committee on Public Secondary Schools

Nashua School District Organizational Chart

1300

BOE Approved 7/31/06
Rev. DRAFT 4/3/08





Strategic Plan 2019-2024 Human Capital Cost by Goal

Goal 1: Increase and monitor students' academic growth, utilizing building-based and district-wide instructional supports		
Human Capital	Cost	Projected Date
1.1 (HC) Hire an Asst. Superintendent of Recruitment, Development, and Wellness	\$115,000	Fall 2020
1.2 (HC) Hire 5 ELL teachers	$\$60,000 \times 5 = \$300,000$	2021-2026
1.3 (HC) Hire 4 kindergarten para-educators	$\$18,000 \times 4 = \$72,000$	Fall 2020
1.5 (HC) Hire 10.5 health teachers (phased in over 3 years)	$\sim \$60,000 \times 10.5 = \$630,000$	2022-2032
1.6 (HC) Hire 3 extended-day site coordinators, 1 asst. coordinator and 3 instructors (1/school)	$\sim \$35,000 \times 3 = \$105,000$ $\sim \$25,000 \times 1 = \$25,000$ $\sim \$13,500 \times 3 = \$40,500$	2022-2025
1.8 (HC) Hire an Asst. Superintendent of Recruitment, Development, and Wellness (See 1.1)	See 1.1 (HC)	Fall 2020
1.8 (HC) Hire 10 social workers (phased over 10 years)	$\sim \$60,000 \times 10 = \$600,000$	2023-2032
1.8 (HC) Hire 4 school psychologists (phase in over 10 years)	$\sim \$60,000 \times 4 = \$240,000$	2023-2032
TOTAL:		\$2,127,500
Goal 2: Cultivate a safe and nurturing learning and working environment		
Human Capital	Cost	Projected Date
2.2 (HC) Hire an Executive Director of Social Emotional Learning	\$90,000	Fall 2021
2.5 (HC) Hire 5 secondary Assistant Principals and 1 elementary Assistant Principal	$\sim \$90,000 \times 5 = \$450,000$ $\sim \$80,000 \times 1 = \$80,000$	2019-2024
2.7 (HC) Hire 2 teachers, 1 social worker, 2 para educators for middle school alternative program	$\sim \$60,000 \times 2 = \$120,000$ $\sim \$60,000 \times 1 = \$60,000$ $\sim \$18,000 \times 2 = \$36,000$	Fall 2020
TOTAL:		\$836,000
Goal 3: Overhaul the NSD professional development infrastructure		
Human Capital	Cost	Projected Date
3.2 (HC) Hire an Asst. Superintendent of Recruitment, Development, and Wellness (see 1.1 HC)	See 1.1 (HC)	Fall 2020
TOTAL:		\$0
Goal 4: Increase frequency of strategic partnerships and community communications		
Human Capital	Cost	Projected Date
4.2 (HC) Hire a Community Outreach Director	\$80,000	Spring 2022
4.3 (HC) Hire a .2 Communications Director	$\sim \$16,000$	Fall 2020
4.6 (HC) Hire a Community Outreach Director (See 4.2 HC)	See 4.2 (HC)	Spring 2022
TOTAL:		\$96,000
Goal 5: Create a budget matrix that aligns district-wide priorities with future budget cycles		
Human Capital	Cost	Projected Date
5.2 (HC) Hire an Liaison/Consultant to develop out-of-district collaborative	\$20,000	Fall 2019
TOTAL:		\$20,000
TOTAL:		\$3,079,500

