



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #12
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, December 11, 2023
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM** *(To be recessed, if necessary, and resumed following School Board Matters of Interest)*
- F. APPROVAL OF MINUTES**
 - 1. Special Session, November 1, 2023
 - 2. Regular Meeting #11, November 13, 2023
 - 3. Budget Workshop #1, November 20, 2023
 - 4. Budget Workshop #2, November 27
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Thomas Gamble – ROTC – Dover High School – Retirement
 - b. Peter Lique Naitove – School Psychologist – Dover High School – Retirement
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DALC Nomination
 - b. DEOP Nomination
 - c. DTU Nomination
 - d. Non-Union Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** December Donation Requests
- H. STUDENT REPORT**
- I. POLICY – CHANGES – PROPOSALS:**
 - 1. BA – Bylaws of the Dover School Board City of Dover, New Hampshire – Revisions – First and Second Reading
 - 2. BEDB – Agenda Preparation and Dissemination – Revisions – First and Second Reading
- J. POLICY ADOPTION:**
 - 1. ACN – Nursing Mothers Accommodations – New Policy – Second Reading
 - 2. BEDG – Meeting Minutes – Revisions – Second Reading
 - 3. EBCC – False Alarms, Bomb, Active Shooter and Other Such Threats – New Policy – Second Reading
 - 4. GBCD – Background Investigation and Criminal History Records Check – Revisions – Second Reading
 - 5. GBCE – Training and Information Relative to Child Sexual Abuse Prevention – New Policy - Second Reading
 - 6. JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revisions – Second Reading
 - 7. JICC-R – School Bus Conduct Rules – Revisions – Second Reading



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8. KCD – Public Gifts/Donations – Revisions – Second Reading

K. RESOLUTIONS:

1. Resolutions of Appreciation – Departing School Board Members

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Dover High School Restrooms Update
2. 2024-2025 Dover High School Program of Studies
3. Formation of a Joint Building Committee (JBC) for the Athletic Field Project
4. 2024-2025 Dover School District Academic Calendar
5. Bid Waiver Request – ESSER-III Data Wise Improvement Process Course
6. Fiscal Year 2025 Budget
7. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. 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.

NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS

CDR Thomas D. Gamble., USN (Ret)
Senior Naval Science Instructor
Email: t.gamble@dover.k12.nh.us



DOVER HIGH SCHOOL
25 ALUMNI DR.
DOVER, NH 03825

15 November 2023

Dr. William Harbron
Superintendent of Schools,
Dover School District SAU 11
Dover, NH 03820

Dear Dr. Harbron,

Please accept this letter as my intent to formally retire from teaching as the Senior Naval Science Instructor (SNSI) at Dover High School. My last day will be at the end of the official 2023-2024 school year. I am grateful for all the opportunities that have been made available to me and the wonderful cadets I have been able to educate. The support during my time here is deeply appreciated and the valuable experiences I have gained will have a lasting effect.

Best wishes, and thank you for everything,



Thomas Gamble, CDR, USN (ret.)
NJROTC Dover High School

cc. Peter Driscoll
cc. Kori Kennedy

November 14th, 2023

Dr. William Harbron
Christine Boston
Abby Small
Peter Driscoll
Linda Madden
Travis Bickford

Dear Dr. Harbron,

This letter is to inform you of my intention to retire from full-time employment as the School Psychologist at Dover High School at the end of this 2023-2024 school year. This decision is driven by my desire to shift my priorities at this stage of my career and life. As I near the age of 68, and I have worked in schools and mental health institutions going on 45 years, when I started teaching high school in Vermont as a 21-year-old out of college.

Health and financial security willing, it is my strong desire to reduce my employment going forward. At the end of this school year, I will be about a month short of having ten years in the NH State Teacher's Retirement System, including 4 school years in Dover – frankly the best years of my career.

I express this for two reasons. One is that I am hoping that there is a way that my employment can continue into the summer, until mid/late July, 2024, during which I will complete School Psychology evaluations, and/or other duties, as I have done for the past three summers. If so, I would hope that the summer work could round out my employment towards my retirement.

My second hope is fully separate from retirement and pension status. In this "hope" I would like to be considered for being hired for part-time (40% to 60%) as a School Psychologist in the Dover School District/Dover High School, whether as a direct employee (but not contributing to NH State Teacher's Retirement) or through other contractual arrangements (of a private nature). I fully realize that you cannot make any assurances or express intentions at this time regarding either of my expressed hopes to continue some employment beyond the end of this contractual school year 2023-2024.

As I have said to my colleagues, friends and family, my employment at Dover High School has been my most cherished career experiences. I will miss the intensity, but it is time to shift gears and nurture other aspects of my life while still finding ways to be of service to children, families, and community.

With appreciation,



Peter Lique Naitove
DHS School Psychologist

11/14/23
Date

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

TO: DOVER SCHOOL BOARD

DATE: December 11, 2023

MEMORANDUM: Nomination and Election of Dover Adult Learning Professionals
Engaged in Teaching and Educators

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Swain, Amy	DALC Teacher	Dover Adult Learning Center	Taryn Ward Lytle	\$1,080 + FICA	
Tibbetts, John	DALC Teacher	Dover Adult Learning Center	Prentiss Phillips	\$1,080 + FICA	

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

TO: DOVER SCHOOL BOARD

DATE: December 11, 2023

MEMORANDUM: Nomination and Election of Administrative Assistants (DEOP)

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Stahl, Shawna	Administrative Assistant	SAU Teaching & Learning Department	Greg Howard	\$21.32	C4, Step 4

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

TO: DOVER SCHOOL BOARD

DATE: December 11, 2023

MEMORANDUM: Nomination and Election of Teachers

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Leighton, Gary	Music Teacher	Dover Middle School	Nicholas Roy	\$52,006	BA, Step 7

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

TO: DOVER SCHOOL BOARD

DATE: December 11, 2023

MEMORANDUM: Nomination and Election of Non-Union Employees

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Noyes, Amanda	Business Office Assistant	SAU	Evonne Kill-Kish	\$56,000	

**Donation Request List for Approval
December 11, 2023 - School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
FGH	Hannaford Helps Schools	\$1,324	Monetary	To purchase supplies, snacks and/or recess materials for students.
District-wide	Janice Woods, Janice Media Incorporated	\$3,655	Gift Cards	Gift cards to be used by the district's McKinney/Vento Liaison to purchase items such as food, warm clothing, winter boots, and bedding for unhoused and financially unsecured students. ect.)
District-wide	Roxanne Raeside Wilton, Parish of the Assumption Congregation	\$4,515	Gift Cards	Gift cards to be used by the district's McKinney/Vento Liaison to purchase items such as food, warm clothing, winter boots, and bedding for unhoused and financially unsecured students. ect.)
DHS	Rotary Club of Dover, NH	\$4,000	Gift Cards	Gift cards to be used to support families with basic necessities such as food, clothing and toiletries.

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DATE OF ADOPTION: November 8, 2021	Page 1 of 5

FIRST AND SECOND READING – REVISIONS

BYLAWS OF THE DOVER SCHOOL BOARD CITY OF DOVER, NEW HAMPSHIRE

ARTICLE I: Name

Section 1. The name of the School Board shall be the Dover School Board.

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section C4.2 of the City Charter.

ARTICLE III: Officers

Section 1. The officers of the School Board shall be a chairperson, a vice-chairperson, and a secretary. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this School Board.

Section 2. Officers shall serve a two-year term. Officers shall be elected in accordance with Section C4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C4-3, of the City Charter.

Section 4. Any officer may be removed from their office by a majority vote of the School Board at any regularly scheduled, monthly, public meeting.

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section C4.3 of the Charter.

Section 2. The School Board shall hold its regular monthly meeting on the second Monday of each month. Changes may be made in this schedule due to conflicts with holidays. Regular meetings shall begin at 7 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

The School Board shall meet on the fourth Monday of each month in workshop session if there is business to be conducted. Workshop sessions shall begin at ~~6:30~~ **6:00** p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

Nonpublic sessions may be held consistent with the provisions of RSA 91-A:3. The contents of these meetings shall conform to governing state law, RSA 91-A.

Section 3. Additional meetings shall be called by the chairperson at any time or upon written request of three members. Each call for an additional meeting shall distinctly specify the purpose for which the meeting is called. No other than such specific matters shall be considered at such

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special meetings except for emergency in accordance with RSA 91-A. At least twenty-four hours' notice shall be given for such special meetings.

Section 4. A majority of the members of the School Board shall constitute a quorum.

Section 5. The meetings of the School Board shall be called to order promptly on the hour and then should proceed as follows:

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. AGENDA APPROVAL
- E. CITIZENS' FORUM
- F. APPROVAL OF MINUTES
- G. CONSENT AGENDA
- H. STUDENT REPORT
- I. SUPERINTENDENT'S REPORT**
- J. FINANCIAL REPORT**
- ~~I.~~ **K. POLICIES-CHANGES-PROPOSALS**
- ~~J.~~ **L. POLICY ADOPTION**
- ~~K.~~ **M. RESOLUTIONS**
- ~~L.~~ **N. OLD BUSINESS**
- ~~M.~~ **O. NEW BUSINESS**
- ~~N.~~ **P. SUBMISSION AND PAYMENT OF BILLS**
- ~~O.~~ **SUPERINTENDENT'S REPORT**
- ~~P.~~ **Q. COMMITTEE REPORTS, INCLUDING LEGISLATIVE UPDATE**
- ~~Q.~~ **R. SCHOOL BOARD MATTERS OF INTEREST**
- ~~R.~~ **S. ADJOURNMENT**

Section 6. The following shall appear on all meeting agendas, except nonpublic meetings.

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.

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Section 7. All items for the agenda from School Board members shall be submitted in writing to the Superintendent's office before noon on the Tuesday preceding the regular meeting. The chairperson shall determine the order of the agenda for each meeting.

Section 8. The School Board shall be comprised of seven members. Every member present, when a question is put, shall vote for or against the same, unless they abstain.

Section 9. The ayes and nays upon all questions of appropriations of money shall be called and entered upon the minutes and on all other questions at the request of any member.

Section 10. The Dover School Board shall act in accordance with the New Hampshire "Right to Know Law" (RSA 91-A) as amended.

Section 11. The following paragraph is to appear on all regular meeting agenda:

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

Section 12. A notice of the time and place of each meeting shall be posted in two appropriate public places and/or shall be printed in a newspaper of general circulation in Dover, at least twenty-four hours, excluding Sundays and legal holidays, prior to such meetings.

ARTICLE V: Workshop Session

Section 1. The Workshop Session shall be defined as a non-policy making meeting of the entire School Board. Said Workshop Session shall assemble for purposes of discussion on topics to prepare the School Board for understanding and action at a subsequent policy-making meeting.

Section 2. The secretary shall see that proper minutes of the proceedings are kept on file in the office of the School Board.

ARTICLE VI: Power and Duties of the School Board

Section 1. The Dover School Board shall be the governing body of the Dover School District and derives its authority from State laws and Department of Education Rules.

Section 2. The Dover School Board recognizes its duty to provide, at district expense, elementary and secondary education to all pupils who reside in the district, consistent with the provisions of RSA 189:1-a. the Dover School Board further recognizes its additional powers and duties within the scope of this statute.

Section 3. The School Board is legally responsible for the establishment of school policies and programs, the determining of the budgetary requirements of the schools, the election of regular employees of the district, and the evaluation of the results obtained. The School Board shall take final action upon recommendation of the Superintendent where the election or assignment of personnel or a change of policy and/or program is involved.

Section 4. The secretary shall keep a full and accurate record of attendance and proceedings of all meetings of the School Board and shall have the care and custody of all records, papers, and communications relative to the School Board.

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Section 5. The School Board shall have the oversight of the financial condition of the School District and shall cause to have prepared and presented a financial statement each month.

Section 6. A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board shall be presented a manifest of all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

Section 7. The School Board shall take action on all matters which pertain to the administration of the schools which calls for the investigation of violations of the regulations of the School Board, complaints made by staff, parents, or pupils, and complaints against staff, provided such complaints cannot be investigated and satisfactorily resolved by the Superintendent of Schools.

Section 8. The Board shall serve as the governing body of School Administrative Unit #11; a School District established under the laws of the State of New Hampshire. The Board shall provide all Superintendent services as described in RSA 194-C:4.

ARTICLE VII: Subcommittees

The School Board shall have the following standing subcommittee:

The Discipline Committee

Section 1: Any subcommittee shall be made up of three (3) members of the School Board, who shall be appointed by the Chairperson and approved by the School Board at the first regular meeting of each calendar year. A quorum of the subcommittee shall be a simple majority of its members. A vacancy in a subcommittee shall be filled by the Chairperson for the remainder of the term. Each subcommittee shall elect a chair from its membership. Meetings shall be scheduled by the subcommittee chair as deemed necessary.

Section 2: The School Board may form ad hoc subcommittees on an as needed basis by vote of the School Board.

ARTICLE VIII: Liaisons

Section 1. For the purpose of gathering information on matters of interest to the School Board and reporting back to the School Board, the School Board may designate a member to serve as a liaison to the Dover City Council and New Hampshire School Board Association or other committees, as needed:

Section 2. A liaison shall be appointed by the Chairperson and approved by the Board during any regular meeting.

Section 3. The School Board may designate a liaison to any Workgroup established pursuant to Article IX of these Rules.

ARTICLE IX: Workgroups

Section 1. The School Board may direct the Superintendent to organize Workgroups comprised of School District Staff on issues of importance to the School Board. The Superintendent shall report to the School Board on the work of such Workgroups as requested by the School Board.

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ARTICLE X: Parliamentary Authority

Section 1. General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda.

ARTICLE XI: Amendment of Bylaws

Section 1. These bylaws can be amended at any regular meeting of the School Board by a two-thirds vote, provided that the amendment has been submitted in writing to the entire membership at the preceding regular meeting. For sixty days following the inauguration these bylaws can be amended at any meeting of the School Board by a majority vote, provided that the amendment has been submitted in writing to the entire membership at the preceding meeting.

ARTICLE XII: Student Representative to Dover School Board

Section 1. The student representative is responsible for presenting current student issues to the School Board. The student representative shall represent their constituents in the same manner as a regular School Board official.

Section 2. Eligible students must be entering the tenth, eleventh, or twelfth grade; they will be required to fill an application which will be reviewed by the student council advisors and administrative staff. Finalists will be selected and will be allowed to run in a general election concurrent with the class elections. The student body, as a whole, will be responsible in voting the student representative. The term of the elected student representative shall run from the meeting following the student council election.

Section 3. The student representative shall be a non-voting member of the School Board. RSA 189:1,C.

Amended: March 12, 2001
 May 14, 2001
 January 7, 2002
 January 13, 2003
 February 2, 2004
 February 14, 2005
 January 3, 2006
 January 8, 2007
 January 7, 2008
 January 12, 2009
 March 8, 2010
 February 13, 2012
 February 10, 2014
 April 13, 2015
 January 11, 2016
 January 2, 2018
 April 15, 2019
 November 8, 2021

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DATE OF ADOPTION: DECEMBER 11, 2017	PAGE 1 OF 1

FIRST AND SECOND READING – REVISIONS

AGENDA PREPARATION AND DISSEMINATION

The Superintendent and School Board Chair shall prepare all agendas for meetings of the Board.

Items to be placed in the agenda should be received by the Superintendent on or before the Tuesday preceding the meeting. Every Board member has the right to place items on the agenda. Items not included in the agenda may be brought before the meeting provided it is agreed to by the Board. However, the Board may choose not to deal with every agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into non-public session and the statutory reason for doing such.

Items of business may be suggested by any Board member, staff member, student, or citizen of the District. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Superintendent and Chairperson. The agenda, however, shall always allow suitable time for the remarks of the members of the public who wish to speak briefly before the Board. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda, together with supporting materials for the Board's regular meetings, shall be distributed to Board members ~~at least~~ within five days ~~prior to~~ prior to of the Board meeting, to permit them to give items of business careful consideration. Board Members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities. The agenda shall also be made available to the press and others upon request.

Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential.

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DATE OF ADOPTION: DECEMBER 11, 2017	PAGE 1 OF 1

Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

Legal References

RSA 91-A:5, IX

Revised: September 2017

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DATE OF ADOPTION:	PAGE 1 OF 2

NEW POLICY – SECOND READING

NURSING MOTHERS ACCOMODATIONS

A. Statement of Purpose.

The District provides a supportive environment as to time and place for students and employees (collectively “nursing mothers”). Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of nursing mothers by providing reasonable times and suitable spaces for nursing mothers to nurse during school and work hours for (1) one year after the birth of the child. Nursing for purposes of this policy will include expression of milk by manual or mechanical means.

No nursing mother will be discriminated against for nursing or nursing related activities as provided in this policy, and reasonable efforts will be made to assist nursing mothers in meeting their infant feeding goals while at work or school.

B. Accommodation Notice and Plans.

A nursing or expectant mother should contact the building principal, or employee’s supervisor at least two weeks before the need for nursing accommodations arises. The District will endeavor to meet the break and space needs of each nursing mother. However, when ordinary accommodations (as discussed below) will create undue hardship to the operations of the school/workplace, the District will work with the nursing mother to determine whether other acceptable accommodations may be made. Such other accommodations could include such items as a change in work/class assignments, or schedules. When acceptable accommodations are unattainable, the building principal or other administrator working with the nursing mother should consult with the District’s, Superintendent or school attorney.

A nursing accommodation plan should be revisited upon the nursing mother’s request, or at least every three months, with adjustments made to the accommodations for breaks as nursing needs change.

C. Reasonable Time to Express Milk During the School Day.

Absent accommodations as established under Section B, above, a nursing mother will have a minimum of three opportunities (“nursing period”) during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of nursing or to address other needs relating to nursing. An employee or student can use usual break and meal periods if she chooses.

A nursing mother who is an hourly employee will not be paid during nursing periods unless either (a) the nursing period falls during a regular paid break (e.g., a paid lunch), or she is not completely relieved of duties during the nursing break. Nursing mothers shall not be required to “make up” time relating to the use of unpaid nursing periods.

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DATE OF ADOPTION:	PAGE 2 OF 2

D. Suitable Private Areas for Nursing.

Nursing mothers will be provided with a private place, other than a bathroom, in each school district building in which a nursing mother spends her working or school day. The nursing area:

- a. May be temporary or permanent.
- b. Shall be shielded from view and free from intrusion by other persons, including without limitation of other staff or students;
- c. Shall be within a reasonable walk to the nursing mother's workstation or classroom unless otherwise agreed by the nursing mother;
- d. Have, at a minimum, an electrical outlet and a chair if feasible;
- e. Have a sink with running water if feasible, or be in proximity to one;
- f. Have a refrigerator for breast milk storage if feasible, or be in proximity to one;
and
- g. Shall be cleaned regularly by District staff assigned to that duty.

E. Nursing Mother Responsibilities.

Nursing mothers will:

- 1. Provide at least two weeks advance notice of the need for nursing accommodations, preferably prior to their return to school following the birth of the child. This will allow school administrators the opportunity to establish a location and work out scheduling issues.
- 2. Maintain the nursing area by wiping down surfaces with antibacterial wipes so the area is clean for the next user.
- 3. Provide their own supplies as is necessary.

F. Prohibited Conduct.

Any intentional act which violates a nursing mother's privacy, aims to frustrate a nursing mother's intentions to use the nursing facilities, or constitutes harassment on account of a nursing mother's needs or breastfeeding status is prohibited, and shall be treated as violation of the applicable code of conduct, with possible disciplinary consequences and may constitute sexual harassment and be reported to the Title IX Coordinator.

G. Dissemination of Policy.

This policy shall be printed or summarized in applicable employee and student handbooks. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

Policy Adoption:

Policy Revision:

DOVER SCHOOL DISTRICT	POLICY CODE: BEDG
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 1 OF 6

SECOND READING - REVISIONS

MEETING MINUTES

A. Minutes Required.

Under RSA 91-A, the School Board, and each of the Board's committees (*irrespective of whether standing or ad hoc, and irrespective of whether deemed a sub-committee or an advisory committee*) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the District School Board, and each such Board committee.

The Board will appoint a recording clerk/minute taker to prepare the minutes of each meeting. Should the person so appointed be absent from all or part of a meeting (e.g., non-public session), the Chair, subject to being overruled by the Board, shall appoint a person to take the minutes.

In addition to "minutes" as described below, a more comprehensive "record" and/or "decision" may be required in the event of a "hearing" regarding individual rights/claims (e.g., teacher non-renewal, student expulsion, manifest educational hardship, etc.). In such instances, the Board and/or Superintendent should consult with counsel to assure that any statutory or regulatory requirements are satisfied.

B. Required Content of Minutes.

At a minimum, all minutes, including minutes of non-public sessions, must include:

1. the names of members participating;
2. persons appearing before or addressing the School Board (members of the public who do not address the Board, and are there as attendees only, do not need to be identified);
3. a brief description of each subject matter discussed;
4. identification of each member who made a first or second of any motion;
5. a record of all final decisions;
6. when a recorded or roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
7. in the event that a Board member objects to the subject matter discussed by the Board, if the Board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the objection and discussion." (See RSA 91-A:2, II-a.).

See Section D below for additional content requirements for minutes of any meeting at which the Board enters a non-public session.

C. Approval and Access to Minutes.

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Approval and availability of minutes will depend in part on whether the minutes are of a public or non-public session, and as to non-public minutes, whether they are sealed or not. "Approved minutes" refers to the final version of minutes approved by vote of the Board. "Draft minutes" refers to minutes that have not been formally approved by the Board. "Sealed minutes" refers to minutes from a non-public session and which the Board has determined should not be disclosed pursuant to RSA 91-A:3, III and as discussed in Section D, and paragraph C, below.

1. Location and Retention of Minutes. In accordance with Board policy EH, and N.H. Department of Education rule Ed 302.02 (j), all minutes will be kept at the office of the Superintendent. Minutes for non-public sessions that have not been sealed shall be kept in the same location and indexed in the same manner as for public minutes.
2. Access to Approved & Unsealed Minutes. Approved and unsealed minutes shall be available for inspection by the public during the normal business hours of the SAU office, and in accordance with RSA 91-A:2 through 91-A:4 (subject to the exemptions stated in RSA 91-A:5), and Board policy EH. Requests for access to minutes shall be processed in accordance with District administrative procedures EH-R.

Additionally, all approved and unsealed minutes shall be posted in a consistent and reasonably accessible location on the District's website, or the website shall contain a notice describing where the minutes may be reviewed, and copies requested.

3. Access to Draft Minutes and Minute Preparation Materials. "Draft" or "unapproved" minutes that have not been sealed will be available for inspection upon request at the SAU office during normal business hours. Drafts for public sessions must be available within 5 business days of the meeting, while drafts of non-public session minutes that have not been sealed by the Board must be available within 72 hours (3 calendar days) of the meeting.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized and shall likewise be available for inspection during that period.

4. Approval of All Minutes Other Than Sealed. Draft public minutes and non-public minutes that were not sealed will be sent to the members of the Board before the meeting at which they are to be approved. **Board members may send suggested changes back to the minute recorder without copying the other members.** Changes made by the Board to draft minutes shall be recorded either by (i) retaining the draft with the final approved minutes, (ii) including notations (e.g., "redline" edits) in the final approved minutes, or (iii) outlined in the minutes of the meeting at which the Board approved.
5. Approval of Sealed Non-Public Minutes of Non-Public Sessions. Unless previously sealed by the Board, draft minutes for all non-public sessions will be made available for public inspection within seventy-two (72) hours after the non-public session.

Drafts of non-public minutes will be provided to the Board, either (i) at the conclusion of the non-public session and may be approved at the time, prior to any vote to seal, or (ii) if sealed, provided to the Board at the meeting, if any, at which they are to be approved. If copies of draft sealed minutes are provided to Board members for the purpose of review and/or approval, the copies shall be recovered by the Chair or recording clerk and destroyed. Only the official record copy may be retained, with a list maintained for sealed non-public minutes as described in Section D, below.

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D. Special Provisions for Minutes Relating to Non-Public Sessions.

For any public meeting that includes a non-public session (see Board policy BEC for statutorily required procedures relative to entering and exiting non-public sessions), additional information beyond that discussed in paragraphs B.1-7, is required both for the public meeting minutes, and for minutes specific to the non-public session, irrespective of whether the non-public minutes are "sealed" (see discussion below).

1. **Information Regarding Non-Public Session Included in Public Minutes.** The public minutes of the meeting at which the non-public session occurs must include the statutory reason given in the motion as the foundation for each non-public session, as well as a roll call record of how each Board member voted on the motion to enter. Public minutes must also reflect any motion to seal (described in paragraph C.2., above), along with the statutory reason permitting the sealing, and record how each member voted on the motion to seal.
2. **Sealing Non-Public Minutes.**
 - a. As used in this policy, "sealed" minutes in reference to minutes of non-public sessions, means that the Board determined by 2/3 majority vote in public session that "divulgence of the information" (i.e., information in the minutes of the non-public session):
 - i. Would affect adversely the reputation of a person other than a Board member;
 - ii. Would render ineffective the action/proposed action/taken in non-public session; or
 - iii. Pertains to matters relating to the preparation for and carrying out of all emergency functions intended to thwart a deliberate act intended to result in widespread or severe damage to property or widespread injury or loss of life (i.e., terrorism).
 - a- **b.** A motion to seal, if any, should be the first item of public business after the Board exits the non-public session, and must state one of the three grounds above allowing sealing.
 - b- **c.** If the minutes are not prepared/approved during the non-public sessions itself, the Board should discuss the content of the minutes prior to exiting so that any vote to seal will be an informed vote.
 - e- **d.** When making or voting upon a motion to seal, the movant/Board should consider and state the duration that minutes be sealed based upon the grounds supporting the sealing. *This can be done either by stating a date they are sealed until, or a date by which the Board might review the minutes status.* For instance, minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the Board might remain sealed permanently, while minutes sealed because disclosure would "render the action ineffective" should be sealed only for as long as that reason exists or is anticipated to exist. *Pursuant to RSA 91-A:3, III, non-public minutes relating to discussion about lease, purchase or sale of property (91-A:3, II(d)) must be made available "as soon as practicable after the transaction has closed or the Board has decided not to proceed with the transaction."*
3. **Minutes of the Non-Public Session Itself.** In addition to the information included in all minutes as described in paragraphs B.1-7, above, minutes of the non-public session must include "all actions" and decisions (i.e., votes, including negative votes) taken by the Board, with a record of how each member voted. If the Board does not "seal" the minutes of the

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non-public session, then such information must be disclosed to the public within 72 hours of the close of the meeting.

