



## DOVER SCHOOL BOARD – AGENDA

|                   |                            |
|-------------------|----------------------------|
| Meeting Type:     | Regular Session #12        |
| Meeting Location: | McConnell Center, Room 306 |
| Meeting Date:     | Monday, December 9, 2024   |
| Meeting Time:     | 7:00 p.m.                  |

- A. **CALL TO ORDER**
- B. **ROLL CALL**
- C. **PLEDGE OF ALLEGIANCE**
- D. **AGENDA APPROVAL**
- E. **REQUEST TO ENTER INTO PUBLIC HEARING** – Donation of funds from National Gypsum/Gold Bond Building of Portsmouth, New Hampshire in the amount of \$25,000.
- F. **CITIZENS' FORUM** (*To be recessed, if necessary, and resumed following School Board Matters of Interest*)
- G. **APPROVAL OF MINUTES**
  - 1. Regular Meeting, November 4, 2024
  - 2. Special Session, November 18
  - 3. Budget Workshop, November 25, 2024
- H. **SUPERINTENDENT'S REPORT**
- I. **CONSENT AGENDA**
  - 1. **Correspondence:** None
  - 2. **Resignations/Retirements:**
    - a. Vanessa Calabrese – Title I Tutor – Woodman Park School – Resignation (December 2, 2024)
    - b. Kathleen Gagnon – Paraeducator – Dover High School – Retirement (December 20, 2024)
    - c. Jo-Ann Gardella – Art Teacher – Dover Middle School – Retirement (June 30, 2025)
    - d. Jennifer Mone – Civics Teacher – Dover Middle School – Resignation (December 2, 2024)
  - 3. **Leaves of Absence:**
    - a. Meredith Lapoint – Dean of Students - Dover High School (June 4 - 30, 2025)
    - b. Molly Meisner – Grade 7/8 Teacher – Dover Middle School (June 2 - 30, 2025)
  - 4. **Job Shares:** None
  - 5. **Nominations:**
    - a. DPA Nominations
  - 6. **Extended Travel (Student Trips):** None
  - 7. **Donations:** None
- J. **STUDENT REPORT**
- K. **FINANCIAL REPORT**
- L. **POLICIES – CHANGES – PROPOSALS:** None
- M. **POLICY ADOPTION:**
  - 1. FAA – Annual Facility Plan – Revised Policy – Second Reading
- N. **RESOLUTIONS:** None
- O. **OLD BUSINESS:** None



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**P. NEW BUSINESS**

1. Research Request by Amie Crowley - "How does social-emotional learning affect students in a middle school classroom?"
2. Tuition Agreement with Barrington School District
3. Dover High School and Career Technical Center 2025-2026 Program of Studies
4. Dover School District 2025-2026 Academic Calendar

**Q. SUBMISSION AND PAYMENT OF BILLS**

**R. COMMITTEE REPORTS**

**S. SCHOOL BOARD MATTERS OF INTEREST**

**T. ADJOURNMENT**

*All meetings conducted by the School Board are open to the public except for times when the School Board enters non-public session.*

*Citizens, residents of the City of Dover, property owners in the City of Dover, and/or designated representatives of recognized civic organizations or businesses located in the City of Dover and/or residents of sending school districts, are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements, Citizen's Forum, at all public meetings, unless a vote to the contrary is taken by the School Board.*

*Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members.*

*Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.*

*All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.*

# PUBLIC NOTICE

## Dover School District

This Public Hearing is for the Dover School Board to:

Accept a donation of \$25,000 from National Gypsum/Gold Bond Building of Portsmouth, New Hampshire to benefit the Engineering, Electrical, or Computer Programming pathways, with the CTC selecting to utilize the funds to purchase new desktop systems for the Engineering Program.

Monday, December 9, 2024 at 7:00 p.m. at the McConnell Center, 61 Locust Street,  
Dover, NH. (Room 306)

Robin Trefethen, Chairperson, Dover School Board



# DOVER SCHOOL DISTRICT

## EMPOWERING ALL LEARNERS!

Monday, December 9, 2024

**SUPERINTENDENT BOARD REPORT:** The purpose of the Superintendent's Board Report is to: (1) provide the Board with my insights and recommendations on agenda items; (2) update the Board on significant issues relevant to its governance role; and (3) share important informational updates regarding the Dover School District.

### **BOARD AGENDA ITEMS:**

**E. REQUEST TO ENTER INTO PUBLIC HEARING – Donation of funds from National Gypsum/Gold Bond Building of Portsmouth, New Hampshire in the amount of \$25,000.**

**G. APPROVAL OF MINUTES**

- a. Regular Meeting, November 4, 2024
- b. Special Session, November 18
- c. Budget Workshop, November 25, 2024

**H. SUPERINTENDENT'S REPORT:** See below.

**I. CONSENT AGENDA**

1. **Correspondence:** None
2. **Resignations/Retirements:**
  - a. Vanessa Calabrese – Title I Tutor – Woodman Park School – Resignation (December 2, 2024)
  - b. Kathleen Gagnon – Paraeducator – Dover High School – Retirement (December 20, 2024)
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  - a. Meredith Lapoint – Dean of Students - Dover High School (June 4 - 30, 2025)
  - b. Molly Meisner – Grade 7/8 Teacher – Dover Middle School (June 2 - 30, 2025)
4. **Job Shares:** None
5. **Nominations:**
  - a. DPA Nominations
6. **Extended Travel (Student Trips):** None
7. **Donations:** None

**K. FINANCIAL REPORT:** Mr. Limanni will present his financial report to the Board.

**L. POLICIES – CHANGES – PROPOSALS:** None

**M. POLICY ADOPTION:**

**Superintendent's Recommendation:** The superintendent recommends that the Board adopt the following policy:

1. **FAA: Annual Facility Plan – Revised Policy – Second Reading:** New Hampshire School Board Policy FAA: *Annual Facilities Plan* requires the development of an annual report detailing the status of school facilities within the district. The plan ensures that the district's facilities are maintained and updated to meet the needs of students, staff, and the community. It includes information on current facility conditions, future needs, safety measures, maintenance schedules, and any planned renovations or expansions. The goal of the plan is to support long-term planning and efficient use of resources to ensure that facilities provide a safe, functional, and conducive environment for learning.

**N. RESOLUTIONS:** None

**O. OLD BUSINESS:** None

**P. NEW BUSINESS:**

- 1. Research Request by Amie Crowley - "How does social-emotional learning affect students in a middle school classroom?":** My name is Amie Crowley, and I am the sole researcher for this project. I will study the effects of social-emotional learning on my seventh-grade students as I implement social-emotional learning strategies alongside my typical science curriculum. Over the course of eight weeks, during their scheduled science class, students will complete surveys that ask about their social life, academic achievement, and self-worth, along with other factors. Formative and summative assessment data will also be collected. In addition to students, I will also be collecting data from adults in those students' lives including their parents and teachers. My hope is that implemented social-emotional learning strategies improve all of the above factors for students. This study has been approved by New England College Institutional Review Board for protection of human subjects in research. **Superintendent's Recommendation:** I recommend the Board approve the Study.
- 2. Tuition Agreement with Barrington School District:** Robin Trefethen and Carolyn Mebert are the Board Representatives for the Barrington Tuition Agreement. The agreement has been reviewed by Attorney James A. O'Shaughnessy of Drummond Woodsman, who did not recommend any changes. Amendments to the agreement are highlighted in yellow. The Dover Board will be the first to review and act on the tuition agreement, followed by the Barrington School District Board, pending Dover's approval. The process will conclude with the New Hampshire Department of Education Board's action on the agreement. **Superintendent's Recommendation:** I recommend the Board approve the tuition agreement with the Barrington School District.
- 3. Dover High School and Career Technical Center 2025-2026 Program of Studies:** The Board has been provided with a summary of the changes in the 2025–2026 Program of Studies for review. A complete version of the Program of Studies will be sent to Board members via email. Peter Driscoll, Principal of Dover High School, will be available to address any questions. **Superintendent's Recommendation:** I recommend the Board approve the 2025-2026 Dover High School Course of Studies.
- 4. Dover School District 2025-2026 Academic Calendar:** Area Superintendents have met to develop the Academic Calendar for the 2025-2026 school year. This calendar was on the November Board Agenda. To date, there has been no feedback received on the draft calendar. **Superintendent's Recommendation:** I recommend the Board take action to adopt the 2025-2026 Academic Calendar.

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**SUPERINTENDENT'S REPORT: Summary of key activities and events that transpired throughout November.**

**WEEK OF NOVEMBER 4:** I met with the SAU directors to review various topics and attended the Regular Board Meeting on November 4. The district held a Professional Development Day on Tuesday, November 5, with tailored agendas for the elementary, middle, and high school staff. Christine Boston and I reviewed the New Hampshire Registered Educator Apprentice Program, and I collaborated with Kori Kennedy to discuss clinical contractors. From Wednesday through Friday, I attended the Professional Learning Communities (PLC) at Work Training in San Antonio, Texas. The training featured insightful sessions, including keynotes by Mike Mattos on "Proven, Practical, and Doable: Making the Case for PLCs at Work" and Anthony Muhammad on "The Way Forward: PLC at Work and the Bright Future of Education." Breakout sessions covered topics such as collaboration, leadership, and creating high-functioning PLCs. [Solution Tree](#)

**WEEK OF NOVEMBER 11:** The Leadership Team met to assess the progress of the school's Guiding Coalitions and to analyze data from the early warning system. During the Elementary Principal Learning Guidance Meeting, the team discussed topics including Title IV's Camp Explore, CKLA implementation, insights from the ELA adoption committee,

grade-level discussions from November 5, next steps for the guiding coalition, 2024-2025 implementation guidance, and the Team-Teach-Assess Learn Cycle. I attended a CharacterStrong webinar titled "Proactive Strategies to Foster a Culture of Safety," which provided valuable insights into building a positive school environment.

I met with Christine Boston and Michael Limanni for the SAU Cabinet Meeting to coordinate updates. The Nottingham and Dover tuition agreement teams met to review the latest draft of the agreements between their respective districts. Bi-weekly discussions with the Board's Chair and Vice Chair continued. Christine Boston, Michael Limanni, and I attended the DHS Athletic Complex JBC Meeting. We also participated in the Dover Mental Health Alliance's monthly community meeting, which focused on strategies to navigate the holiday season effectively.

The Educational Council held its organizational meeting, as outlined in Article XI of the DTU contract. Christine Boston and I met with Lisa Dillingham to discuss MOU's. The district agreed to temporarily host three Community Action preschool classes—one at WPS and two at GES—beginning the week of December 2 due to a water issue that rendered three of their classrooms inaccessible. I met with Donna Benton to discuss elementary attendance areas and attended the monthly Strafford County YMCA Advisory Board Meeting, and the Young Life Banquet.

