



Dear 2017-2018 Grant Applicant (s):

Welcome to the 2017 grant application process. We would like to provide a few pointers and guidelines as you begin filling out the application. Please note that there are changes from previous years, so please be sure to use the 2017 application and process.

The Marshfield Education Foundation is committed to funding innovative projects not covered in the school budget. Our hope is to allow teachers and school staff the resources to put their best teaching practices into effect. We also believe in the well being of the whole student and welcome projects from school staff who may not be classroom teachers.

As you fill out the application, please keep the following in mind:

- Anecdotal stories go further than heavy research data. While some research data is fine and helpful, cutting and pasting large portions of research does not provide us with a sense of your classroom and the way the materials/speakers/technology will be utilized. Personalizing your application will have a greater impact on those reading your application.
- Applications should be project based. It is acceptable to request technology; however, we would like to see a description of its everyday classroom application rather than research on the importance of technology in the classroom. Ideally, the technology would be presented as part of a project. That project may be as small as a unit or as large as a year long learning objective. Any technology requests must be approved and signed off by Dave Cawthorne prior to submission.
- It is important to provide the names of all teachers who may utilize the materials you are requesting. Materials may only be purchased for use in classrooms of those teachers whose names are on the application.
- It is essential that all portions of the application are answered in detail. The questions put forth are important to the Grant Committee and the Board of Directors.
- Budgets must be detailed with specific line items and their related cost.
- On average MEF grants a total of \$100,000 annually. Grants valuing more than 25% of current year's funding may only be partially funded. If you are thinking of submitting a grant over that amount, please contact a member of the Grant Committee. We also encourage you to seek out possible cross district grants and community partnerships.
- We are happy to answer any questions you may have as you prepare your application. Feel free to email the Grant Committee at mefgrantcommittee@gmail.com.

We wish you the best of luck with the grant process. Your participation, regardless of the outcome, keeps the process competitive and encourages best teaching practices across the town of Marshfield.



2017-2018 Grant Proposal Cover Sheet

Primary applicant: Rebecca Helman O'Dowd

Co-applicants: William and MaryBeth Battis

Primary applicant's email: rodowd@mpsd.org

Primary applicant's school: MHS

Primary applicant's position at the school: School Adjustment Counselor

Primary applicant's phone: 781-834-5050 ext 45825

Proposal name: Emotional Support / Therapy Dog

Applicant signature(s): Rebecca O'Dowd

Principal signature(s): [Signature]

Director of Technology signature if applicable: _____

Submission Instructions: Please send ONE paper copy of your completed application via interoffice mail to the Superintendent's Office and submit ONE electronic copy in PDF format to mefgrantcommittee@gmail.com. Document Naming Convention should be: MEF 17_PRIMARY APPLICANT LAST NAME.PDF. If you are primary applicant on more than one grant, please label 1,2,3... after last name. **The deadline for submitting applications is close of business April 12, 2017.** The Grants Committee will notify all applicants of the results in late May, 2017. Please direct all questions to mefgrantcommittee@gmail.com.

Applicant's and/or applicants' signature(s) grant permission to MEF to use the application as an exemplar on our website should an application receive funding. Applicant(s) also agrees to provide updates including narratives, photos and/or videos documenting implementation of the project and to complete a follow-up document upon completion of the project.



2017-2018 Grant Proposal Data Sheet

Proposal name: Emotional Support / Therapy Dog

One sentence description of the project: (For examples, please review grant summaries on our website at www.marshfieldfoundation.org.)

In a world of constant change and potential conflict, this Project hopes to provide the students, faculty and staff at Marshfield High School another support to develop skills in combatting stress.

Total dollar amount requested: \$2450-\$3200

Estimated number of students affected by this grant: ***All members of Marshfield High School, Faculty and Staff***

Schools *and* grades affected by this proposal: MHS 9-12

Would the school budget cover the costs of the project? No

Has this *project* received funding from MEF in the past? No

If yes, what year?

(Please note that we will *not* be able to fund projects for *more than two years*.)