4. **Sealed Minutes List.** In order to comply with RSA 91-A:3, III, the Superintendent is directed to maintain a list of all sealed minutes for non-public sessions occurring after July 1, 2021. The list (referred to as the "Sealed Minutes List") shall include:

- a. the name of the public body (e.g., School Board, Policy Committee, etc.);
- b. the date, time and location of the public meeting (from meeting notice);
- c. the start and end times of the non-public session;
- d. the specific grounds upon which the non-public session occurred (e.g., RSA 91-A:3, II (b) and (c), etc.);
- e. the specific grounds upon which the minutes were sealed (e.g., "disclosure would render the action ineffective" or "disclosure would likely adversely affect the reputation of a non-board member," etc.);
- f. the date the vote to seal the minutes occurred;
- g. the date, if any, stated in the original motion or subsequently, on which the sealed minutes will be unsealed; the motion to seal should, when possible, state the date the minutes should be unsealed or at least reviewed by the Board or other public body; and
- h. the date, if any, of a subsequent decision to unseal the minutes.

The Sealed Minutes List shall be updated each time the public body seals non-public minutes, and the updated List shall be made as soon as practicable for public disclosure.

5. **Reviewing and Unsealing Previously Sealed Minutes.**

~~The Board may appoint a delegate authority to review previously sealed minutes to one or more Board members, the Superintendent or other appropriate administrator. Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. Although discussion of whether to unseal such minutes can occur in non-public session pursuant to RSA 91-A:3, II (m), any vote to unseal must occur in public session.~~

1. **Pursuant to RSA 91-A:3, IV, starting on October 3, 2023, sealed minutes must either be reviewed within each ten-year period or unsealed no later than the expiration of ten years following the date they were sealed or last reviewed. Minutes sealed prior to October 3, 2023, must be reviewed and/or unsealed by October 3, 2033.**

E. Procedures

The Board establishes the following procedures pursuant to RSA 91-A:3, IV(a) for reviewing sealed minutes:

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- a. Record of Minutes Sealed Prior to October 3, 2023. The Board directs the Superintendent or their designee to compile a log of non-public minutes that have been sealed prior to October 3, 2023 ("Record of Minutes Sealed Before 10/3/2023" or "Record") using information from the exterior of the envelopes or other available external notations for the sealed minutes. The preparation of the Record will include minutes that are also included on the Sealed Minutes List kept according to paragraph D, above.

The preparation of the Record shall not include reviewing the sealed minutes themselves. The Record should include as much of the same information for all previously sealed minutes as is required on the Sealed Minutes List (see paragraph D.4, above). The Record of Minutes Sealed Before 10/3/2023 shall be completed no later than May 1, 2024.

Upon completion of the log of previously sealed minutes, the Board will establish a schedule for completing a review of all of the previously sealed minutes no later than June 1, 2023.

- b. Initial Review of Previously and Newly Sealed Minutes. The Policy Review Committee will designate one board member at the first regular board meeting following the organizational meeting to review all sealed non-public minutes according to the schedule established in the Record of Minutes Sealed Before 10/3/23, and for those minutes that are sealed after 10/3/23 according to the review date appearing on the Sealed Minutes List maintained according to paragraph D.

If the Reviewing Designee is a committee of more than one, then the initial review of sealed minutes shall be conducted in non-public session pursuant to RSA 91-A:3, II (m), but only in a duly notice meeting in full compliance with RSA 91-A:2.

In the initial review, the Reviewing Designee will inspect the sealed minutes to determine whether, in the Reviewing Designee's opinion, the reasons (see D.2.A.i-iii, above) that justified keeping the minutes from the public (i.e., sealing) under 91-A:3, III still apply.

NOTE: In years past, 91-A did not require a public motion to seal. Accordingly, a review of non-public minutes --or even public minutes-- may not include sufficient information to determine what the original circumstances were that justified sealing the minutes.

If the Reviewing Designee is of the opinion that the reasons initially justifying the sealing of the minutes no longer apply, or if the minutes themselves do not include information upon which the then current board could determine that the minutes should not be disclosed, then the Reviewing Delegee will recommend to the Board that the Board unseal those minutes.

If, however, the Reviewing Designee determines that the reasons justifying non-disclosure continue to apply, the Reviewing Designee shall assign a new date - within 9 years and 10 months thereafter - for the sealed minutes to be reviewed next. The Reviewing Designee will assure that the Sealed Minutes List maintained pursuant to paragraph D.4 is updated to reflect the new date, and any additional

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data pertaining to the sealed minutes required by the list which was not previously discernible from external sources.

Board Determination Whether to Disclose Previously Sealed Minutes.

Upon receipt of recommendations from the Reviewing Designee that previously sealed minutes should be disclosed, the Board will review such minutes in non-public session under RSA 91-A:3, II(m) to determine whether the circumstances that justified keeping meeting minutes from the public under RSA 91-A:3, III no longer apply.

While the Board's review and discussion regarding previously sealed minutes may occur in non-public session, pursuant to RSA 91-A:3, II(m) any vote by the Board whether to disclose minutes shall take place in public session.

If the Board votes to disclose/unseal, the minutes shall be available for release to the public within 72 hours.

Policy Adoption: February 10, 2020

Policy Revision: November 8, 2021

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SECOND READING - NEW POLICY

FALSE ALARMS, BOMB, ACTIVE SHOOTER AND OTHER SUCH THREATS

The Board recognizes that false alarms, and bomb, active shooter or other such violent threats, are a significant concern to schools. Whether a threat is real or a hoax, it represents a likely substantial disruption to the educational mission of the school, as well as potential danger to the safety and welfare of students, staff, and school property.

No person shall make or communicate, by any means, a threat stating the current or future presence of: a fire, an explosion, an active shooter, an explosive device, a biological or chemical substance, or other catastrophic emergency on school premises. This prohibition extends to activating any alarm on school property intended to warn of the presence of one or more such threats or conditions when the person activating the alarm knows the threat or condition is not present, or there is no reasonable basis presence of such threat or condition. Making such threats or false alarms will be deemed a violation of the applicable code of conduct, with potential disciplinary action, and will be referred to law enforcement for potential criminal prosecution.

Any such false threat or alarm will be regarded as a serious matter and will be treated accordingly. In the event a violent threat is made or alarm activated, the Building Principal/supervisor shall follow the pertinent procedures set forth in the District Crisis Prevention and Response Plan EBCC, and the school specific Emergency Operations Plan.

At a minimum:

1. The Superintendent or designee shall make a determination as to whether an immediate evacuation of school buildings is required in accordance with the District Crisis Prevention and Response Plan.
2. Simultaneously, local law enforcement authorities shall be notified.
3. An investigation of the threat should be made by local law enforcement authorities or applicable state department.
4. Any decision to re-enter the school or buildings after an evacuation will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.
5. The Superintendent or designee will communicate the occurrence of any threat under this policy to the parents/guardians of any students and staff members in the affected building, whether or not a full evacuation occurred EITHER in accordance with the District Crisis Prevention and Response Plan OR the District Communication Plan OR as soon as deemed appropriate under the circumstances.

Policy Adoption:

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SECOND READING - REVISIONS

BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

To help assure the safety of District students, it is the policy of the Dover School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with, or supervision of students, that the administration conducts a proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

A. Definitions. As used in this policy:

1. **"Applicant"** shall mean and include an Applicant for employment or any person seeking to serve in any position falling within the term "Covered Person" as defined below, who is selected by the District for further consideration for such position.
2. **"Background investigation"** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
 - a. The Applicant/Covered Person is qualified for the position for which they have applied, will/would be assigned, or will/would perform, and
 - b. The Applicant has been found guilty of any criminal activity or conduct that would make them ineligible or unsuitable for employment or service in the District.
3. **"Conditional offer of employment"** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **"Contractor"** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
 - a. cafeteria workers,
 - b. school bus drivers,
 - c. custodial personnel,
 - d. any other direct service or services to students of the district or charter school.
5. **"Covered Person"** shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any Applicant/Person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of "Designated Volunteer" below are considered "Covered Employees". See Board policy IJOC for additional provisions relating to all volunteers. **All Covered Persons are required to undergo training as provided in Board policy GBCE.**

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6. **“Criminal History Records Check”** or “CHRC” means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.

7. **“Designated Volunteer”** is any volunteer who:

- a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, overnight field trip chaperone);
- b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
- c. Meets with students on a one-on-one basis [without the presence of a teacher or other such professional staff member]; OR
- d. Any other volunteer so designated by the School Board or Superintendent.

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a “Designated Volunteer”, subject to any additional rules or procedures established by the Superintendent.

8. **“Educator Candidate”** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).

9. **“Section V Offense(s)”** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current list of offenses may be accessed at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

[Link: Section V Offenses - RSA 189:13-a, V](#)

“Non-Section V Offenses” are all other crimes offenses, whether felonies or misdemeanors.

10. **“Designee”** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of Human Resources, the Personnel Director, the Chief Financial Officer or the Finance Director.

B. Background Investigation and Restrictions on Hiring or Appointing Individuals with Revoked or Suspended Credentials.

1. The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy **including but not limited to reviewing the most recent NHED List of Revoked & Suspended Credentials.** The Superintendent may

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assign the Background Investigation (but not the CHRC) to someone other than the Designee, but **the Background Investigation** shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, student teacher, or a Designated Volunteer to work or serve within the District. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. All decisions regarding employment and the pre-employment process shall conform to the District's Anti-Discrimination and Equal Opportunity policy, AC.

As part of the application process, each Applicant shall be asked whether they have ever been convicted of any crime and whether there are any criminal charges pending against them at the time of application. The Applicant will also be directed to report any criminal charges brought against themselves after the application is submitted and until either hired or notified that they will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record (**e.g., checklist and/or source documentation**) of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee's personnel file and retained pursuant to the District's Record Retention Schedule EHB-R.

- 2. Prohibition against hiring/appointment of individuals with revoked or suspended credentials. The District will not hire any individual whose education license, certification or other credential ("credential") issued by the Department of Education is currently revoked or suspended, unless: (1) the individual's prospective employment would begin after the reinstatement of that individual's credential; or, (2) the individual retains an active endorsement in one or more areas in which the individual remains eligible for employment, even though the endorsement in another area is under revocation or suspension.**

No person whose credential issued by the Department of Education has been revoked or is under current suspension, may be appointed as, or serve as, a volunteer for any district service or activity, designated or otherwise.

In the instance of a person with no current endorsement, the suspension or revocation would preclude hiring or appointing that person to any position within the district. This means, for example, that a former science teacher whose credentials are revoked may not be appointed as a volunteer soccer coach.

Notwithstanding the prohibitions and limitations imposed by this paragraph, educators whose credentials have been revoked or are currently suspended, retain all the rights afforded members of the public to enter onto school grounds and attend school events in accordance with applicable laws and School Board policies. Similarly, such individuals who are parents or guardians of district students shall maintain all the rights afforded all parents and guardians under law and School Board policies – but may not serve in volunteer positions.

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C. False Information. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

D. Criminal History Records Check.

1. **General.** As part of the District's Background Investigation, ~~the~~ each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a conditional offer of employment or begin service in the District, until the Superintendent or designee, has initiated the CHRC.

The Applicant shall provide the District with a Criminal History Records Release Form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required Criminal History Records Release Form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person, and they will not be considered for the position.

2. **Special Provisions for Educator Candidates, Substitutes, and Bus Drivers & Bus Monitors and ~~Substitutes~~.**

- a. **Educator Candidate.** Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g, observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.
- b. **Bus Drivers and Bus Monitors.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records check for bus drivers ~~and bus monitors~~ shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.

3. **Results of Criminal History Records Check.** The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.
4. **Pending Charges or Convictions for Section V Offenses.** If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent's designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.

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- 5. Non-Section V Offenses and/or Past Charges of Section V Offenses.** If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant's suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought).

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. ~~The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.~~ Pursuant to regulations of the United States Department of Justice, and RSA 189:13-a, the Superintendent may NOT share with the Board information directly gleaned from the CHRC regarding specific criminal charges, arrests, convictions etc., but may share the fact that they are nominating a person whose background investigation revealed information requiring the Superintendent to apply the criteria established by the Board in the preceding paragraph.

- 6. Fees for Criminal History Records Check.** Any Applicant for whom the Board requires a CHRC, or, in the instance of third-party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.
- 7. Additional Criminal Records Checks.** To the extent permitted by law, the Superintendent or designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the District.
- E. Conditional Offer of Employment.** Applicants who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the Background Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.
- Any Applicant who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that their employment or approval to work within the District is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the District.
- F. Final Offer of Employment.** No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of

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the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An Applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of a CHRC and background investigation.

- G. Administrative Protocols/Procedures.** The Superintendent is authorized to establish written protocols for background investigations, ~~which~~ **and such** protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.
- H. Contractor and Vendor Provisions.** The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII and policy GBCE.
- I. Training of Superintendent/Designee.** The Superintendent or any designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.
- J. Reports of Criminal Offenses Post-Hire or Commencement of Service.** When the District receives a notification of a covered person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the covered person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall make a report to the New Hampshire Department of Education pursuant to section 510.05 of the Code and Board policy GBEAB – Mandatory Code of Conduct Reporting.

Policy History

Policy Adoption: November 13, 2017

Policy Revision: November 8, 2021

Policy Revision: September 12, 2022

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SECOND READING – NEW POLICY

TRAINING AND INFORMATION RELATIVE TO CHILD SEXUAL ABUSE PREVENTION

The Superintendent shall require that every employee, designated volunteer or other person whose position requires a criminal history records (CHRC) check under RSA 189:13-a, and/or is a "Covered Employee" as defined in Board policy GBCD is provided with informational materials, training, or other education, either online or in person, concerning child sexual abuse prevention, sexual assault and harassment policy training, warning signs of child abuse, and reporting mandates. Such training shall be completed within 30 days of employment and renewed every two (2) years for all such Employees, Designated Volunteers, and other persons.

Policy History

Policy Adoption:

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SECOND READING - REVISIONS

CHANGE OF CLASS OR SCHOOL ASSIGNMENT BEST INTERESTS AND MANIFEST HARDSHIP

The Superintendent is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

A. Best Interest Re-Assignment – Determination by Superintendent.

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District to another class within the school, (*if applicable*) to another public school within the District, to another public school, ~~or public academy~~, or approved private school in another district ~~or an approved private school~~.

Authorization granted to the Superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure:

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in Number 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
- b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.
- c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, (*if applicable*) to another public school, public academy, or an approved private school within the district or to a public school, public academy, or an approved private school in another district.

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- d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's/guardian's belief that reassignment is in the best interest of the student.
 - e. The Superintendent may present such information as they deem appropriate.
 - f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.
2. Finding Reassignment Is or Is Not in the Best Interest.
- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
 - b. If the Superintendent finds it is in the best interest of the student to change the student's school or assignment, the Superintendent shall initiate:
 - i. A change of assignment within the student's current assigned school;
 - ii. The student's transfer to another public school, public academy, or an approved private school within the district of residence; or
 - iii. The student's transfer to a public school, public academy, or an approved private school in another district.
 - c. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.
3. Tuition Determination.
- a. **Assignment to Another School District or Public Academy.** If a student is to be reassigned to another **public school in another school** district or approved **school public academy** as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest hardship approval procedures.
 - b. **Assignment to an Approved Private School.** If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance.

The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

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4. Transportation. Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.
5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).
6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.
7. Review/Appeal of Decision. **The decision of the Superintendent shall be final, and any appeal shall be limited to the process set forth in Section B, below.**
8. Annual Review of Decision. **A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at their discretion, waive the review when they deem such to be appropriate.**

B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in their current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
2. Procedure for Determination of Manifest Educational Hardship.
 - a. Within thirty (30) days after receipt of the Superintendent's written determination describing that reassignment is not in a student's best interest as described in paragraph A.2. a & c, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The Superintendent shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days after the request has been

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received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).

- c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student (*if applicable*) attend another public school, public academy, or approved private school in the District, or attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
 - d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as they may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.
 - e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of New Hampshire Department of Education Rule Ed 320(c)-(e).
3. Finding of Manifest Educational Hardship. If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent/guardian's request to reassign the student (*if applicable*) to another public school, public academy, or approved private school in the District, or to a public school, public academy, or approved private school in another district.
 4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education. If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with New Hampshire Department of Ed. Rule Ed. 204.01(g). **2001(g).** If a parent/guardian believes that denial of a re-assignment under this policy **is based** upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
 5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the district is assigned to attend **a public school or public academy** in another district, or a student from another district is assigned to a school in this district, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

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Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. **Transportation:** Transportation for a student reassigned to a schools in another district under this Section B (manifest educational hardship) shall not be the responsibility of the district unless otherwise ordered by the SBOE.
 7. **Annual Review of Manifest Hardship Determination. A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate.**
- C. **Admission Requirements.** Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.
- D. **Statutory Reassignment Limit.** The total reassignments or transfers made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.
- E. **Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation.** Pupils reassigned under this policy will be counted in the average daily membership in residence ("**ADMR**") of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the district to which the pupil was assigned.
- F. **Notice to the Department of Education.** The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.
- G. **Special Education Placements.** A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Policy History:

Policy Adopted: November 8, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: JICC-R
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 1 OF 3

SECOND READING – REVISIONS

SCHOOL BUS CONDUCT RULES

In order to ensure the safety of all students riding district provided school buses, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best behavior while on school buses or vehicles.

The Student Code of Conduct applies to students at all times when being transported on school buses or other District provided transportation to and from school or school activities. Thus, while students may lose the privilege to ride the bus or other District transportation due to students' failure to maintain behavioral expectations, students may also be subject to interventions and/or disciplinary consequences for the same behaviors according to the Student Code of Conduct.

A. Behavioral Expectations & Rules for School Buses and Other District Provided Transportation

1. Students should arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Students shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed students to get on the bus.
3. Students shall wait in an orderly line and avoid horseplay.
4. Students may cross the road or street only in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Students shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Students shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and the emergency door will be used for emergencies only.
7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and their decisions and requests must be followed.
8. Students shall not engage in verbal abuse and/or use abusive language to others.
9. Students may carry only objects that can be held safely on their own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Students shall refrain from throwing or passing objects on, from or into buses.
11. Students shall refrain from eating and drinking on the bus.
12. Students shall respect the rights and safety of others.

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DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 2 OF 3

13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)
14. Students are prohibited from extending head, arms or objects out of the bus windows, and are not allowed to open windows without permission of the driver.
15. Only authorized riders are permitted on the bus.
16. When necessary, students will be expected to sit three passengers to a seat.
17. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules or the Student Code of Conduct, the police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
18. Students shall not use profane language or obscene gestures and shall not make any excessive noises while on the bus.
19. Fighting, wrestling or acts of physical aggression are strictly prohibited.
20. Students shall not deface or otherwise damage the bus, the driver's or any other students' belongings while on the bus. Students/Parents/Guardians will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.
21. Students shall not carry hazardous material, nuisance items or animals onto the bus.
22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses

Students not adhering to the above expectations may receive consequences as described below. However, when a student engages in any conduct that threatens or impacts the health or safety of students, staff or others, the Principal, Transportation Coordinator or Superintendent may impose more significant and immediate consequences including lengthier transportation suspensions.

The following will generally apply to violations of expectations 2 through 16:

First Referral: will result in ~~a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.~~ **the school contacting parents/guardians, a record created in Infinite Campus, and a copy kept at the office of the Transportation Coordinator.**

Second Referral: will result in ~~one (1) hour after school detention.~~ **a consequence appropriate by developmental level.** Parents/guardians must be notified prior to the implementation of the ~~detention.~~ **consequence. This can range from debriefing during recess at the elementary level to a one (1) hour detention at higher levels. In the case of a detention, it becomes the parents/guardians' responsibility to transport or arrange for other transportation home for their children after a detention.**

Third Referral: ~~will~~ may result in an immediate ~~five (5) day~~ suspension from district transportation to and from school. **The consequence depends on the developmental**

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DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 3 OF 3

level of the student and the nature of the infraction, and schools will utilize an agreed upon behavior matrix to implement consistent decision making around consequences.

The following will generally apply to violations (that threatens or impacts the health or safety of students, staff or others) of expectations ~~2~~ **17** through ~~46~~ **22**:

First Referral: will be an immediate ~~five (5)~~ day suspension, up to five (5) days, from all ~~D~~district transportation.

Second Referral: will be an immediate ~~ten (10)~~ day suspension, up to ten (10) days from all ~~D~~district transportation.

Third Referral: will result in the immediate suspension from all district transportation. "RSA 189:9 – Pupils prohibited for Disciplinary Reasons.

C. General Provisions Relating to Transportation/Bus Suspensions

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school sponsored activity or program (e.g., field trips, athletic competitions, etc.).

Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

Any suspension beyond twenty (20) school days must be approved by the school board.

If a student's transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority who issued the suspension.

The Board should consult with counsel regarding the procedures to apply at any Board review or appeal regarding suspension of an individual's transportation privileges.

Until any appeal is heard, or if the suspension of pupil's privileges to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

D. Audio and Video Surveillance on School Buses

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2. See Board policy ECAF – Audio & Video Surveillance on School Buses.

E. Students with Disabilities

Students with disabilities will be disciplined in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

Policy History:
Adopted: December 13, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: KCD
DATE OF ADOPTION: NOVEMBER 14, 2005	PAGE 1 OF 2

SECOND READING – REVISIONS

PUBLIC GIFTS / DONATIONS

Gifts from organizations, community groups and/or individuals which will benefit the District shall be encouraged. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the building principal or the superintendent, or superintendent designee, what gifts are appropriate and needed.

The board reserves the right to refuse to accept any gift which does not contribute toward the achievement of the goals of this district or the ownership of which would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies, school district goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

~~Gifts of a value of \$100 or less will be accepted by the authority of the appropriate principal, director or program manager. Gifts of a value in excess of \$100 but less than \$500 will be accepted by the authority of the Superintendent or designee, and contributions of a value in excess of \$500 will be presented to and acted on by the School Board.~~

The Superintendent may accept gifts subject to the terms of this policy in the amount of \$2,500 or less. The Superintendent will advise the Board in advance of acceptance at the next regularly scheduled Board meeting. Gifts in excess of \$2,500 may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$20,000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$20,000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the board, and is subject to the same controls and regulations as are other properties of the district. The board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the district. The board will make every effort to honor the intent of the donor in its use of the gift but reserves the right to utilize any gift it accepts in the best interest of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the board of a commercial product or business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the district's inventory and to notify the donor of acceptance or rejection of a gift.

~~Any gift presented to the school district must be accompanied by a letter from the donor~~

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DATE OF ADOPTION: NOVEMBER 14, 2005	PAGE 2 OF 2

~~identifying the subject and purpose of the gift and any restriction that may apply for official action and recognition of the school board.~~

~~To be accepted, a gift must meet the following criteria:~~

- ~~• Have a purpose consistent with the mission and goals of the school district~~
- ~~• Be offered by a donor acceptable to the School Board~~
- ~~• Will not involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds~~
- ~~• Will not employ "regular" full or part-time personnel~~
- ~~• Will place no restrictions on the school program~~
- ~~• Will not be inappropriate or harmful to students~~
- ~~• Will not imply endorsement of any business or product~~
- ~~• Will not be in conflict with any provision of school policy or public law~~
- ~~• Gifts to individual members of the staff by pupils, parents, or organizations shall be discouraged.~~

~~Gifts to the school district become the property of the district and are subject to the same controls and regulations that govern the use of all district-owned property.~~

~~Donations of equipment shall be added to the district's inventory provided it is operative at the time of donation and meets an educational purpose of the district. Gifts which meet the definition of a fixed asset must be added to the school's fixed assets inventory.~~

~~Any purchase to be funded by a cash donation must be processed in accordance with district policy.~~

~~Any gift rejected by the School Board shall be returned to the donor or the donor's estate within 60 days, with a statement indicating the reason for the rejection of the gift.~~

~~A letter of gratitude will be sent to the donor for accepted gifts.~~

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or extra/co-curricular program in the District, through online crowd funding or donor web sites (e.g. donorschoose.org, classful.com, etc.) must be approved in accordance with Board policy DFGA.

Policy History:

Policy Adopted November 14, 2005

Policy Revised

RESOLUTION OF APPRECIATION

RE: Jessica Rozzo

WHEREAS Jessica Rozzo has served the students and represented the citizens of Dover for the past four years, and

WHEREAS she has served on the following committees: Equity Vision Keepers Committee and Safety Committee, and

WHEREAS her unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,

NOW, THEREFORE, BE IT RESOLVED by the Dover School Board that it go on record as thanking Jessica Rozzo for her many hours of dedicated service to the Dover School District, and the citizens of the Garrison City;

BE IT FURTHER RESOLVED that on behalf of the people of Dover, the School Board hereby presents to Jessica Rozzo a small token of thanks and appreciation for her dedicated service to the city.

SUBMITTED BY:

Carolyn Mebert, Chairperson

Jessica Rozzo, Vice-Chairperson

Kathleen Morrison, Secretary

Maggie Fogarty

Robin Trefethen

Micaela Demeter

Michelle Clancy

December 11, 2023

RESOLUTION OF APPRECIATION

RE: Kathleen Morrison

WHEREAS Kathleen Morrison has served the students and represented the citizens of Dover for the past ten years, and

WHEREAS she has served as the City Council Liaison, and as a member of the following committees: DEOP Negotiating Team, and Joint School Board/City Council Committee, and

WHEREAS her unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District,

NOW, THEREFORE, BE IT RESOLVED by the Dover School Board that it go on record as thanking Kathleen Morrison for her many hours of dedicated service to the Dover School District, and the citizens of the Garrison City;

BE IT FURTHER RESOLVED that on behalf of the people of Dover, the School Board hereby presents to Kathleen Morrison a small token of thanks and appreciation for her dedicated service to the city.