**WEEK OF NOVEMBER 18:** The weekly SAU Directors Meeting addressed topics such as the Promising Futures NHDOE Grant, attendance codes, a review of the November 5 professional development, parental authorization for identified software, Title IA ESSA Grant, Title I Parents' Right to Know, HUDL informed consent letter, Kartoon, the Full Leadership Team Meeting agenda, the 2025-2026 district organizational structure for MTSS-A and MTSS-B and determining 2025-2026 capacity. Christine Boston and I attended the New Hampshire Department of Education's monthly update for public school leaders. The first FY26 Board Budget Workshop provided an overview of the proposed budget, school enrollment data, teacher FTE allocations, and new position requests aligned with district goals. The Leadership Team Meeting covered the FY26 budget, EOPS and School Hubs, teacher certification notification letters, attendance codes, Homeland Security reports, and planning for the 2025-2026 Leadership Team Retreat. I met with Executive Coach Catherine Finger and attended a Zoom session by the Bureau of School Finance. Discussions with Tom Rup focused on future technology policies. At the DHS Athletic Complex JBC Meeting with Christine Boston and Michael Limanni, we reviewed components of the plan to identify cost-saving adjustments. The Student Attendance Task Force continues to monitor and strategize improvements in student attendance and parent/guardian communication. I participated in the monthly SEED Meeting and collaborated with Community Action Partners representatives, including Josh Wyatt, to finalize the MOU for classroom use at two district schools. The Full Leadership Team Meeting focused on processes for reviewing data on attendance, behavior, and academics. I attended the Strafford Learning Center Board Meeting, discussing health insurance, the 2024-2025 budget focus, and fundraising. The DMHA Steering Committee Meeting centered on planning the December community meeting. I met with Carolyn Eastman to collaborate on the Strategic Plan SMART Goals. A meeting was held with Michael Joyal, Robert Carrier, Dennis Shanahan, Dan Lynch, Michael Limanni, Christine Boston, Robin Trefethen, and Carolyn Mebert to discuss the new athletic facility and upcoming meetings, and I reviewed adequacy aid with Michael Limanni. Events I attended included the Right to Read and the DMS Rotary Student of the Month.

**WEEK OF NOVEMBER 25:** I met with a middle school teacher to discuss pertinent educational matters and held a meeting with a high school teacher to review their request for a sabbatical during the 2025-2026 school year. The weekly SAU Cabinet Meeting with Christine Boston and Michael Limanni covered various administrative topics. I attended the Bellamy Academy Thanksgiving Holiday Brunch, celebrating the occasion with students and staff. Additionally, I conducted visits to all schools within the district to engage with educators and assess ongoing initiatives.

**OFFICE OF THE SUPERINTENDENT  
DOVER PUBLIC SCHOOLS  
DOVER, NEW HAMPSHIRE**

**TO: DOVER SCHOOL BOARD**

**DATE:** December 9, 2024

**MEMORANDUM:** Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2024-2025 school year.

| NAME          | POSITION         | SCHOOL                     | REPLACING | SALARY  | TRACK      |
|---------------|------------------|----------------------------|-----------|---------|------------|
| Jones, Erin   | Paraprofessional | Dover Middle School        | New       | \$16.09 | G2, Step 1 |
| Tilton, Hazel | Paraprofessional | Garrison Elementary School | New       | \$21.15 | G2, Step 7 |

## **Dover School District Monthly Financial Report**

TO: Members Dover School Board  
Dr. William R. Harbron, Superintendent of Schools

FROM: Michael Limanni, CFO

DATE: December 6, 2024

RE: Condition of *School* Accounts

The November update to the previous months Condition of Accounts is attached for review.

### **Business Office Update:**

Tax rates for the City of Dover were finalized by the DRA on December 4<sup>th</sup>. The FY2026 Budget review process with the Board and Leadership Team is moving forward on schedule with expectations for a tax capped budget being reviewed at a joint meeting this past Monday (12/2) of the School Board and City Council.

### **General Fund Expense Highlights:**

Account 2700, SUPPORT SERVICES – Student Transportation, remains a significant budget overage with out of district SPED transportation exceeding the \$2.275M budget by \$104,044 and homeless transportation exceeding the \$88,400 budget by \$226,178 which is a 65% increase over the prior year. These losses are partially offset by low fill rates for substitute coverage, and District vacancies reflected in the 1100 and 1200 function codes.

Account 2900, SUPPORT SERVICES – Other, reflects a budget overage from the payout of severances due to staff resignations over the summer months. This number is expected to rise over the next couple of months as we settle a pair of late resignations.



**DOVER SCHOOL DISTRICT**  
**Condition of Accounts - November, 2024**

| DISTRICT-WIDE Expenditures                                   |                                           |                      |                      |                      |                      |                     |
|--------------------------------------------------------------|-------------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| Account                                                      | Description                               | Budget               | YTD Transactions     | Balance              | Encumbrance          | Budget Balance      |
| 1100                                                         | REGULAR EDUCATION PROGRAMS                | \$ 27,077,977        | \$ 8,237,048         | \$ 18,840,929        | \$ 17,578,795        | \$ 1,262,134        |
| 1200                                                         | SPECIAL EDUCATION PROGRAMS                | \$ 21,042,297        | \$ 6,848,380         | \$ 14,193,918        | \$ 12,347,850        | \$ 1,846,068        |
| 1300                                                         | VOCATIONAL EDUCATION PROGRAMS             | \$ 3,050,303         | \$ 990,092           | \$ 2,060,211         | \$ 1,924,663         | \$ 135,548          |
| 1400                                                         | OTHER EDUCATIONAL PROGRAMS                | \$ 781,967           | \$ 287,988           | \$ 493,979           | \$ 380,561           | \$ 113,418          |
| 1600                                                         | ADULT/CONTINUING EDUCATION PROGRAMS       | \$ 276,853           | \$ 120,907           | \$ 155,946           | \$ 151,411           | \$ 4,535            |
| 2100                                                         | SUPPORT SERVICES - Students               | \$ 5,715,451         | \$ 1,801,672         | \$ 3,913,779         | \$ 3,755,245         | \$ 158,534          |
| 2200                                                         | SUPPORT SERVICES - Instructional Staff    | \$ 2,136,069         | \$ 739,502           | \$ 1,396,567         | \$ 1,052,396         | \$ 344,172          |
| 2300                                                         | SUPPORT SERVICES - General Admin.         | \$ 1,866,113         | \$ 937,718           | \$ 928,396           | \$ 890,005           | \$ 38,391           |
| 2400                                                         | SUPPORT SERVICES - School Admin.          | \$ 3,526,520         | \$ 1,513,115         | \$ 2,013,405         | \$ 1,999,029         | \$ 14,375           |
| 2600                                                         | SUPPORT SERVICES - Operation Maint/Plant  | \$ 5,735,309         | \$ 2,511,404         | \$ 3,223,905         | \$ 3,144,272         | \$ 79,633           |
| 2700                                                         | SUPPORT SERVICES - Student Transportation | \$ 5,062,156         | \$ 1,716,886         | \$ 3,345,269         | \$ 3,694,269         | \$ (348,999)        |
| 2800                                                         | SUPPORT SERVICES - Centralized Services   | \$ 2,082,365         | \$ 1,281,326         | \$ 801,039           | \$ 589,732           | \$ 211,306          |
| 2900                                                         | SUPPORT SERVICES - Other                  | \$ 32,295            | \$ 133,344           | \$ (101,049)         | \$ -                 | \$ (101,049)        |
| 5200                                                         | FUND TRANSFERS OUT                        | \$ 35,000            | \$ -                 | \$ 35,000            | \$ -                 | \$ 35,000           |
| 6900                                                         | SCHOOL DEBT - Principal & Interest        | \$ 6,222,124         | \$ 139,990           | \$ 6,082,134         | \$ 6,081,365         | \$ 770              |
| <b>TOTAL GENERAL FUND EXPENDITURES:</b>                      |                                           | <b>\$ 84,642,799</b> | <b>\$ 27,259,372</b> | <b>\$ 57,383,427</b> | <b>\$ 53,589,592</b> | <b>\$ 3,793,835</b> |
| <b>TOTAL FOOD SERVICES EXPENDITURES:</b>                     |                                           | <b>\$ 1,784,697</b>  | <b>\$ 863,190</b>    | <b>\$ 921,507</b>    | <b>\$ 976,033</b>    | <b>\$ (54,526)</b>  |
| <b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:</b> |                                           | <b>\$ 11,906,951</b> | <b>\$ 4,514,117</b>  | <b>\$ 7,392,834</b>  | <b>\$ 1,586,849</b>  | <b>\$ 5,805,985</b> |
| <b>Summarized Condition of District Expenditures:</b>        |                                           | <b>\$ 98,334,447</b> | <b>\$ 32,636,680</b> | <b>\$ 65,697,768</b> | <b>\$ 56,152,474</b> | <b>\$ 9,545,294</b> |