Proposal Name:

Project Budget: Supplies and Materials

	Description of Projected Purchase Vendor and Quantity	Amount of Purchase	Rationale
Instructional Materials	Dog	\$1200	Puppy ready to go home from a farm at 8weeks
Training	Obedience Training Basis and Emotional Support Training	\$750- \$1500	Depends of amount of people trained with the dog
Non-instructional supplies	Membership / Registration	\$250	
Non-technology equipment	Shirts, vest, leashes and collars for work. (Dog B.O.N.E.S. or petsmart)	\$150	
Instructional speaker/guest			
Additional items not described above	Initial medical evaluation and puppy shots	\$100	
Total		\$ 2450 - \$3200	

Proposal Name:

2017-2018 Grant Application

This section should not exceed a total of four pages. You may increase or decrease the box sizes based on the information you choose to provide.

Project abstract: Briefly describe your project and include answers to the following questions:

What would you like to accomplish? How will you accomplish it? Please pay particular attention to describing how this project is innovative, and how it will enhance the curriculum in a new and creative way.

The idea of an Emotional Support / Therapy Dog was born many years ago before I returned to Marshfield High School as the School Adjustment Counselor. During my years working solely in my Private Practice, I welcomed clients to bring their dogs with them to sessions. I was able to observe the differences in how they presented, listened, and learned while in the presence of a dog. Because the training is different for a Emotional Support Dog than a Service Dog, the qualities it provides are more general. The purpose of an ESD is to enrich the environment with calming and unconditional support.

Findings suggest that the social support a pet provides can make a person feel more relaxed and decrease stress. Social support from friends and family can have similar benefits, but interpersonal relationships often cause stress as well, whereas pets may be less likely to cause stress. The social support provided by a pet might also encourage more social interactions with people, reducing feelings of isolation or loneliness.

When developing important skills during adolescence such as empathy, self-esteem and emotional regulation a dog can be the tool that fosters respect for other living things, compassion and responsibility. These elements are paramount in development the above mentioned skills

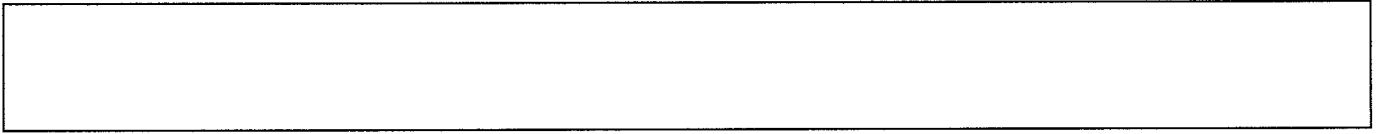
This project can be incorporated into many areas in the school. Beside the Guidance Department, our Therapy Dog could have a great impact on other Departments as well. Our Construction classes could design and build a doghouse; our science classes could use our Dog to studying animals; psychology classes could studying the effects of animals on humans regarding trauma, anxiety and depression; and our culinary classes could be motivated to learn how to make dog friendly treats to name a few.

I truly believe the possibilities are endless. We never know how much of an impact we can have on others until we try.

Professional background: What talents, resources, and/or experiences will you bring to this project?

As the Adjustment Counselor at Marshfield High School, I am aware of the constant need to develop more calming environments for our students to be exposed to. Over the past 10 years we have seen an increase in students with anxiety at alarming rates. My professional experience in private practice as well as in a school setting has granted me the perspective to notice what techniques are effective in decreasing anxiety and stress. What we know clinically about stress is that we are able to change how our minds and bodies respond to it. Using unhealthy coping skills like self-harm, substance abuse and avoidance can be common among teens who do not develop the skills of emotional regulation. Having an animal present provides many opportunities to practice and develop these very important skills

Compassion, unconditional responses and relaxation have all been successful tools that I use to help our student body during stressful periods. Animals provide a representation of all of those components as well as an opportunity to foster behaviors in students who may have struggles in social / emotional / behavioral areas.



Project Snapshot: Please provide any *or* all of the following: a "snapshot" of a moment you envision with your students and the new materials, technology or guest speaker OR an anecdotal story of seeing the materials, technology or guest speaker in the past.

I envision numerous 'snapshots' or moments in which the students of MHS are positively impacted by an Emotional Support Dog. During the weeks of exams, finals and midterms, MCAS, PARCC and AP's, I envision students taking a few minutes with the dog before beginning to calm themselves and focus. I also picture students with anxiety during the school day scheduling time with our dog to center their thoughts, breath and use relaxations techniques as well as incorporated mindfulness exercises.

The possibilities of how many impactful experiences are limitless. An Emotional Support / Therapy Dog can enhance the psychosocial development of people, be useful to decrease bullying tendencies as well as support those students who have documented emotional and social disabilities.