SUBMITTED BY:

Carolyn Mebert, Chairperson

Jessica Rozzo, Vice-Chairperson

Kathleen Morrison, Secretary

Maggie Fogarty

Robin Trefethen

Micaela Demeter

Michelle Clancy

December 11, 2023

2024 - 2025 Program of Studies Changes

Most of the changes to the program of studies for the 2024-2025 school year were grammatical fixes and tweaks to dual enrollment course titles/schools. The few changes that were made include:

1. Additions to Interdisciplinary credits -

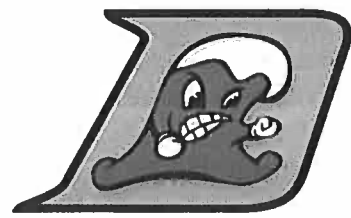
9	Interdisciplinary Studies	Requirement	Course and Course #	Interdisciplinary Studies to ADD:
	Fine Arts		Theater Arts I #104210	Computer Education (all for .5 credit) - Digital Media Arts, All levels of Business, Computer networking, Computer Programming, Film and Animation, pre-engineering
			Theater Arts II #104205	
			Unified Dramatics	
			Honors Pre-Engineering I with portfolio	
	Computer Education		Honors Pre-Engineering I #921392	Math Credit (.5 credit for all) - Welding, Culinary
			Recording Technology #555560	
	Science		Introduction to Biomedical Science #790210	Fine Arts (.5 credit for all) - Culinary, COS I, COS 2, Welding
			Animal Science I and II #901211	
			Honors Veterinary Science #903310	
			Health Sciences I #931260	
			NAH #932860	
			Introduction to Leadership Education & Training (LET A) #993210	
	Social Studies		Criminology I #933250	Science Credit (all are 1 credit) Sports Med I, Sports Med II, Honors BioMed I, Honors BioMed II, Large Animal Science
			Intro to Leadership Education & Training (LET A) (Global Studies)	
	Mathematics		Intro to Leadership Education & Training (LET B) (Am. Government)	
			Building Construction Technology I and II #921220 and #932220	
			Leadership Education & Training (LET A) #932270	
			Completion of Cosmetology I, II and III #931110, #932150 and #932250	

- Added an option for College Prep College Writing instead of only having an Honors option.
- Updated the title of Math & Money to now read: Math, Money & Personal Finance.
- Included a note to Health Class description to include information about the Teen Mental Health/First Aid curriculum.
- Removed three courses: Unified Health & Wellness mentor/mentee, Care & Support, Electrical Technology III (but still available as an ELO)

DOVER HIGH SCHOOL AND CAREER TECHNICAL CENTER

PROGRAM OF STUDIES

2024-2025



 603-516-6900

 25 Alumni Dr.

 DHS.Dover.K12.NH.US

 DoverHighSchool and CareerTechnicalCenter

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PLEASE NOTE: Descriptions of courses in this catalog do not constitute a guarantee that all courses will be taught during the coming school year. Dover High School reserves the right to cancel any class due to under-enrollment, scheduling issues, or budgetary constraints.

Dover School District, SAU #11

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Dr. Christine Boston, Assistant Superintendent

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Michael Limanni, Chief Financial Officer

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Dover High School and Regional Technical Center

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Kori Kennedy, Director of Career & Technical Education

Meredith Lapoint, Dean of Students

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Carolyn Schwartz, Director of School Counseling

Kimberly Stephens, Dean of Students

Valerie West, Dean of Instruction

Dover School District

Mission Statement - *Working collaboratively to empower all learners to become dynamic global citizens!*

Dover High School

Mission Statement - *Dover High School is committed to the development of lifelong learners who strive to reach their full potential academically, civically, and socially. We will foster collaboration among students, teachers, administration, and the greater community to create a student-centered educational experience in a respectful and safe environment.*

ABOUT DOVER HIGH SCHOOL

Founded in 1851, Dover High School and Regional Career Technical Center serves the city of Dover as well as the towns of Barrington and Nottingham. Dover High School has approximately 1500 full time students, and as part of the Tri-City Regional Career-Educational system, welcomes an additional 130 students to its career and technical programs from sending schools, including Rochester, Somersworth, Milton, Oyster River, and Marshwood and York High Schools in Maine.

Dover High School offers a curriculum designed to meet the needs of diverse learners. Courses include opportunities for students to acquire and strengthen basic skills as well as opportunities to do college-level work through Advanced Placement courses and dual-enrollment programs. In addition to academics, Dover High School offers a variety of co-curricular activities and athletic programs to foster student involvement and build community.

EXPECTATIONS FOR STUDENT LEARNING

Dover High School's curriculum, co-curricular activities, and athletic programs are intended to inculcate the following expectations for student learning:

Academic Expectations

Access and analyze information

Read, write, and speak effectively

Think critically

Solve problems resourcefully and effectively

Social and Civic Expectations

Assume responsibility for one's actions

Treat self and others with respect

Work cooperatively with others

Set personal goals for education and career

Understand the importance of personal wellness

Make positive contributions to the community

Foster a sense of belonging among its members

NONDISCRIMINATION POLICY

It is the policy of Dover High School not to discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, language, religion, age, sex or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 705120 of the Rehabilitation Act of 1973 and the Education for all Handicapped Children Act of 1975. **Sexual harassment** is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by an unwelcome verbal or physical conduct of a sexual nature that interferes with an individual's academic performance. **A concern or complaint concerning sexual discrimination should be made to Christine Boston (516-6722).** Any person having inquiries concerning Dover High School's compliance with the regulations implementing these laws may contact the Dover School System **(516-6804)**. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, John W. McCormack Post Office and Court House Square Room 502514 Boston, Massachusetts 02109.

ACCREDITATION



Dover High School and Regional Career Technical Center is accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non- governmental, nationally recognized organization whose affiliates include elementary through collegiate institutions offering post-graduate programs. NEASC's Commission on Public Secondary Schools explains accreditation as follows:

Accreditation of public secondary schools by the New England Association of Schools and Colleges indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the seven Standards for Accreditation of the Commission on Public Secondary Schools.

The Standards for Accreditation are a research-based set of practices and concepts that provide guidance to schools on all aspects of the education -- academic, civic, and social -- of the young people under their care. The Standards which are considered to be living documents are reviewed and revised, as necessary, every five years. The process of review includes surveys of all member schools, specific consideration of feedback provided by schools that have recently undergone an accreditation visit, an appraisal of recent, relevant educational literature, and in-depth discussions at the Commission level. As needed, third parties, including consultants, are contracted to conduct relevant research to inform the revision of the Standards. The Standards tend to be reflective of current trends in research on public education without espousing one particular mode of thought.

The awarding of accreditation signifies that the school has met Commission Standards at an acceptable level and is willing to both maintain those Standards and to improve its educational program by implementing the recommendations of the visiting committee and the Commission. Continued accreditation is dependent upon a school demonstrating ongoing, reflective progress to improve teaching and learning and the support of teaching and learning.

Membership in and accreditation by the NEASC is similar to membership in professional organizations such as the American Bar Association and the American Medical Association. In each case, a commitment toward continual self-evaluation, a pledge to self-improvement, and a desire to maintain the Standards for Accreditation are necessary.

A MESSAGE TO STUDENTS AND PARENTS

Dear Students and Parents,

The goal of the Program of Studies is to serve as a reference guide for you and your family as you plan your high school experience. It contains specific information about course offerings as well as general information about our programs and services. It is our attempt to simplify the complex and serious task of planning and selecting an appropriately challenging course of study. At Dover High School, we strive to create diverse pathways to allow all students to reach their potential and leave with the skills, knowledge, and attitudes necessary to pursue their post-secondary goals.

Our mission statement calls on us to inspire excellence. As you use this Program of Studies to chart your academic course, we ask that you keep our mission in mind. Focus on the big picture. What are your goals during and after high school? Choose a challenging course of study and do not be afraid to stretch yourself academically. Few people ever regret aspiring to new heights.

We urge you to be involved not only in the academic life of Dover High School, but in all aspects of our learning community. We offer a number of extracurricular activities. Find one that excites your passions.

The Dover High School Staff is here to work with you, our students and parents, to plan a successful high school experience. We urge you to maintain open communication with us as we forge an alliance to help all our students meet their full potential.

Peter Driscoll – Principal
Kori Kennedy – Director of CTE
Valerie West – Dean of Instruction

Linda Madden – Dean of Student Services
Kimberly Stephens – Dean of Students

Carolyn Schwartz – Director of Counseling
Meredith Lapoint – Dean of Students

COUNSELING SERVICES

The School Counseling Department provides a comprehensive program for all students in the following areas:

- Academic planning – course selection to fulfill graduation requirements and to meet goals.
- Personal/Social development – making choices and using coping strategies.
- College/career decision-making – using resources to find the right match and the logistics of pursuing choices.

Students generally make appointments to see their counselors, but any student who identifies a critical need will see a counselor immediately. In addition to meeting with students one-on-one, counselors present classroom curriculum and offer evening workshops for parents. They also facilitate student discussion groups around specific topics. Counselors manage 504 Plans, provide crisis intervention services, make referrals to outside agencies and coordinate a variety of programs and projects including peer mentors, peer tutors, student ambassadors, scholarships, and college field trips.

Counselors welcome parent involvement and parents are encouraged to contact their student's counselor with questions regarding academic progress and/or personal-social issues. The counseling department includes six counselors, the registrar, and the department secretary. Contact information is provided on the DHS website along with detailed information regarding School Counseling activities.

All student records are kept and maintained according to federal and state regulations. Parents/Guardians of students needing to inspect student records should contact the School Counseling Office.

Dover High School will not release copies of records or personal information about any student unless a signed release form from the parent/guardian or 18-year-old student is received, except when providing information to recruiters from the Armed Forces. Dover High School provides student directory information upon request to the various branches of the Armed Forces as required by Federal mandates. To "Opt-Out" of these lists, written notification by the parent/guardian, or 18-year-old student must be provided to the School Counseling Office.

PLANNING A COURSE OF STUDY

This Program of Studies has a lot of valuable information that is important for students to know and remember as they go through high school. Students should talk with their parents, School Counselor and teachers to help them make the best selections. Make sure to review the graduation requirements as well as course descriptions to help you decide which classes to take. Make sure to consider your interests and think about what you might want to do after high school. Use the course descriptions and Meeting College Requirements for College Admissions sections to learn about the various courses offered that can help you explore different career fields. Students and parents who carefully consider these things when making course decisions will see the four years students spend in high school as the steppingstone to their future whether going to college, into the military, or directly into the workforce.

SCHEDULES AND CLASS STANDING

Freshman, Sophomores and Juniors are expected to be in school for the full school day and be enrolled in seven credits per year. Seniors who qualify for early release may be eligible to enroll in six credits per year. Students must be enrolled in a minimum of 4 credits at Dover High School and may supplement approved outside courses (i.e. VLACS) to meet their yearly credit requirement to maintain full-time student status (7 credits for freshmen, sophomores, and juniors, and a minimum of 6 credits for seniors). A study hall will be added to the student's schedule to work on each .5 credit class.

Student athletes must be aware that decisions to reduce their course load may make them ineligible to participate. Questions about eligibility should be discussed with the Athletic Director.

Students must earn a minimum of six credits to be a sophomore, twelve credits to be a junior, and eighteen credits to be a senior. If students are on the 20-credit diploma track, they must earn a minimum of nine credits to be a junior, and fourteen credits to be a senior.

Students must be enrolled in a minimum of 4 credits at Dover High School and may supplement approved outside courses (i.e. VLACS) to meet their yearly credit requirement to maintain full-time student status (7 credits for freshmen, sophomores, and juniors, and a minimum of 6 credits for seniors). A study hall will be added to the student's schedule to work on each .5 credit class.

GRADUATION REQUIREMENTS

To meet the needs of diverse learners and acknowledge the value of varied post-secondary plans, Dover High School has a tiered diploma system. In addition to the requirements below students must also pass the U.S. Citizenship Test (70% is passing) and complete the FAFSA prior to graduation.

Students are required to earn a *minimum of 26 credits to be awarded a Dover High School diploma.*

Dover High School will award a *Diploma of Distinction* to students who earn a total of *no less than 28 credits with a cumulative GPA of 3.0 or above* as calculated after Semester I of senior year.

REQUIRED COURSES FOR A STANDARD DIPLOMA AND DIPLOMA OF DISTINCTION

Subject	Credits
English	4
Mathematics (must include Algebra I)	4
Social Studies (must include Global Studies, Economics & Personal Finance, American Gov., US History)	2.5
Science (must include 1 credit each in Physical Sciences and Biological Sciences)	3
Art Education	1
Computer Education	.5
Wellness Education (must include 1 credit Physical Education and .5 credit Health)	1.5
Electives (Distinction)	9.5 (11.5)
Total	26 (28 with Distinction)

Upon recommendation of counselors and, if applicable, case managers, **students may be approved for a 20-credit diploma**, which meets the state minimum requirements for high school graduation.

REQUIRED COURSES FOR A 20 CREDIT DIPLOMA

Subject	Credits
English	4
Mathematics (must include Algebra I)	3
Social Studies (must include .5 Global Studies, Economics & Personal Finance, American Gov., 1 credit US History)	2.5
Science (must include 1 credit each in Physical Sciences and Biological Sciences)	2
Art Education	.5
Computer Education	.5
Wellness Education (must include 1 credit Physical Education and .5 credit Health)	1.5
Electives	6
Total	20

NEW HAMPSHIRE SCHOLARS PROGRAM

Dover High School is part of the New Hampshire Scholars program, a state and national initiative encouraging students to take a more rigorous course load in high school. The New Hampshire Scholars Initiative partners with business leaders in the community to provide a variety of opportunities to foster a successful transition to college course work or technical training necessary to enter today's competitive job market. Students agree to a four-year plan to complete the course of study and must have an overall GPA of 3.2 or above.

There are now three pathways to choose from. In addition to the NH Scholars Core, students can focus on STEM and achieve NH Scholars STEM Emphasis, or art and receive the NH Scholars Art Emphasis. Each of the pathway requirements are listed below.

New Hampshire Scholars Core Course of Study

English	4.0 Credits
Mathematics	4.0 Credits (Algebra I, Geometry, Algebra II and one other elective)
Science	3.0 Credits (lab science chosen from Biology, Chemistry, Physics, etc)
Social Studies	3.5 Credits (chosen from US History, Geography, Economics, Am. Government, Psychology and others approved by the individual school)
Languages	2.0 Credits (from the same language other than English)

New Hampshire Scholars STEM Course of Study

English	4.0 Credits
Mathematics	4.0 Credits (Algebra I, Geometry, Algebra II and one other elective)
Science	4.0 Credits (including 3 years of lab science chosen from Biology, Chemistry, Physics and others provided by the individual schools)
Social Studies	3.5 Credits (from US History, Geography, Economics, Am. Government, Psychology and others approved by the individual school)
Languages	2.0 Credits (from the same language other than English)
	1.0 Credits (from Technology, Engineering, Computers, Advanced Manufacturing, Science, Math, CTE Program, Project Lead the Way and others)

New Hampshire Scholars Arts Course of Study

English	4.0 Credits
Mathematics	4.0 Credits (Algebra I, Geometry, Algebra II and one other elective)
Science	3.0 Credits (lab science chosen from Biology, Chemistry, Physics, etc)
Social Studies	3.5 Credits (chosen from US History, Geography, Economics, Am. Government, Psychology and others approved by the individual school)
Languages	2.0 Credits (from the same language other than English)
Arts	2.0 Credits (from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design and others approved by the individual school)

New Hampshire Career Pathways Course of Study

English	4.0 Credits
Mathematics	4.0 Credits (Algebra I, Geometry, Algebra II and one other elective)
Science	3.0 Credits (lab science chosen from Biology, Chemistry, Physics, etc)
Social Studies	3.5 Credits (chosen from US History, Geography, Economics, Am. Government, Psychology and others approved by the individual school)
Languages	2.0 Credits (from the same language other than English)
Successfully complete one of the following: Approved NH CTE Program, Industry – Aligned or Career- Driven Extended Learning Opportunity, All Sequence Components in Formal Career Pathway Program of Study, CCSNH Industry Certificate Sequence.	

*Must also complete an individualized career component for each of the sections above

INTERDISCIPLINARY STUDIES

Dover High School students often have alternative means of meeting graduation requirements. The chart below shows how interdisciplinary credits may be used to meet graduation requirements.

In some instances, a combination or sequence of courses will meet all or part of a graduation requirement. Please refer to the chart for further information.

Requirement	Course and Course #	Credits
Fine Arts	Theatre Arts I #104260	.5
	Theatre Arts II #104261	.5
	Unified Dramatics	.5
	Honors Pre-Engineering I with portfolio	.5
	Culinary	.5
	Cosmetology I and II	.5
	Welding	.5
Computer Education	Digital Media Arts, All levels of Business, Computer Networking, Computer Programming, Animation and Film, Pre-Engineering, Recording Technology	.5
Science	Introduction to Biomedical Science #990210	.5
	Honors Biomed I and II	1
	Animal Science I and II #901212, Large Animal Science, Honors Vet Science	1
	Sports Med I and II	1
	Health Sciences I #931260	1
	LNA II #932260	1
	Introduction to Leadership Education & Training (LET B) #990.36	.5
	Cosmetology II #933250	.5
Social Studies	Intro to Leadership Education & Training (LET A) (Global Studies)	.5
	Intro to Leadership Education & Training (LET B) (Am. Government)	.5
Mathematics	Building Construction Technology I and II #921220 and #922220	.5
	Leadership Education & Training (LET 2) #932270	.5
	Completion of Cosmetology I, II and III #931250, 932250 and 933250	.5
	Welding	.5
	Culinary	.5

MEETING REQUIREMENTS FOR COLLEGE ADMISSIONS

Colleges prefer applicants who have taken a challenging high school program, who have demonstrated a strong work ethic, and who have shown development of skills and knowledge through a solid grade point average. In addition, many colleges will accept students with average grades who have demonstrated skills or exceptional qualities of character and leadership.

As you plan, consider the guidelines below:

4-Year College		2-Year Colleges, 3-Year Nursing Programs, Technical Schools	
Courses should be taken at the College Prep level or higher. AP and Honors courses are highly encouraged for applicants to 4-year schools		Courses can be a blend of College Prep and Basic level as well as CTC courses in a student's intended vocation	
English	4 credits	English	4 credits
Social Studies	3-4 credits	Social Studies	3 credits
Mathematics	3-5 credits, including at least Algebra II	Mathematics	3-4 credits, including at least Algebra II
Science	3-5 credits	Science	3-4 credits
World Language	2-4 credits in the same language at the CP level depending on college or major	World Language	0-3 credits depending on college or major
Electives	10 or more credits of electives should be chosen from those available based on personal interests, educational goals, and diploma type.		

SUGGESTED SEQUENCE OF COURSES

FRESHMAN YEAR	SOPHOMORE YEAR
English 9 Math – Algebra I or Geometry Science – Integrated Science Social Studies – Global Studies and American Govt Physical Education I World Language – Spanish I, French I, or Latin I Electives – Computer Art, Music, Career Exploratory	English 10 Math – Geometry or Algebra II Science – Biology Social Studies – American Govt and/or US History Physical Education II and Health World Language – Spanish II, French II, or Latin II Electives – Business, Art, Music, or Career Tech
JUNIOR YEAR	SENIOR YEAR
English 11 Math – Algebra II or Pre-Calculus Science – Chemistry Social Studies – US History and/or Economics World Language – Spanish III, French III, or Latin III Electives – Advanced courses in Art, Music, Career Tech or Core Departments	English 12 – English Electives Math – Pre-Calculus, or Calculus or other Math Electives Science – Physics or other science elective Social Studies – Economics World Language – Spanish IV, French IV, or Latin IV or AP Latin Electives – Advanced courses in Art, Music, Career Tech or Core Departments

EARLY GRADUATION

Students are encouraged to spend four years completing their high school education choosing from the rich array of courses available. Meeting requirements in less time is possible, but not recommended in most cases. In special circumstances, it is appropriate for a student to graduate early and Dover High School will work closely with such students to meet their needs. Any student who is contemplating graduation in less than four years is strongly encouraged to see his or her counselor to initiate the process no later than the midpoint of the junior year. Approval by the Principal is required.

COURSE SELECTION/COURSE RECOMMENDATION

Course selections will be based on a student's four-year plan, teacher and counselor recommendations, and parent input. Students are encouraged to choose courses that are appropriately challenging. If there are any questions concerning a course or any doubts concerning success in a course, these concerns should be discussed with the appropriate teacher and counselor prior to the selection of courses.

Recommendations are designed to help ensure success in course work. Should a student wish to enroll in a course not recommended, the student and parent must complete an override form, which is available in the School Counseling Office. Approval of the Dean of Instruction is required.

Enrollment in some courses may be limited. In this case unless otherwise noted, priority will be given in the following order: seniors, juniors, sophomores, and freshmen. Recommended students will have priority over students granted an override.

ADVANCED COURSEWORK

Advanced coursework is offered through the Advanced Placement classes, dual enrollment, Early College, and Independent Studies. Administrators or the student's school counselor will assist students in identifying alternative means of taking such classes if they are not available at the high school. These alternative means may include taking courses at a different public school or a private school, through distance education courses, or at a college/university. Credit may be given provided the course comports with applicable district policies, state standards and course competencies. The student is responsible for any tuition, transportation, fees or other costs incurred for enrollment in such courses.

COURSE CHANGES

Selecting a course is a commitment to follow through to the best of one's ability. Students are encouraged to make any changes to their course choices or preliminary schedules prior to the start of the fall semester. Once school begins, course changes will be prioritized according to placement issues or schedule conflicts. No lateral moves will be considered without extenuating circumstances and the approval of the Academic Coordinator and the Dean of Instruction. All student-initiated changes must occur within the first four days of the semester. Changes after the add-drop period appear on the permanent transcript. Teacher-initiated changes will be considered for placement issues at any time during the year with the permission of the parent, counselor, Academic Coordinator, and Dean of Instruction.

ALTERNATIVE GRADUATION PATHWAYS

Dover High School recognizes that students have opportunities to earn both high school and college credits beyond its walls. DHS also recognizes that students may earn these credits for a variety of reasons, including both enrichment and remediation. Dover Adult Learning Center, Virtual Learning Academy Charter School, and other approved and accredited programs may be accepted toward the requirements for a high school diploma with **prior approval** of the School Counseling Office.

Dover High School students who take enrichment courses at other accredited educational institutions may have the final grade for these courses recorded as transfer credit on their transcript, but credit towards graduation will not be granted **unless prior approval is granted by the Principal or Dean of Instruction**.

Grades earned for online credit recovery courses or DALC (Dover Adult Learning Center) will be noted on the student's transcript and credit will be awarded for the corresponding course failed during the academic school year. This grade, however, will not affect the student's grade point average or class standing. In addition, grade for the credit recovery course will not affect the original grade for NCAA Core Course eligibility requirements or athletic eligibility.

Bellamy Academy provides an alternative setting to address the needs of students who have demonstrated a significant lack of success in the traditional school setting for a variety of reasons. The goal of Bellamy Academy is to develop within each student the skills necessary to enable him/her to make safe, proactive choices, prepare for the future, achieve their potential, and to earn a High School diploma. Admission to this program is determined by the Dean of Bellamy Academy.

OTHER LEARNING OPPORTUNITIES

There are many other opportunities for students to gain knowledge and skills in a variety of areas. The programs offered, often during the summer, are a place where students can focus on a certain subject or area of study, complete volunteer work, or train for a specific discipline. Examples of these programs are: The Advanced Studies Program at St. Paul's School; study abroad programs such as the Putney Student Travel Program; community service programs through Landmark Volunteers; athletic programs which are usually held at colleges and boarding schools; and leadership programs such as the National Policy Institute at Bates College. These programs are very competitive and rigorous, and some can be very expensive. There are sometimes scholarships available and sometimes you can find a comparable program at a more local setting.

All of these programs are excellent stepping stones along the path to post-secondary education and are something colleges and universities look very favorably upon. Credit will not be awarded retroactively. All expenses incurred are the responsibility of the student.

PATHWAYS WITHIN EACH CAREER INTEREST AREA

Courses and experiences at Dover High School and Regional Career Technical Center have been designed to include, wherever possible, a career focus. This will provide an essential connection between school and career planning and preparation. Students are encouraged to select a career path suited to their interests and abilities.

The Pathway to a **FOUR-YEAR COLLEGE DEGREE PROGRAM** is for students who are planning to continue their education at a four-year college after high school.

The Pathway to a **TWO-YEAR ASSOCIATE DEGREE PROGRAM** is offered to students who plan to further their education after graduation by earning an associate degree before entering the workplace. Many students elect to follow the 2 plus 2 route. Once the student has earned an associate degree, he/she can seek entrance into a four-year college to complete a baccalaureate degree.

The Pathway to the **WORLD OF WORK** is designed to prepare students to graduate from high school and go on to successfully participate in the workforce.

SELECTING A CAREER PATHWAY

Select a Career Interest Area after consultation with parents, teachers, and counselor.	⇒	Choose the best educational pathway that will help you accomplish your career goals, (i.e. World of Work, 2 Year Associate Degree, 4 Year College)	⇒	Working with your parents, teachers, and counselor, select courses that will challenge you and accomplish your goals.
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GRADE POINT AVERAGE, RANK AND HONOR ROLL

The official **Grade Point Average (GPA)** is calculated each semester for juniors and seniors based on final semester averages. GPA is computed by dividing the career credits attempted into the total career grade points. As of 2020-2021 transfer credits earned outside of Dover High School will appear on the transcript but will not be factored into the GPA.

For the purpose of determining **Honor Roll**, an interim GPA is calculated each quarter using quarter grades. Students with an interim GPA of 3.70 or higher with no grade below an **83** earn **High Honors** for the quarter. Students with an interim GPA of 3.00 or higher and no grade below a **73** earn **Honors** for the quarter.

Class Rank is determined by sorting members of the graduating class at the close of Semester I by their Career GPA. All credits earned from only an individual's current and/or prior predominant school(s) will be used to calculate a new adjusted DHS GPA which will be used to determine class rank. A student must have attended Dover High School full time for at least 3 semesters in order to receive a class rank.

GRADING AND QUALITY POINT SCALE

GRADE	SCORE	REGULAR	HONORS	ADVANCED PLACEMENT
A+	98-100	4.33	5.33	5.58
A	93-97	4.00	5.00	5.25
A-	90-92	3.67	4.67	4.92
B+	87-89	3.33	4.33	4.58
B	83-86	3.00	4.00	4.25
B-	80-82	2.67	3.67	3.92
C+	77-79	2.33	3.33	3.58
C	73-76	2.00	3.00	3.25
C-	70-72	1.67	2.67	2.92
D+	67-69	1.33	1.33	1.33
D	63-66	1.00	1.00	1.00
D-	60-62	0.67	0.67	0.67
F	0-59	0.00	0.00	0.00

A	90-100	OUTSTANDING ACHIEVEMENT	M	MEDICAL EXEMPTION
B	80-89	SUPERIOR ACHIEVEMENT	I	INCOMPLETE
C	70-79	COMPETENT ACHIEVEMENT	P	PASSING/CREDIT
D	60-69	UNSATISFACTORY (not prepared for advanced work in certain subjects).	W	WITHDREW - No Credit
F	0-59	FAILING - NO CREDIT	WF	WITHDREW - Failing

COURSE INCOMPLETES

An **Incomplete** may be extended to a student if extenuating circumstances prohibit a student from completing a course's work by the end of the term. Incompletes must be cleared within 14 calendar days of the close of a term; if the Incomplete is not cleared, the missing work will become zeros and a final grade will be assigned unless approval to extend the Incomplete is granted by the Principal or Dean of Instruction.

ADVANCED PLACEMENT

The Advanced Placement (AP) program allows students to engage in college level courses and the opportunity to earn college credit while attending Dover High School.

At the conclusion of the course, students take the corresponding AP exam in May, on a date set by the College Board. Students who earn a score of 3 or higher on the AP exam may be eligible for advancement placement or course credits at many colleges and universities in the United States. Students are responsible for the AP testing fee.