| DISTRICT-WIDE Revenue                                   |                                          |                      |                      |                      |                |                      |
|---------------------------------------------------------|------------------------------------------|----------------------|----------------------|----------------------|----------------|----------------------|
| Account                                                 | Description                              | Budget               | YTD Transactions     | Balance              | Est. Remaining | Budget Balance       |
| 01311.3410                                              | TUITION - REGULAR FROM PARENTS           | \$ -                 | \$ 8,434             | \$ (8,434)           | \$ -           | \$ (8,434)           |
| 01314.3390                                              | TUITION - SUMMER SCHOOL, ELEME           | \$ -                 | \$ -                 | \$ -                 | \$ -           | \$ -                 |
| 01314.3390                                              | TUITION - SUMMER SCHOOL, DHS             | \$ -                 | \$ -                 | \$ -                 | \$ -           | \$ -                 |
| 01321.3390                                              | TUITION - OTHER NH DISTRICTS             | \$ 86,962            | \$ 14,994            | \$ 71,968            | \$ -           | \$ 71,968            |
| 01321.3390                                              | TUITION - BARRINGTON                     | \$ 3,223,640         | \$ 682,744           | \$ 2,540,896         | \$ -           | \$ 2,540,896         |
| 01321.3390                                              | TUITION - NOTTINGHAM                     | \$ 1,750,071         | \$ 261,600           | \$ 1,488,471         | \$ -           | \$ 1,488,471         |
| 01321.3390                                              | TUITION - PRESCHOOL PROGRAM              | \$ 8,000             | \$ 4,680             | \$ 3,320             | \$ -           | \$ 3,320             |
| 01321.3390                                              | TUITION - BELLAMY ACADEMY                | \$ 410,970           | \$ 177,761           | \$ 233,209           | \$ -           | \$ 233,209           |
| 01322.3390                                              | TUITION - SPED AIDES                     | \$ 366,365           | \$ 65,787            | \$ 300,578           | \$ -           | \$ 300,578           |
| 01323.3390                                              | TUITION - CTE-NH DISTRICTS               | \$ 178,019           | \$ -                 | \$ 178,019           | \$ -           | \$ 178,019           |
| 01333.3390                                              | TUITION - CTE-OUT OF STATE DIST          | \$ 55,000            | \$ -                 | \$ 55,000            | \$ -           | \$ 55,000            |
| 01420.3410                                              | ATHLETIC TRANSPORTATION DMS              | \$ 30,000            | \$ 9,475             | \$ 20,525            | \$ -           | \$ 20,525            |
| 01420.3410                                              | ATHLETIC TRANSPORTATION DHS              | \$ 104,000           | \$ 40,485            | \$ 63,515            | \$ -           | \$ 63,515            |
| 01980.3599                                              | MISC REVENUE                             | \$ -                 | \$ -                 | \$ -                 | \$ -           | \$ -                 |
| 01990.3599                                              | OTHER LOCAL REVENUE DW                   | \$ 10,000            | \$ 10                | \$ 9,990             | \$ -           | \$ 9,990             |
| 03190.3700                                              | STATE ADEQUATE EDUCATION GRANT           | \$ 11,505,714        | \$ 4,563,286         | \$ 6,942,428         | \$ -           | \$ 6,942,428         |
| 03210.3700                                              | SCHOOL BUILDING AID                      | \$ 383,462           | \$ 191,731           | \$ 191,731           | \$ -           | \$ 191,731           |
| 03230.3700                                              | SPECIAL EDUCATION AID (CATASTROPHIC AID) | \$ 1,606,951         | \$ -                 | \$ 1,606,951         | \$ -           | \$ 1,606,951         |
| 03241.3700                                              | CTE TUITION AID                          | \$ 431,092           | \$ -                 | \$ 431,092           | \$ -           | \$ 431,092           |
| 03242.3700                                              | CTE TRANSPORTATION AID                   | \$ 3,000             | \$ -                 | \$ 3,000             | \$ -           | \$ 3,000             |
| 03290.3700                                              | OTHER RESTRICTED STATE AID               | \$ -                 | \$ 50,038            | \$ (50,038)          | \$ -           | \$ (50,038)          |
| 04210.3599                                              | INDIRECT COST ALLOCATION                 | \$ 171,000           | \$ 107,525           | \$ 63,475            | \$ -           | \$ 63,475            |
| 04220.3599                                              | ABE ALLOCATION                           | \$ 43,000            | \$ -                 | \$ 43,000            | \$ -           | \$ 43,000            |
| 04580.3311                                              | MEDICAID DISTRIBUTION                    | \$ 200,000           | \$ 48,712            | \$ 151,288           | \$ -           | \$ 151,288           |
| 05251.3918                                              | FUND TRANSFERS IN                        | \$ 250,000           | \$ -                 | \$ 250,000           | \$ -           | \$ 250,000           |
| <b>TOTAL GENERAL FUND REVENUE:</b>                      |                                          | <b>\$ 20,817,246</b> | <b>\$ 6,227,262</b>  | <b>\$ 14,589,984</b> | <b>\$ -</b>    | <b>\$ 14,589,984</b> |
| <b>TOTAL FOOD SERVICES FUND REVENUE:</b>                |                                          | <b>\$ 1,784,697</b>  | <b>\$ 333,669</b>    | <b>\$ 1,451,028</b>  | <b>\$ -</b>    | <b>\$ 1,451,028</b>  |
| <b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:</b> |                                          | <b>\$ 11,875,349</b> | <b>\$ 4,119,982</b>  | <b>\$ 7,755,368</b>  | <b>\$ -</b>    | <b>\$ 7,755,368</b>  |
| <b>Summarized Condition of District Revenue:</b>        |                                          | <b>\$ 34,477,292</b> | <b>\$ 10,680,913</b> | <b>\$ 23,796,380</b> | <b>\$ -</b>    | <b>\$ 23,796,380</b> |

|                                        | Budget             | Actual + Enc           |
|----------------------------------------|--------------------|------------------------|
| General Fund Supporting Revenue Total: | \$ 20,817,246      | \$ 6,227,262           |
| State Wide Property Tax:               | \$ 6,937,255       | \$ 7,120,667           |
| Local Property Tax:                    | \$ 56,888,299      | \$ 51,759,299          |
| *TOTAL GF Revenue:                     | \$ 84,642,800      | \$ 65,107,228          |
| TOTAL GF Expenditure:                  | \$ (84,642,799)    | \$ (80,848,964)        |
| <b>Ending GF Fund Balance:</b>         | <b>\$ 1</b>        | <b>\$ (15,741,736)</b> |
| TOTAL FS Revenue:                      | \$ 1,784,697       | \$ 333,669             |
| TOTAL FS Expenditures:                 | \$ (1,784,697)     | \$ (1,839,223)         |
| <b>Ending FS Fund Balance:</b>         | <b>\$ -</b>        | <b>\$ (1,505,554)</b>  |
| TOTAL Other SR Fund Revenue:           | \$ 11,875,349      | \$ 4,119,982           |
| TOTAL Other SR Fund Expenditures:      | \$ (11,906,951)    | \$ (6,100,966)         |
| <b>Ending Grant Fund Balance:</b>      | <b>\$ (31,602)</b> | <b>\$ (1,980,985)</b>  |

|                                            |                         |
|--------------------------------------------|-------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: FAA</b> |
| <b>DATE OF ADOPTION: DECEMBER 13, 2021</b> | <b>PAGE 1 OF 3</b>      |

## **SECOND READING – REVISED**

### **ANNUAL FACILITY PLAN AND UNUSED DISTRICT PROPERTY**

#### **A. Drafting and Adoption**

~~Each year, the School Board shall adopt an updated Facility Plan. The first Facility Plan shall be adopted no later than November 15, 2021, with an updated plan approved by the Board by June 1, 2023 and each year thereafter.~~

**The School board shall adopt and approve an Annual Facility Plan by June 1 of each year.**

The Facility Plan shall be developed and drafted by the Superintendent or designee, and it shall be proposed to the School Board for comment and adoption at least 30 days prior to the adoption deadlines articulated above.

#### **B. Contents of Facility Plan**

**In preparing the annual Facility Plan, due consideration will be given to the most recent Capital Improvement Program prepared pursuant to Board policy FA.** The Facility Plan shall account for each facility owned by the District and document the use of each such facility. For each then unused facility, the plan shall specify any uses intended within the next two years of the annual plan approval relative to academic purposes, extracurricular activities, administrative functions, and/or sports. Facilities for which no current or intended use is included on the plan shall be referred to in this policy as “Unused Facilities”.

#### **C. “Unused Facility” Defined. As used in the policy, “Unused Facility” or “Unused Facilities” shall mean any district-owned school building which is not currently used for academic purposes, extracurricular activities, administrative school functions, or sports, and for which the School Board has not approved a written plan for future use.**

#### **D. C. Annual Report to New Hampshire Department of Education**

~~The Superintendent shall submit a report of Unused Facilities to the New Hampshire Department of Education, with the first such report due January 1, 2022 and subsequent reports due **no later than** July 1 **of** each year thereafter. Pursuant to RSA 194:61, such Unused Facilities are then encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. The specifics of the ROFR are described in RSA 194:61, III-VII.~~

#### **E. Charter School Rights Relative to Unused Facilities.**

- 1. Right of First Refusal: Pursuant to RSA 194:61, such Unused Facilities are encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. If the District has an Unused Facility which it seeks to sell or lease to a party other than an approved charter school, the District will include a ROFR provision in the offer for sale/lease and/or a sale/lease contract.**

|                                     |                  |
|-------------------------------------|------------------|
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2. Conditional Contract for Sale/Lease. If a prospective purchaser which is not an approved charter school enters into a contract with the District for purchase, lease or sale, (that is, an offer to sell/lease by the District is accepted by the prospective purchaser), the contract (the "Original Contract") will be conditioned upon the expiration of the ROFR. It is essential that the prospective purchaser or lessee is made aware of the ROFR prior to execution of the Original Contract, and that the Original Contract clearly articulates the ROFR with specific reference to RSA 194:61. The District will promptly notify the Charter School Administrator of the Department of Education ("DOE Charter School Administrator") in order for the Department to alert all approved charter schools in the state and allow them a chance to respond. The notice provided to the DOE Charter School Administrator shall contain clear language that the Unused Facility is available to any approved chartered public school in this state only, and shall list the offering school district's name and location, the square footage of the Unused Facility, the contact information of the offering school district's representative, and the expiration date of the right of first refusal which shall be 60 days after the date the District provided notice to the DOE Charter School Administrator.
3. Charter School Rights if No Other Offer Received. If the offering school district has not received an offer to purchase or lease an Unused Facility from a party, other than an approved chartered public school operating in this state, a chartered public school may initiate, and Board shall engage in, good faith negotiations for the purchase or lease of the Unused Facility.
4. Invocation of Rights by One or More Approved Charter Schools. If the District receives an offer on an Unused Facility from an approved charter school prior to the expiration date of the ROFR, the District will respond promptly to the offer and notify the prospective purchaser under the Original Contract and engage in good faith negotiations. If more than one chartered public school makes an offer on the District's Unused Facility, the School Board will make the final selection between the parties based on criteria established by the School Board and in accordance with the best interests of the District.
5. Procedure for Resolution of Negotiation Impasse. The District must continue good faith negotiations with a charter school that has made an offer on an Unused Facility for at least 30 days unless an earlier agreement is reached. If no agreement is reached within the 30 days, the Commissioner of the Department of Education shall engage an independent mediator who shall gather independent appraisals of the value of the property when the chartered public school made an offer to purchase. The appraised value shall determine a fair market price for the offering chartered public school. In situations when the charter school made an offer to lease the property, the appraisals gathered by the mediator shall determine a fair market lease price for the offering chartered public school.
6. District Discretion. In right of first refusal negotiations with a chartered public school, it shall be the option of the Board whether to sell or to lease the property under consideration, at fair market value or less, for a term to be agreed upon by the parties. Any lease terms shall include, among others agreed upon by the parties, any required provisions for such leases as found in RSA 194:61.

|                                            |                         |
|--------------------------------------------|-------------------------|
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7. Expiration of Right of Charter School After Written Offer. The chartered public school shall have 6 months after the date of making a written offer to complete the purchase or lease of the unused facility for a price negotiated with the school district.