Strategic Plan 2019-2024 Human Capital by Fiscal Year

Fiscal Year	Human Capital	Hiring Progression	Annual Cost
2019-20			
2019 (Fall)	5.2 (HC) Hire a Liaison/Consultant to develop out-of-district collaborative		\$20,000
2019-2024	2.5 (HC) Hire 5 secondary Assistant Principals and 1 elementary Assistant Principal (phased over 5 years)	#1 of 5 secondary APs 1 elementary AP	\$90,000 \$80,000
2019-20 Total:			\$190,000
2020-21			
2020 (Fall)	1.1 (HC) Hire an Asst. Superintendent of Recruitment, Development, and Wellness		\$115,000
2020 (Fall)	1.3 (HC) Hire 4 kindergarten para-educators	4 para educators	\$72,000
2020 (Fall)	2.7 (HC) Hire 2 teachers, 1 social worker, 2 para educators for middle school alternative program	2 teachers 1 social worker 2 para educators	\$120,000 \$60,000 \$36,000
2020 (Fall)	4.3 (HC) Hire a .2 Communications Director		\$16,000
2019-2024 Year 2	2.5 (HC) Hire 5 secondary Assistant Principals and 1 elementary Assistant Principal (phased over 5 years)	#2 of 5 secondary APs	\$90,000
2020-21 Total:			\$509,000
2019-2021 Cumulative Total:			\$699,000
2021-22			
2021-2026	1.2 (HC) Hire 5 ELL teachers (phased over 5 years)	#1 of 5 ELL teachers	\$60,000
2021 (Fall)	2.2 (HC) Hire an Executive Director of Social Emotional Learning		\$90,000
2019-2024 Year 3	2.5 (HC) Hire 5 secondary Assistant Principals and 1 elementary Assistant Principal (phased over 5 years)	#3 of 5 secondary APs	\$90,000
2021-22 Total:			\$240,000
2019-2022 Cumulative Total:			\$939,000
2022-23			
2022-2032	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#1 of 10.5 health teachers	\$60,000
2022-2025	1.6 (HC) Hire 3 extended-day site coordinators, 1 asst. coordinator and 3 academic instructor (1/school) (phased over 3 years)	#1 of 3 site coordinators 1 asst. coordinator #1 of 3 academic instr.	\$35,000 \$25,000 \$13,500
2022 (Spring)	4.2 (HC) Hire a Community Outreach Director		\$80,000
2021-2026 Year 2	1.2 (HC) Hire 5 ELL teachers (phased over 5 years)	#2 of 5 ELL teachers	\$60,000
2019-2024 Year 4	2.5 (HC) Hire 5 secondary Assistant Principals and 1 elementary Assistant Principal (phased over 5 years)	#4 of 5 secondary APs	\$90,000
2022-23 Total:			\$363,500
2019-2023 Cumulative Total:			\$1,302,500
2023-24			
2023-2032	1.8 (HC) Hire 10 social workers (phased over 10 years)	#1 of 10 social workers	\$60,000
2023-2030	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	#1 of 4 psychologists	\$60,000
2022-2032 Year 2	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#2 of 10.5 health teachers .5 of 10.5 health teachers	\$60,000 \$30,000
2022-2025 Year 2	1.6 (HC) Hire 3 extended-day site coordinators, 1 asst. coordinator and 3 academic instructor (1/school) (phased over 3 years)	#2 of 3 site coordinators #2 of 3 academic instr.	\$35,000 \$13,500

2021-2026 Year 3	1.2 (HC) Hire 5 ELL teachers (phased over 5 years)	#3 of 5 ELL teachers	\$60,000
2019-2024 Year 5	2.5 (HC) Hire 5 secondary Assistant Principals and 1 elementary Assistant Principal (phased over 5 years)	#5 of 5 secondary APs	\$90,000
2023-24 Total:			\$408,500
2019-2024 Cumulative Total:			\$1,711,000
2024-25			
2023-2032 Year 2	1.8 (HC) Hire 10 social workers (phased over 10 years)	#2 of 10 social workers	\$60,000
2023-2030 Year 2	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	None	None
2022-2032 Year 3	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#3 of 10.5 health teachers	\$60,000
2022-2025 Year 3	1.6 (HC) Hire 3 extended-day site coordinators, 1 asst. coordinator and 3 instructor (1/school) (phased over 3 years)	#3 of 3 site coordinators #3 of 3 academic instr.	\$35,000 \$13,500
2021-2026 Year 4	1.2 (HC) Hire 5 ELL teachers (phased over 5 years)	#4 of 5 ELL teachers	\$60,000
2024-25 Total:			\$228,500.00
2019-2025 Cumulative Total:			\$1,939,500
2025-26			
2023-2032 Year 3	1.8 (HC) Hire 10 social workers (phased over 10 years)	#3 of 10 social workers	\$60,000
2023-2030 Year 3	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	#2 of 4 psychologists	\$60,000
2022-2032 Year 4	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#4 of 10.5 health teachers	\$60,000
2021-2026 Year 5	1.2 (HC) Hire 5 ELL teachers (phased over 5 years)	#5 of 5 ELL teachers	\$60,000
2025-26 Total:			\$240,000
2019-2026 Cumulative Total:			\$2,179,500.00
2026-27			
2023-2032 Year 4	1.8 (HC) Hire 10 social workers (phased over 10 years)	#4 of 10 social workers	\$60,000
2023-2030 Year 4	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	None	None
2022-2032 Year 5	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#5 of 10.5 health teachers	\$60,000
2026-27 Total:			\$120,000
2019-2027 Cumulative Total:			\$2,299,500
2027-28			
2023-2032 Year 5	1.8 (HC) Hire 10 social workers (phased over 10 years)	#5 of 10 social workers	\$60,000
2023-2030 Year 5	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	#3 of 4 psychologists	\$60,000
2022-2032 Year 6	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#6 of 10.5 health teachers	\$60,000
2027-28 Total:			\$180,000
2019-2028 Cumulative Total:			\$2,479,500
2028-29			
2023-2032 Year 6	1.8 (HC) Hire 10 social workers (phased over 10 years)	#6 of 10 social workers	\$60,000
2023-2030 Year 6	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	None	None
2022-2032 Year 7	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#7 of 10.5 health teachers	\$60,000
2028-29 Total:			\$120,000
2019-2029 Cumulative Total:			\$2,599,500