Any student who is capable of and wishes to take advanced placement courses is permitted to do so. Note, however, that AP courses require students to make a commitment to meeting individual course requirements, which include, but are not limited to, completing summer work and certain prerequisites to enrollment.

Failure to meet course requirements will preclude a student from enrolling or maintaining enrollment in the class. Priority enrollment is given to students who were recommended for an AP course. Students granted an override into the course are added on a space available basis.

A completed AP course on a student transcript will stand out in the admissions process, so students are strongly encouraged to enroll in AP courses. More importantly, students are encouraged to take a course load that prepares them for completing advanced work.

Advanced Placement Courses	
AP Biology	AP Latin
AP Calculus AB	AP Literature and Composition
AP Calculus BC	AP Physics 1
AP Chemistry	AP Statistics
AP Computer Science	AP Studio Art
AP Economics	AP United States History
AP Language and Composition	

CONCURRENT ENROLLMENT AND COLLEGE-LEVEL COURSEWORK

EARN COLLEGE CREDIT WHILE IN HIGH SCHOOL

Great Bay Community College (GBCC) offers Early College and Concurrent Enrollment. Early College allows a student enrolled in a course at GBCC to be awarded credit at Dover High School. Each course must be pre approved, and students are responsible for fees and transportation, if applicable. Dover High School and Career Technical Center offers **concurrent enrollment** programs that allow students to earn college credits while in high school. **Concurrent enrollment** is defined by NACEP as “college-credit bearing courses taught to high school students by college approved high school teachers”. Below are detailed descriptions of the programs that are available.

- **Project Running Start** offers DHS sophomores, juniors, and seniors college credit through the New Hampshire Community College System for a minimal fee of \$150.00 (financial assistance is available). Courses are taught by qualified high school instructors who teach designated college-level courses to students in the HS environment. Credits earned through this program are transferable to other colleges/universities. Note: some of these courses qualify for a STEM scholarship from the state of New Hampshire.
- **SNHU in the High School** provides DHS sophomores, juniors, and seniors college credits prior to high school graduation. Courses are taught by qualified high school instructors who teach SNHU courses to students in the high school environment. Students who wish to earn SNHU credit will be required to pay a minimal fee of \$100.00. Credits earned through this program are transferable to other colleges/universities

(CONCURRENT ENROLLMENT AND COLLEGE-LEVEL COURSEWORK CONTINUED....)

- **Articulation Agreements** allow students to take qualifying high school classes that fulfill requirements for entry-level college courses through individual agreements between high schools & colleges. There is no cost associated with this program and credits earned can only be used at the college/university that holds the agreement.

NOTE: All concurrent enrollment offerings are re-established on an annual basis and are not guaranteed until the start of the school year. Please check the Dover Career Technical Center's website or contact the Career Services Coordinator for the most current offerings.

DHS/CTC Class/Program	Aligned College Course(s)	Post-Secondary	# Credit	Type of credit
GENERAL EDUCATION				
Honors Anatomy & Physiology	BIO210 Biology	Southern NH University	3	SNHU in HS
Honors Anatomy & Physiology	BIO210 Biology Lab	Southern NH University	1	SNHU in HS
Photography I & II	FAS225 Introduction to Photography	Southern NH University	3	SNHU in HS
Honors Biomedical Science	BTEC 105G Introduction to Biotechnology	Great Bay CC	4	Running Start
Mathematics	203300 Topics in Applied College Mathematics	Great Bay CC	4	Running Start
Honors Veterinary Science	VETN110G Intro. to Veterinary Tech	Great Bay CC	2	Running Start
Automotive Collision I & II	CRNT101 Basic Collision Repair	Nashua CC	4	Running Start
Automotive Collision I & II	CRTN101 Basic Collision Repair	Universal Technical Institute	4	Articulation
Automotive Technology I & II	LAUT 1200 Intro. to Automotive Services	Lakes Region CC	3	Running Start
Automotive Technology I & II	LAUT 1211 Automotive Systems I	Lakes Region CC	3	Articulation
Automotive Technology I & II	AU126 Suspension and Steering	University of Northwestern Ohio	6	Articulation
Automotive Technology I & II	AU127 Hydraulic Brake Systems	University of Northwestern Ohio	6	Articulation
Automotive Technology I & II	CRTN101 Basic Collision Repair	Universal Technical Institute	4	Articulation
Business I	BUS110G Introduction to Business ACCT113G Accounting	Great Bay CC	6	Running Start
Business II	BUS114 Management MKT101G Introduction to Marketing	Great Bay CC	6	Running Start
Computer Programming I	CIS124G Web Development CIS112 Intro. To Object Oriented Programming	Great Bay CC	6	Running Start
Computer Programming II	CIS 148 Introduction to Java Programming	Great Bay CC	6	Running Start
Computer Systems Networking I	IST113 IT Essentials IST122 Introduction to Networking	Great Bay CC	6	Running Start
Computer Systems Networking II	Computer Systems Networking III IST256 CCNA Cybersecurity Operations CIS177 Introduction to Python PCAPCIS246 Linux II	Great Bay CC	3	Running Start
Culinary II	LCUL1510 Culinary Fundamentals LCUL1460 Bakery Production LCUL1520 Sanitation & Safety	Lakes Region CC	9	Articulation
Electrical II	LELC1260 Residential Wiring & Electrical Blueprint Reading	Lakes Region CC	3	Articulation
Health Science II	AH110 Medical Terminology (AH110)	Great Bay CC	3	Running Start
Honors Pre-Engineering I (PLTW)	MCET105 Introduction to Engineering Design	NHTI	7	Running Start
Honors Pre-Engineering II (PLTW)	M CET110 Principles of Engineering MFET241 Computer Integrated Manufacturing ELET115 Digital Fundamentals	NHTI NCC	8	Running Start
Completion of any CTC Program	Varies depending on completed CTC Program	Keene State	Up to 8	Articulation

TESTING PROGRAM

GRADES 10-11

PSAT – The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test measures verbal, mathematical, and writing abilities. National Merit Scholarships are determined by PSAT/NMSQT scores taken in the junior year. This test is given in October and should be taken by all sophomores and juniors considering post-secondary education.

GRADES 10-12

ASVAB - The Department of Defense offers an optional testing program for students in grades 10-12 in schools throughout the U.S. This testing program, utilizing the Armed Services Vocational Aptitude Battery (ASVAB), is available at no cost or obligation to the student.

GRADE 11

The **SAT** – Scholastic Assessment Test is a new part of the required statewide assessment in reading, mathematics and writing based on the Common Core standards. A state-wide science assessment will occur in the Spring.

GRADES 11-12

ACCUPLACER – Juniors and seniors may take the Accuplacer test in English and mathematics to help determine college readiness.

GRADES 11-12

SAT – The Scholastic Assessment Test is required for many post-secondary institutions. All students in their junior year considering post-secondary education should take these tests in the spring and repeat them at least once in the fall of the senior year.

ACT — The ACT is an alternative to the SAT accepted by all post- secondary institutions. The ACT measures proficiency in English, math, reading, and science.

AP – The Advanced Placement exams allow students the opportunity to earn college credit. Exams take place on specific days (determined by College Board) in May. A completed AP course on a student transcript will stand out in the admissions process.

FLEX AND ADVISORY PROGRAM

Each student is a member of a small advisory group with a faculty advisor who will follow that student during their four years at Dover High School. This program is part of the regularly scheduled day and is designed to meet five goals:

1. Developing interpersonal relationships among staff and students
2. Providing academic support to students
3. Enriching the curriculum
4. Providing college and career preparation
5. Building a positive school culture

The advisory program provides grade appropriate activities to support the varying needs of students, provides for additional academic monitoring, and focuses on issues related to school culture while building and fostering a sense of community within the school. Currently, advisory groups meet each Monday and schedule students for the remainder of the week to see different teachers for extra-help and enrichment. This dynamic schedule allows students to have small group time with teachers and is responsive to real-time academic needs.

LIBRARY

Dover High School library is one of six libraries in the DoverNet consortium. The online catalogs of Dover's five school libraries and the Dover Public Library are accessible from classrooms, mobile devices, and homes with internet access.

Over 6,000 books and 800 DVDs comprise the physical collection. Students may borrow books from the DoverNet libraries and other New Hampshire libraries through interlibrary loan. Requested books are delivered to the DHS library weekly.

Databases include the Gale in Context database suite (Biography, eBooks/Virtual Reference Center, Environmental Studies, Science, High School, Middle School, Global Issues, U.S. History, and World History), Credo Source, which draws from over 400 ebooks, EBSCO/Explora with full text magazine and newspaper articles, NoveList, Britannica, FactCite, World News Digest, CultureGrams, and Rosen Teen Health and Wellness. Students have 24/7 access to the databases via the DHS library website: dhs.dover.k12.nh > Departments > Library)

The librarian is eager to help students locate online and print information, select reading material, and evaluate the accuracy of information posted on the internet. The library is a welcoming, active learning environment.

INTERSCHOLASTIC ATHLETICS AND NCAA REQUIREMENTS

Students who plan to play at a Division I, Division II, or Division III college or university should check the NCAA website for current eligibility standards regarding core courses, test scores and grade-point average. Approved courses and all requirements are available at www.eligibilitycenter.org.

Athletic Teams		
Cheerleading - Coed Varsity	Alpine Ski - Coed	Baseball - Boys Varsity
Cheerleading - Coed JV	Basketball - Boys Varsity	Baseball - Boys JV
Cross Country - Coed	Basketball - Boys JV	Baseball - Boys Reserve
Field Hockey - Varsity	Basketball - Boys Reserve	Lacrosse - Boys Varsity
Field Hockey - JV	Basketball - Coed Unified	Lacrosse - Boys JV
Field Hockey - Reserve	Basketball - Girls Varsity	Lacrosse - Boys Reserve
Football - Varsity	Basketball - Girls JV	Lacrosse - Girls Varsity
Football - JV	Basketball - Girls Reserve	Lacrosse - Girls JV
Football - Reserve	Bowling - Coed Varsity	Softball - Girls Varsity
Golf - Coed Varsity	Cheerleading - Coed Varsity	Softball - Girls JV
Golf - Coed JV	Cheerleading - Coed JV	Softball - Girls Reserve
Soccer - Boys Varsity	Gymnastics - Girls Varsity	Special Olympics
Soccer - Boys JV	Ice Hockey - Boys Varsity	Spring Track - Coed Varsity
Soccer - Boys Reserve	Ice Hockey - Boys JV	Tennis - Boys Varsity
Soccer - Coed Unified	Ice Hockey - Girls Varsity	Tennis - Girls Varsity
Soccer - Girls Varsity	Swim & Diving - Coed Varsity	Volleyball - Boys Varsity
Soccer - Girls JV	Winter Track - Coed Varsity	Volleyball - Boys JV
Soccer - Girls Reserve		Volleyball - Coed Unified
Volleyball - Girls Varsity		
Volleyball - Girls JV		

EXTRA-CURRICULAR OPPORTUNITIES

*Clubs and activities change from year to year based upon interest and faculty availability.

[Please click here to access the website for the most up to date list of Extra-Curricular Activities and Clubs](#)

CLASS LEADERSHIP:

Senior Class - The Senior Class members have enjoyed more than three years at Dover High School. During the final year, we meet frequently to discuss and plan the year's activities. These may include holiday food drives, ski trips, spaghetti dinner, senior banquet, senior prom and graduation. We are always in need of volunteers and welcome the participation of all class members.

Junior Class - In an effort to have a good time, build teamwork, and teach/practice leadership and responsibility, the Junior Class sponsors and participates in various school events and community service activities. Events might include class trips, spirit week competitions, student-faculty basketball, semi-formal, prom show, and junior prom.

Sophomore Class - The Sophomore Class is involved in organizing a community project, a service project for the school as well as various fundraisers, dances, and trips to build the class treasury.

Freshman Class - Elections for freshman class leadership is held in the fall. Meetings are held to discuss a variety of events such as Spirit Week activities, and fund-raising activities to build a strong class treasury. The focus also includes planning class trips and community-based projects. Much time is spent building school spirit and a sense of involvement in the school. All freshmen are encouraged to participate.

ATHLETIC LEADERSHIP COUNCIL: Athletic Leadership Council is made up Student-Athlete Leaders to create a positive environment through community service, school spirit, and leadership activities that will impact the school community.

CRAFT CLUB: This is time for students to socialize while they work on current craft projects and learn new crafts from peers. Please bring your own supplies, although some supplies are available. Craft include, but are not limited to, knitting, crocheting, sewing, needle point, painting, etc.

CYBER PATRIOT CLUB: Cyber Patriot is a national competition where students learn about operating systems, computer networking and cyber security. Objective is to protect the corporate network. Students compete on a national level and have a chance to win an all-expenses paid trip to Maryland to compete with the top teams from around the country.

DISC GOLF CLUB: We go to Bellamy Disc Golf across the street and play a round of disc golf after school. We try to match up players with the same ability. No experience necessary and we have discs for everyone. It is a great way to meet new people and get some fresh air.

DOVER FFA CHAPTER: The Dover FFA is a local chapter of the National FFA Organization. The goal of our members is to better ourselves and educate others about animals and agriculture. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. We compete in state and national events including dairy cattle and horse judging, public speaking, employment skills, veterinary science, and agribusiness. We also attend state-wide leadership workshops and provide community service to the local area.

DOVER HIGH SCHOOL DRAMA CLUB: The Dover High School Drama Club is composed of student's school-wide who wish to participate in various aspects of the theater. In addition to acting in the all-school production, students participate in such activities as fundraising, costuming, makeup, stage management and all other various crews that go to make up an entire production. Everyone is part of the show in an ensemble approach. The group participates in improvisations to build confidence, exercise creativity, and establish unity in moving forward to the common goal -- "the play's the thing!"

EARTH ACTION: Earth Action is a student-run environmental action group that works to shift the Dover High School culture toward more sustainable practices. Example projects we have done include clothing swaps, tree plantings, alternative energy advocacy, environmental education advisory programming and developing a recycling program at DHS.

EQUESTRIAN TEAM: (Through Oyster River) The Equestrian Team is a horseback riding team that competes in the spring. Meetings begin in October. We have riding membership and also ground membership. Riders must have a horse to use. There is a membership fee.

FCA (FELLOWSHIP OF CHRISTIAN ATHLETES): Student-led discussions on how faith impacts your participation in sports and life in general.

FRENCH CLUB: French club students will be able to explore French language and culture beyond typical classroom curriculum. This can include games, movies, food, etc. This club is starting up again from scratch, so it will be up to the students to help decide how they want the club to run.

GSA (GENDER AND SEXUALITIES ALLIANCE): Offers students a safe and inclusive space for LGBTQIA+ youth to talk and support each other.

GRANITE STATE CHALLENGE: Competitive trivia team that will try to qualify for on-air play at channel 11 in Durham.

INTERACT: Interact is a service-based organization run through the Dover Rotary. We run volunteer activities and raise money to donate in the spring.

KEY CLUB: The Key Club is a community service organization, serving the surrounding area. The DHS Key Club participates in many activities, including working at bi-monthly Red Cross Blood Drives, running a Blood Drive at the high school, working at local soup kitchens, organizing bike-a-thons for charity, and helping at the Coastal Cleanup. People are welcome to get involved at any time throughout the year.

LATIN CLUB: The Latin Club is designed to give students in Latin an opportunity to meet with classmates and organize fun social events with a classical theme. The highlight of the year is the annual Roman Banquet, held in the spring. Other events include a Halloween party with members of the French and Spanish Clubs, a Latin certamen with Latin students from New Hampshire and Vermont, Classics Day sponsored by the New Hampshire Classical Association, Junior Classical League Events, and other activities and fund raisers. Latin Club also teaches beginning Latin to Dover Middle Schoolers after school for 3 Fridays in the spring. (Held on Fridays after school.).

MUSIC OPPORTUNITIES:

Color Guard: Fall and winter season. Color Guard is part of the marching band. This group requires dedication and a strong work ethic. It is a tight-knit team and attendance is vital.

Variety Show: The variety show is a student organized; auditioned talent show that performs in May.

Jazz Band: See program for credit description.

Soundwaves See program for credit description.

NATIONAL HONOR SOCIETY: The National Honor Society bases membership on four qualities. (1) Scholarship on overall grade point average of 3.7 (2) Service in school and in the community (3) Leadership in class, clubs, sports, and community activities (4) character - responsible, honest, cooperative, tolerant, fair, etc. Students who qualify in all four areas, are invited to become members in their sophomore, junior or senior years. Members participate in group and individual service projects, state conventions, the annual Induction Ceremony and fund-raisers for those activities.

NATIONAL TECHNICAL HONOR SOCIETY (NTHS): This honor society recognizes outstanding scholastic achievement for students enrolled in career and technical education programs. The NTHS membership criteria includes (1) Academics - A GPA of 3.0 and an overall CTC grade average of 87 in their respective CTC program; (2) Leadership - Within curricular and extracurricular settings; (3) Character - Respectful, honest, ethical, cooperative etc. and (4) Citizenship. In addition, students must be a Junior in good standing or a senior completing at least their 2nd year in a CTC program with 10 or fewer absences per year. Qualifying students are recognized at the annual NTHS Induction Ceremony.

NJROTC: Learn marching techniques, comradery, and lifelong friendships. We'll develop citizenship principles that get us out into the community and work toward being successful in all aspects of life. Students need to show motivation and commitment to improving yourself and the others that are in the unit.

PHOTOGRAPHY CLUB: All students are welcome to join photography club! We work on fun photo challenges, alternative photo projects and photography-based community service activities.

PROJECT DREAM: Project D.R.E.A.M. is a student founded group promoting Diversity & Respect for all students. Our Mission is to Educate the community Advocate for each other and create an atmosphere for equity and inclusion for all.

PROJECT SEARCH: UNH Seminars for advanced high school students' program that is designed to provide an on-campus, intellectually-challenging experience for gifted and talented high school juniors and seniors. A second purpose of the program is to serve as an experimental teacher-training program for graduate students. SEARCH is sponsored by the Education Department and the Center for Educational Field Services at the University of New Hampshire and works in cooperation with the fourteen public high schools in Southeastern New Hampshire. Students attend lectures followed by a small group discussion led by a graduate student in the teacher education program. The program design of SEARCH encourages the active participation of students.

RED CROSS CLUB: Our club mission is "with humanity toward peace." We are a humanitarian organization with a threefold mission: provide an opportunity for life saving blood donation to DHS students/staff; educate the community on emergency preparedness; and raise money for the local chapter of the Red Cross so it can continue providing humanitarian services to the community.

SHOCKWAVE ROBOTICS: Dover Shockwave Robotics is a student-led robotics team that competes in FIRST Robotics competitions. Open to grades 7-12, Shockwave uses engineering, science, and technology to solve real problems using real tools and industry level procedures. Fast paced and never dull, members will expand their knowledge and push their creativity to the limit.

SKILLS USA: An association of trade and technical students, this national organization serves over a quarter of a million students. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship, and character development. The SkillsUSA program includes local, state, and national competitions in which students demonstrate career-related competencies and leadership skills.

SPANISH CLUB: The Spanish Club is designed to give students in Spanish an opportunity to meet with classmates and organize fun social events with classmates. Events include meeting with members of the French and Latin Clubs, playing culturally themed games, and eating food from recipes from Spanish speaking countries. Spanish Club members also teach beginning Spanish to Dover Middle Schoolers after school for 3 Fridays in the spring. (Held on Fridays after school.)

STUDENT AMBASSADORS: Student ambassadors are familiar with the campus including the programs, staff and faculty, as well as student life and building. They can speak knowledgeably about all aspects of school with personal stories and accounts to share as they lead a tour, presentation, or activity with an audience. Students are nominated by members of the school community and invited to attend a short training before being called upon to serve.

STUDENT COUNCIL: The Student Council is comprised of students from each of the four grade levels. Any student who attends Dover High School can participate and is welcome. The Student Council sponsors many activities each month of the school year. In the fall, the Student Council sponsors Spirit Week. This activity-packed week has something for everyone, including mezzanine decorating, Powder Puff and the well-attended Spirit Week Dance. During the month of November, the Student Council organizes the annual Can Drive. The goal of this event is to gather 1000 cans to donate to the area needy. During the winter months, some of the activities include dances, clothing drives, Seat Belt Safety Awareness, and special activities for members.

DOVER TIDE NEWSPAPER: The official school news organization! We operate a news organization which acts as the voice for the student body. We work as a team to put out regular news updates in print, on our website, and through social media. We are looking for writers, editors, photographers, graphic artists and designers, people with video skills, social media managers, videographers, web-designers and more!

UNIFIED CLUB: Unified club that will do crafts, get to know you games, gardening, planning unified activities for outside of school, etc.

WOMEN EMPOWERMENT CLUB: This club creates an inclusive safe space for women and allies where we empower women, discuss issues women face, and share what it's like to be a woman

WORLD ARTS CLUB: This class is for students who have an interest in or love of art. We do creative activities and have annual events like the Film Festival and Empty Bowls.

YDSA (YOUNG DEMOCRATIC SOCIALISTS OF AMERICA): Organizing educational events and activism to improve the lives of working people

Youth Mental Health Initiative: A student driven group committed to addressing the mental health needs of peers at DHS.

YOUTH-TO-YOUTH: This student led organization is devoted to promoting a drug free lifestyle through sponsored speakers at assemblies, presentations in schools and many recreational activities. Last year, we taught D.A.R.E. classes at all Dover elementary schools and spoke at conferences throughout the state.

Recreational activities may include floor hockey league, hiking, volleyball, wall climbing, Canobie Lake trip, monthly dinner meetings and a lock-in called Midnight Madness. Annual events that we do to make a difference include Red Ribbon week, Jump Up Day, Blue Ribbon week, Sudden Endings, Haunted House, Kiss a Senior Goodbye and D.A.R.E. graduations.

STUDENT AIDE PROGRAM

STUDENT AIDE PROGRAM

0 Credit

Grades 11-12

Juniors and Seniors may serve as an aide for a teacher or department in place of a study hall. Student aides may act as peer tutors or complete clerical tasks for teachers. Student aides are not permitted to engage in any tasks surrounding attendance or grading. These programs support student learning and enrollment must be approved by the parent, appropriate teacher, and School Counselor. Aiding does not carry credit. **A student may serve as an aide for only one block and one teacher per semester.**

INDEPENDENT STUDY

INDEPENDENT STUDY

Credits vary up to 1.0 Credit

Grades 9 -12

NOTE: Candidates for Independent Study will have demonstrated the ability to do advanced work and have successfully completed the course offerings in a particular program or department. Students interested in the independent study option must: 1) select a topic, 2) obtain a teacher mentor who will act as advisor and mentor; 3) develop a course outline which will include objectives, topics to be covered, methods of assessment and duration of course, and 4) completion of the appropriate paperwork. An Independent Study is jointly directed by the student and the teacher in a collaborative arrangement. These are typically performed during school hours. Paperwork is located in the School Counseling office.

WORK EXPERIENCE

WORK EXPERIENCE PROGRAM

Grades 9-12

0.25 credits for 30 hours worked throughout the school year

This is performed outside of a student's class schedule. Students can receive credit for working a part-time job. Paperwork can be found in the Counseling office.

REQUIRED: Submission of a work-based learning application through Counseling

NOTE: Students must successfully complete 30 working hours in order to earn .25 credits. Students cannot earn more than .50 credits per academic year.

DRIVER EDUCATION

DRIVER EDUCATION

Grades 10-12

0.5 Credit

NOTE: Not offered at Dover High School. Dover High School will accept driver education completion certificates for credit.

ENGLISH DEPARTMENT

The English Department believes that every individual must have knowledge of the basic skills of reading, writing, speaking, listening, visual awareness, and research in order to communicate in everyday situations, to hold a job, and to promote his or her social and personal development. Additionally, every student should be introduced to the humanizing influences of literature. To this end, the department offers a sequential program of courses on various levels. While all levels emphasize the basic skills, each level provides a comprehensive program tailored to the differing needs of Dover High School students. Students must successfully complete at least one English credit during their senior year.

Courses for which honors credit is awarded carry distinct expectations. Students can expect to write 3-4 essays per quarter that require synthesis of critical material from multiple sources. Reading material is challenging both in textual difficulty and in conceptual sophistication. The research component of these courses requires insightful, original thought substantiated by significant, documented evidence. Mastery of complex vocabulary is an important component of honors level work. Honors courses require an average of at least five hours of homework per week. An honors student is an independent learner who comes to class fully prepared to participate.

Courses for which college preparatory (CP) credit is awarded carry rigorous expectations. Reading material is challenging and requires critical thinking about connections between in-class materials and supplementary texts. The research component of these classes requires a thesis-driven argument substantiated by significant documented evidence. CP classes require up to three hours of homework each week. The CP learner possesses the ability to productively participate in an academic environment, and responsibly complete individual and group projects both in and outside of class.

REQUIRED ENGLISH COURSES FOR GRADE 9

101110 ENGLISH 9A

Grade 9

0.50 Credit/Semester

This course is designed for students needing to improve their reading and writing skills. Students receive individualized instruction through materials which expose them to both classic and contemporary literature. The ability to access and analyze information is central to this course. There is intensive work on developing strategies to build reading comprehension, vocabulary and writing skills.

101111 ENGLISH 9B

Grade 9

0.50 Credit/Semester

This is a continuation of the program begun in English 9A. Students may, however, begin the program either semester.

101220 COLLEGE PREP ENGLISH 9

Grade 9

1.00 Credit/Year

This course is an introduction to the major literary genres. Students will read classic as well as contemporary short stories, novels, plays, essays, and poetry from around the world, asking which human values are universal, which ones are culture-bound? How does one's culture both mold stories and affect the ways in which they are read? Through this exposure, students will improve comprehension by learning a variety of study skills and reading strategies that cross disciplines. Exploring literature in a variety of ways and responding in writing, students begin to find personal voice in their essays. Freshmen participate in a thorough library orientation unit culminating in a substantial research paper. Possible readings include *The Odyssey*, *Chinese Cinderella*, *Animal Farm*, *Nectar in a Sieve*, *Persepolis*, *Romeo and Juliet* and various poems and short stories.

101330 HONORS ENGLISH 9

Grade 9

1.00 Credit/Year

What types of literature exist in the world and why? Honors English 9 challenges students to think critically about the timeless human need to tell stories and the genres that shape their accounts and fantasies. Beginning with myth and folktales, students will read representative works from many cultures, examining to what extent the story is a cultural mirror. Students will study the elements of various genres through close reading of works such as *The Odyssey*, *Animal Farm*, *In the Time of the Butterflies*, *Persepolis*, *Romeo and Juliet*, *Othello*, numerous short stories and poetry. Honors students write intensively, practicing narrative, descriptive, expository and persuasive forms. Students participate in a thorough library orientation unit and produce a substantial research paper. Active participation is required. **REQUIRED: Recommendation of 8th grade teacher and completion of a summer reading assignment is required.**

101950/101951 ENGLISH RECOVERY 9A + 9B

Grades 9-12

0.50 Credit/Semester

This course is designed for students who did not successfully complete freshman English. This is a competency-based class that places an emphasis on individual attention and the completion of essential learning. Specific units address specific failed competencies. Once the standards have been met, the student will be awarded credit and placed in a different class or a study hall.