*Policy History:*

*Adopted: December 13, 2021*



## Institutional Review Board for the Protection of Human Research Subjects Request to Perform Research

### Overview and Instructions

NEC's assurance for the protection of human subjects prohibits the start of any research activity (including recruitment of subjects) that has not been reviewed and approved by the IRB.

Please review the [NEC IRB policy and protocol](#) to ensure an understanding of NEC IRB requirements.

Review of IRB proposals normally takes 1-2 weeks. Approval or requests for revisions will be returned to the faculty contact who submitted the proposal, who will share the information with the other investigator(s).

Unless otherwise noted, the application is to be completed by the principal investigator (PI). If the PI is a student, the faculty advisor must be consulted before submitting the completed application and the advisor must sign the request.

Please append any and all consent forms and data collection instruments to this document and submit the request as one document, not multiple documents.

---

### IRB Request Details

**Date of submission** 10/13/2024

**Name** Amie Crowley

**Title** The Effects of Social-Emotional Learning in a Middle School Classroom

**Department/Institution** New England College, Education

**Email address** ACrowley\_GPS@nec.edu

**Daytime Phone number** 603-953-4251

### Project Status Information: Check one

New Project ☒

Continuation of Previously Approved Project

Modification to Previously Approved Project

**Project Funding Information for sponsored projects (if applicable):**

Funding agency     N/A

**IRB Review by Other Institutions (if applicable):**

If this proposal has been submitted to a review board at another institution, provide the date of review and the board's recommendations. *Please attach relevant correspondence.*

*Name of institution*

N/A

*Date of review*

**PROJECT AND SUBJECT INFORMATION**

**Please be brief but specific and include all required information:**

**1. Title of project.** The Effects of Social-Emotional Learning in a Middle School Classroom

**2. Description of project.** My middle school students will be exposed to Social-Emotional Learning strategies and practices during their science class. The effects of the SEL practices on student achievement, social interactions and other factors will be measured using a series of data collection.

**3. Anticipated start date**

**Anticipated end date**

October 14, 2024

December 20, 2024

**4. Research questions.**

How does implementing social-emotional learning alongside curriculum impact students?

**5. Time frame for data collection.**

During 60-minute class periods over a 10-week period for students; parents and teachers will complete a pre & post survey at the start & conclusion of the study.

**6. Site of research. If data is collected online, list URL.**

Dover Middle School, Dover, NH

**7. Proposed participants. Be sure to include how many participants will be involved, their age(s), sex/gender, location, and any other important distinguishing demographic information.**

Approximately 95 seventh grade (12-13 year old) students, both male and female.

Data will be collected in a science classroom during students' science class. Parents and teachers will complete a pre & post survey.

**8. Data collection procedures. Please append copies of data collection instruments to this request.**

*a. Provide a description of all research procedures and activities.*

A pre-survey and post-survey will be given to all participants at the start and end of the study, respectively. Alongside regular science curriculum, students will be participating in various social-emotional learning practices including brain breaks, intentional grouping.

*b. Briefly describe the measures that will be used to collect data about participants.*

All participants will complete a pre-survey and post-survey. Surveys will collect demographic data as data to gain perspective on school climate, self-efficacy, relationships, etc. Additionally, students' formative and summative data collected as part of normal curriculum will also be included in the study.

- c. *If the study involves more than one condition, please describe the differences in procedures or measures for each of the conditions.*

N/A

- d. *If doing online research, include the URL where the data collection will occur.*

Pre-and post surveys will be given to all participants via

Google Form:

Student link: <https://forms.gle/9W5f2QCnemRtcSoJ8>

Teacher link: <https://forms.gle/3WAsAX75jMXDARZk6>

Parent link: <https://forms.gle/AgBSfDPxcV5qatE36>

**9. Time commitment for each person for each phase of the study and overall.**

No more than their scheduled science class, 60 min/day.

**Supplemental Generative Artificial Intelligence Questions**

The use of generative artificial intelligence tools (genAI) such as ChatGPT can pose risks to human participants in educational research. To that end, it is important to identify the ways in which genAI will be used for any step of the research process and the potential risks that its use may pose to participants. Please answer the following questions regarding its use.

**10. Was or will genAI be used in any part of the the research process?**

☐ Yes ☒ No.

If yes, please respond to the following questions.

- a. *Which genAI tool (including the version) was used (e.g., ChatGPT 4.0, BingChat, Dalle-3)?*

- b. *Please explain how genAI was and/or will be used in the research?*

- c. *Was genAI used to draft this IRB request?*

☐ Yes ☒ No

If yes, describe how genAI was used to draft the IRB request.

- d. *The use of genAI in creating research interventions can pose risks to participants if those interventions are unsafe for participants. Was genAI used to create or will it be used to implement an intervention used in the research?*

☐ Yes ☒ No

If yes, please describe how genAI was used to create or will be used to implement the intervention.

- e. *The use of genAI in both qualitative and quantitative analysis can pose risks for research participants related to confidentiality, use of participant responses for training future versions of genAI, or performing flawed analyses. Will genAI used for data analysis?*

☐ Yes ☒ No

If yes, please describe how genAI was used for data analyses?

- f. *If you are using genAI in another part of the research process, please explain.* N/A

If genAI will be used in the research process, ensure that the informed consent materials include a description of how it will be used, the potential risks for its use, and how they will be mitigated. You can find examples [here](#).

**11. Describe all foreseeable risks which may be encountered by the subjects and the justification for the risks. Describe all steps that will be taken to reduce the severity of risks.**

There is no risk associated with the nature of this study.

**12. Compensation – Indicate, if applicable, the amount and form of compensations (i.e. cash, course requirement, mileage, etc.)**

Participants will not be compensated.

**13. Informed Consent – describe how informed consent is to be obtained from the subjects as well as from the administration in the site under consideration for this study. Please see examples [here](#).**

7a. *Attach consent form*

7b. *Complete consent checklist below. Indicate whether each is present.*

Description of the research study ☒ Yes ☐ No

Description of how data will be used ☒ Yes ☐ No

Identification of duration of participation ☒ Yes ☐ No

Statement concerning voluntary nature of participation and no consequences levied for not participating and that data may be requested to be destroyed ☒ Yes ☐ No

Description of compensation ☒ Yes ☐ No

Description of how generative AI was used (if applicable) ☐ Yes ☐ No

Description of confidentiality ☒ Yes ☐ No

Description of reasonably foreseeable risks ☒ Yes ☐ No

Description of benefits ☒ Yes ☐ No



Identification of the contact on the research team or faculty advisor

☒ Yes ☐ No

Identification of the IRB contact ☒ Yes ☐ No

**10. Describe how the confidentiality of participants and their data will be assured. Be sure to include where the data will be stored, for how long, and what will be done after that time frame.**

Identifying information will be deleted from any document shared with anyone but me (researcher). Documents will be kept for five years after the study, at which time they will be destroyed.

**11. Describe how you will get approval from sites where you plan to collect data. Include site approval document(s) in the appendix of this request.**

I will explain the study and all of its elements to the building principal and seek their approval. If necessary I will also speak with the district superintendent and seek their approval.

**Signatures:**

The undersigned accepts responsibility for the study, including adherence to policies relative to the protection of the rights and welfare of subjects participating in this study. Signature of the faculty advisor must be obtained (if the PI is a student) that assumes responsibility for the completed application.

Signature of PI *Amie Crowley*

Faculty

Undergraduate student

Graduate student

Staff

Signature of faculty advisor

Return this form to [irb@nec.edu](mailto:irb@nec.edu)

FOR IRB USE – completed by IRB Chair

Protocol # \_\_\_\_\_ Date received \_\_\_\_\_



## **ADULT CONSENT FOR A MINOR TO PARTICIPATE IN A RESEARCH STUDY**

### **The Effects of Social-Emotional Learning in a Middle School Classroom**

#### **INTRODUCTION**

Hello, my name is Amie Crowley and I am the sole researcher for this project. I will study the effects of social-emotional learning on my seventh grade students as I implement social-emotional learning strategies alongside my typical science curriculum. Over the course of eight weeks, during their scheduled science class, students will complete surveys that ask about their social life, academic achievement, and self-worth, along with other factors. Formative and summative assessment data will also be collected. In addition to students, I will also be collecting data from adults in those students' lives including their parents and teachers. My hope is that implemented social-emotional learning strategies improve all of the above factors for students. My hope is that implemented social-emotional learning strategies improve all of the above factors for students. This study has been approved by New England College Institutional Review Board for protection of human subjects in research.

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

This study will take place during students' normally scheduled 60-minute science class period, over the course of eight weeks, for a total of 2,400 minutes per student. No out-of-class time will be needed.

#### **VOLUNTARY PARTICIPATION**

Your child's participation in this study is voluntary. Your child's withdrawal or lack of participation will not affect any benefit to which your child is entitled. You may also request that any data collected from your child during the study be deleted.

#### **CONFIDENTIALITY**

Students will be given a three-digit code in place of their names. The data will be kept on an encrypted, password-protected cloud storage folder and only the research team will have access to it. 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, no identifying information will be included. The records will be kept for five years and then destroyed.

## **BENEFITS**

While there may be no direct benefits for your child as a result of this study, results will help educators develop a deeper understanding of the effects of social-emotional learning on student life, academic and otherwise.

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

There are no known risks associated with participation in this study. Should any part of this research bring up painful memories or any other emotion, student are encouraged to meet with their guidance counselor or another trusted adult.

## **COMPENSATION**

Participants will not be compensated for participation in this study.

## **RESEARCHER CONTACT INFORMATION**

If you would like to talk to someone regarding the purpose, procedure, or anything else related to this study, please contact me at ACrowley\_GPS@nec.edu or 603-516-7259 or my faculty advisor, Dr. Carlton Fitzgerald at cfitzgerald@nec.edu.

## **IRB CONTACT INFORMATION**

If you would like to talk with someone about the study, your rights as a subject in this research study 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**

I have read the information in this consent form and voluntarily 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

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.



**ADULT CONSENT TO PARTICIPATE IN A RESEARCH STUDY**  
The Effects of Social-Emotional Learning in a Middle School Classroom

**INTRODUCTION**

Hello, my name is Amie Crowley and I am the sole researcher for this project. I will study the effects of social-emotional learning on my seventh grade students as I implement social-emotional learning strategies alongside my typical science curriculum. Over the course of eight weeks, during their scheduled science class, students will complete surveys that ask about their social life, academic achievement, and self-worth, along with other factors. Formative and summative assessment data will also be collected. In addition to students, I will also be collecting data from adults in those students' lives including their parents and teachers. My hope is that implemented social-emotional learning strategies improve all of the above factors for students.

This study has been approved by New England College Institutional Review Board for protection of human subjects in research.