2029-30			
2023-2032 Year 7	1.8 (HC) Hire 10 social workers (phased over 10 years)	#7 of 10 social workers	\$60,000
2023-2030 Year 7	1.8 (HC) Hire 4 school psychologists (phase over 8 years)	#4 of 4 psychologists	\$60,000
2022-2032 Year 8	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#8 of 10.5 health teachers	\$60,000
2029-30 Total:			\$180,000
2019-2030 Cumulative Total:			\$2,779,500
2030-31			
2023-2032 Year 8	1.8 (HC) Hire 10 social workers (phased over 10 years)	#8 of 10 social workers	\$60,000
2022-2032 Year 9	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#9 of 10.5 health workers	\$60,000
2030-31 Total:			\$120,000
2019-2031 Cumulative Total:			\$2,899,500
2031-32			
2023-2032 Year 9	1.8 (HC) Hire 10 social workers (phased over 10 years)	#9 of 10 social workers	\$60,000
2022-2032 Year 10	1.5 (HC) Hire 10.5 health teachers (phased over 10 years)	#10 of 10.5 health teachers	\$60,000
2031-32 Total:			\$120,000
2019-2032 Cumulative Total:			\$3,019,500
2032-33			
2023-2032 Year 10	1.8 (HC) Hire 10 social workers (phased over 10 years)	#10 of 10 social workers	\$60,000
2032-33 Total:			\$60,000
2019-2033 Cumulative Total:			\$3,079,500.0

NASHUA SCHOOL DISTRICT 2019 – 2024 STRATEGIC PLAN TASK FORCE AND COMMITTEE DESCRIPTIONS

Building-based Instructional Leadership Teams (Strategic Plan 1.1)

Each school in the Nashua School District (NSD) will form an Instructional Leadership Team. These teams will meet monthly to review and discuss curriculum, instructional practices, student learning, and assessments in the building.

To make a successful shift to the whole child, these leadership teams will research conditions that contribute to student academic success. Based on their findings, each team will recommend professional development that will help their school to increase academic growth. As trends appear across the district, Central Office will then establish professional development (PD) opportunities that will expand teachers' individual toolboxes in best practices in instruction with special attention to each learner on the academic spectrum. i.e., special education, accelerated and struggling learners, and English Language Learners (ELL).

Additionally, they will examine student growth through the lens of the whole child. These teams will work collaboratively under the direction of Central Office to develop a matrix to measure student achievement based on student growth over time. The partnership shift to the whole child also calls for re-evaluating and re-designing district-wide assessments to be purposeful, connected, and equitable for all learners. These committees will also coordinate district-wide testing schedules in order to better compare data between schools.

The Instructional Leadership Teams will serve as conduits between Central Office and buildings for the purpose of monitoring the progress each school makes to accomplish the goals and action steps highlighted in the 2019-2024 NSD Strategic Plan. Central Office administrators, in collaboration with the leadership teams, will periodically update the BOE sub-committees about instructional practices and progress related to the Strategic Plan.

Because Social Emotional Learning (SEL) and academic performance are intertwined, these instructional leadership teams will form an SEL sub-committee to define, research, review, and customize strong SEL, citizenship, and restorative practices to be used within each school. The District will create a district-wide taskforce to guide the work for these building sub-committees.

Membership to the Instructional Leadership Teams should be representative of applicable stakeholders, i.e.

1. Building principal
2. Assistant principal
3. Representative cross-section of teachers
4. School counselor

District-wide SEL Taskforce (Strategic Plan 2.1)

The purpose of the District-wide SEL Taskforce will be to coordinate strong SEL, citizenship, and restorative practices at all levels through research-based philosophies and practices. The SEL Taskforce will support efforts to embed SEL practices in each school that support the mission, vision, and values of the district, and that align with each individual schools' needs, history, and culture.