Here is the Snapshot that sticks out in my mind.

"Becca"

My office in the Guidance suite is more inviting than others. On my floor lies Bear, an adorable year old lab with fluffy fur and sparkling eyes. He sits up to welcome a freshman student Becca who enters my office in tears. Instead of the chairs, Becca chooses to sit on the floor with Bear and begins to pet him. He is calm and loving. Becca begins to talk about a difficult night at home and the feelings of chaos and confusion. The only constant Becca describes in her life is school and knowing that she can come to MHS and be herself.

As she talks about her struggles at home, she continues to pet Bear, who has now rested his head on her leg. With every minute that passes, Becca's breath becomes more steady and settled. She even giggles as Bear nudges her hand when she 'forgets' to keep petting him. She bends down and kisses him on the head. I begin to talk to her about her stress level and understanding the effect she and bear have had on decreasing it. With Bear heads still on her knee I remind her that she is courageous and brave and having emotions is a part of being human while learning to regulate them is a developed skill. I ask her if she would like to walk back to class now that the tears are dried and the smile is back. Bear and I escort Becca back to class. As we watch Becca take her seat back in the classroom, I pat Bear on the head and thank him for being him... which in turn is helping Becca feel it is ok to be her!

Learning objectives: What do you expect the students to be able to do, say or think following the work of your project? How will this project advance the instructional goals of the school/school system? Please list all key learning objectives. .

Research has demonstrated that therapy dogs properly managed in the school setting can not only make a measurable difference in terms of gaining various skills such as reading enhancement, but also in contributing critically to emotional and relational development. School counselors are finding that the presence of a therapy dog can decrease anxiety and enable students to work through issues such as anger management, bullying tendencies and others psycho/social problems.

The following are some of the Objectives I envision Our Dog being helpful with:

Our Dog can assist counselors working with students who have anger management issues, bullying behavior and other anti-social conduct.

- GOAL: Increase empathy/compassion.

Our Dog can assist counselors with students who are victims of bullying and related behaviors.

- GOAL: Decrease retaliatory violence and improve self-esteem.

Our Dog can assist counselors with students who are socially disconnected from the mainstream student body.

- GOAL: Help the student stay connected with social networks.

Our Dog can help in the reduction of stress and anxiety among children in social settings that are stressful:

- GOAL: Reduce anxiety levels and help children to decompress after traumatic circumstances.

Our Dog can contribute to the improvement of reading and comprehension skills of students having difficulties.

- GOAL: Improve reading skills, comprehension and increase confidence and literary interest.

Our Dog can be integrating into the emergency preparedness and response plans of a school system when a critical incident occurs can have major benefits.

- GOAL: Lessen the emotional trauma of a critical incident/event for students, teachers and staff.

Timeline: What is the timeline for this project? Please indicate approximate start and end dates and the dates for major milestones, activities, or events. Approximate dates are acceptable.

Puppy is born in spring of 2017. Mr. and Mrs. Battis will bring the puppy home to Marshfield and complete basic obedience training with him / her. When the puppy is 8 months old and has successfully completed obedience training, the puppy, I and the Battis's will begin training through an agency such as Dog B.O.N.E.S. Emotional Support Training in Scituate.

Once training is complete, our Dog will be able to be a fulltime PAWSOME member of the faculty at MHS. During the school day, our Dog will be based in the guidance suite and will have a schedule with free time, appointments as well as classroom visits. At the end of the school day our Dog will be taken to its loving home with the Battis's where it can be a pet and rest.

Over the course of the 2017-2018 school year we will begin to acclimate our students and faculty to the idea of a furry friend in the building by having the dog present but with limited interactions. The following school year, our Dog will be fully trained about will work at Marshfield High School full time with complete access and service to the student body.

Evaluation: How will you measure progress towards your learning objectives? What before and after data can the Marshfield Education Foundation expect to see? .

Because this project has never been attempted in Marshfield we would be looking to develop a system of evaluation. We can develop a system to observe and evaluate impact on anxiety, social skills, behaviors as well as feedback.

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Community Education: How will you share the results of this project with the community? How will you share this project with colleagues for possible replication?

I envision our Dog being quite a known celebrity in the Marshfield Community. Because he / she will be a resident of Marshfield, our Dog will be available throughout the school year to meet with other members of the Marshfield Public School system for evaluation.