**DURATION OF THE STUDY**

This study will take place during students' normally scheduled 60-minute science class period, over the course of eight weeks, for a total of 2,400 minutes per student.

Adult participation in the study requires two surveys- once at the start of the study and once at the conclusion. Adult surveys will help compare data from the student perspectives and adults who know them best. Each survey should take approximately 20 minutes to complete.

**VOLUNTARY PARTICIPATION**

Participation in this study is voluntary. Your withdrawal or lack of participation will not affect any benefit to which you are entitled. You may also request that any data collected from you during the study be deleted.

## **CONFIDENTIALITY**

You will be given a three-digit code in place of your names. The data will be kept on an encrypted, password-protected cloud storage folder and only the research team will have access to it. 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, no identifying information will be included. The records will be kept for five years and then destroyed

## **RESEARCHER CONTACT INFORMATION**

### **BENEFITS**

While there may be no direct benefits for you as a result of this study, results will help educators develop a deeper understanding of the effects of social-emotional learning on student life, academic and otherwise.

### **RISKS**

There are no known risks associated with participation in this study. Should any part of this research bring up painful memories or any other emotion, students are encouraged to meet with their guidance counselor or another trusted adult.

### **COMPENSATION**

Participants will not be compensated for participation in this study.

## **RESEARCHER CONTACT INFORMATION**

If you would like to talk to someone regarding the purpose, procedure, or anything else related to this study, please contact me at [ACrowley\\_GPS@nec.edu](mailto:ACrowley_GPS@nec.edu) or 603-516-7259 or my faculty advisor, Dr. Carlton Fitzgerald at [cfitzgerald@nec.edu](mailto:cfitzgerald@nec.edu).

## **IRB CONTACT INFORMATION**

If you would like to talk with someone about the study, your rights as a subject in this research study 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**

I have read the information in this consent form and agree to voluntarily 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 Participant

Date

Printed Name of Participant

Signature of Person Obtaining Consent

Date



# Parent Survey: How does social-emotional learning impact students?

Please answer all of the questions about your CHILD. All answers are anonymous and will not be shared with anyone other than the researcher for this project.

## Demographics

This section will ask questions about demographics.

1. What is your child's gender?

*Mark only one oval.*

- ☐ Female  
☐ Male  
☐ Genderqueer/Non-conforming  
☐ Decline to answer  
☐ Other

2. What is your child's race or ethnicity?

*Mark only one oval.*

- ☐ Black/African American  
☐ White/Caucasian  
☐ Latino/Hispanic  
☐ Asian/Asian American  
☐ Native Hawaiian and Other Pacific Islander  
☐ American Indian or Alaskan Native  
☐ Other

## Perseverance

This section will ask questions regarding how well your child is able to persevere in tough situations.

3. They get work done, even when I don't feel like it

*Mark only one oval.*

- ☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ A lot of the time  
☐ Almost always

4. If your child fails at something, how likely are they to try again?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

5. They keep working to reach goals, even if problems come up

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

6. They stay focused when working on something that matters to them, even if there are distractions

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

7. They work to keep promises, even if they are hard to keep

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

#### Growth Mindset

8. How much could they improve their behavior in school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

9. How much could they increase the effort they give in school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

10. When they make a mistake on schoolwork, how often do they ask teachers for ways to do better next time?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ A lot of the time  
☐ Almost always

#### Self-Management

How well can your child manage their emotions, thoughts, and behaviors in different situations?

11. How often do they get their work done right away, instead of waiting until last minute?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

12. How often do they pay attention and resist distractions?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

13. When they work alone, how often do they stay focused?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

14. Do they allow others to speak without interrupting?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

#### Social Awareness

This section asks how well your child considers the perspectives of others and empathize with them.

15. How carefully do they listen to other peoples' opinions?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

16. How much do they care about other peoples' feelings?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

17. How often do they compliment other peoples' accomplishments?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Sometimes  
☐ Very  
☐ Extremely

18. How well do they get along with people who are different from them?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

19. How clearly can they describe your feelings?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

20. When others do not agree with them, how respectful are they of their opinions?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

21. Are they able to disagree with others without starting an argument?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Always

#### Self-Efficacy

How much does your child believe they can succeed in academics?

22. They believe they can complete all of the schoolwork given to them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

23. They believe they can do the hardest schoolwork given to them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

24. They believe they can learn ALL the subjects they are taught in school

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

25. When complicated ideas are discussed in class, they believe they can understand them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

#### Learning Strategies

How well does your child use strategies to manage their own learning processes?

26. When they get stuck while learning something new, how often do they try a different strategy?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

27. How often do they choose an effective strategy to get work done?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

28. How often do they think about the best way to approach a tough project?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

29. How often do they use strategies to learn more effectively?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

#### Social Perspective

Does your consider the perspectives of others?

30. How hard do they try to understand others' point of view?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely

31. Do they try to understand what adults are feeling or thinking?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely

### Emotion Regulation

How well does your child regulate their emotions?

32. How often can they pull themselves out of a bad mood?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

33. When they're upset, how often do they think before they act?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

34. How often can they control your emotions when they need to?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

35. When they're upset, how long does it usually take them to relax?

*Mark only one oval.*

- ☐ Less than 1 hour  
☐ Between 1 and 2 hours  
☐ More than 2 hours

36. When things go wrong for them, how often can they stay calm?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

#### School Climate

What is your perception on the climate of the school?

37. How fair are the rules at this school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

38. How positive or negative is the mood at school?

*Mark only one oval.*

- ☐ Very negative  
☐ Somewhat negative  
☐ A little negative  
☐ Neutral  
☐ A little positive  
☐ Somewhat positive  
☐ Very positive

39. How good are students at following the school rules?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

40. How respectful are teachers towards your child?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

41. If they come to class upset, how concerned are the teachers?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

42. How much do they feel like they fit in when at school?

*Mark only one oval.*

- ☐ None  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

43. Are people disrespectful to others at school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

44. How likely is it that someone from school will bully others online?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

45. Do they worry about violence at school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Often  
☐ All the time

#### Diversity, Inclusion, & Cultural Awareness

46. How often do they spend time with students of different races, ethnicities, or cultures?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

47. How often do they have classes with students of different races, ethnicities, or cultures?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

#### Engagement & Rigorous Expectations



48. How excited are they about going to classes?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

49. How excited are they to participate in class?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

50. When NOT in school, how excited are they to talk about class ideas/activities?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

51. Are they interested in their classes?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

#### Valuing School

52. Do they find things they learn in class interesting?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

53. Do they use ideas from school in their daily life?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

54. How important is it to them to do well in their classes?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

55. Do they appreciate school?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Quite a bit
- ☐ A lot

56. How useful do they think school will be to you in the future?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

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Google Forms



# Student Survey: How does social-emotional learning impact students?

Please answer all of the questions honestly. All answers are anonymous and will not be shared with anyone other than the researcher for this project.

\* Indicates required question

## Demographics

This section will ask questions about demographics.

1. What is your gender? \*

Mark only one oval.

- ☐ Female
- ☐ Male
- ☐ Genderqueer/Non-conforming
- ☐ Decline to answer
- ☐ Other

2. What is your race or ethnicity?

Mark only one oval.

- ☐ Black/African American
- ☐ White/Caucasian
- ☐ Latino/Hispanic
- ☐ Asian/Asian American
- ☐ Native Hawaiian and Other Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Other

## Perseverance

This section will ask questions regarding how well you are able to persevere in tough situations.

3. I get work done, even when I don't feel like it

Mark only one oval.

- ☐ Not at all
- ☐ Once in a while
- ☐ Sometimes
- ☐ A lot of the time
- ☐ Almost always

4. If you fail at something, how likely are you to try again?

Mark only one oval.

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

5. I keep working to reach my goals, even if problems come up

Mark only one oval.

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

6. I stay focused when working on something that matters to me, even if there are distractions

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

7. I work to keep my promises, even if they are hard to keep

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

#### Growth Mindset

8. How much could you improve your behavior in school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

9. How much could you increase the effort you give in school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

10. When you make a mistake on schoolwork, how often do you ask your teacher for ways to do better next time?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ A lot of the time  
☐ Almost always

11. How much can you increase how smart you are?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

#### Self-Management

How well do you manage your emotions, thoughts, and behaviors in different situations?

12. How often do you come to class prepared?

*Mark only one oval.*

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

13. How often do you follow the directions in class?

*Mark only one oval.*

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

14. How often do you get your work done right away, instead of waiting until last minute?

*Mark only one oval.*

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

15. How often do you pay attention and resist distractions?

*Mark only one oval.*

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

16. When you work alone, how often do you stay focused?

*Mark only one oval.*

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

17. Do you allow others to speak without interrupting?

*Mark only one oval.*

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Most of the time
- ☐ Almost always

#### Social Awareness

This section asks how well you consider the perspectives of others and empathize with them.

18. How carefully do you listen to other peoples' opinions?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

19. How much do you care about other peoples' feelings?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

20. How often do you compliment other peoples' accomplishments?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Sometimes
- ☐ Very
- ☐ Extremely

21. How well do you get along with students who are different from you?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

22. How clearly can you describe your feelings?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

23. When others do not agree with you, how respectful are you of their opinions?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

24. Are you able to disagree with others without starting an argument?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Always

#### Self-Efficacy

How much do you believe you can succeed in academics?

25. I believe I can complete all of the schoolwork given to me

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

26. I believe I can do the hardest schoolwork given to me

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

27. I believe I can learn ALL the subjects I am taught in school

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

28. I believe that I will remember what I am learning this year, next year

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

29. When complicated ideas are discussed in class, I believe I can understand them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

#### Learning Strategies

How well do you use strategies to manage your own learning processes?



30. When you get stuck while learning something new, how often do you try a different strategy?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

31. How often do you choose an effective strategy to get your work done?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

32. How often do you think about the best way to approach a tough project?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

33. How often do you use strategies to learn more effectively?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

#### Classroom Effort

How much effort do you put into school & learning?

34. How much effort do you put into class discussions?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

35. When your teacher is speaking, how much effort do you put into trying to pay attention?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

36. How much effort do you put into your homework, when you have it?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

37. Overall, how much effort do you put forth in classes?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

38. How much effort do you put into learning materials for classes?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

#### Social Perspective

Do you consider the perspectives of others?

39. How hard do you try to understand your teachers' point of view?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely

40. During class, do you try to understand what your teachers are feeling or thinking?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely

41. When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely

#### Emotion Regulation

How well do you regulate your emotions?

42. How often can you pull yourself out of a bad mood?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

43. When you're upset, how often do you think before you act?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

44. How often can you control your emotions when you need to?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

45. When you're upset, how long does it usually take you to get yourself to relax?

*Mark only one oval.*

- ☐ Less than 1 hour
- ☐ Between 1 and 2 hours
- ☐ More than 2 hours

46. When things go wrong for you, how often can you stay calm?

*Mark only one oval.*

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

#### School Climate

What is your perception on the climate of the school?