Additionally, this taskforce will design and implement PD opportunities for all teaching staff in SEL, trauma-sensitive classrooms, and cultural competencies.

Membership to the District-wide SEL Taskforce should be representative of applicable stakeholders, i.e.

1. Building administrators
2. Representative cross-section of teachers
3. District peer coach
4. Representative cross-section of school counselors, psychologists and/or social workers
5. Director of Guidance

Student Behavior Taskforce (Strategic Plan 2.4)

The NSD will form a district-wide taskforce to examine and recommend developmentally and culturally appropriate norms for student behavior that align with the values of the district: integrity, trust, respect, empathy and tenacity. This taskforce will explore the manner in which the district addresses student behavior through the lens of the whole child. Specifically, the taskforce will conduct an audit of the current discipline practices and policies to determine whether current practices are effective or in need of improvement.

This taskforce shall, as a part of their mission from a cross section of parents, solicit input and provide a voice for our culturally diverse community.

On an annual basis, the taskforce will examine best practices/techniques for responding to student behavior at all three levels; elementary, middle, and high school. As a part of their work, the committee will review problematic challenges and trends within each school, current laws, and district policies, to update student handbooks.

In addition, this taskforce will ensure fair and consistent documentation, communication, and enforcement of behavioral standards across all schools.

Twice per year, the taskforce will inform the Board of Education (BOE) Policy Committee of its progress and aid in aligning district policies.

Membership to the District-wide Student Behavior Taskforce should be representative of applicable stakeholders, i.e.

1. Building administrators
2. Representative cross-section of teachers
3. Representative cross-section of school counselors, psychologists and/or social workers
4. Behavioral specialist
5. ELL representative

Middle School Steering Committee (Strategic Plan 2.6)

The NSD shall continue the work of the existing Middle School Steering Committee to research, identify, and implement best practices in middle school philosophy. The committee will continue to explore flexible grouping, scheduling, middle school competency grading, and other best practices in the middle school philosophy.

This committee should be mindful to align their work with the district capital improvement plan for middle schools, and with the existing work toward vertical alignment with the CTE programs.

The Middle School Steering Committee will design, recommend, and implement PD opportunities for middle school staff on middle school best practices.

Membership to the District-wide Middle School Steering Committee should be representative of applicable stakeholders, i.e.

1. Building administrators
2. Representative cross-section of teachers
3. Guidance counselor

Middle School Alternative Program Taskforce (Strategic Plan 2.7)

The NSD will continue the work of the Middle School Alternative Program Taskforce to research, develop, and implement a middle school alternative program to provide services and programming to approximately 15-20 at-risk middle school students.

This taskforce will analyze behavioral data, develop a profile for student admission, identify a space for the program, create a curriculum and scope of sequence for the program, and provide training for staff assigned to the program on best practices for at-risk students.

Membership to the District-wide Middle School Alternative Program Taskforce should be representative of applicable stakeholders, i.e.

1. District and building administrators
2. Representative cross-section of teachers
3. Representative cross-section of guidance counselor, school psychologists, social workers and/or behavior specialists

Safety Committee (Strategic Plan 2.8)

The NSD will prioritize the work of the existing Safety Committee to align safety protocols across the district with current best practices. The purpose of the committee is to prepare district staff and students to respond to school emergencies.

The work of the taskforce will include developing a safety orientation for new employees, on-going safety PD and training for all staff, development and coordination of site-based protocols/drills, communication about the district safety plan, tourniquet training, refresher Avoid, Deny, Defend (ADD) training, and collaboration with local authorities, including the police and Fire Rescue departments, risk management, etc.

Following any major school incident, the committee will provide an opportunity for any staff involved in the incident to de-brief and make process improvement decisions for future emergencies.

Membership to the District-wide Safety Committee should be representative of applicable stakeholders, i.e.