REQUIRED ENGLISH COURSES FOR GRADE 10**102110 ENGLISH 10A**

Grade 10

0.50 Credit/Semester

This course is designed for students needing to improve their reading and writing skills. Students receive individualized instruction through materials which expose them to both classic and contemporary literature. The ability to access and analyze information is central to this course. There is intensive work on developing strategies to build reading comprehension, vocabulary and writing skills.

102111 ENGLISH 10B

Grade 10

0.50 Credit/Semester

This is a continuation of the program begun in English 10A. Students may, however, begin the program either semester.

102220 COLLEGE PREP ENGLISH 10

Grade 10

1.00 Credit/Year

Having looked at world cultures in the freshman year, sophomores contemplate cultural influences that shape them personally. Literature units include *Julius Caesar* or *Macbeth*, *Of Mice and Men*, *Tuesdays With Morrie*, *The Curious Incident of the Dog in the Night-time*, *The Catcher in the Rye*, *To Kill a Mockingbird*, short stories, novels of choice and a substantial work of nonfiction. Discussions and projects ask students to consider choices they see characters make and to assess their own values. There is an emphasis on expository writing models, with focus on the development of a clear prose style and an authentic voice. A major persuasive essay requires significant research. Vocabulary and grammar study are an important part of the class.

102330 HONORS ENGLISH 10

Grade 10

1.00 Credit/Year

Honors English features intensive literature study and the practice of numerous expository writing forms. Students write analytically as they study short stories, *Antigone*, *Julius Caesar* and/or *Macbeth*, *To Kill a Mockingbird*, *The Sunflower*, *The Catcher in the Rye* and novels of choice. Students are encouraged to observe challenges to individual characters and the choices they make, contemplating the forces that shape human identity. Numerous writing opportunities focus on the mastery of rhetorical models such as definition, compare/contrast and cause and effect. The research unit culminates in a fully documented persuasive essay. Vocabulary study and grammar practice are weekly. Class participation is a key component.

REQUIRED: Successful completion of Honors English 9 (77% or above) or CP 9 (90% or above) or teacher recommendation. The completion of a summer reading assignment is also required.

102950/102951 ENGLISH RECOVERY 10A + 10B

Grades 10-12

0.50 Credit/Semester

This course is designed for students who did not successfully complete sophomore English. This is a competency-based class that places an emphasis on individual attention and the completion of essential learning. Specific units address specific failed competencies. Once the standards have been met, the student will be awarded credit and placed in a different class or a study hall.

REQUIRED ENGLISH COURSES FOR GRADE 11

103110 ENGLISH 11A

Grade 11

0.50 Credit/Semester

This course is designed for students needing to improve their reading and writing skills. Students receive individualized instruction through materials which expose them to both classic and contemporary literature. The ability to access and analyze information is central to this course. There is intensive work on developing strategies to build reading comprehension, vocabulary and writing skills.

103111 ENGLISH 11B

Grade 11

0.50 Credit/Semester

This is a continuation of the program begun in English 11A. Students may, however, begin the program either semester.

103220 COLLEGE PREP ENGLISH 11

Grade 11

1.00 Credit/Year

The aim of this course is to provide students with a sequential exposure to American Literature from the age of the Puritans to the 21st Century. Works such as *The Crucible*, *The Adventures of Huckleberry Finn*, *The Sun Also Rises*, *The Great Gatsby*, *A Farewell to Arms* and *The Things They Carried* challenge students to read perceptively and interpret literature maturely. Short stories and poetry by famous authors are taken from an anthology. Students will be expected to develop essays using critical analysis, comparison and contrast, and thesis development. Class work helps to nurture articulate and effective speaking as well as capable viewing and listening. Completing a MLA-format research paper on a literary or historical time period or movement is required in this class. Preparation for the SAT is emphasized.

103330 HONORS ENGLISH 11

Grade 11

1.00 Credit/Year

This course involves a complete survey and critical analysis of American literature from the Puritans through twentieth century poetry, drama, and fiction as well as contemporary selections of non-fiction. Students demonstrate their understanding of literature by writing term papers on both an American poet and an American novelist. Weekly compositions based on the literature stress the principles of organization and logical development and the use of a variety of writing techniques. Grammar is taught in a prescriptive manner in order to address needs. Students also present a variety of speeches and panel discussions throughout the year. Preparation for the SAT is emphasized. Students are expected to sign up for American Literature projects in June and participate in a summer reading program.

REQUIRED: Successful completion of Honors English 10 (77% or above) or CP 10 (90% or above) or teacher recommendation. The completion of a summer reading assignment is also required.

103399 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grade 11

1.50 Credits/Year

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. The class meets every day for the entire year. This college-level course provides students with opportunities to develop the skills which will help them write effectively and confidently in their future academic pursuits and in their professional and personal lives. Students read complex texts from the traditions of American Literature, as well as numerous essays and other pieces from more contemporary sources. Up to an hour of homework every night is to be expected.

REQUIRED: Teacher recommendation. Summer assignment required.

NOTE: An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$96 fee (as of 2022) for the test is borne by the student.

103950/103951 ENGLISH RECOVERY 11A + 11B

Grades 11-12

0.50 Credit/Semester

The policy of the Dover High School English Department requires that a student complete each year of English in sequence before earning credit for the next. This course allows students to recover their junior English credit. The genre-based curriculum will focus on literature unique to this course; there will be an emphasis on writing, vocabulary, and the mastery of basic English skills. Readings will be chosen from novels, short stories, contemporary essays, and poetry, including song lyrics. Assignments will be individualized.

REQUIRED ENGLISH COURSES FOR GRADE 12

104110/104111 SENIOR ENGLISH 12A + 12B

Grade 12

0.50 Credit/Semester

This course is designed for students needing to improve their reading and writing skills. Students receive individualized instruction through materials which expose them to both classic and contemporary literature. The ability to access and analyze information is central to this course. There is intensive work on developing strategies to build reading comprehension, vocabulary and writing skills.

104219 APPLICATIONS OF ENGLISH

Grade 12

1.00 Credit/Year

Applications of English is a course designed to prepare students for the many challenges facing their generation in the working world. The class will provide experience with many aspects of the workplace including interoffice relationships, business ethics and etiquette, unnecessary exploitation, reading and understanding technical documents, job hunting tactics, interview skills and basic technical writing. Class work and participation are essential elements of success in this course. Students will develop a portfolio which will both demonstrate the knowledge they have attained and be useful in the job application process.

104274 COLLEGE PREP DYSTOPIAN LITERATURE I

Grade 12

0.50 Credit/Semester

What is Dystopia? “Dystopia” is a noun, meaning an imaginary place or state in which the condition of life is horrific due to deprivation of information, oppression or terror. This course will examine the depiction of dystopian societies as presented in *1984* by George Orwell, Huxley’s *Brave New World*, William Golding’s *Lord of the Flies* and selected short stories of Ray Bradbury. Students will study how these societies are created and maintained through an examination of two major forms of Dystopian control – the Huxleyan: where people are amused into complacency and the Orwellian: where people are scared into submission.

Through an examination of these societies, students will gain an understanding of basic political thought, what a Dystopian society is and how the governments in these societies operate. Please note this is a reading- and writing-intensive course.

104280 COLLEGE PREP SPORTS LITERATURE

Grade 12

0.50 Credit/Semester

Employing the vehicles of sports-related fiction and nonfiction, this course will teach the essential skills of critical thinking, analysis, research and composition. Students will be exposed to a broad variety of sports- based literature such as *The Old Man and the Sea*, *The Bear*, *The Mexican*, *The Curse of the Bambino*, *The Natural*, *Drive*, *Where Men Win Glory* and others. The commentary of revered sports columnists such as Frank Deford, George Will, Mitch Albom, Dan Shaunessey and Bob Ryan will be read and discussed.

Students will read the biography of a sports figure of their choosing, and self-select a sports-related topic for a research paper. Through this process students will glean insight into the composition of a successful athlete and person, and create an enduring personal definition of sportsmanship and the ethics of competition.

104282 COLLEGE PREP MYSTERY AND SUSPENSE

Grade 12

0.50 Credit/Semester

This course is a genre study of the tradition of mystery fiction and its unique conventions. Beginning with the 19th century origins of the genre, students will examine the role of the detective character in fiction and the idea of the reader as a detective. Students will explore the sub-genres of locked room mysteries, cozies, hardboiled detectives and police procedurals, as well as the biographies of various writers, and their impact on the genre. Course assignments include weekly writings (journals, study guides and papers), reading assignments, oral presentations, tests/quizzes, an in-depth MLA research paper and research-based creative projects. **Please note this is a reading- and writing-intensive course for seniors only**

104290 COLLEGE PREP SCIENCE FICTION LITERATURE

Grade 12

0.50 Credit/Semester

As humanity develops, so does its tools. Our growing technology, space odysseys, fear of the unknown and humanity’s place in the universe are often debated among writers of our time. This course seeks to examine a twentieth-century outlook on science fiction literature. Students will read a variety of novels including Frank Herbert’s *Dune* and William Gibson’s *Neuromancer* along with a free choice semester novel that hits significant themes of science fiction writing through the years. Students will also couple their reading of the texts with writing analytical and persuasive research papers about concepts and themes that arise through our discussions and reading.

104372 HONORS MYTHOLOGY

Grade 12

0.50 Credit/Semester

This course focuses on how Greek mythology came to influence all of western literature, with a focus on archetypes and the hero's quest. A study of the Greek gods and their myths in Edith Hamilton's *Mythology* will start the class. This understanding will be supported by close readings of Stephen Mitchell's full translation of *The Iliad*. Course assignments include weekly writings (journals, study guides and papers), reading assignments, oral presentations, dramatic interpretations, tests/quizzes, an in-depth MLA research paper and research-based creative projects. **Please note this is a reading- and writing intensive course for seniors only. If a student has already taken CP Mythology, they cannot take this course.**

REQUIRED: Teacher recommendation.

104279 COLLEGE PREP WRITING FOR COLLEGE

Grade 12

0.50 Credit/Semester

In this course students learn to write clearly and effectively for defined audiences through a variety of rhetorical strategies. The goal of the course is to achieve college-level compositions. Specifically, the emphasis is placed on writing for college applications and scholarships, from pre-writing through drafting, conferencing, revision, and editing. This course places reading in the curriculum to serve as writing models.

104379 HONORS WRITING FOR COLLEGE

Grade 12

0.50 Credit/Semester

In this course students learn to write clearly and effectively for defined audiences through a variety of rhetorical strategies. The goal of the course is to achieve college-level compositions. Specifically, the emphasis is placed on writing for college applications and scholarships, from pre-writing through drafting, conferencing, revision, and editing. This course places reading in the curriculum to serve as writing models.

REQUIRED: Teacher recommendation.

104378 HONORS PHILOSOPHY

Grade 12

0.50 Credit/Semester

Do we have free will or are we controlled by fate? Is human nature good, bad, or created by each individual? Does the complexity of the universe and the human body prove the existence of a creator or the wonders of evolution? Philosophy is the pursuit of wisdom and truth. This course will offer in-depth exposure to a variety of philosophical topics and will allow students the opportunity to explore their own opinions on these important issues. Through such readings as Vonnegut's *Cat's Cradle*, Albert Camus' *The Stranger* and a variety of philosophical essays and short stories, students will gain a better understanding of major philosophical ideas and in the process, themselves. Please note this is a reading- and writing-intensive course.

REQUIRED: Teacher recommendation.

104399 ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade 12

1.00 Credits/Year

AP English 12 is designed for students desiring the challenge of college level work. The class meets every day for the entire year. Students will improve their skills of literary analysis during a year of intensive study of thematic units incorporating but not limited to British Literature. Using *Adventures in English Literature* and *Literature and Composition* as the main texts, students will study representative works of every genre. Major units of study include the origins of English ("Beowulf" and "The Canterbury Tales"), inquiry into the nature of good and evil ("Paradise Lost", *Frankenstein*, *The Picture of Dorian Gray*, and *Heart of Darkness*), contemplation of conformity and rebellion (*Hamlet*, *Lord of the Flies*, and *Atonement*) and the investigation of several classic novels of choice. Students will also read and respond to contemporary nonfiction, short stories and poetry. Class participation is a vital part of the experience, with opportunities to make presentations and to lead class discussion. Up to an hour of homework every night is to be expected.

REQUIRED: Teacher recommendation. Summer reading of three novels with one 1,000-word essay due the first day of school is a requirement.

NOTE: An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$96 fee (as of 2022) for the test is borne by the student.

ENGLISH ELECTIVES (Includes some courses for senior English credit)

**** Note:** Except where noted, completion of these classes in grades 9-11 excludes a student from retaking the course as a senior.

104260 COLLEGE PREP THEATER ARTS I

Grade 12 for English credit

0.50 Credit/Semester

Grades 9 - 11 for fine arts or elective credit only

Students will study the basics of the theater world. Acting, voice and diction, theater history and stagecraft will be explored. Class activities which foster group support, trust and cooperation are stressed. Students will experience acting and workshop activities that create a greater understanding of the acting process. The class will read and study two plays during the semester. Students are expected to demonstrate competence in oral and written expression, as well as participate in performance-oriented activities. Active participation in Drama Club productions is strongly encouraged.

104261 COLLEGE PREP THEATER ARTS II

Grade 12 for English credit

0.50 Credit/Semester

Grades 9-11 for fine arts or elective credit

Students will continue their studies of the theater world and will focus on further improvement of their performance skills by participating in in-depth character study work, as well as continued acting workshops. Students will be reading, performing and analyzing two additional plays in class, and will direct classmates in one-act plays. Students will examine various career opportunities offered in the theater field. Active participation in Drama Club or theatrical productions is strongly encouraged.

REQUIRED: Successful completion of Theatre Arts I or permission of teacher

102450 COLLEGE PREP ACADEMIC WRITING SEMINAR

Grades 9-10 (grade 11 on space available basis)

0.50 Credit/Semester

(Elective credit)

This course is designed to help support and improve students' academic writing skills. Open to college bound freshmen and sophomores that want to improve their writing, students will receive instruction and practice with various forms of formal essay writing through direct instruction and in-class writing assignments.

Individualized instruction, support, and feedback will be accessible for each student's needs. Topics covered will include developing a strong thesis statement, argument and research writing, analysis, citing evidence, effective use of quotations, and the use of MLA format. Students will also receive support with writing assignments from other courses. Writing assignments will be worked on within class time, with the expectation to complete assignments at home when necessary.

104266 COLLEGE PREP FILM STUDIES

Grade 12 for English credit

0.50 Credit/Semester

Grade 11 for elective credit

This course is designed for students interested in learning about film and how it reflects culture, history and society. Students will be viewing major film classics (such as *Citizen Kane*, *On the Waterfront*, and *The Birds*) in class, and will then use their reading, writing, research and discussion skills to analyze connections between life and film. Students will also examine the historical and aesthetic implications of films, as well as explore filmmaking terminology and technique. Along with weekly writing and reading assignments, a research paper and a creative project are required. Please note that this is a writing-intensive course.

104264 COLLEGE CREATIVE WRITING AND POETRY

Grade 12 for English credit

0.50 Credit/Semester

Grade 9-11 for Elective credit

Creative writing is in the movies, television shows and commercials, newspapers and on-line websites, poetry, and novels we read --- Creative writing is all around us! This class will help you discover creative writing through the use of different techniques and genres. Students will experiment with the craft of the written word to create original works such as fiction, poetry, etc. There is a significant writing class as to improve and become a well-rounded writer one must write, write, and write some more.

104268 COLLEGE PREP JOURNALISM I (104368 HONORS OPTION)

Grade 12 for English credit

1.00 Credit/Year

Grades 9-11 for Elective credit

In this year-long course students will learn all aspects of journalism – business, editorial, and production. Topics and training include the history and future of American journalism; First Amendment law and journalistic ethics; editing and copy editing; graphic design and photojournalism; grant writing and advertising sales; organizational communications and business management; media marketing and public relations. Students will practice all forms of journalistic writing. *This course has an honors option.*

104269 COLLEGE PREP JOURNALISM II (104369 HONORS OPTION)

Grade 12 for English credit

1.00 Credit/Year

Grades 10-11 for elective credit

This course is designed for devoted students to take their journalistic skills to the next level. In this year-long course students will continue to improve their journalism skills from Journalism I by developing, producing and publishing our monthly newspaper, The Tide, as well as writing stories for our website, The Tide Online, and The Newswave. Students will apply for positions on staff at the beginning of the semester and will continue to improve their journalistic ability through all aspects of journalism – business, editorial, and production. Editorial and managerial positions are generally filled by experienced and dedicated students.) This course may be repeated for elective credit. *This course has an honors option.*

REQUIRED: Successful completion of Journalism I**104270 COLLEGE PREP PUBLIC SPEAKING AND DEBATE (104370 HONORS OPTION)**

Grade 12 for English credit

0.50 Credit/Semester

Grades 10-11 for elective credit

Grade 9 may take this course for elective credit by recommendation/teacher approval

Public speaking and debate provides a forum for discussing the vital and important issues in today's world. This course is designed to explore the power of language and give students an opportunity to practice a variety of actual speaking situations. Focus will be on the refinement of lifelong speaking skills including voice projection, oral reporting, argumentation and persuasion, introductions and acceptance speeches, and group and panel discussions. The key components of this course are oral presentation skills, extensive research, critical thinking and writing. *This course has an honors option.*

104250 COLLEGE PREP FANTASY (AS A GENRE STUDY)

Grade 12 for English credit

0.50 Credit/Semester

Grades 9-11 for elective credit

Fantasy, as a literary genre, is defined as having one (or more) elements in it that cannot be found in our human world. Fantasy has magic in it, which can lead the story to fantastic worlds and incredible adventures. This course is designed to take a reader on a journey of discovery, to broaden our minds and think beyond the limits of our conventional reality. We will start at the beginning of the genre by studying fairy tales, and delve into classic tales of fantasy. Students will use the literature to discover archetypes and the Hero's Quest in a variety of novels such as *The Wonderful Wizard of Oz* and *The Hobbit*. Course assignments include weekly writings (journals, study guides and papers), reading assignments, oral presentations, dramatic interpretations, tests/quizzes, an in-depth MLA research paper and research-based creative projects.

104272 COLLEGE PREP MYTHOLOGY

Grade 12 for English credit

0.50 Credit/Semester

Grade 11 for elective credit

This course introduces students to the world of mythology while placing its emphasis on the study of Classical Greek culture. Students, along with studying the ancient myths, will read ancient texts, plays, epics, and poetry of the time period. During the course, students will discover how references to mythology not only influenced many philosophies and attitudes of modern culture, but have also influenced today's art, literature, and music. Course assignments include weekly writings (journals, study guides and papers), reading assignments, oral presentations, dramatic interpretations, tests/quizzes, an in-depth MLA research paper and research-based creative projects.

104262 COLLEGE PREP GRAPHIC STORYTELLING

Grades 12 for English credit

0.50 Credit/Semester

Grade 9-11 for elective credit

Comic books! Graphic novels! Comic strips! This course delves into just what graphic storytelling is, how it works, how it came to be such a huge part of our culture, what it is capable of, and how to write and create characters and graphic stories *with ZERO art skills required!* In a collaborative learning community, students will engage in active literary analysis and discussion of a variety of forms of graphic stories including short stories, single issues, web comics, and the graphic novels *Maus*, *The Dark Knight Returns*, and *I Kill Giants*. Students will use their understanding of the medium to plan, script, and collaboratively or individually create their own work of graphic storytelling. *This course may be repeated for elective credit in which students continue to develop their storytelling capabilities and act as a mentor to first-time students.*

105510 ESOL - ENGLISH SPEAKERS OF OTHER LANGUAGES

Grades 9-12

2.00 Credits/Year

1 English credit, 1 elective credit

Placement of ESOL students into one of four instructional levels is determined by assessment of language proficiency. Instruction includes all domains of language: listening, speaking, reading and writing. American culture will also be emphasized. Students will receive direct instruction as well as additional structured study time. One credit may be used to satisfy the English requirement and the remaining credit may be used as an elective. This course may be repeated for credit upon recommendation of the instructor.

REQUIRED: Enrollment based on assessments and recommendation of ESOL teacher.**105512 ESOL - ENGLISH SPEAKERS OF OTHER LANGUAGES**

Grades 9-12

1.00 Credit/Year

English credit

Placement of ESOL students into one of four instructional levels is determined by assessment of language proficiency. Instruction includes all domains of language: listening, speaking, reading and writing. The American culture will also be emphasized. Students will receive direct instruction as well as additional structured study time. This course may be repeated for credit upon recommendation of the instructor.

REQUIRED: Enrollment based on assessments and recommendation of ESOL teacher.**108835/36 LIFE SKILLS READING 1A/B (MENTEE)**

Grade 9-12

1.00 Credits/Semester

English Credits

This course will use a metacognitive systematic approach to help students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. Basic decoding and encoding, as well as aspects of phonemic awareness will be taught and reinforced. There will be an emphasis on Tier 1 vocabulary and functional sight words. Students will read a variety of literature both independently and as a class to improve reading comprehension. There will also be a selection of writing exercises associated with the class readings designed to improve written language skills.

REQUIRED: Enrollment based on recommendation.**108845/46 LIFE SKILLS READING 2A/B (MENTEE)**

Grade 9-12

1.00 credit/Semester

English Credits

This course will use a metacognitive systematic approach to help students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. Basic decoding and encoding, as well as aspects of phonemic awareness will be taught and reinforced. There will be an emphasis on Tier I basic vocabulary and functional sight words. Students will read a variety of literature both independently and as a class to improve reading comprehension. There will also be a selection of writing exercises associated with the class readings designed to improve written language skills.

REQUIRED: Enrollment based on recommendation**108945 UNIFIED LIFE SKILLS READING (MENTOR)**

Grades 10-12 This course can be repeated for elective credit. 0.50 Credit/Semester Requires teacher permission.

108820 LITERACY LAB

Grades 9-12

1.00 Credit/Year

English credit

Literacy Lab is focused on the development of student learning practices that respond to the demands of 21st Century literacy, and the development of Tier 2 and Tier 3 vocabulary essential to literacy proficiency.

Students will understand and apply learning strategies necessary to increase their reading, writing and language skills to meet demands in and beyond the classroom. In an environment made up of oral language and printed and digital material, the ability to access information, read critically, comprehend, and apply acquired knowledge to communicate effectively is crucial. Focus will be placed on the areas of listening, speaking, reading, writing and viewing analytically. In this course, students will understand how to access and use the skills and knowledge they possess, learn strategies needed to support those skills, and acquire the tools necessary to enhance their skills to become effective lifelong learners.

REQUIRED: Enrollment based on recommendation

808870 CAREER EXPLORATION AND PLANNING

Grades 9-12 (English Credit or Elective Credit)

1.00 Credit/Year

Career Exploration and Planning course is designed to raise student awareness of their personal interests and preferred learning styles and strengths. The class will provide resources to enable students to gain career information, enable students to become better career decision makers, and help develop students' interview skills. Students will develop a resume and learn how to appropriately fill out a job application. This course will introduce students to a wide variety of challenges they will face when joining the workforce. The course consists of in-class activities, discussion, role-play, and more. Students will explore decision making, money management, banking, job search skills, and interviewing for a job. The class time will be divided into different activities consisting of, but not limited to: writing activities including crafting essays in relation to their academic and career goals after high school.

REQUIRED: Enrollment based on recommendation.

108810 EVERYDAY FUNDAMENTALS OF ENGLISH I A

108810 EVERYDAY FUNDAMENTALS OF ENGLISH I B

Grades 9-12

1.00 Credit/Semester

This course meets every day. This interactive course assists students in developing reading comprehension and writing skills. Students read various types of texts as they are guided to develop the skills necessary to identify the main ideas and details, cause and effect relationships, facts vs. opinions, story elements and sequence of events. Students receive instruction and practice in writing informational summaries, narrative essays, and literary analysis. Students are guided by the teacher to monitor and evaluate their progress. This class is taught in a way that provides students with multiple experiences and opportunities to maximize mastery of skills. In the school year following completion of this course, students will be enrolled in Everyday Fundamentals of English II A/B.

REQUIRED: Enrollment based on recommendation

108804 EVERYDAY FUNDAMENTALS OF ENGLISH LEVEL II A

108814 EVERYDAY FUNDAMENTALS OF ENGLISH LEVEL II B

Grades 10-12

1.00 Credit/Semester

This course will assist students in developing reading comprehension through an interactive program and direct instruction.. Students will read every class day and utilize reading strategies to reinforce reading comprehension. Each student will monitor and evaluate his/her own progress with the instructor. Students will have in class reading assignments as well as assigned weekly Reading Logs. There will also be a selection of activities designed to address writing skills. This course meets daily and is taught at a slower pace in order to provide students multiple experiences to maximize mastery of skills. Upon the conclusion of this class students will either move on to Fundamentals of English Level 3, Literacy Lab or Sophomore English.

REQUIRED: Enrollment based on recommendation.

108801 FUNDAMENTALS OF ENGLISH 1A

108811 FUNDAMENTALS OF ENGLISH 1B

Grade 9

0.5 Credit/Semester

This course will assist students in developing reading comprehension through an interactive program and direct instruction. Students will read in every class and utilize reading strategies to reinforce comprehension. Each student will monitor and evaluate his/her own progress with the instructor. Students will have in class reading assignments. There will also be a selection of activities designed to address writing skills. Upon the conclusion of this class students will either move on to Fundamentals of English 2, Literacy Lab or English.

REQUIRED: Enrollment based on recommendation.

108005 FUNDAMENTALS OF ENGLISH LEVEL 2A

108015 FUNDAMENTALS OF ENGLISH LEVEL 2B

Grades 10-12

0.5 Credit/Semester

This course will assist students in developing reading comprehension through an interactive program and direct instruction.. Students will read every class day and utilize reading strategies to reinforce reading comprehension. Each student will monitor and evaluate his/her own progress with the instructor. Students will have in class reading assignments. There will also be a selection of activities designed to address writing skills. Upon the conclusion of this class students will either move on to Fundamentals of English Level 3, Literacy Lab or Sophomore English.

REQUIRED: Enrollment based on recommendation.

108802 FUNDAMENTALS OF ENGLISH LEVEL 3 A**108812 FUNDAMENTALS OF ENGLISH LEVEL 3 B**

Grades 10-12

0.5 Credit/Semester

This course will assist students in developing reading comprehension through an interactive program and direct instruction. Students will read every class day and utilize reading strategies to reinforce reading comprehension. Each student will monitor and evaluate his/her own progress with the instructor. Students will have in class reading assignments. There will also be a selection of activities designed to address writing skills.