47. How often do your teachers seem excited to see you?

*Mark only one oval.*

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

48. How fair are the rules at this school?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

49. How positive or negative is the mood at school?

*Mark only one oval.*

- ☐ Very negative
- ☐ Somewhat negative
- ☐ A little negative
- ☐ Neutral
- ☐ A little positive
- ☐ Somewhat positive
- ☐ Very positive

50. How good are students at following the school rules?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

51. How respectful are teachers towards you?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

52. If you come to class upset, how concerned are your teachers?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

53. When your teachers ask, "how are you?", do you think they really want to know?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

54. Do people at your school understand what type of person you are?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

55. How much respect do other students show you?

*Mark only one oval.*

- ☐ None  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

56. How much respect do adults show you?

*Mark only one oval.*

- ☐ None  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

57. How much do you feel like you fit in when at school?

*Mark only one oval.*

- ☐ None  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

58. Are people disrespectful to others at school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

59. How likely is it that someone from school will bully others online?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

60. Do you worry about violence at school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Often  
☐ All the time

61. Do you have a trusted adult at school you can go to for help?

*Mark only one oval.*

- ☐ Yes  
☐ No

62. Do you have a trusted adult outside of school you can go to for help?

*Mark only one oval.*

- ☐ Yes  
☐ No

63. Do you have a friend in school you can go to for help, no matter what?

*Mark only one oval.*

- ☐ Yes  
☐ No

#### **Diversity, Inclusion, & Cultural Awareness**

64. How often do you spend time with students of different races, ethnicities, or cultures?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

65. How often do you have classes with with students of different races, ethnicities, or cultures?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

66. Is it common for students to have close friends from different racial, ethnic, or cultural backgrounds?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

67. How often do you learn about people from different racial, ethnic, or cultural backgrounds?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

68. How comfortable are you sharing your thoughts about race-related topics with others at your school?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

#### Engagement & Rigorous Expectations

69. How excited are you about going to your classes?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

70. How focused are you on the activities in classes?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

71. How excited are you to participate in class?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

72. When you're NOT in school, how excited are you to talk about class ideas/activities?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

73. Are you interested in your classes?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

74. Do teachers ask you to explain your ideas?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

75. When you want to give up, do teachers ask you to keep trying?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

76. Do teachers encourage you to do your best?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

77. Do teachers take time to make sure you understand your schoolwork?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

78. Do your teachers have high expectations of you?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely



79. Do you find things you learn in class interesting?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

80. Do you use ideas from school in your daily life?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

81. How important is it to you that you do well in your classes?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

82. Do you appreciate school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ A lot

83. How useful do you think school will be to you in the future?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely



# Teacher Survey: How does social-emotional learning impact students?

Please answer all of the questions honestly. All answers are anonymous and will not be shared with anyone other than the researcher for this project.

## Perseverance

This section will ask questions regarding how well students are able to persevere in tough situations.

1. They get work done, even when they don't feel like it

*Mark only one oval.*

- ☐ Not at all  
☐ Once in a while  
☐ Sometimes  
☐ A lot of the time  
☐ Almost always

2. If they fail at something, how likely are they to try again?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

3. They keep working to reach their goals, even if problems come up

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

4. They stay focused when working on something that matters to them, even if there are distractions

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

5. They work to keep promises, even if they are hard to keep

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

## Growth Mindset

6. How much could they improve behavior in school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

7. How much could they increase the effort they give in school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Some  
☐ A lot  
☐ A huge amount

8. When they make a mistake on schoolwork, how often do they ask the teacher for ways to do better next time?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ A lot of the time  
☐ Almost always

#### Self-Management

How well do students manage emotions, thoughts, and behaviors in different situations?

9. How often do they come to class prepared?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

10. How often do they follow the directions in class?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

11. How often do they get their work done right away, instead of waiting until last minute?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
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☐ Most of the time  
☐ Almost always

12. How often do they pay attention and resist distractions?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

13. When they work alone, how often do they stay focused?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

14. Do they allow others to speak without interrupting?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

#### Social Awareness

This section asks how well students consider the perspectives of others and empathize with them.

15. How carefully do they listen to other peoples' opinions?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

16. How much do they care about other peoples' feelings?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

17. How often do they compliment other peoples' accomplishments?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Sometimes  
☐ Very  
☐ Extremely

18. How well do they get along with students who are different from them?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

19. How clearly can they describe their feelings?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

20. When others do not agree with them, how respectful are they of their opinions?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Extremely

21. Are they able to disagree with others without starting an argument?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Very  
☐ Always

#### Self-Efficacy

How much do students believe they can succeed in academics?

22. They believe they can complete all of the schoolwork given to them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

23. They believe they can do the hardest schoolwork given to them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

24. They believe they can learn ALL the subjects they are taught in school

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

25. When complicated ideas are discussed in class, they believe they can understand them

*Mark only one oval.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

### Learning Strategies

How well do students use strategies to manage their own learning processes?

26. When they get stuck while learning something new, how often do they try a different strategy?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

27. How often do they choose an effective strategy to get work done?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

28. How often do they think about the best way to approach a tough project?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

29. How often do they use strategies to learn more effectively?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Most of the time  
☐ Almost always

### Classroom Effort

How much effort do students put into school & learning?

30. How much effort do they put into class discussions?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

31. When a teacher is speaking, how much effort do they put into trying to pay attention?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

32. How much effort do they put into homework?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

33. Overall, how much effort do they put forth in classes?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

34. How much effort do they put into learning materials for classes?

*Mark only one oval.*

- ☐ Almost none  
☐ A little bit  
☐ Some  
☐ Quite a bit  
☐ A lot

#### Social Perspective

Do students consider the perspectives of others?

35. How hard do they try to understand your teachers' point of view?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely



36. When teachers seem to be in a worse mood than usual, how hard do they try to understand the reasons why?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Quite a bit  
☐ Extremely

#### Emotion Regulation

How well do students regulate their emotions?

37. How often can they pull themselves out of a bad mood?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

38. When they're upset, how often do they think before they act?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

39. How often can they control their emotions when they need to?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

40. On average, when they're upset, how long does it usually take them to relax?

*Mark only one oval.*

- ☐ Less than 1 hour  
☐ Between 1 and 2 hours  
☐ More than 2 hours

41. When things go wrong for them, how often can they stay calm?

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

#### School Climate

What is your perception on the climate of the school?

42. How fair do they think school rules are?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

43. How positive or negative is the mood at school?

*Mark only one oval.*

- ☐ Very negative
- ☐ Somewhat negative
- ☐ A little negative
- ☐ Neutral
- ☐ A little positive
- ☐ Somewhat positive
- ☐ Very positive

44. How good are students at following the school rules?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

45. If students come to class upset, how concerned are you?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

46. When teachers ask, "how are you?", do they really want to know?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Often
- ☐ All the time

47. Are people disrespectful to others at school?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

48. Do you worry about violence at school?

*Mark only one oval.*

- ☐ Not at all  
☐ A little  
☐ Somewhat  
☐ Often  
☐ All the time

#### Diversity, Inclusion, & Cultural Awareness

49. How often do you spend time with students of different races, ethnicities, or cultures?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

50. How often do you have classes with students of different races, ethnicities, or cultures?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

51. Is it common for students to have close friends from different racial, ethnic, or cultural backgrounds?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

52. How often do you teach about people from different racial, ethnic, or cultural backgrounds?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

53. How comfortable are students sharing your thoughts about race-related topics with others at your school?

*Mark only one oval.*

- ☐ Almost never  
☐ Once in a while  
☐ Sometimes  
☐ Frequently  
☐ Almost always

#### Engagement & Rigorous Expectations

54. How excited are students about going to classes?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

55. How focused are they on the activities in classes?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

56. How excited are they to participate in class?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

57. When they want to give up, do teachers ask them to keep trying?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

58. Do teachers encourage them to do their best?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

59. Do teachers take time to make sure they understand the schoolwork?

*Mark only one oval.*

- ☐ Not at all
- ☐ Rarely
- ☐ Sometimes
- ☐ A lot
- ☐ All the time

60. Do you teachers have high expectations of students?

*Mark only one oval.*

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

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**HIGH SCHOOL TUITION AGREEMENT BETWEEN  
THE BARRINGTON SCHOOL DISTRICT  
AND  
THE DOVER SCHOOL DISTRICT  
**Final Draft****

*\*Note – Barrington Board is requesting a 9-year agreement in order to stagger larger contracts and negotiations.*

**THIS AGREEMENT** is entered into by and between the Barrington School District (“Barrington”) located in the county of Strafford and State of New Hampshire, and the Dover School District (“Dover”) located in the county of Strafford and State of New Hampshire.

**WHEREAS** Barrington is desirous of providing its students, grades 9 - 12 who seek a public high school education, the opportunity to attend high school in Dover; and

**WHEREAS** Dover maintains Dover High School, a public high school approved by the Department of Education of the State of New Hampshire, and desires to receive students from Barrington, and to afford them the complete course of instruction now given in its high school; and

**NOW, THEREFORE**, in consideration of the promises and of the covenants and agreements hereinafter set forth it is mutually covenanted and agreed as follows:

1. Agreement to Send and Receive Students. Dover shall accept from Barrington up to one hundred percent (100%) of all Barrington high school students under the terms hereinafter set forth. Nothing in this Agreement shall prohibit Barrington from entering into other tuition agreements or prohibit parents from enrolling their child in other public schools pursuant to NH RSA 193:3(IV). Barrington reserves the right to reassign regular education students who demonstrate a manifest educational hardship **that reassignment is in the best interest of the child** in accordance with RSA 193:3 I and II or who demonstrate ~~that reassignment is in the best interest of the child~~ **a manifest educational hardship** in accordance with RSA 193:3 III. Barrington also reserves the right to place special education students in out-of-district placements, when necessary.

~~That~~ Barrington will declare each March 10 to the number of students it shall purchase space for at Dover High School. No less than ninety-five percent (95%) of the total number of students declared on this date shall constitute the minimum number of seats Barrington shall be charged for in the coming school year.

2. Term of Agreement. The term of this Agreement shall be for ~~ten (10)~~ **nine (9)** years, shall commence with the school year beginning July 1, 2025, and shall terminate on June 30, ~~2035~~ **2034**, unless renewed by mutual agreement of the parties. Dover High School shall be deemed a school of record for Barrington in accord with NH RSA 194:22, but both parties acknowledge that Barrington may enter into other tuition agreements pursuant to NH RSA 194:22. By July 1, ~~2034~~ **2033**, the parties shall meet and declare whether it is their intent to renew and extend this Agreement. If so, this Agreement may be renewed and extended for an additional five (5) years to June 30, ~~2040~~ **2039**. Each District shall take such steps as are necessary to secure approval of a renewal by their respective District.