1. Assistant Director of Safety and Security
2. District and Building Administrators
3. Representative cross-section of teachers from all levels
4. Representative cross-section of applicable district employees
5. Representative cross-section of guidance counselors, school psychologists and/or child development specialists
6. Nashua Police and Fire Rescue representation

Strategic Plan - Human Capital Impact Descriptions

Appendix K

Assistant Superintendent of Recruitment, Development, and Wellness

Impact and Support	Action Steps
<ul style="list-style-type: none"> • Improve the recruitment of diverse teachers and administrators from different demographics including attending job fairs • Improve and oversee the district's hiring practices and procedures • Improve the retention of teachers • Improve Central Office responsiveness to teachers who are transitioning to and from the district • Improve our student teaching connections as well as internship opportunities for educators, nurses and administrators • Supervise district-wide nursing positions • Improve connections with graduate programs and possible internship opportunities • Improve connections and partnerships with international foreign exchange teachers in an effort to expand teacher recruitment • Improve the district's partnerships and communication with district staff, parents and community agencies • Improve the communication of the 2019-2024 Strategic Plan • Provide additional oversight of instructional leadership teams for consistency between schools • Supervise the communication related to Social Emotional Learning (SEL) • Improve the district professional development and follow through with SEL, health curriculum, and teacher recruitment • Improve the district's professional development training related to cultural competency • Provide guidance for professional development of administrators and teachers • Improve the district's workflow in the Human Resources Department • Improve the district's relationships with community organizations seeking better partnerships and financial projects • Improve the district's partnerships with grant funded projects/opportunities • Increase grant funding and coordination for federal and state grants in the district • Improve and reinforce the district's commitment to community volunteer programming and communication • Provide leadership to enable Nashua to create a model of excellence in public education • Supervise the .5 Grant Writer position • Supervise the Professional Development Master Plan (PDMP) & Teacher Development and Evaluation Committee (TDEC) • Support Alternative Certification candidates with the NH Department of Education • Connect central office leadership to faculty, initiatives, grants, etc. • Report to the Board of Education (BOE) twice per school year about the aforementioned tasks to support the mission and vision of the district by affecting positive impacts on student learning outcomes • Oversee employee investigations, per NH Code of Ethics/Conduct • Provide direction to unified arts and instructional music teachers • Supervise and evaluate Peer Coaches 	<p>1.1, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11</p> <p>2.3</p>

4 Kindergarten Para-educators

Impact and Support	Action Steps
<ul style="list-style-type: none"> • Improve the student-to-para ratios in kindergarten programs throughout the district • Address equity of staff for all schools in the district • Support Play-Based learning • Provide individual student support-based assessment results 	<p>1.3</p>

5 ELL Teachers

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Improve the equity of case-loads for English Language Learners (ELL) teachers across the district• Improve the student to teacher ratio in ELL programs• Provide academic support for ELL students across the district• Help support the social and cultural needs of students arriving to the country• Increase parent communication and support for ELL families	1.2

10.5 Health Teachers: 3 Middle School and 7 Elementary (phased in over ten years)

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Help to address the culture shift to support the whole child, which includes social and physical health• Implement Professional Learning Communities at the elementary level• Build students' knowledge, skills, and positive attitudes about health and wellness• Increase student's understanding about physical, emotional and social health• Motivate students to improve and maintain their health, prevent disease, and reduce high-risk behaviors	1.5

3 Extended-Day Site Coordinators, 1 Asst. Site Coordinator and 1 Teacher at each middle school (Grant Funded)

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Provide equity through the district for extended learning opportunities• Ensure that at-risk students have supports to avoid regression• Improve students' preparedness for schools across all grade levels• Improve student and family connections with the schools and school resources• Support the culture shift to support the whole child by providing after-school opportunities for students at the elementary and middle schools• Assist parents by providing an alternative options for after school programming• Extends the "school day" learning to before and after school• Provides tutoring and academic supports for students	1.6

10 Social Workers

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Provide direct support to students and educators about strategies to support SEL, classroom culture, school safety and cultural competencies• Provide information to staff and community members through workshops, clinics and individual coaching about cultural competencies, including issues related to ELL, Special Education, and an enhanced understanding of the diverse needs of students• Participate in the Student Behavior Taskforce to provide information about school safety, SEL, student behavioral issues, academic difficulties and disabilities in the development of the student behavior handbooks and policies• Consult with administration teams about behavior enforcement and equitable consequences for all students in the district	2.2, 2.3, 2.4

Middle School Alternative Program: 2 Teachers, 1 Social Worker, 2 Para-educators

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none"> • Improve at-risk students' educational experiences • Decrease the suspension rates for at-risk students • Decrease discipline referrals for students • Improve the tiers of interventions to include SEL for students so that suspension or in-school suspension is not the only form of intervention • Decrease special education referral and promote Least Restrictive Environment (LRE) practices • Improve school culture for all by providing additional supports • Develop a model for inclusion to better utilize resources and support all students 	2.7