Upon the conclusion of this class students will either move on to Fundamentals of English Level 4, Literacy Lab or English.

REQUIRED: Enrollment based on recommendation.

108803 FUNDAMENTALS OF ENGLISH LEVEL 4 A**108813 FUNDAMENTALS OF ENGLISH LEVEL 4 B**

Grades 10-12

0.5 Credit/Semester

This course will assist students in developing reading comprehension through an interactive program and direct instruction. Students will read in every class day and utilize reading strategies to reinforce reading comprehension. Each student will monitor and evaluate his/her own progress with the instructor. Students will have in class reading assignments. There will also be a selection of activities designed to address writing skills. Upon the conclusion of this class students will either move on to Literacy Lab or English.

REQUIRED: Enrollment based on recommendation.

UNIFIED DRAMATICS

This is an introductory level course in theater arts. Students whose reading, communication and social skills are well below grade level will have the opportunity as mentees to explore the genre of drama, working with typical peers and eventually performing in front of an audience. Two-thirds of the students in this class will be strengthening their basic language arts skills as mentees, while mentor students are invited to enroll to practice the skills of modeling and problem solving. Performances will include all students.

REQUIRED: Enrollment based on recommendation.

108863 UNIFIED DRAMATICS (MENTEE)

Grades 9-12 This course can be repeated for Fine Arts or elective credit. 0.50 Credit/Semester

108864 UNIFIED DRAMATICS (MENTOR)

Grades 10-12 This course can be repeated for elective credit. 0.50 Credit/Semester Requires teacher permission.

MATHEMATICS DEPARTMENT

Technology is assuming an ever-increasing role in our society, both in the workplace and in everyday life. A thorough knowledge of mathematics is the foundation upon which much of this technology is built. Students need to have even stronger backgrounds in mathematics if they are to be prepared for the internationally- competitive jobs in the 21st Century. Thus, every student at Dover High School is encouraged to take all the mathematics courses he or she can possibly handle. The mathematics department will adopt the use of the Texas Instrument 83 plus (TI 83 plus) or TI-84 plus graphing calculator. Should a student wish to purchase a calculator, we encourage students to select one of these models. The homework expectations for math courses are as follows: Non-CP math courses assign an average of one hour per week, CP level math courses assign two-three hours per week, and honors level math courses assign three-five hours per week.

DHS Math Career Paths						
	Intro*	College Prep(CP)		Honors (Options vary depending on interest)		
Grade 9	Algebra I	CP Algebra I	CP Geometry	Honors Algebra I		Honors Geometry
Grade 10	Geometry	CP Geometry	CP Algebra II	Honors Algebra II and CP or Honors Geometry	Honors Geometry	Honors Algebra II
Grade 11	Algebra II	CP Algebra II	CP Precalculus	Honors Pre-Calculus	Honors Algebra II	Honors Pre-Calculus
Grade 12	Select 2 of: Math & Money Statistics Math Applications CTC Math	Statistics Math & Money CP Statistics CP Pre-Calculus Topics in Applied College Math CTC Math	CP Statistics AP Calculus AB AP Statistics	CP Statistics AP Calculus AB AP Calculus BC AP Statistics	Honors Pre-Calculus AP Statistics	Honors Calculus AP Calculus AB AP Calculus BC AP Statistics
Future	Trade School or Career	College – General		College		

201110 ALGEBRA I

Grades 9-11

1.00 Credit/Year

An Algebra I course that addresses primarily linear relationships at a moderate pace. The areas of focus include variables, solving equations, graphing and the real number system.

REQUIRED: Teacher recommendation.

201210 COLLEGE PREP ALGEBRA I

Grade 9-10

1.00 Credit/Year

An Algebra I course that addresses primarily linear relationships at a traditional pace. The areas of focus include variables, solving equations, graphing and the real number system. Additional topics will include exponents, polynomials, quadratics and some statistics.

REQUIRED: Teacher recommendation.

201310 HONORS ALGEBRA I

Grade 9

1.00 Credit/Year

An Algebra I course that addresses primarily linear relationships at a rigorous pace. The areas of focus include variables, solving equations, graphing and the real number system. Additional topics will include exponents, polynomials, quadratics and some statistics. All topics will include advanced problem solving with an emphasis on word problems and critical thinking skills.

REQUIRED: Teacher recommendation.

202120 GEOMETRY

Grades 10- 12

1.00 Credit/Year

A Geometry course that addresses primarily measurement of geometric figures at a moderate pace. The areas of focus include a review of solving one variable equations, logic and reasoning, measurement of angles and segments, congruence, similarity, transformations, polygons and circles, probability and surface area and volume.

REQUIRED: Successful completion of Algebra I and teacher recommendation.

202220 COLLEGE PREP GEOMETRY

Grade 9-12

1.00 Credit/Year

A Euclidean Geometry course that addresses primarily measurement of geometric figures at a traditional pace. The areas of focus include a review of solving one variable equations, logic and reasoning, measurement of angles and segments, congruence, similarity, transformations, polygons and circles, probability and surface area and volume. Additional topics include formal geometric proofs, right triangle trigonometry, and area of regular polygons.

REQUIRED: Successful completion of CP Algebra I and teacher recommendation.**202320 HONORS GEOMETRY**

Grades 9-10

1.00 Credit/Year

This is a course in Euclidean and Analytic Geometry in which students will learn to visualize, analyze, and reason formally at a rigorous pace. An emphasis is placed on the understanding and use of formal proofs. Students will prove properties of congruence of triangles and other various polygons, and the relationships involved with similar figures. Students will review and strengthen algebraic skills as they master and apply their geometric knowledge. Throughout the course the relevancy of geometric concepts in the real world will be stressed. This is a rigorous course that moves at a fast pace, examines topics in depth, emphasizes critical thinking skills, and fosters conceptual knowledge.

REQUIRED: Successful completion of Honors Algebra I and teacher recommendation.**203130 ALGEBRA II**

Grades 10-11

1.00 Credit/Year

A second year Algebra course that addresses solving linear and nonlinear equations at a moderate pace. The areas of focus include Linear Programming, Matrices, Quadratics, Exponentials, and Trigonometry. Students will use graphical and algebraic methods to solve problems related to real world applications.

REQUIRED: Successful completion of Algebra I and teacher recommendation.**203230 COLLEGE PREP ALGEBRA II**

Grades 10- 12

1.00 Credit/Year

A second year Algebra course that addresses linear and non-linear equations at a traditional pace. Additional topics include quadratic, polynomial, radical, rational, exponential and logarithmic functions and relations.

REQUIRED: Successful completion of CP Algebra I and teacher recommendation.**203330 HONORS ALGEBRA II**

Grades 9-11

1.00 Credit/Year

A second year Algebra course that addresses linear and non-linear equations at a rigorous pace. Additional topics will include quadratic, polynomial, radical, rational, exponential and logarithmic functions and relations, sequences and series, and the binomial theorem. All topics will include advanced problem solving with an emphasis on word problems and critical thinking skills.

REQUIRED: Successful completion of Honors Algebra I and teacher recommendation.**204240 COLLEGE PREP PROBABILITY AND STATISTICS**

Grades 11 & 12

1.00 Credit/Year

This course introduces students to the concepts of descriptive and inferential statistics. Students are not expected to just do computations but are asked to make decisions based on results. Topics included are permutations, combinations, conditional probability, confidence intervals, hypothesis testing, measures of central tendency and spread, linear regression, and the normal probability distribution. A TI-84 calculator is highly recommended.

REQUIRED: Successful completion of CP Algebra II and teacher recommendation.**204140 STATISTICS**

Grades 11-12

0.50 Credit/Semester

This course introduces the student to basic principles of statistics as applied to the everyday world. Applications include a data collection project and game design. Course topics include: an introduction to descriptive statistics, including measures of central tendency, spread and data classification, and an introduction to probability concepts.

REQUIRED: Successful completion of Algebra II and teacher recommendation.

203300 COLLEGE PREP TOPICS IN APPLIED COLLEGE MATHEMATICS

Grade 11 & 12

1.00 Credit/Year

This course focuses on quantitative thinking with real-world applications. Some topics covered are number theory, number systems, algebra with applications, finance with simple and compound interest, geometry and measurement, probability and statistics.

This course will be taught in partnership with Great Bay Community College. Successful completion of this course will result in either three or four credits in college level math. These credits are accepted at all CCSNH Colleges and transferable to a number of two and four-year universities.

REQUIRED: Successful completion of CP Algebra II and teacher recommendation.

NOTE: This is a concurrent enrollment course which allows students the opportunity to earn college credits while concurrently earning credits toward their high school diploma. The cost to take advantage of the dual enrollment option is currently \$150.00, which is approximately a \$450 savings.

204145 CAREER TECHNICAL CENTER MATH

Grade 12

0.50 Credit/Semester

This course is an application of the math skills specific to the content of the student's Career and Technical (CTC) domain. Units will derive from: Health Sciences, Cosmetology, Building Trades, Auto Tech or Collision, Electrical or Culinary and apply directly to that program. Lack of math fluency often hinders progress in CTC programs. The textbooks, activities and collaborative projects in this class will prepare students to focus more on the math in their CTC program by creating improved math confidence. Students will regularly use the technology and the same tools they will see in the CTC program. Included in this course will be mathematics test preparation for courses that have certification and college entrance exams.

REQUIRED: Enrolled in one of the following CTC Programs: Health Sciences (including Sports Medicine, EMT or Firefighting), Cosmetology, Building Trades, Auto Tech, Auto Collision, Electrical, Welding or Culinary

204174 MATH, MONEY & PERSONAL FINANCE

Grades 11-12

0.50 Credit/Semester

This course provides the basic understanding of the financial world allowing the student to experience the numerous ways mathematics come into play in the life of today's consumer. Students will learn about financial planning, including making purchases, creating budgets, seeking credit, understanding taxes, savings, and general banking practices. Understanding math to make more informed decisions as a smart consumer is the primary goal of this course.

REQUIRED: Successful completion of Algebra I or equivalent and teacher recommendation.

204172 MATH APPLICATIONS

Grades 11-12

0.50 Credit/Semester

This course is a review of math skills in an application model. Students will apply knowledge of linear equations and systems of equations, geometric properties, ratios, proportions and percents utilizing real world examples.

REQUIRED: Successful completion of Algebra I and teacher recommendation.

204260 COLLEGE PREP PRE-CALCULUS

Grades 11-12

1.00 Credit/Year

This course will apply the student's knowledge of functions and real numbers to an in-depth study of polynomial, rational, logarithmic, exponential, and trigonometric functions at a traditional pace. A review of functions of various types from Algebra II and an introduction to sequences and series will complete this course.

REQUIRED: Successful completion of CP Algebra II and teacher recommendation.

204360 HONORS PRE-CALCULUS

Grades 10-11

1.00 Credit/Year

This course will apply the student's knowledge of functions and real numbers to an in-depth study of polynomial, rational, logarithmic, exponential, and trigonometric functions at a rigorous pace. The study of trigonometric functions will lead into the study of vectors, complex numbers, and polar equations. A study of sequences, series, and conic sections will complete the course.

REQUIRED: Successful completion of Honors Algebra II and teacher recommendation.

204380 HONORS CALCULUS

Grades 11-12

1.00 Credit/Year

This course is for students who need calculus in college. Topics will include limits, definition of a derivative, functions, derivatives and integrals of polynomial, exponential, logarithmic and trigonometric functions. Students will also study maxima and minima of functions, related rates, and optimization. Area between curves and volumes of solids will be covered as time allows.

REQUIRED: Successful completion of CP Pre-Calculus and teacher recommendation.

204390 ADVANCED PLACEMENT CALCULUS AB

Grade 12

2.00 Credits/Year

This course will follow the Advanced Placement Calculus curriculum covering limits, definition of the derivative, derivatives and integrals of polynomial, exponential, logarithmic and trigonometric functions. Students will also study maxima and minima of functions, related rates, optimization, area between two curves and volumes of solids of rotation.

REQUIRED: Successful completion of CP Pre-Calculus and teacher recommendation.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$96 fee (as of 2022) for the test is borne by the student.

204395 ADVANCED PLACEMENT CALCULUS BC

Grade 12

2.00 Credits/Year

This course will complete all topics listed for AP Calculus AB. Additionally, students will study the derivatives and antiderivatives of functions given in parametric, polar and vector forms. The application of sequences and series to integration, specifically Taylor and Maclaurin series will complete the course.

REQUIRED: Successful completion of Honors Pre-Calculus and teacher recommendation.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$96 fee (as of 2022) for the test is borne by the student.

204399 ADVANCED PLACEMENT STATISTICS

Grades 11-12

2.00 Credits/Year

The purpose of this course is to introduce students to the major concepts and tools for collecting analyzing and drawing conclusions from data. Students will study many broad conceptual themes: exploring data- observing patterns and departures from patterns, planning a study, anticipating patterns, producing models using probability theory and simulation, statistical inference and confirming models.

REQUIRED: Successful completion of Honors Algebra II or CP Pre-Calculus and teacher recommendation.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$96 fee (as of 2022) for the test is borne by the student.

208801 MATH ENRICHMENT 1A

208811 MATH ENRICHMENT 1B

Grades 9-12

1.00 Credit/Semester

This course will cover real world problem-solving to further develop critical thinking skills. It will focus on remedial math skills, including addition, subtraction, and multiplication without regrouping, division and divisibility, area, volume, perimeter of polygons, as well as measurement of angles, and solving for missing angles. Other topics will include a review of fractions, including all operations with like and unlike denominators. Students will develop skills necessary to be successful in Math Enrichment 2D or Pre-Algebra 1D.

Enrollment based on recommendation.

208802 MATH ENRICHMENT 2A

208812 MATH ENRICHMENT 2B

Grades 9-12

1.00 Credit/Semester

This course will cover real world problem-solving to further develop critical thinking skills. It will focus on middle school remedial math skills using the operations of addition, subtraction, multiplication and division with rational numbers, integers, decimals, exponents, ratios, and percent, with an introduction to equations, expressions and solving for variables. Minimal homework will be assigned. Students will develop skills necessary to be successful in Pre-Algebra 1D, Algebra 1D, or Algebra I.

Enrollment based on recommendation.

208803 PRE-ALGEBRA 1A**208813 PRE-ALGEBRA 1B**

Grades 9-12

1.00 Credit/Semester

This course is designed to offer students the Algebra 1 curriculum at a slower pace to ensure students master work with integers, evaluations, and solving one-step and multi-step equations. An introduction to functions and rational numbers will also be covered. Basic graphing of lines and slope will be explored. Students will also study positive and negative exponents, factoring, multiplying binomials, linear equations, graphing. Students who complete this course will earn elective math credits and be prepared for Algebra ID or Algebra I.

Enrollment based recommendation.**208804 EVERYDAY ALGEBRA 1A****208814 EVERYDAY ALGEBRA 1B**

Grades 9-12

1.00 Credit/Semester

This class meets daily. This course is designed to offer students the opportunity to successfully complete the essential topics of Algebra 1. The content of this course will focus on the following strands: Numbers and Operations of Rational Numbers; Geometry and Measurement; Algebra Relations and Functions; Data, Statistics, and Probability; Problem Solving; Reasoning, Communications and Connections. The student will also learn to solve multi-step equations, create and interpret graphs, and organize data. Homework will be given daily. Upon successful completion of this course students will move on to Geometry, Math and Money, or Math Applications.

Enrollment based on recommendation.**NOTE: This class meets the Algebra I requirement.**

SCIENCE DEPARTMENT

The Science Department's multi-level curriculum has been designed to provide a sequential program of studies which recognizes student needs to prepare for future education as well as to prepare those students whose formal education will terminate upon graduation. To meet this goal, the curriculum addresses the need for the student to think critically, solve problems resourcefully and effectively, read, write and speak effectively, and access and analyze information.

DHS Science Career Paths					
		College Prep (CP)	Honors (Options vary depending on interest)		
Grade 9	Integrated Science	CP Integrated Science	Honors Biology Honors Integrated Science	Honors Integrated Science	
Grade 10	Biology A & B	CP Biology	Honors Physics	Honors Chemistry	Honors Biology
Grade 11	Chemistry in the Community or Science elective	CP Chemistry	Honors or AP Chemistry	Honors Physics	Honors Chemistry
			Biomedical Program AP Biology; AP Physics		
Grade 12	Science Elective	CP Physics CP Anatomy & Physiology	<i>Any of the following:</i> AP Biology, AP Chemistry or Physics Honors Anatomy & Physiology Biomedical Program		
Future	Trade School or Career	College – General	College: Pre-Med, Bio-Medical Fields, Engineering, Sciences		

PHYSICAL SCIENCE

301116 INTEGRATED SCIENCE

Grade 9

1.0 Credit/Year

This interdisciplinary, lab-based first year science course is intended to develop student's scientific and 21st Century skills while exploring questions and developing solutions related to local and global environmental issues. Emphasis is placed on guiding students as they build skills and discover practical applications of their growing knowledge of earth science, physical science, and life science. Students can expect academic support and adjustments for individual learning styles

REQUIRED: Recommendation from Middle School Science Teacher

301216 COLLEGE PREP INTEGRATED SCIENCE

Grade 9

1.0 Credit/Year

This interdisciplinary, lab-based first year science course is intended to develop student's scientific and 21st Century skills while exploring questions and developing solutions related to local and global environmental issues. College Prep students have reading, writing, and math skills that are at (or above) grade level. The major units will explore cycling of matter through earth's systems, earth's history and climate.

REQUIRED: Recommendation from Middle School Science Teacher

301316 HONORS INTEGRATED SCIENCE

Grade 9

1.0 Credit/Year

This interdisciplinary, lab-based first year science course is intended to develop student's scientific and 21st Century skills while exploring questions and developing solutions related to local and global issues. This level is intended for students who want to be challenged academically. Honors students are capable of applying their advanced reading, writing, and math skills in conjunction with an ability to work independently. The major units will explore cycling of matter through earth's systems, earth's history and climate.

REQUIRED: Recommendation from Middle School Science Teacher

303130 CHEMISTRY IN THE COMMUNITY A

Grades 11-12

0.50 Credit/Semester

303130 CHEMISTRY IN THE COMMUNITY B

Grades 11-12

0.50 Credit/Semester

This course is built around societal issues as they relate to chemistry. Emphasis is placed on helping students find practical and useful applications of the content. Students can expect academic support and adjustments for individual learning styles. Thesis issues may include: water quality, use and conservation of resources, use of petroleum, chemistry of food and nutrition, chemistry of art, nuclear chemistry, air and climate, chemistry and health, and role of the chemical industry in our society. Each unit is laboratory oriented and will help students to develop the skills necessary for problem solving. Occasional homework and projects are assigned. A scientific calculator is recommended.

303230 COLLEGE PREP CHEMISTRY

Grades 11-12

1.00 Credit/Year

In this course emphasis is placed on mastery of the language, math skills, and fundamental laws and concepts of chemistry. Laboratories and demonstrations are utilized to aid the student in acquiring skills in making observations of chemical substances and reactions, recording data, and calculating and interpreting results.

College Prep Chemistry is designed to meet the needs of the majority of college-bound students. A research paper, formal lab reports, daily homework assignments and a scientific calculator are required.

REQUIRED: 80 or better in CP Algebra I and 80 or better in CP Biology and/or teacher recommendation.

303330 HONORS CHEMISTRY

Grades 10-12

1.00 Credit/Year

Honors Chemistry is an accelerated chemistry course designed to offer students the opportunity to master the conceptual and mathematical principles of chemistry. Students interested in attending college and especially those planning on pursuing a science-related career should consider taking this course. An experimental approach is utilized so that students may investigate chemical systems and interpret findings with respect to the fundamental, unifying concepts of chemistry. It should be noted that this course is very math intensive. A research paper, formal lab reports, daily homework assignments and a scientific calculator are required.

REQUIRED: 85 or better in Honors Algebra I or 95 or better in CP Algebra I and 85 or better in Honors Biology or 95 or better in CP Biology and/or teacher recommendation.

304140 HOW THINGS WORK

Grades 9-12

0.50 Credit/Semester

This physical science course is based on exploratory learning and utilizes technology as a tool for exploration. Students will spend their time researching the science behind how everyday items work, their history and impact on society. Students will be involved in exploring problem solving using research, hands-on activities and reverse engineering. Students are most often involved with some type of activity that keeps them both physically and mentally engaged. Class activities include short lectures and demonstrations, brainstorming, class discussions, internet research and many hands-on home or school-based problem-solving activities. Projects make up the majority of the student's grade, along with labs, homework, and quizzes.

305224 COLLEGE PREP MARINE SCIENCE

Grades 10-12

0.50 Credit/Semester

This college preparatory course is for students who are interested in developing an understanding of the dynamic factors (both biotic and abiotic) that define the planet's ocean. Marine Science is an interdisciplinary science and the major units of study include the chemical properties of seawater, physical processes (such as currents, tides and waves), and marine ecosystems (including marine animals and plants). The course will highlight both local (Great Bay and the New Hampshire coast) and global marine processes, ecosystems, and organisms. Students will frequently work in pairs or groups to conduct laboratory investigations. Individual work will consist of analyzing data, technical writing, research papers, and presentations. It is expected that work not finished in class will be completed for homework.

REQUIRED: Successful completion of Integrated Science.

304240 COLLEGE PREP PHYSICS

Grades 11-12

1.00 Credit/Year

The goal of this course is to allow students to gain an understanding of how the physical world works in terms of motion, forces, and energy. This lab course is designed for a wide variety of students including those going on to a two-year technical or four-year college. Instruction and assessment are differentiated so that all students can find success. Learning will be done largely in a hands-on fashion with an emphasis on the use of technology as an important tool in the problem-solving process. Students work in small teams and conduct experiments to collect and analyze data in order to learn mathematical relationships. Topics covered include waves & sound, light & optics, electromagnetism, one dimensional motion, forces, two-dimensional motion & forces, energy, simple machines. However, the major emphasis is placed on developing writing, organizational, problem solving, technical, and higher-level thinking skills. Mathematics skills include basic algebra, mostly literal equations, and basic trigonometry. Homework is assigned daily, usually a worksheet or two to practice the concepts learned in class.

REQUIRED: Successful completion of CP Biology and CP Algebra II or concurrently enrolled in CP Algebra II.

304340 HONORS PHYSICS

Grades 11-12

1.00 Credit/Year

This lab course is designed for the high ability student who has the need for greater depth of knowledge than that found in CP Physics. The goals, teaching style and topics covered are similar to CP Physics but students are expected to enter the course with high levels of organizational, writing, problem solving, technical, and thinking skills. The pace will be faster than CP Physics and more complex problems will be presented.

Mathematics skills include basic algebra, mostly literal equations, and basic trigonometry. Homework is assigned daily, usually a worksheet or two to practice the concepts learned in class.

REQUIRED: Successful completion of Honors Biology, Honors Algebra II or concurrently enrolled in Honors Algebra II.

*All of the above can be used towards the graduation requirement for Physical Science.

LIFE SCIENCE

302120 BIOLOGY A

Grade 10-12

0.50 Credit/Semester

This student-centered, lab-based course is designed to introduce students to the world of living things. It emphasizes the practical application of biological concepts that are present in our everyday lives. Students can expect academic support and adjustments for individual learning styles. This course will be activity-oriented emphasizing the basic concepts and principles that govern living things. Students are expected to participate in the scientific and engineering practices including organizing information, analyzing data, supporting an argument with evidence, and communicating scientific understanding in class. This section of Biology will explore the evolution and the genetic basis of life. Most work will be completed in class with occasional homework expectations.

302121 BIOLOGY B

Grade 10-12

0.50 Credit/Semester

This student-centered, lab-based course is designed to introduce students to the world of living things. It emphasizes the practical application of biological concepts that are present in our everyday lives. Students can expect academic support and adjustments for individual learning styles. This course will be activity-oriented emphasizing the basic concepts and principles that govern living things. Students are expected to participate in the scientific and engineering practices including organizing information, analyzing data, supporting an argument with evidence, and communicating scientific understanding in class. This section of Biology will explore matter & energy and ecosystems. Most work will be completed in class with occasional homework.

302220 COLLEGE PREP BIOLOGY

Grade 10

1.00 Credit/Year

This student-centered, lab-based course is designed to introduce the students who are on grade level for reading and math and are planning on a post-secondary education to the world of living things. Through a variety of activities, each student will participate in the scientific process. Lab experiences will be utilized to build concepts and principles that will enable the student to better understand the living world. Students will be expected to develop their scientific and engineering skills including the ability to organize information, read scientific text, analyze data, support an argument with evidence, and communicate scientific information both in and out class. The course is structured around four units including evolution, genetics, matter & energy, and ecosystems. Students can expect a minimum of 30 minutes of homework per class.

REQUIRED: Successful completion of CP Integrated Science.

302320 HONORS BIOLOGY

Grades 9-10

1.00 Credit/Year

This student-centered, lab-based course has been designed to meet the needs of students who are self-motivated, accelerated readers, and are ready for a rigorous academic challenge. Students will explore major themes in biology while gaining experience with science and engineering practices. Students will be expected to work independently to read scientific text, analyze data, support an argument with evidence, and communicate scientific information both in and out of class. The course is structured around four units including evolution, genetics, matter & energy, and ecosystems. Students can expect a minimum of 45 minutes of homework per class.

REQUIRED: Successful completion of Honors Integrated Science or recommendation of teacher.

This course is available to freshmen by recommendation of 8th grade Science teacher or School Counselor on a space available basis

* All of the above can be used towards the graduation requirement for Life Science

SCIENCE ELECTIVES

301220 GARDENS AND GOLDFISH

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/ Semester

Design and care for your own freshwater aquarium. Plan and plant a garden and take home freshly harvested produce. Grow plants under grow lights indoors. Study the structure and function of fish and flowering plants. Solve problems in your adopted aquarium related to fish compatibility, water quality, and disease. Master the identification of common species of tropical fish. Attend a working field trip to the Riverwalk Public Gardens in downtown Dover. Price, market and sell the fish we raise and the plants we grow through our classroom store "What a Catch!"

301221 AQUATIC ANIMALS

Grades 9-12

0.50 Credit/Semester

Design and implement an investigation for the collection and analysis of data related to our diverse collection of aquatic animals. Compare and contrast the major groups of aquatic invertebrates and vertebrates. Study the anatomy and behavior of crayfish, frogs, axolotls, and turtles. Dissect a squid and a bony fish. Learn about sustainability and how humans impact aquatic animals and their habitats. Participate in a beach clean-up. Attend a field trip to the Seacoast Science Center. If you loved the fish component of Gardens & Goldfish, then this is the course for you!