3. Educational Equality. Dover shall provide Barrington students with access to the same education and opportunities that it provides to Dover students. Barrington students shall be treated in the same fashion as Dover students and shall be subject to the same disciplinary procedures and protections as resident students, including suspension and expulsion from school. Dover shall ensure that Barrington students are subject to the same expectations and obligations as are imposed upon its resident students. Dover shall ensure that Barrington students are afforded all the same rights, protections, privileges and opportunities it extends to its resident students. Dover shall provide the same quality of special education service and support that it provides to resident students enrolled at Dover High School.

4. Tuition and Costs.

- a. General Tuition. Each year of this Agreement, Dover shall charge Barrington a base tuition rate equal to Dover's average per pupil cost for those students enrolled in grades 9 - 12 in the preceding school year. In addition to the base tuition and the administrative fees in paragraph 5 6, Barrington shall cover all costs for one-to-one (1:1) paraeducators for Barrington students and all costs associated with any out-of-district placements of Barrington students.

Barrington shall be responsible for the costs of retaining its own legal representation in special education matters pertaining to Barrington students which result in a due process hearing. Dover shall be responsible for defending itself against allegations by third parties, parents, guardians or students that it has engaged in any form of disability-based discrimination.

In the event that Barrington is the subject of a complaint to the Office for Civil Rights regarding conduct by the Dover School District, Dover shall be responsible for the costs of responding to the complaint. In the event that Dover is the subject of a complaint to the Office for Civil Rights regarding conduct by the Barrington School District, Barrington shall be responsible for the costs of responding to the complaint.

Special Education aid and any other aid will be credited to the student's district of residence. Dover shall supply Barrington with any service logs or other documentation required for application for Medicaid reimbursement.

The parties agree that the decision as to whether a Barrington student's needs can be met within Dover rests with the student's IEP team. The decision concerning assignment of a special education student from Barrington to a special program or facility outside of Dover shall be made with equal input from Dover's IEP team and the LEA representative from Barrington. When the decision has been made that a student's needs cannot be met in Dover, it shall be Barrington's responsibility to determine that student's placement. Barrington shall bear all the costs of any such special program or facility and the transportation to that facility and/or provider.

- b. Capital Costs. Capital costs pertaining to the high school are included in the general tuition rate. Capital costs which are not directly related to the high school shall not be included in the tuition rate and Barrington shall not be responsible for those costs.
- c. Financial Records. Barrington or its representative shall be provided with access to the accounting of all records, data, reports and all materials of any nature used to calculate



or finalize costs billed to the School District under this Agreement. The Dover School Board shall report its high school expenditures on the DOE25 separately from its other schools, defining the high school costs.

- d. Tuition Reconciliation. The total student enrollment shall be calculated as of October 1 of each school year, and any tuition shall be assessed as of that date. Reconciliation shall occur at two times during the school year. The first reconciliation shall occur on or about February 1, and the final reconciliation shall occur no later than May 31. The purpose of these reconciliations shall be to adjust any tuition amounts charged or owing due to changing enrollment.

5. Student Services Tuition and Fees. **Barrington shall be charged the same general tuition set forth in Section 4(a) above, for special education and Section 504 students.**

Students requiring additional services not covered by the base tuition rate shall be charged separately for those services on a quarterly basis. These supplemental costs which exceed the costs included in the base rate, including but not limited to, additional staff and/or services required by a student's IEP and/or 504 Plan, special equipment, modifications to physical property, outside evaluations or services, special programs, out-of-district placements, or the cost of due process appeals shall be billed to Barrington based on an hourly rate of service or the direct cost of the service. Any additional special education costs not provided for in the base tuition rate shall be billed to Barrington based on the terms provided below.

The parties agree that the decision as to whether a Barrington student's needs can be met within Dover rests with the student's IEP team and that the interests of students and both districts are served by having a Barrington Special Education Administrator or designee present at all IEP meetings.

The decision concerning the assignment of a special education student from Barrington to a special program, or facility outside of Dover shall be made with equal input from the student's IEP team and the LEA representative from Barrington. Barrington's LEA representative shall be given notice of all IEP Team Meetings as needed with regard to Barrington students.

When the decision has been made that a student's needs cannot be met in Dover, it shall be Barrington's responsibility to determine the student's placement. Barrington shall bear the cost of any such special program or facility and the transportation to the facility and/or provider.

- a. Fees. The following Annual processing fees for the services below will be billed each year in the month the student begins enrollment:

IEP Plan Management: Five hundred dollars (\$500)

Non-enrolled Graduate Attrition: Five hundred dollars (\$500)

- b. Paraeducators. Paraeducators will be billed at the current fiscal year's Class 3, Step 6 daily rate plus ten percent (10%) to cover wage related benefits. All other special services not covered by the base tuition rate will be billed at the direct cost of the service or item being purchased.

All identified one-to-one aides specified in a Barrington student's Individualized Education Plan (IEP) and verified in writing by representatives of both Dover and Barrington, will be hired by Dover and paid for separately by Barrington.

- c. Additional Services. Additional services required by a student's IEP and/or 504 Plan, special equipment, outside evaluations or services, special programs, out-of-district placements, or the cost of due process appeals shall be billed to Barrington based on an hourly rate of service or the direct cost of the service.
- d. Dispute Resolutions and Complaints. Barrington shall be responsible for the costs of retaining its own legal representation in special education matters pertaining to Barrington students which result in due process hearing.

Dover shall be responsible for defending itself against allegations by third parties, parents, guardians, or students that it has engaged in any form of disability-based discrimination.

In the event that Barrington is the subject of a complaint to the Office of Civil Rights regarding conduct by the Dover School District, Dover shall be responsible for the costs of responding to the complaint. In the event that Dover is the subject of the complaint to the Office of Civil Rights regarding conduct by the Barrington School District, Barrington shall be responsible for the costs of responding to the complaint.

- e. Medicaid/Special Education Aid. Special Education Aid and any other form of state and federal aid received by Dover for Barrington students will be credited to the student's district of residence. Dover shall supply Barrington with any service logs or other documentation required for application for Medicaid reimbursement.
  - f. Alternative High School Program (Bellamy Academy). Should Barrington request the consideration of placement of a student into Dover's Alternative High School program and authorized enrollment, upon acceptance and enrollment, Barrington will pay the Alternative Program tuition rate. This tuition shall be billed and paid monthly. As with regular tuition, if a student is in attendance on the first day of the month, Dover will bill for the student for the entire month. If said student is already enrolled in Dover High School, Barrington shall ~~reimburse~~ **pay** Dover for the any difference between the per pupil cost in the Alternative High School and the approved tuition rate **set forth in paragraph 4(a), or if the costs are less, then Barrington shall be entitled to a credit at the next tuition calculation reconciliation.**
6. Administrative Fee. Barrington shall pay, in addition to the base tuition and any special education costs allocated herein, an administrative surcharge (fee) of eight percent (8.0%) on each student tuition assessed pursuant to paragraph 4(a) above. This fee is intended to offset the costs incurred by Dover due to fluctuations in enrollment and student services from year to year.
7. Tuition Payment Schedule and Adjustments for Enrollments and Withdrawals. Barrington agrees to pay tuition in three (3) annual payments: the first payment shall be a minimum of twenty-five percent (25%) of the total annual payment and shall be paid on or before October 15 of each year; the second payment shall be for fifty percent (50%) of the total tuition due and shall be paid by February 15 of each year; and the third payment shall be for twenty-five percent (25%) of the total tuition due and shall be paid by May 1 of each year.

Barrington shall pay the above applicable tuition for each student enrolled for an entire school year. In the event a Barrington student is enrolled or withdraws after commencement of the then school year, the applicable tuition will be pro-rated on a daily basis. All daily pro-rations shall be based on the then length of the student school year. Notwithstanding, if a Barrington student is expelled from Dover, the pro-ration shall occur to the end of the then current semester. No tuition adjustments shall occur for out-of-school suspensions. Unless otherwise agreed, all adjustments in tuition owed or credited shall occur in accordance with the reconciliation procedures set forth in paragraph 4(d) above.

8. Tuition Notification.

- a. On or before November 1 of each year, Dover shall supply to the Barrington School Board a written estimate of regular and estimated special education costs and any supplemental special education tuition for the next succeeding school year.
- b. Dual Enrollment. Barrington will pay Dover a tuition rate determined on a case-by-case basis for non-public or home educated pupils from Barrington who access public school programs in Dover High School in grades 9 - 12. In such a case, the tuition shall be pro-rated based on the number of courses and/or the extra-curricular activities in which the pupil participates.
- c. Foreign exchange students. Each year Dover agrees to accept a maximum of one (1) foreign exchange student free of tuition residing in Barrington. The student so enrolled will not be used in the calculation of the number of students for tuition purposes.

9. Termination of Agreement. Dover agrees to allow the continued attendance through graduation of those students initially accepted at Dover High School who exhibit appropriate citizenship, attendance, and academic progress. Likewise, Dover understands that at the termination of this Agreement, there will be a gradual phasing out of Barrington students as they complete their high school career. The operational terms and conditions of this Agreement shall survive the termination or expiration of this Agreement and shall govern the continued enrollment of Barrington students.

10. High School Accreditation. Dover agrees that during the term of this Agreement, it will provide a course of studies for grades 9 - 12 and such facilities and equipment so that at all times during the term of this Agreement, Dover High School:

- a. qualifies as an approved school under RSA 194:23-b for attendance (for the purposes of this Agreement, an "approved school" is a school either approved or conditionally approved under Ed 306.28 or approved under an alternative method of compliance in accordance with Ed 306.29 or those statutes and rules future equivalent-); **and,**
- b. maintains accreditation with the New England Association of Schools and Colleges [NEASC].

If Dover High School fails to maintain its status as defined herein, Dover shall notify Barrington of its changed status, and this Agreement may be renegotiated or terminated at the end of the year that the school is considered unapproved or unaccredited by the NH Department of Education.