Community Outreach Director

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none"> • Improve partnerships with community organizations • Augment district's funding sources through partnerships with community organizations • Increase the number of community and parent volunteers district wide • Improve coordination of information related to community and school district-wide initiatives • Improve communication and community resources available to students and families, including resources for food, wellness, and educational resources to the spectrum of student learners in the district • Improve communication and services for students and families who are seeking outside support for mental health and family supports • Improve the district's responsiveness to community donations and gifts • Coordinate with CTE departments to improve all students' employment partnerships and internship opportunities with local businesses and employers 	4.2, 4.6

6 Assistant Principals: 5 Secondary, 1 Elementary

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none"> • Improve building administration responsiveness to student behavior • Improve the building communication both in and outside of buildings • Improve the visibility of administration as a proactive approach to discipline • Evaluate district employees (coaches, teachers, and administrative assistants) • Improve the teacher evaluation in collaboration with additional administration members to conduct observations and give teachers differentiating feedback on student learning • Improve students' relationships with faculty • Decrease student behavior referrals • Decrease special education costs • Provide equity in staffing across all schools in the district • Support teachers with student engagement • Support administrators as instructional leaders • Reduce the time that guidance counselors spend on behavior referrals 	2.4, 2.5

Special Education Out-of-District Consultant

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Improve partnerships with neighboring communities to share special education out-of-district costs• Improve learning experiences for students with disabilities so that they are educated in their district's school• Decrease out-of-district tuition costs• Decrease special education transportation costs• Create opportunities for the district to charge tuition to neighboring districts for special education programs• Improve the annual budget design and funding with the creation of a collaborative facility to allow the district to reallocate funding for other initiatives	

Director of Social Emotional Learning (Grant Funded)

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Enhance school safety• Provide information about SEL to educators, students, parents and community• Support K-12 Trauma Informed Practices• Review SEL programs and implement pilot programs• Analyze the impact of pilot programs to include academic, discipline, and cultural competency factors• Consolidates SEL professional development• Chairs SEL district team	2.1, 2.2 4.2

4 School Psychologists

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Create equity among existing NSD staff who are required to complete legally mandated assessments for Special Education (Individualized Educational Plans), 504 Plans, and CHAT Plans• Provide culturally relevant services to special education, accelerated, and ELL students• Provide input about student behavioral issues, academic difficulties and disabilities in the development of a matrix to examine student growth over time• Support SEL and Trauma Informed Practices	1.1, 1.8

.2 Communications Director

<u>Impact and Support</u>	<u>Action Steps</u>
<ul style="list-style-type: none">• Improve the communication and the frequency of communication within the district• Improve the supervision and coordination of district websites and serve as the Website Director• Improve the website design and frequency of updates on the website• Collaborate with a variety of district staff to create a shift to a collaborative approach to coordinating and overseeing district communication	4.3