REQUIRED: Successful completion of Gardens, and Goldfish!

305215 ASTRONOMY

Grades 9 -12

0.50 Credit/Semester

Astronomy is a project-based course that engages students in individual or small group projects that can cover any of the myriad of topics in astronomy including the solar system, the sun, lives of stars, comets, asteroids, galaxies, big bang theory, telescoping, remote sensing, modern cosmology. Final products can include presentations, posters, skits, videos, models, songs, poems, and other options. Students are encouraged to be creative. The emphasis is on learning about astronomy but also to improve research, organizational, teamwork, and presentation skills.

305220 COLLEGE PREP FORENSIC SCIENCE

Grades 11-12

0.50 Credit/Semester

Introduction to Forensic Science is a college-preparatory, interdisciplinary course for strong science students that are interested in the science behind crime scene investigations. The major units of study include crime scene processing, fingerprinting, blood, DNA and trace evidence. Class periods will be primarily lab based where students will develop forensic science skills. In addition, lectures, class discussions, individual and group projects and guest speakers will further the forensics experience. It is expected that work not finished in class will be completed for homework.

REQUIRED: Successful completion of Biology

305227 COLLEGE PREP ZOOLOGY

Grades 10-12

0.50 Credit/Semester

Zoology is a college preparatory, laboratory-based, vocabulary rich course for students that are interested in the entire animal kingdom and in performing guided dissections. The major units of study are the 9 major groups that make up the animal kingdom. An emphasis will be placed on comparative studies and the evolutionary links between the groups. Students will work in pairs to complete laboratory observations and dissections in class.

REQUIRED: Successful completion or concurrent enrollment in Biology

305229 COLLEGE PREP ANATOMY AND PHYSIOLOGY

Grades 11-12

1.00 Credit/Year

This course is designed for students who are interested in expanding their knowledge of the human body. The course covers the structures and functions of all the body systems which include: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, lymphatic/immune and reproductive systems. Students will extend their understanding through lecture, laboratory work, and interactive activities. Students are held to high academic standards in preparation for post-secondary studies related to health careers.

REQUIRED: Successful completion of CP Biology or teacher recommendation.

305329 HONORS ANATOMY AND PHYSIOLOGY

Grades 11-12

2.00 Credits/ Year

This course is designed for students who are interested in broadening their experiences in biology. The course covers the following body systems: Introduction to the Human Body, Cells, Integument and Tissues, Skeletal, Muscular, Nervous, Endocrine, Blood, Cardiovascular, Lymphatic and Body Defenses, Respiratory, Digestive and Body Metabolism, Urinary and Reproductive. This academically challenging course will allow students to extend their understanding through lecture, laboratory work, and interactive activities related to the health careers. Students are held to high academic standards in preparation for careers in the medical profession.

REQUIRED: Successful completion of Biology and Chemistry. Chemistry may be taken concurrently with Anatomy instructor approval.

305320 ADVANCED PLACEMENT BIOLOGY

Grades 11-12

2.00 Credits/Year

This course is an introductory-level college biology course and allows successful students the option of receiving college credit. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Lab work will take up approximately 25% of the instructional time. This course is perfect for dedicated science students who want to challenge themselves!

REQUIRED: Successful completion (85% or higher) of Honors/CP Chemistry and Honors /CP Biology.

NOTE: A summer assignment must be completed prior to beginning this course.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the fee for the test is borne by the student.

NOTE: This is a dual-enrollment course. Students are eligible for Early College credit through Great Bay Community College.

305520 ADVANCED PLACEMENT CHEMISTRY

Grades 10-12

2.00 Credits/Year

This chemistry course is designed for students who intend to go on in college majoring in the sciences, engineering, or pre-medical fields of study. In addition to a review of physical science concepts, the course will cover the following topics: matter and measurement, atomic structure, periodic trends, bonding, stoichiometry, chemical reactions, solutions, gasses, acids-bases, thermochemistry, thermodynamics, kinetics, electro-chemistry, organic chemistry, and nuclear chemistry. A strong emphasis is placed on the completion of required labs. Independent learning is required and expected in order to cover the breadth and depth of the topics.

Please Note For qualified students, this course may be selected in lieu of Honors Chemistry.

REQUIRED: Qualified Students 90% or higher in Honors Biology, 90% or higher in Honors Integrated Earth Science, 90% or higher in Honors Algebra II and recommendation from current Science teacher.

Students that have taken Honors Chemistry 85% or higher in Honors Chemistry, 85% or higher in Honors Algebra II and recommendation from the current Chemistry teacher.

NOTE: A summer assignment must be completed prior to beginning this course. For qualified students, this course may be selected in lieu of Honors Chemistry. NOTE: An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the fee for the test is borne by the student.

305540 ADVANCED PLACEMENT PHYSICS 1

Grades 10-12

1.00 Credits/Year

This course is an Algebra-based course which follows a first-year college Physics curriculum. AP Physics will cover the full curriculum for AP Physics 1 and will prepare students to be successful on the AP Physics 1 exam in May. Content will include topics such as Motion and Forces, Waves and Energy.

NOTE: An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the fee for the test is borne by the student.

UNIFIED SCIENCE

Unified Science provides students with a comprehensive science education program. The course is designed to instruct mentees using a hands-on, lab-based format to meet individual student needs. Mentees work toward developing science process skills through exploration of concepts in earth, life, and physical sciences. In addition, the course offers opportunities for a limited number of peer partners who have completed required science courses to serve as mentors.

ENROLLMENT BASED ON RECOMMENDATION.

308810 UNIFIED SCIENCE A (MENTEE)

Grades 9-12

0.50 Credit/Semester

308811 UNIFIED SCIENCE B (MENTEE)

Grades 9-12

0.50 Credit/Semester

308812 UNIFIED SCIENCE (MENTOR)

Grades 10-12 Class may be repeated for elective credit.

0.50 Credit/Semester

SOCIAL STUDIES DEPARTMENT

The Social Studies Program provides opportunities for students to increase academic skills, personal knowledge and the civic values needed for quality decision making in a diverse society. The curriculum and teachings stress reading, writing, researching, listening, debating, interpreting and evaluating past and present information in relation to specific topics. Through this, students will grow to be aware of historical and contemporary values and norms, issues, problems and trends with an emphasis on the rights and responsibilities of citizenship. The program includes a variety of readings and current media to enhance the educational experience. All freshmen must complete a semester course in Global Studies. Subsequent requirements include American Government, US History and Economics.

DHS Social Studies Paths			
	Prescribed Track		Honors Track
Grade 9	Global Studies (.5 credit)	Grade 9	Honors Global Studies (.5 credit)
Grades 9 or 10	American Government (.5 credit)	Grade 10	Honors American Government (1 credit)
Grades 10 or 11	CP US History or US History A/B (1 credit)	Grade 11	Honors US History (1 credit) or AP History (1 credit)
Grade 12	Economics or Electives/AP Possibility	Grade 12	Honors Economics (.5 credit) AP Economics (1.0 credit)

Honors Required Classes

401315 HONORS GLOBAL STUDIES

Grade 9

0.50 Credit/Semester

This course covers physical and cultural geography around the world. Each region's study includes the geographic area as well as a historical and cultural overview. Emphasis is placed on developing an understanding of cultures, recent events in the world and the effects of those events on different societies. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be used. Students will review historical fiction as part of the course. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be emphasized.

REQUIRED: Middle School counselor recommendation

402315 HONORS AMERICAN GOVERNMENT

Grade 10

1.00 Credit/Year

Students enrolled in this course will study the material described in American Government. An emphasis is placed on critical thinking skills, interpreting documents, and essay writing. The students will enhance these skills to best prepare for the Advanced Placement and Honors American History expectations. The class will also dig into the historical background and significance of the civic components.

REQUIRED: 85 or better in Honors Global Studies or 95 or better in Global Studies and teacher recommendation

403330 HONORS UNITED STATES HISTORY

Grade 11

1.00 Credit/Year

Students enrolled in this course will study the material described in College Prep American History in a more intensive manner. The analysis of primary source documents, use of collegiate level readings, and completion of a research paper are staples of this course. An objective of this course is to develop strong reading, writing and analytical skills allowing the student to become a well-versed and articulate critical thinker.

REQUIRED: 85 or better in Honors American Government or 95 or better in American Government and teacher recommendation

403310 HONORS ECONOMICS & PERSONAL FINANCE

Grades 11 or 12

0.50 Credit/Semester

Economics aims to help students forge links between economic issues and their own lives. The course focuses on the following interrelated content areas: basic economic principles, the American business structure, economic performance, GDP and fiscal policy, money, banking and monetary policy, the international picture and personal economics. This course emphasizes reading, writing, discussion, debate, and cooperative learning skills and techniques.

REQUIRED: 85 or better in Honors Social Studies or 95 or better in Social Studies and teacher recommendation

403399 ADVANCED PLACEMENT US HISTORY

Grade 11 or 12

1.0 Credits/Year

AP United States History is a challenging course designed to provide a college-level experience and can earn students' college credit. It is a yearlong survey of American history from the age of exploration to the present. An emphasis is placed on critical thinking skills, interpreting documents, and essay writing. Students will need solid reading and writing skills as well as a willingness to devote considerable time to homework and study to be successful.

REQUIRED: For honors students, a grade of no less than 90 and/or teacher recommendation. For CP students, the completion of the prescribed track is required for consideration.

NOTE: The completion of a summer reading assignment is also required.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the fee for the test is borne by the student.

404399 ADVANCED PLACEMENT ECONOMICS

Grade 11 or 12

1.0 Credits/Year

The AP Program offers two separate exams in economics: one in microeconomics and one in macroeconomics. Microeconomics may include the following topics: rational choice, supply and demand, competition and market structures. Macroeconomics may include the following topics: business cycle, fiscal policy, monetary policy, debt and inflation. Each exam is intended for qualified students who wish to complete studies in secondary school equivalent to a one-semester college introductory course. Each exam presumes at least one semester of college-level preparation. This course satisfies the Economics graduation requirement.

REQUIRED: For honors students, a grade of no less than 90 and/or teacher recommendation. For CP students, the completion of the prescribed track is required for consideration.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the fee for the test is borne by the student.

Prescribed Classes for Graduation

401215 GLOBAL STUDIES

Grade 9

0.50 Credit/Semester

This course covers physical and cultural geography around the world. Each region's study includes the geographic area as well as a historical and cultural overview. Emphasis is placed on developing an understanding of cultures, recent events in the world and the effects of those events on different societies. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be used. Students will review historical fiction as part of the course. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be emphasized.

Required: Middle School Recommendation

402220 AMERICAN GOVERNMENT

Grades 9-10

0.50 Credit/Semester

This course will focus on the study of the American Government as it relates to political movements throughout United States history. Special attention will be paid to local and state governments and current political issues, civil liberties and the political progress of minorities. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be emphasized.

403230 COLLEGE PREP UNITED STATES HISTORY

Grades 10-11

1.00 Credit/Year

This course will focus on the history of the American people through a thematic approach. It will incorporate the study of the interrelationship between America and Europe, i.e., economic, political and social relationships. The background to the Spanish American War, World Wars I and II, the Cold War and Vietnam are some of the areas that will be covered. Written reports are part of the College Prep requirements. **REQUIRED:** Teacher and counselor recommendation

403130 UNITED STATES HISTORY A

Grades 10-11

0.50 Credit/Semester

This course will highlight America's development as a world power and its impact on world events. Emphasis will be placed on the continued development of reading, writing and study skills through a hands-on practical approach.

REQUIRED: Teacher and counselor recommendation

403131 UNITED STATES HISTORY B

Grade 10-11

0.50 Credit/Semester

This course is a study of the American people utilizing a thematic approach. Emphasis will be placed on the continued development of reading, writing and study skills through a hands-on practical approach.

REQUIRED: Teacher and counselor recommendation

403210 ECONOMICS & PERSONAL FINANCE

Grades 11-12

0.50 Credit/Semester

Economics aims to help students forge links between economic issues and their own lives. The course focuses on the following interrelated content areas: basic economic principles, the American business structure, economic performance, GDP and fiscal policy, money, banking and monetary policy, the international picture and personal economics. This course emphasizes reading, writing, discussion, debate, and cooperative learning skills and techniques.

SOCIAL STUDIES ELECTIVES

405210 CURRENT EVENTS

Grades 9-12

0.50 Credit/Semester

Current Events delves into international, national, and local events as they pertain to the political and social problems of today. Daily news stories are used to support student writing and class discussions.

This course can be repeated for elective credit.

405211 THE MODERN UNITED STATES

Grades 9-12

0.50 Credit/Semester

The area of study that often only gets a cursory acknowledgement due to time constraints. The focus of the course will be The Cold War, Civil Rights, Vietnam and 1980's Conservatism. The topics should encourage students to analyze multiple viewpoints on the issue and identify which point of view they most support. Extensive reading and writing are staples of the course.

405213 U.S. PRESIDENCY

Grades 9-12

0.50 Credit/Semester

This course examines our presidents and presidential leadership and its role in America. The course will study the President as administrator, policy maker, and political leader. The relationship between the President and the public, the media, and other governmental institutions will be a highlight. Historical and constitutional background of the Presidency, role and powers of the President in domestic and foreign affairs and the historical impact of the President will be emphasized. Each time period and its specific presidents will be covered. Reading and writing are staples of the course.

405222 WORLD RELIGIONS

Grades 9-12

0.50 Credit/Semester

This course will examine the major world religions from a secular viewpoint. The course will follow the development, growth and impact that religion has had on the world. By examining relative documents, beliefs, practices, and doctrine, students will be better able to understand events that make-up and continue to influence world events. Religions examined will include Judaism, Christianity, Islam, Buddhism, Hinduism, and others as time permits.

405232 HISTORY AND CULTURE OF THE SEACOAST AND NEW HAMPSHIRE

Grades 9-12

0.50 Credit/Semester

This course will focus on Dover, the seacoast and NH area from pre-colonial settlement through the 20th century. Students will explore how historical events, economics, and geography of the area affected the lives of citizens, impacted local and national history, and created the current culture. Research, accessing and analyzing information, written communication, and reading will be among the academic skills students will apply and improve throughout the course.

405214 HISTORY OF MEDIEVAL EUROPE: THE RENAISSANCE AND BEYOND

Grades 9-12

0.50 Credit/Semester

This is a continuation of the Western Civilizations course focusing on the fall of Rome, the study of the Byzantine Empire, Medieval Europe, the Renaissance, the Scientific Revolution and beyond. The political, cultural, and religious changes that occurred throughout Western Europe will be examined.

405215 SOCIETY AND CULTURE IN 20TH CENTURY RUSSIA

Grades 9-12

0.50 Credit/Semester

This course explores the challenges of modernization, experience and the legacy of Leninist and Stalinist revolutions, Soviet consolidation, the decline through the Gorbachev era and the rebirth of Russia under Putin. Reading and writing are staples of this course.

405216 CRIMINAL LAW

Grades 10-12

0.50 Credit/Semester

This course is designed to provide an introduction to criminal law. Emphasis is placed on learning about the United States' court systems, lawmaking, individual legal rights and responsibilities, as well as an in-depth look at the criminal investigation process through the eyes of the police, defense, and prosecution. Field trips, small group activities, guest speakers and simulation exercises are used within this course.

405220 SOCIOLOGY

Grades 10-12

0.50 Credit/Semester

Through this course, students will come to appreciate and understand the complexities of social life and the role society has on human behavior. Students will learn about the three main sociological perspectives, social norms, culture, socialization, and social problems in societies. The course is project-based. There is an expectation that students are willing to retry skills they struggle with and approach the class with a growth mindset.

405228 POLITICS AND THE MEDIA

Grades 10-12

0.50 Credit/Semester

This course will focus on the role of the media in history and politics. Students will look at the origins of the media in politics and its evolution to today. With a defined focus of the media, students can better understand how elections and rivalries are shaped. Media tracking, research projects and oral presentations are required components of the course. *Please note that this is a reading intensive class.*

REQUIRED: Successful completion of American Government.

405230 AMERICAN POPULAR CULTURE: 70'S TO THE PRESENT

Grades 9-12

0.50 Credit/Semester

From Watergate to the Touch-screen phones, students will get a comprehensive view of the United States cultural history and how it applies to their lives. Students will review the cultural, economic, and political changes to the landscape with the change from an Industrial country to an Information/Technology-based country. A research project and oral presentations are required components for this course.

405235 HISTORY OF TERRORISM AND EXTREMISM

Grades 10-12

0.50 Credit/Semester

This course on Terrorism and Extremism explores the emergence of the use of terrorism as a tactic to advance social, political, and ideological agendas of radical groups and individuals. The course covers forms of terrorism during ancient times and focuses on modern terrorism starting with the "Reign of Terror" all the way through to present day forms of terrorism. Students will create projects, slideshows and papers.

405224 SPORTS AND ECONOMICS

Grades 10-12

0.50 Credit/Semester

This course will focus on fields of economics that relate to sports including franchising, labor economics, salary caps, public financing and revenue sharing. Particular attention will be paid to current day, real-world applications of economics in the sporting world. This will be accomplished through readings (books, newspapers, magazines). Students will also be required to design and present a final project on economics at work in sports.

405218 DEVELOPMENTAL PSYCHOLOGY

Grades 11-12

0.50 Credit/Semester

Why do toddlers throw fits? Why do some adults have "midlife crises"? Why does it feel so difficult to be a teenager? Students in this course will explore human psychology and behavior throughout the life cycle from infancy through old age. In this elective course students will learn through project-based learning and use major psychological schools of thought to evaluate human behavior, including their own. Students are expected to bring an open mind and a growth mindset to this class. Life stages studied are Infancy and Childhood, Adolescence, Adulthood, and Old Age.

405219 TOPICS IN PSYCHOLOGY

Grades 9-12

0.50 Credit/Semester

This course explores areas in psychology that have been of interest to students over the years. In this course we begin with the question, "What is psychology?" We examine the history of psychology and the branches of psychology. Students will learn about the brain, its various regions and their functions. We explore the anatomy of the brain and how each area relates to the study of psychology. We study our sleep habits, dreams, and discover how important sleep is for our brain and overall health. In social psychology we read about personality tests and theory, then research famous experiments in social psychology as well as psychopathology. Students complete a research project on different forms of mental illness and treatments.

408815 UNIFIED SOCIAL STUDIES (MENTEE)

Grades 9-12 (This may be offered every other year)

0.50 Credit/Semester

This is an introductory level course in social studies. Students whose reading, communication, and social skills are well below grade level will have the opportunity to explore social studies topics while working with typical peers. Students in this class will be strengthening their social studies skills as mentees, while mentor students are invited to enroll to practice the skills of modeling and problem solving. Topics include Civics-voting & election, Geography especially around New England, and Current Events- what is going on around us.

Note: Teacher recommendation required

408915 UNIFIED SOCIAL STUDIES (MENTOR)

Grades 10-12 0.50 Credit/Semester

Note: Teacher recommendation required

VISUAL ARTS DEPARTMENT

The Arts in the Dover School System are the bridge to developing a sense of personal uniqueness in each student. By integrating the visual arts into the process of continual learning, we expand each individual's creativity, critical thinking skills and problem-solving abilities, while valuing diversity and individual learning styles. We are committed to opening the path of self-discovery and encouraging a sense of community for all students by nurturing risk taking, exercising imagination, and preparing them for a world of possibilities. The Art Department faculty believes every student has creative ability. Therefore, teachers are committed to helping students find their individual artistic talent. The wide variety of courses allows the student to pursue a generalized art background or a more specialized foundation for a visual arts career.

Visual Arts Program Skills Requirements:

Skill Level 1 = No Previous Skills

Skill Level 2 = Basic / Prerequisites Met

Skill Level 3 = Proficiency

Skill Level 4 = Advanced

Visual Arts Credits to Graduate (Any Combination of Classes to earn 1.00 Credit for DHS Requirements)			
Grade 9	Grade 10	Grade 11	Grade 12
Unified Arts (Mentees .50)	Unified Arts (.50) (Mentees .50) (Mentors .50)	Unified Arts (.50) (Mentees .50) (Mentors .50)	Unified Arts (.50) (Mentees .50) (Mentors .50)
Intro to Art (.50)	Intro to Art (.50)	Intro to Art (.50)	Intro to Art (.50)
Housing & Interior Design (.50)	Housing & Interior Design (.50)	Housing & Interior Design (.50)	Housing & Interior Design (.50)
Intro to Woodworking (.50)	Intro to Woodworking (.50)	Intro to Woodworking (.50)	Intro to Woodworking (.50)
Drawing (.50)	Digital Media Arts I (.50)	Drawing (.50)	Drawing (.50)
Sculpture (.50)	Digital Media Arts II(.50)	Painting (.50)	Painting (.50)
Ceramics I (.50)	Drawing (.50)	Sculpture (.50)	Sculpture (.50)
	Painting (.50)	Ceramics I (.50)	Ceramics I (.50)
	Sculpture (.50)	Ceramics II (.50)	Ceramics II (.50)
	Ceramics I (.50)	Animation & Film (.50)	Animation & Film (.50)
	Ceramics II (.50)	Digital Media Arts I(.50)	Digital Media Arts I(.50)
	Photography I (.50)	Digital Media Arts II (.50)	Digital Media Arts II (.50)
	Photography II (.50)	Jewelry I (.50)	Jewelry I (.50)
	Woodworking I (1.0)	Jewelry II (.50)	Jewelry II (.50)
		Photography I (.50)	Photography I (.50)
		Photography II (.50)	Photography II (.50)
		Woodworking I (1.0)	Woodworking I (1.0)
		Woodworking II (1.0)	Woodworking II (1.0)
		AP Studio Art (1.0)	AP Studio Art (1.0)

501500 INTRODUCTION TO THE ARTS

Grades 9-12 Skill Level: 1-4

0.50 Credit/Semester

This class is an in-depth exploration and examination of processes in two-dimensional and three-dimensional art, such as drawing, painting, collage, printmaking, ceramics, sculpture, environmental and performance arts and animation / graphic design. Students will be focusing on the principle content standards of creative expression, aesthetics and criticism, as well as, cultural heritage. Talking and writing about the creative process is introduced. This is a foundation and prerequisite course that prepares students with the technical and creative problem-solving skills required for successful engagement in more advanced studio art classes. **NOTE: Students who wish to omit participation in this course must submit to a portfolio and visual arts competency review. Inquiries and more information for this option can be made to the Dover High School Visual Arts Academic Coordinator by calling 516-6965.**

501280 HOUSING AND INTERIOR DESIGN

Grades 9-12

0.50 Credit/Semester

In this course students learn how to design and furnish rooms and spaces using current 21st century professional programming. Students will be working with online programming technology to design spaces for a range of different clients, learn about both interior and exterior design, and how color theory can affect a space. This class is for any student who is interested in design, landscaping or commercial design and may want to pursue interior design as a career.

501513 INTRODUCTION TO WOODWORKING TECHNOLOGY

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/ Semester

This course will engage students in applying those fundamental skills and basic knowledge related to woodworking technologies. This will be hands-on and supportive experience that will give students the opportunity to understand and safely demonstrate the techniques, skills and changing technologies associated within this field. In addition, students will identify the career opportunities and fields of specialization associated with these woodworking industries. Integrated into this program are important 21st century skills such as information and media literacy, critical thinking, cooperative work groups, self-direction, creativity and a positive work ethic.

501523 WOODWORKING I

Grades 10-12

1.00Credit/Year

This course provides a solid foundation in the techniques and skills used in traditional and contemporary woodworking. Students enrolled should have proficient math skills, since the class relies heavily on accurate measurements. While focusing on safety, students will learn basic skills in joinery, cabinetry, band-saw boxes and wood carving. Once they master the fundamentals, students will design and construct the projects of their choice under teacher supervision. The tools used will vary from tuning tools to the shaper and router.

REQUIRED: Successful completion of Intro to Woodworking. Due to safety, students will sign and be held accountable to a contract stating that they have the maturity and ability to handle dangerous equipment and specific materials.

NOTE: \$35 Lab Fee for consumable supplies.

501533 WOODWORKING II

Grades 11-12

1.00 Credit/Year

This is an advanced course for experienced students who already have a basic foundation in woodworking and design skills. Through the execution of individualized woodworking projects, students learn to incorporate more advanced sculptural and aesthetic concepts into their woodworking.

REQUIRED: Successful completion of Intro to Woodworking and Woodworking I. Due to safety, students will sign and be held accountable to a contract stating that they have the maturity and ability to handle dangerous equipment and specific materials.

NOTE: A \$40 lab fee for supplies such as hardwoods, softwoods, glues, nails, finishes and specialized consumable materials.

504510 DIGITAL MEDIA ARTS

Grades 10-12 Skill level 2-4

0.50 Credit/Semester

The Mac-based Visual art class provides intermediate and experienced students the opportunity to enhance their artistic skills through a variety of digital media. The curriculum will focus on digital photography, graphic design, animation, and filmmaking. Students will learn how to use a Digital SLR camera, manipulate digital imagery, and create virtual art through design software. Students will learn how to create, edit, manipulate, and become fluent in digital manipulation.

REQUIRED: Successful completion of Intro to the Arts, seriousness of purpose and/or permission of Academic Coordinator.

NOTE: A \$35 Lab Fee for materials & access to a digital SLR or cell phone camera are required.

504520 DIGITAL MEDIA ARTS II

Grades 10-12 Skill level 3-4

0.50 Credit/Semester

The Mac-based Visual art class provides experienced students the opportunity to expand and apply their knowledge in digital design. Picking up where Digital Media Arts I left off, students will be able to delve deeper into the digital platform and gain more experience with digital fabrication. Students will design projects for output on the laser cutter, vinyl cutter and digital embroidery machine. This advanced digital class will allow students to individualize their program based on interest areas whilst also learning new software and technical skills.

REQUIRED: Successful completion of Digital Media I, seriousness of purpose and/or permission of Academic Coordinator.

NOTE: A \$35 Lab Fee for materials & access to a digital SLR or cell phone camera are required.

NOTE: Meets Computer requirement

501514 DRAWING

Grades 9-12 Skill Level: 2-4

0.50 Credit/Semester

This course is an intermediate drawing class that explores visually communicating complex ideas. The course will cover specific drawing techniques, such as linear perspective, value studies, and subject matter like self- portraiture and observational objects. Students will learn how to use different drawing media, keep a sketchbook/journal, talk and write about the creative process and critique their own and classmate's artwork.

REQUIRED: All students must successfully complete Intro to the Arts and have teacher recommendation or submission of portfolio and competency evaluation.

505518 PAINTING I

Grades 9-12 Skill Level:2-4

0.50 Credit/Semester

This course is a beginning level painting class. Students will develop an understanding of basic color theory and how it relates to various media. Pastels, acrylic paint and watercolor paint are the focus and primary media utilized for this course. In addition to learning diverse techniques with the above media, students will explore a variety of topics and subject matter, including art history, self-portraiture, still life, and abstraction. Students are expected to keep a sketchbook/journal, write, talk, and critique their own and other's artwork.