11. Joint School Board Meetings. The parties agree that the School Boards will meet at least one (1) time each year at Dover and at such other times as the parties shall agree, so that the Dover School Board may have the benefit of the suggestions and recommendations of the Barrington School Board on curriculum, financial matters, and policies of Dover High School.
12. Participation at School Board Meetings. Barrington citizens shall be entitled to attend Dover School Board meetings and address the School Board as to issues pertaining to the high school. Barrington citizens' participation shall be limited to issues pertaining to the high school or relevant to this Agreement.
13. Report Cards and Attendance Records. Dover shall provide Barrington with report cards, all required IEP progress reports, and attendance records for the pupils enrolled under the provisions of this Agreement to the extent permitted by law.
14. Discipline. All Barrington students attending Dover High School shall be subject to the same rules and regulations pertaining to Dover students attending Dover High School. Dover shall be legally responsible for student discipline and any matters arising out of such discipline, including any alleged violations of students' rights, shall be the sole responsibility of Dover. The tuition for any Barrington student who is expelled shall be pro-rated through the conclusion of the then current semester. Barrington School District will pay the Dover School District's attorney fees for any expulsion hearings.
15. Student Transportation. Barrington will be responsible for any transportation of students to and from Barrington and the Dover High School and any out-of-district placements.
16. Dispute. Should either party have a complaint as to the operation of this Agreement, that complaint shall be stated in writing to the Superintendent of Schools. If the Superintendent cannot resolve the dispute, it shall be presented to the School Boards which shall jointly seek to resolve the dispute. Should resolution prove impossible, the dispute shall be referred to private mediation. Should resolution prove impossible, the dispute shall be referred to the State Board of Education for a decision in accordance with administrative rules Ed 200, which decision may be appealed to a court of competent jurisdiction.
17. Curriculum Coordination. The parties agree that all efforts at curriculum coordination are to be encouraged and that the Administration shall establish appropriate vehicles to facilitate such coordination immediately following Agreement approval. The status of efforts to coordinate the curricula shall be reviewed at least annually during the joint Board meetings between the Dover School Board and the Barrington School Board.
18. Special Education Liaison. The parties agree that the interests of students and both districts are served by having a Barrington Special Education Administrator or designee present at all IEP meetings.
19. School Year Calendar. The parties agree that coordination of school year calendars is to be encouraged and that the Administration shall establish appropriate vehicles to facilitate such coordination on an annual basis.
20. Professional Development. The parties agree that one (1) or two (2) meetings will occur each year between Dover and Barrington Curriculum Coordinators to encourage curriculum consistency and collaboration.

21. Termination. Either party may terminate this Agreement for cause. Cause shall be deemed to exist if Barrington fails to pay tuition that is lawfully due and owing or if Dover fails to provide Barrington students with a public education in accordance with this Agreement. This Agreement shall not be terminated prior to exhaustion of the dispute resolution process set forth in paragraph 16.
22. Severability. In the event any provision of this Agreement is found to be invalid, the remaining provisions shall continue in full force and effect to the maximum extent possible.
23. State Board of Education Approval. The parties agree that this Agreement shall be binding after its approval by the Barrington School Board, the Barrington School District, the Dover School Board, and approval by the State Board of Education pursuant to RSA194:22.

**IN WITNESS WHEREOF**, the School of each School District has caused this Agreement to be executed by its duly authorized officers, on the day and year first written below.

**DOVER SCHOOL BOARD**

DATE: \_\_\_\_\_

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

**BARRINGTON SCHOOL BOARD**

DATE: \_\_\_\_\_

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Name*

**APPROVED BY THE NEW HAMPSHIRE STATE BOARD OF EDUCATION**

DATE: \_\_\_\_\_

\_\_\_\_\_  
*Commissioner of Education*

**The following are the changes made to the Dover High School Program of Studies for 2025-2026:**

| <b>Page #</b> | <b>Original</b>                  | <b>Changes</b>                                                                                                                                                                                                                                          |
|---------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6             | NA                               | Adding in information about POL after “A message to students and parents” to mimic the student handbook                                                                                                                                                 |
| 8             | Tables of required courses       | Replaced “Computer Education” with “Information and Communications Technology” - this is to align with state requirements                                                                                                                               |
| 10            | Interdisciplinary studies table  | <ul style="list-style-type: none"> <li>- Replaced “Computer Education” with “Information and Communications Technology”</li> <li>- Added Digital Portfolio</li> </ul>                                                                                   |
| 12            | Under course changes             | Removed “... of the academic coordinator...”                                                                                                                                                                                                            |
| 14            | Grading and quality point scale  | <ul style="list-style-type: none"> <li>- Adding in pages 10-14 in student handbook on reassessment/grading practices/reinstruction as well as academic integrity</li> <li>- Course incompletes will follow this</li> </ul>                              |
| 19            | Advanced Placement Courses table | <ul style="list-style-type: none"> <li>- Add a row below that states that AP Exam costs can be found at the school counseling office (they change each year)</li> <li>- Included the two new AP courses: Environmental Science &amp; Spanish</li> </ul> |
| 23            | Added Student privileges section | Provides information about late arrival and early release for Seniors and Juniors                                                                                                                                                                       |
| 43            | New Course science electives     | AP Environmental Science - approved by the curriculum council in Oct.<br>Human Biology - approved by curriculum council (December meeting)                                                                                                              |
| 47            | New course - core social studies | Everyday History, Government, and Economics for Life - approved by curriculum council in Oct                                                                                                                                                            |
| 65            | New course - Spanish elective    | AP Spanish - approved by curriculum council in Oct                                                                                                                                                                                                      |

# DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR

## 2025 – 2026 (DRAFT)

|                 | M  | T  | W  | TH | F  |
|-----------------|----|----|----|----|----|
| <b>AUG/SEPT</b> | 25 | 26 | 27 | 28 | 29 |
| S = 21          | 1  | 2  | 3  | 4  | 5  |
| T = 25          | 8  | 9  | 10 | 11 | 12 |
|                 | 15 | 16 | 17 | 18 | 19 |
|                 | 22 | 23 | 24 | 25 | 26 |
|                 | 29 | 30 |    |    |    |

|                |    |    | 1  | 2  | 3  |
|----------------|----|----|----|----|----|
| <b>OCTOBER</b> |    |    |    |    |    |
| S = 21         | 6  | 7  | 8  | 9  | 10 |
| T = 22         | 13 | 14 | 15 | 16 | 17 |
|                | 20 | 21 | 22 | 23 | 24 |
|                | 27 | 28 | 29 | 30 | 31 |

|                 | 3  | 4  | 5  | 6  | 7  |
|-----------------|----|----|----|----|----|
| <b>NOVEMBER</b> |    |    |    |    |    |
| S = 15          | 10 | 11 | 12 | 13 | 14 |
| T = 16          | 17 | 18 | 19 | 20 | 21 |
|                 | 24 | 25 | 26 | 27 | 28 |

|                 | 1  | 2  | 3  | 4  | 5  |
|-----------------|----|----|----|----|----|
| <b>DECEMBER</b> |    |    |    |    |    |
| S = 16          | 8  | 9  | 10 | 11 | 12 |
| T = 17          | 15 | 16 | 17 | 18 | 19 |
|                 | 22 | 23 | 24 | 25 | 26 |
|                 | 29 | 30 | 31 |    |    |

|                |    |    | 1  | 2  |
|----------------|----|----|----|----|
| <b>JANUARY</b> |    |    |    |    |
| S = 18         | 5  | 6  | 7  | 8  |
| T = 19         | 12 | 13 | 14 | 15 |
|                | 19 | 20 | 21 | 22 |
|                | 26 | 27 | 28 | 29 |

|                 | M  | T  | W  | TH | F  |
|-----------------|----|----|----|----|----|
| <b>FEBRUARY</b> | 2  | 3  | 4  | 5  | 6  |
| S = 15          | 9  | 10 | 11 | 12 | 13 |
| T = 15          | 16 | 17 | 18 | 19 | 20 |
|                 | 23 | 24 | 25 | 26 | 27 |

|              | 2  | 3  | 4  | 5  | 6  |
|--------------|----|----|----|----|----|
| <b>MARCH</b> |    |    |    |    |    |
| S = 21       | 9  | 10 | 11 | 12 | 13 |
| T = 22       | 16 | 17 | 18 | 19 | 20 |
|              | 23 | 24 | 25 | 26 | 27 |
|              | 30 | 31 |    |    |    |

|              |    |    | 1  | 2  | 3  |
|--------------|----|----|----|----|----|
| <b>APRIL</b> |    |    |    |    |    |
| S = 18       | 6  | 7  | 8  | 9  | 10 |
| T = 18       | 13 | 14 | 15 | 16 | 17 |
|              | 20 | 21 | 22 | 23 | 24 |
|              | 27 | 28 | 29 | 30 |    |

|            |    |    |    |    | 1  |
|------------|----|----|----|----|----|
| <b>MAY</b> |    |    |    |    |    |
| S = 18     | 4  | 5  | 6  | 7  | 8  |
| T = 19     | 11 | 12 | 13 | 14 | 15 |
|            | 18 | 19 | 20 | 21 | 22 |
|            | 25 | 26 | 27 | 28 | 29 |

|             | 1    | 2    | 3    | 4    | 5    |
|-------------|------|------|------|------|------|
| <b>JUNE</b> |      |      |      |      |      |
| S = 11      | 8    | 9    | 10   | 11   | 12   |
| T = 11      | *15  | **16 | **17 | **18 | **19 |
|             | **22 | 23   | 24   | 25   | 26   |
|             | 29   | 30   |      |      |      |

**S = Students In-Session:** 174 Student Days. (180 days required for instruction, or equivalent number of hours, and an additional 5 days to make up for inclement weather.)  
**T = Teachers In-Session:** 184 Teacher Days.

|                                     |                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------|
| August 25 – August 28, 2025         | Teacher Workshop                                                                       |
| August 29 - September 1, 2025       | Labor Day Recess                                                                       |
| September 2, 2025                   | First Student Day                                                                      |
| October 10, 2025                    | Teacher Workshop                                                                       |
| October 13, 2025                    | Columbus Day                                                                           |
| November 4, 2025                    | Teacher Workshop (Due to Municipal Elections)                                          |
| November 11, 2025                   | Veterans' Day                                                                          |
| November 26 – 28, 2025              | Thanksgiving Recess                                                                    |
| December 5, 2025                    | Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development       |
| December 24, 2025 – January 2, 2026 | Holiday Recess                                                                         |
| January 16, 2026                    | Teacher Workshop                                                                       |
| January 19, 2026                    | Martin Luther King Jr. Civil Rights Day                                                |
| February 23 - 27, 2026              | Winter Recess (To include February 17 <sup>th</sup> Washington's Birthday) – Tentative |
| March 13, 2026                      | Teacher Workshop                                                                       |
| April 27 – May 1, 2026              | Spring Recess – Tentative                                                              |
| May 22, 2026                        | Teacher Workshop                                                                       |
| May 25, 2026                        | Memorial Day                                                                           |
| *June 15, 2026                      | Tentative - Last Student Day (half-day) and Last Teacher Day (full-day)                |
| **                                  | Make up Days for Inclement Weather                                                     |