Fiscal and School Year Breakdown of Human Capital and Action Steps

<u>Human Capital Projections</u>		<u>Action Steps</u>
<u>Fiscal Year Budget</u>	<u>School Year</u>	
<u>FY 2020</u> <u>Budget passed by BOA includes:</u> <ul style="list-style-type: none"> • Hire 4 English Language Learner (ELL) teachers • Hire 1 Social Worker • Hire Bilingual Communication Specialist • Hire 4 Para-Educators for Kindergarten • Grant Writer shared with the City of Nashua • Communication Director position from .5 to .8 • Incorporate the 21st Century Coordinator as part of the operating budget • Add two Psychology Interns • Consultant to develop Out-of-District Collaborative • 3 Elementary Assistant Principal (AP) positions (Cost Neutral) 	<u>2019/2020</u> Positions to be hired for the 2019/2020 school year: <ul style="list-style-type: none"> • Hire 4 ELL Teachers • Hire 1 Social Worker • Hire Bilingual Communication Specialist • Hire 4 Para-Educators for Kindergarten • Grant Writer shared with the City of Nashua • Communication Director position from .5 to .8 • Incorporate the 21st Century Coordinator as part of the operating budget • Add two Psychology Interns • Consultant to develop Out-of-District Collaborative • 3 Elementary AP positions (Cost Neutral) 	1.1, 1.8, 1.9, 1.10 2.1, 2.4, 2.5, 2.6, 2.8, 2.9 4.1, 4.4, 4.5, 4.7
<u>FY 2021</u> <u>Proposed positions for FY 2021 budget:</u> <ul style="list-style-type: none"> • 4 Kindergarten Para-Educators • Asst. Superintendent of Recruitment, Development, and Wellness • Continue to hire 1 Elementary AP and 5 Secondary APs • Middle school alternative program: 2 Teachers, 1 Social Worker, 2 Para-Educators • .2 Communications Director 	<u>2020/2021</u> If FY 2021 budget is approved, these positions would be hired for the 2020/2021 school year: <ul style="list-style-type: none"> • 4 Kindergarten Para-Educators • Asst. Superintendent of Recruitment, Development, and Wellness • Continue to hire 1 Elementary AP and 5 Secondary APs • Middle school alternative program: 2 Teachers, 1 Social Worker, 2 Para-Educators • .2 Communications Director 	1.3, 1.4, 1.7, 1.8, 1.10 2.4, 2.7, 2.8 3.1 4.3
<u>FY 2022</u> <u>Proposed positions for FY 2022 budget:</u> <ul style="list-style-type: none"> • Executive Director of SEL (Grant Funded) • 3 Middle School Health Teachers (1-2/year, phased in) • Community Outreach Director (District/Federal Grants) • 5 ELL Teachers phased in over 2021-2026 • Teacher contract begins 	<u>2021/2022</u> If FY 2022 budget is approved, these positions would be hired for the 2021/2022 school year: <ul style="list-style-type: none"> • Executive Director of SEL (Grant Funded) • 3 Middle School Health Teachers (1-2/year, phased in) • Community Outreach Director District/Federal Grants • 5 ELL Teachers phased in over 2021-2026 • Teacher contract begins 	1.1, 1.2, 1.5, 1.11 2.1, 2.2, 2.3, 2.8 3.2, 3.5 4.2 5.1, 5.3

<p><u>FY 2023</u> <u>Proposed positions for FY 2023 budget:</u></p> <ul style="list-style-type: none"> • 7.5 Elementary Health Teachers (1-2/year, phased in over 10 years) • Begin process for 3 Site Coordinators, 1 Assistant Coordinator, and 3 Middle School Instructors • Middle School Health Teachers (continue to phase in) • 10 Social Workers (1-2/year, phased in over 10 years) • ELL Teachers (continue to phase in) • 4 School Psychologists (phased in over 10 years) 	<p><u>2022/2023</u> If FY 2023 budget is approved, these positions would be hired for the 2022/2023 school year:</p> <ul style="list-style-type: none"> • 7.5 Elementary Health Teachers (1-2/year, phased in over 10 years) • Begin process for 3 Site Coordinators, 1 Assistant Coordinator, and 3 Middle School Instructors • Middle School Health Teachers (continue to phase in) • 10 Social Workers (1-2/year, phased in over 10 years) • 5 ELL Teachers (continue to phase in) • 4 School Psychologists (phased in over 10 years) 	<p>1.6 2.8 3.3, 3.4 4.6</p>
<p><u>FY 2024</u> <u>Proposed positions for FY 2024 budget:</u></p> <ul style="list-style-type: none"> • K-8 Health Teachers (continue to phase in) • 14 Social Workers (continue to phase in) • 5 ELL Teachers (continue to phase in) 	<p><u>2023/2024</u> If FY 2024 budget is approved, these positions would be hired for the 2023/2024 school year:</p> <ul style="list-style-type: none"> • K-8 Health Teachers (continue to phase in) • 14 Social Workers (continue to phase in) • 5 ELL Teachers (continue to phase in) 	<p>2.8 5.2, 5.4, 5.5</p>
<p><u>FY 2025</u></p>	<p><u>2024/2025</u></p>	<p>4.8</p>

NASHUA SCHOOL DISTRICT

2019 – 2024 STRATEGIC PLAN

SOCIAL EMOTIONAL LEARNING OVERVIEW

“The state of NH’s 2018 School Safety Preparedness Task Force report is the single most important document this state has ever produced surrounding school safety... One of the most important recommendations contained in this report is the need to expand social and emotional learning (SEL).”

~ Governor Chris Sununu

The Nashua School District’s 2019-2024 Strategic Plan is the targeted response to a wide variety of feedback from students, parents, educators, and community stakeholders. The themes that emerged from the comprehensive analysis of this feedback reveal the opportunity for the Nashua School District to shift its mission and vision from defining student success by test scores, to educating the whole child. An important component of this shift will include the intentional implementation of social-emotional learning (SEL) for all Nashua students.

Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitude and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The federal government and the State of New Hampshire have adopted this definition in their overwhelming support and recognition of the importance that SEL plays in students’ overall education and success in life.

The House of Representatives passed HR 850, entitled the ***Academic, Social, and Emotional Learning Act*** in 2015. Key findings of this congressional bill include:

“(1) To succeed in school, students need to be engaged. They need to know how to maintain focus and effort in the face of setbacks, work effectively with others, and be good communicators and problem-solvers.

(2) Social and emotional skills form a foundation for young people’s success not just in school, but as healthy and caring adults, productive workers, and engaged citizens.

(3) Not only can these skills be taught, they can be taught by regular classroom teachers in schools of every type to students of every background.

(4) Academic outcomes resulting from social and emotional learning include greater motivation to learn and commitment to school, increased time devoted to schoolwork and mastery of subject matter, improved attendance, graduation rates, grades, and test scores.

(5) These positive outcomes increase in students who are involved in social and emotional learning programming by an average of 11 percentile points over students who are not involved in such programming.

(6) Social and emotional learning programming also results in reduced problem behavior, improved health outcomes, a lower rate of violent delinquency, and a lower rate of heavy alcohol use.”

This federal legislation inspires us to remember that children have *always* been best served when they are encouraged to not only to deepen their academic skills, but their social and emotional skills as well.

In 2018, the State of New Hampshire released the **2018 School Safety Preparedness Task Force Report**, which “provides agreed upon recommendations to New Hampshire’s state and local leaders, school administrators and staff, students, parents, and first responders, on making New Hampshire’s schools the safest they can be while fostering growth and an atmosphere that is conducive to the educational, emotional, and physical well-being of staff and students.”

Key findings of this 2018 School Safety Preparedness Task Force Report include:

- SEL instruction has been linked to academic achievement scores that are 11 percentile points higher on average when compared with students who are not instructed in SEL
- SEL instruction has been shown to include increased motivation to learn, a stronger commitment to school, increased time spent on school work, and improved classroom behavior
- SEL instruction has been shown to result in a decrease in disruptive behavior, noncompliance, delinquency, and requests for discipline
- Studies indicate that students exposed to SEL in school continue to outperform peers up to 18 years later on a variety of indicators, including positive social behaviors and attitudes, empathy and teamwork skills, academics, less emotional distress, and fewer drug use problems

In response to the **School Safety Preparedness Task Force Report**, many schools in the State of New Hampshire have shifted their educational practices to encourage the development of social emotional skills in addition to academic excellence. The Manchester, Pelham, Bedford, Merrimack, Milford and Hudson school districts have instituted SEL programs in their districts. The Nashua School District stands united with these districts and the State of New Hampshire's clear and specific SEL expectations for enhanced school safety by implementing social emotional learning skills to contribute to student success.

Regrettably, a few common misperceptions regarding the intent and outcome of incorporating social emotional learning remain. Perhaps no one has captured the true intent of SEL better than Julie DeLuca, an assistant principal in Merrimack, when she clarified her school board's concerns of SEL with the following words: *"SEL is not mental health treatment. There is this misperception, and I know because it is a growing field and I understand, but we are not treating students for mental health. We are not screening students for mental health disorders. This is a **skill-based program**. Skills that are connected to career and college readiness."*

The National Association of Colleges and Employers (NACE) identified these specific skills as critical for success in college and the workplace:

- Ability to work in a team
- Ability to make decisions and solve problems
- Ability to plan, organize and prioritize work
- Ability to communicate verbally with people inside and outside an organization

The vision of the Nashua School District is to be the model for excellence in public education for our students, staff and community. In light of the feedback received from the Focus Groups from the Nashua community, federal legislation, and the NH 2018 School Safety Preparedness Task Force Report, the Nashua School District is proud to model excellence by presenting a strategic plan that celebrates the shift in educational practices that will educate the whole child and empower student success.

Cited information and additional resources

<https://www.nhstudentwellness.org/sel.html>
<https://www.governor.nh.gov/news-media/press-2018/documents/20180705-school-safety-report.pdf>
<https://www.congress.gov/bill/114th-congress/house-bill/850/text>
<https://manchesterinklink.com/social-emotional-learning-at-top-of-nhs-to-do-list-when-it-comes-to-school-safety/>
<https://patch.com/new-hampshire/merrimack/merrimack-school-board-implements-social-emotional-curriculum>
http://lwvnh.org/files/social-emotional_learning_4-10-19.pdf
<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>
<https://ofy.org/blog/four-major-benefits-of-social-emotional-learning/>
<https://casel.org/impact/>
<https://education.cu-portland.edu/blog/classroom-resources/sel-at-risk-students/>