REQUIRED: All students must successfully complete Intro to the Arts and Drawing 1. If a student has not completed Drawing 1 prior to Painting 1, they must have a teacher recommendation from the Painting Instructor.

NOTE: A \$25 Lab Fee for acrylic and watercolor paints, canvas and other consumable supplies and materials.

504527 PAINTING II

Grades 10-12 Skill Level:2-4

0.50 Credit/Semester

This course is an intermediate level painting class. Students will expand on techniques learned in Painting I to develop their own painting style. Longer projects will focus on larger works on paper and canvas. iPad based Design software such as Adobe Sketch will be introduced as an alternative to traditional painting.

Students will build work suitable for a portfolio, create an on-line painting portfolio using Adobe Spark Pages, and will organize and run their own art show in the spring. Students are expected to keep a sketchbook/journal, write, talk, and critique their own and other's artwork.

REQUIRED: All students must successfully complete Painting I.

NOTE: A \$25 Lab Fee for acrylic and watercolor paints, canvas and other consumable supplies and materials.

504514 DRAWING II

Grades 10-12 Skill Level: 3-4

0.50 Credit/Semester

In this course students will build upon skills gained in Introduction to the Arts and Drawing I to solve more complex visual art problems. Students will work on developing their personal artistic styles as well as continue to build on perspective drawing, figure drawing, and drawing from life. Students will be expected to articulate new knowledge through projects and class discussions. Students will keep an ongoing, on-line portfolio of their work for the duration of the course. Students will learn how to construct their own sketchbook in which they will keep a visual and written record of their process.

REQUIRED: Successful completion of Drawing.

502541 SCULPTURE

Grades 9-12 Skill Level: 2-4

0.50 Credit / Semester

This course offers innovative studio projects in 3-D design, contemporary sculpture, and mixed media. The relationship between form and function and the visualization of concepts are fundamental for each studio project. Students learn three-dimensional rendering and building techniques to construct works using plaster, cement, wire, wood, soapstone, wax, clay and found objects. Students will craft process sketches, preliminary models and patterns, as well as photograph and write about the finished works. The rich variety of materials and creative, challenging projects offered in this course give students the opportunity to create smart, vibrant art objects.

REQUIRED: Successful completion of Introduction to Art. A \$35 Lab Fee for supplies such as plaster, adhesives, cement, wire, wood, soapstone, wax, silicone and other specialized materials and consumable items.

501522 CERAMICS I

Grades 9-12 Skill Level: 2-3

0.50 Credit/Semester

In this course students will learn the many uses and treatments of clay. They will work on both hand building and wheel throwing. Every aspect of the ceramic medium from clay preparation to firing and glazing will be explored. Functional and sculptural works will be made, and students are expected to write, explain and critique their own work.

REQUIRED: Students must successfully complete Intro to the Arts and have teacher recommendation. A \$35 Lab Fee for high fire stoneware, professional grade glaze, mason stains and replenishing consumable supplies and equipment.

502522 CERAMICS II

Grades 10-12 Skill Level: 3-4

0.50 Credit/Semester

Students will expand upon skills learned in Ceramics I and further explore the concepts of ceramic form and function. More emphasis will be placed on mastering the potter's wheel, surface design and personal expression. Students are expected to write, talk and critique their own and other's work.

REQUIRED: Successful completion of Ceramics I and teacher recommendation. A \$35 Lab Fee for high fire stoneware, professional grade glaze, mason stains and replenishing consumable supplies and equipment.

505510 ANIMATION AND FILM PRODUCTION

Grades 11- 12 Skill Level: 3

0.50 Credit/Semester

Students in this course will create animated and live action videos using digital cameras and their cell phones along with iMovie and Adobe Premiere software. Students will learn the use of the camera, camera angles and shots, and digital video editing. This challenging course will help prepare students for a career in Media Arts. Students need to be able to collaborate, work in large and small groups, and share technology with their peers. Students will be responsible for all the equipment used in this course.

REQUIRED: A \$25 Lab Fee for Flash drives, SD memory cards, specialized digital media, and replacement equipment. Access to a digital SLR and/or cell phone camera strongly suggested.

NOTE: Meets Computer requirement

501516 PHOTOGRAPHY I

Grades 10-12 Skill Level: 3-4

0.50 Credit/Semester

This is a class in which the student will learn the processes involved in producing quality black and white photographs. Emphasis will be on the composition of images, learning to use the film camera, developing negatives, enlarging photographs, creating a portfolio of work and presenting prints in group critiques and for exhibition. Basic math skills will be needed (ratios and measuring), as well as basic literacy skills to read and interpret textbooks, technical manuals and handouts. Students are expected to write, discuss and critique their own and other's photographic work. This is a non-digital photography course.

REQUIRED: A \$50 Lab Fee for film, darkroom chemistry, photo paper and replenishing consumable supplies, materials and equipment as needed.

HIGHLY RECOMMENDED: Students should have his/her own 35mm SLR film camera with adjustable f-stops and shutter speeds. The DHS Program has a limited supply of cameras to loan.

502516 PHOTOGRAPHY II

Grades 10-12 Skill Level: 4

0.5 Credit/Semester

This course is a continuation of skills and techniques built upon in Photography I. Students work independently and will delve more deeply into personal imagery and more long-term intensive projects. More special effects, darkroom manipulation, lighting techniques and computer-generated images will be addressed. Students are expected to write, discuss and critique their own and other's photographic work. This is a non-digital photography course.

REQUIRED: Successful completion of Photography I and teacher recommendation. A \$50 Lab Fee for film, darkroom chemistry, photo paper and replenishing consumable supplies, materials and equipment as needed. Students must have his/her own 35mm SLR film camera with adjustable f-stops and shutter speeds.

NOTE: This is a dual-enrollment course which allows students the opportunity to earn 3 college credits while concurrently earning credits toward their high school diploma. The cost to take advantage of the dual enrollment option is currently \$100.00, which is approximately a \$860 savings.

501524 JEWELRY I

Grades 10-12 Skill Level: 3-4

0.50 Credit/Semester

This course is an introduction to torch-based metalsmithing. Silver, copper, brass, semi-precious stones and found objects will be used in class. Students will be creating cold connection and hot connection projects and basic concepts such as sawing, forging, and stone setting will be covered. Students enrolled should have proficient math skills, since the class relies heavily on accurate measurements. Each student will keep a design journal; learn how to take a project from a sketch to a final piece; learn about past and contemporary artists; and how to critique fine jewelry.

REQUIRED: Due to safety, students will sign and be held accountable to a contract stating that they have the maturity and ability to handle dangerous equipment and toxic materials. A \$50 Lab Fee for supplies such as metals, beads, stones, bindings epoxy, solder and specialized tools and consumable materials.

502524 JEWELRY II

Grades 11-12 Skill Level: 4

0.50 Credit/Semester

This course is a continuation of skills and techniques acquired from Jewelry I. Students will continue to learn new forging, soldering, and finishing techniques, as well as building upon concepts learned in Jewelry I.

Students will complete a "sampler" covering the basic techniques of torch-based jewelry making. Upon completion of the "sampler", students can then focus on self-directed projects creating their own unique style. A design journal will be kept by each student to show evidence of design, note taking and reflections.

REQUIRED: Due to safety, students will sign and be held accountable to a contract stating that they have the maturity and ability to handle dangerous equipment and toxic materials. Successful completion of Jewelry I and teacher recommendation. A \$50 Lab Fee for supplies such as metals, beads, stones, bindings epoxy, solder and specialized tools and consumable materials.

505530 AP STUDIO ART

Grades 11-12 Skill Level: 4

1.00 Credit/Year

This full year course provides experienced students the opportunity to pursue the successful completion of a body of artwork featured in an end-of-year exhibition, team-curated by the class. Students will build a portfolio of work that explores a question. The portfolio will exhibit experimentation, revision and quality in their exploration of their chosen question. Students are encouraged and expected to develop their own original voice and process to making art which explores both content and form of ideation. The course is geared toward preparing an advanced placement portfolio for submission to the Advanced Placement Service of the College Board. Students may also receive guidance in the development of an art portfolio suitable for college admission criteria. This multimedia studio course requires strong self-direction, a unique studio investment and creative motivation.

REQUIRED: Students interested in AP Studio Art must meet with the AP Studio Art teacher prior to registering. This can be during an informational meeting regarding the course or an individual meeting.

Fine Arts Concentration (Programs Designed for Career and College Pursuits)				
2D Visual Arts		Any Two Art Credits	3D Visual Arts	
Intro to Art (.50)		Intro to Art (.50) Studio Painting (.50) Animation & Film (.50) Sculpture (.50) Ceramics I (.50) Ceramics II (.50) Jewelry I (.50) Jewelry II (.50) Photography I (.50) Photography II (.50) Housing & Interior Design (.50)	Intro to Art (.50)	
Drawing (.50)	Painting (.50)		Sculpture (.50)	Housing & Interior Design (.50)
Painting (.50)	Sculpture (.50)	Intro to Woodworking (.50) Woodworking I (1.00) Woodworking II (1.00)	Ceramics I (.50)	Ceramics II (.50)
Drawing II (.50)			AP Studio Art (1.0)	

UNIFIED ARTS

In this class, students will be provided opportunities to expand and refine their own artistic skills. It will encourage creative problem-solving through hands-on art activities. Students will explore a wide variety of media and art vocabulary, but the direction of the course will be driven by the needs of the students. This course is designed to strengthen motor, creative, and observational skills for mentees. Mentors will have the opportunity to practice various techniques helping classmates in the development of effective artistic studio habits for creative learning.

ENROLMENT BASED ON RECOMMENDATION.

508810 UNIFIED ARTS (MENTEE)

Grades 9-12

This course can be repeated for fine arts or elective credit.

0.50 Credit/Semester

508811 UNIFIED ARTS (MENTOR)

Grades 10-12

This course can be repeated for elective credit.

0.50 Credit/Semester

MUSIC DEPARTMENT

Students who choose courses in the music department will develop comprehensive musicianship through listening, creating and performing in a wide range of musical styles. All music courses are based on the National Standards for the Arts and fulfill the Fine Arts requirement for graduation. Performance classes may require some extra rehearsals out of school. Attendance is an important factor in all performance class assessment. Performance classes will take part in concerts, state and regional festivals and competitions.

Some performance classes will have the opportunity to travel to other states and out of the country for events. Marching Band and Color Guard students will perform at some athletic and civic events as well as shows and competitions. The Music department also offers the following co-curricular activities: Fall Color Guard, Winter Color Guard, Percussion Ensemble, and Handbell Ensemble.

Students that have an academic conflict - an AP, CTC, or singleton course during time that band/chorus meets - please reach out to your school counselor for options.

551535 ROCK LAB

Grades 9-12

0.50 Credits/Year

This class is offered to all students with some experience on any instrument, including electric guitar, bass, drums, digital piano, woodwind, brass and all singers. In this course, students will form bands in class and perform together on a daily basis. Students will perform a wide variety of rock music ranging from vintage rock to contemporary. Other styles such as blues, swing, Latin will also be explored. Students will learn how to arrange a song for a group and learn how to improvise solos. They will also learn how to follow basic notation and a basic chart. Knowing how to read music is not necessary to take this course but students need to have some knowledge on how to play their instrument. Singers will be coached on proper singing technique. This is an excellent class for students who want to learn how to play some of their favorite music they listen to and also to students who want to learn to play in this type of group which has real world value.

REQUIRED: Students must supply their own instruments and cables. Please see the Music Department for specifics on your instrument requirements.

Note: May be taken more than once for credit.

555520 CONCERT CHOIR

Grades 9-12

1.00 Credit/Year

DHS Concert Choir welcomes singers of all grades. Students will learn valuable skills in music reading and vocabulary as well as choral/vocal techniques focusing on intonation, balance, blend, tone quality, diction, phrasing and rhythmic accuracy. Repertoire will consist of literature representing many styles of composition in a variety of languages. Concert Choir usually presents four performances per year. Attendance at each concert is required. Students may be assessed through rehearsals, written work, concert performances and evaluations.

555512 JAZZ BAND

Grades 9-12

0.50 Credit/Semester

Students in the jazz band will study and perform a variety of jazz styles including blues, swing, rock, Latin, and funk. Performances include the Clark Terry/UNH Jazz Festival, Dover Rotary Pavilion, and school concerts and possibly other festivals. The class is open to band members on trumpet, sax and trombone, and to rhythm section players by audition. Students may join other instruments with permission of the teacher.

Students will learn the art of improvisation as well as performance styles. Assessment will be based on attendance, effort, participation and performance. The jazz band rehearses one evening a week.

REQUIRED: Wind players must be in band; Rhythm section players will audition for seats. rhythm section players must read music.

NOTE: Jazz Band is held outside of school hours and does not count towards the minimum required credits to be enrolled at DHS

555510 BAND

Grades 9-12

1.00 Credit/Year

The band program provides opportunities for wind and percussion student musicians of all levels of ability to advance in the study of their instrument, learn to perform as an ensemble, improve musicianship, and learn basic music theory. Band is open to all students who play wind and percussion instruments, and pianists and string players who would like to try another instrument. **The band will perform as a marching band in September and October, performing at football games, parades, shows, and then as a concert band for the rest of the year, giving concerts in November, December, March, and June, plus other events throughout the year.** Students may choose one of two levels of marching band participation: performance at football games, civic events and parades, or the more competitive level of commitment, performing at area shows and competitions, mostly on Saturday nights. The competitive marching band students will have additional rehearsals on one weeknight and Saturday afternoons. Assessment is through performance-based evaluation, written quizzes, and projects. All students will attend night rehearsals in August and Band Camp the week before school begins. Attendance at all performances is required.

555530 SOUND WAVES

Grades 9-12

0.50 Credit/Semester

This course offers vocally/musically advanced students the opportunity to perform at a higher level. A variety of repertoires will be studied with a focus on contemporary and jazz. The curriculum is an extension of the concepts developed in Concert Choir. Performance opportunities are extensive, as are the musical and personal demands on each student. Performances include Festival of the Trees, Strawberry Banke Stroll, UNH Jazz Festival, Dover Rotary Pavilion and school concerts.

REQUIRED: Students must be in Choir or Band to audition for Sound Waves.

NOTE: Sound Waves is held outside of school hours and does not count towards the minimum required credits to be enrolled at DHS

555540 MUSIC THEORY

Grades 9-12

0.50 Credit/Semester

This course is intended for those interested in developing an understanding of the fundamentals of music. Students will explore notation, scale and chord theory, keys, intervals, and harmony. Students will arrange and compose music in a variety of styles. Students will also learn ear training techniques so that they may understand and play music just from listening to it.

555534 SONG WRITING AND COMPOSITION

Grades 9-12

0.50 Credit/Semester

A music theory and composition course for students who want to focus on getting their songs down on paper and write arrangements to use with rock bands or other vocal/instrumental groups. All styles of songwriting will be studied, and students will have the opportunity to write for vocals and instrumentals. Assessment will include quizzes and tests as well as a portfolio of compositions.

551530 GUITAR I

Grades 9-12

0.50 Credit/Semester

Students will learn basic guitar technique, music reading, and performance skills. Skills will be applied to learning songs that students choose. Students will learn a variety of songs including modern songs. Students will use school guitars in class and ideally will have a guitar at home to practice with. If a student does not have a guitar at home, they can sign out a school guitar once the materials fee is paid. Assessment will be done through projects, playing exams, and other performance-based experiences.

REQUIRED: Materials fee of \$10.00

552530 GUITAR II

Grades 9-12

0.50 Credit/Semester

Students will move on to more advanced literature, including ensemble playing, as well as blues techniques, bass guitar and songwriting. Skills will be applied to learning songs that students choose. Students will use school guitars in class and ideally will have a guitar at home to practice with. If a student does not have a guitar at home, they can sign out a school guitar once the materials fee is paid. Assessment will be done through projects, playing exams, as well as recitals and other performance-based experiences.

REQUIRED: Successful completion of Guitar I and a teacher recommendation. Materials fee of \$10.00

553530 GUITAR III

Grades 10-12

0.50 Credit/Semester

In this multi-tiered course students will further develop their technical abilities in preparation for performing ensembles. Material covered will include reading in upper positions, improvisational concepts, rock- techniques, fingerstyle and chord inversions. Guitar III students will develop curriculum units to teach to the Guitar II class as well as be expected to assist Guitar II students during class practice time. This class will run at the same time at Guitar II. Assessment will be done through projects, playing exams, and other performance-based experiences.

REQUIRED: Successful completion of Guitar II with an 80% of higher or audition for the teacher. Materials fee of \$10.00

551532 KEYBOARD I

Grades 9-12

0.50 Credit/Semester

This course is designed for students to receive individualized and group instruction on the piano and to play both independently as well as in groups. Students will play on electronic digital keyboards and will be introduced to proper piano technique while learning to play songs in a variety of styles. Students will learn modern songs, songs from movies, and classic pieces. Students will learn chords, treble and bass clef and good technique so they may continue to Keyboard II. Assessment will be done through performance, quizzes, improvement, effort, and final exam.

552532 KEYBOARD II

Grades 9-12

0.50 Credit/Semester

Students will continue to improve music reading skills and keyboard experience. Composition, music history, and chord analysis will be covered. Assessment will be the same as for Beginning Keyboard/Music Theory.

REQUIRED: Successful completion of Keyboard I, Song-Writing, or completion of two years of Band or Chorus or audition. Materials (piano book) fee of \$20.00.

555536 HISTORY OF ROCK AND POPULAR MUSIC

Grades 9-12

0.50 Credit/Semester

In this non-performance course, students will watch, read about and experience the roots and development of American popular music from the beginning of the 20th century through the artists and music of today. All genres of popular music will be covered including rock, R&B, and hip-hop. Students will have the opportunity to evaluate and compare a variety of forms of music. Assessment will be through student-generated projects, presentations, discussion, and creative writing assignments.

555550 MUSICAL THEATER

Grades 9-12

0.50 Credit/Semester

This Musical Theater class examines the evolution of musical theater in America. The course gives students the opportunity to evaluate and compare a variety of musicals from the nineteenth century to present day Broadway. Major topics discussed will include well known musicals, plots, composers, lyricists, producers, directors, choreographers and performers. We will study Broadway musical theater through audio, video, readings, and discussions. Throughout the course, we will discuss the evolving elements that make up the Broadway musical, starting with its rich and varied beginnings to the present. Students will also participate in workshops on performance and production of scenes from famous musicals. Both theoretical and practical, this course covers basic musical theater performing, vocal production and movement.

555560 RECORDING TECHNOLOGY

Grades 9-12

0.50 Credit/Semester

Students will learn to compose beats and loops with Pro Tools. Pro Tools is a professional level recording program. Students will utilize the program for composing, sequencing, recording, and editing. They will also develop a basic understanding of how sound works and how effects, microphones and amplification are used through hands-on training with studio and live sound equipment. Assessments include composition, recording projects, live sound projects, and tests/quizzes. There are extra credit and studio use opportunities for students who help run sound for school events. **Meets the computer requirement.**

WELLNESS EDUCATION DEPARTMENT

The Wellness Education Program emphasizes the benefits of what living a healthy lifestyle is. The High School Wellness program is designed to help meet the needs of students who are varying in fitness levels and health journeys. Participating in physical activity is a requirement in all wellness classes other than Health and Athletic Training to assist in the application of knowledge and demonstration learning within each course.

We suggest the following sequence of courses:

Freshman Year	Physical Education I
Sophomore Year	Health and/or choose from one of the six required Wellness courses
Sophomore/Junior/Senior Years	Choose from one of the six required Wellness courses

SPORTS PARTICIPATION – Excluding Unified Sports

Students in grades 10-12 may earn ½ Physical Education credit for successful completion of no less than two seasons of an interscholastic sport between their sophomore year and first semester of their senior year.

Credit will be given ONLY to those students who qualify for an end of the year award (letter, numeral, star, or certificate of participation). If a student selects this option and has not completed the required participation by the close of Quarter 1 in the senior year, they will automatically be enrolled in any available physical education course during Semester 2 in order to fulfill graduation requirements.

UNIFIED SPORTS PARTICIPATION

Students in grades 10-12 may earn ½ Physical Education credit for successful completion of no less than FOUR seasons of a Unified interscholastic sport between their sophomore year and first semester of their senior year. Credit will be given ONLY to those students who qualify for an end of the year award (letter, numeral, star, or certificate of participation). If a student selects this option and has not completed the required participation by the close of Quarter 1 in the senior year, they will automatically be enrolled in any available physical education course during Semester 2 in order to fulfill graduation requirements.

*two seasons of a Unified Sports will be counted as the equivalent of one season of a Non-Unified Interscholastic Sport.

701110 PHYSICAL EDUCATION I

Grade 9

0.50 Credit/Semester

This course consists primarily of team game concepts and/or project adventure-based activities. Physical Education 1 goes well beyond traditional Physical Education activities as students will build skills including communication, problem solving and collaboration, while helping students learn more about themselves and each other. Fitness-based activities for students to “get moving” will be emphasized daily. Fitness topics include aerobic and anaerobic fitness but will be differentiated for all levels of fitness. Students will be graded on performance assessments as well as effort, attitude, participation, and preparedness.

NOTE: Required for all freshmen as space allows.

702110 LIFETIME ACTIVITIES

Grades 10-12

0.50 Credit/Semester

This course provides skills development in multiple lifetime activities. Course offerings may include but are not limited to: tennis, golf, leisure sports, backyard activities, new games, badminton, pickleball and more. A variety of fitness activities are included daily such as strength and cardiovascular fitness.

REQUIRED: Successful completion of PE I.

702120 HEALTH I

Grades 10

0.50 Credit/Semester

This is a skill-based course that emphasizes the physical, mental, and social aspects of health and wellbeing. Health related topics will be designed to enhance a student’s awareness of health-related issues such as nutrition, human sexuality, substance abuse and misuse and other related current issues in the health class. Students will be engaged in the Teen Mental Health/First Aid curriculum and will be given the opportunity for a certificate upon full completion of the program.

702225 YOGA

Grades 10 -12

0.50 Credit/Semester

This course is a traditional yoga class that includes movement through breath and stretching to nourish and balance the body and mind. Yoga provides many health benefits for individuals such as: strength, balance, flexibility, stress relief and anger/emotional management. Students are expected to be prepared with proper attire and participate in yoga movements for each class.

REQUIRED: Successful completion of Physical Education I

705124 PROJECT ADVENTURE

Grades 10 -12

0.50 Credit/Semester

This course is designed to expand on adventure-based learning activities. Each student will continue with belaying techniques and the full-value-contract. Students will experience adventure-based learning on high and low elements in addition to trust activities and new games. Through cooperative and game-like activities, components of fitness will also be emphasized.

REQUIRED: Successful completion of Physical Education I

705140 931255 FIT FOR LIFE

Grades 10 -12

0.50 Credit/Semester

The Fit for Life course is designed to help students develop a healthy lifestyle pattern by using a variety of aerobic and anaerobic activities. Course emphasis will be on proper balance between cardiovascular and strength training activities as well as the ability to create your own workout.

REQUIRED: Successful completion of Physical Education I.

705126 ADVANCED WEIGHT TRAINING

Grades 10-12

0.50 Credit/Semester

This class will build strong students that are engaged, educated, and empowered to continue to build skills and strengths to develop a lifetime of fitness. Students will design a personal weight-training program and track their progress utilizing training logs. Advanced weight training principles, the importance of nutrition and the relationship between weight training and fat-burning will occur throughout the course. This course is designed for students looking for fitness and for athletes looking to address specific improvements in his/her sport.

REQUIRED: Successful completion of Physical Education I

705128 BASIC ATHLETIC TRAINING

Grades 11-12

0.50 Credit/Semester

Grade 10 by instructor permission

This course is for students interested in learning more about the field of athletic training. It will cover prevention of athletic injuries; recognition, evaluation, and assessment of injuries; immediate care of injuries; treatment, rehabilitation and reconditioning of athletic injuries; healthcare administration, professional development and responsibilities of athletic trainers. Students will obtain an understanding of anatomy and the effects of injury on the body. Various taping techniques will be learned and applied.

NOTE: Does not meet the requirements to satisfy the requirement for graduation.

UNIFIED WELLNESS

This course will provide students with a comprehensive Wellness Education program. Mentees will work toward achieving lifelong personal wellness habits by fitness training and learning positive health skills daily. Mentors will be provided opportunities to develop mentoring skills by practicing various techniques helping classmates in the development of habits of healthy living. Attendance at either a Regional or State Special Olympics program as a participant or volunteer is required. Mentees that take 1.5 credits of Unified Wellness will receive credit for Physical Education and Health; mentors in Unified Wellness will receive elective credit only.

ENROLLMENT BASED ON RECOMMENDATION

705110 UNIFIED WELLNESS (MENTEE)

Grades 9-12

0.50 Credit/ Semester

This class may be repeated for elective credit. Students may take both scheduled days.

705111 UNIFIED WELLNESS (MENTOR)

Grades 10-12

0.50 Credit/Semester

This class may be repeated for elective credit.

REQUIRED: Recommendation of instructor

WORLD LANGUAGE DEPARTMENT

The United States must educate students who are equipped linguistically and culturally to communicate in our democratic society and abroad. This is the philosophy of The National Standards for Foreign Language Learning in the 21st Century which calls for a future in which students are well-versed in English and at least one other language, modern or classical.

The natural outcome of student participation in our rigorous curriculum will be the development of 21st century skills, such as: cross-cultural competence, global awareness, multiple literacies, critical thinking/problem solving, collaboration, flexibility and adaptability, and mutual responsibility.

All of our courses are aligned with the New Hampshire Department of Education World Language Competencies which adhere to the National Standards and Common Core Learning Standards.

World Language Course Offerings and Sequence for the Four-Year College Bound Student College Preparatory (CP)						
CP Latin I			CP French I		CP Spanish I	
CP Latin II			CP French II		CP Spanish II	
CP Latin III		Honors Latin III	CP French III		CP Spanish III	
CP Latin IV	Honors Latin IV	AP Latin	CP French IV	Honors French IV	CP Spanish IV	Honors Spanish IV

The World Language Department offers four-year curricula in French, Latin, and Spanish. Strongly recommended for college admission is the study of three or more years of the same language at the CP (College Prep) level. For high achieving students, CP courses may lead to Honors courses: French IV Honors, Latin IV Honors, and Spanish IV Honors.

601110 WORLD TRAVEL AND CULTURE

Grades 9-12

0.50 Credit/Year

In our globalized society, the need for informed, confident, and culturally sensitive travelers becomes necessary. Students will learn how to plan detailed and specific trips ranging from a one day trip up to a two week international trip, including how to use public transportation and how to budget. Overall, students will acquire the skills necessary to plan, survive and enjoy travel in the U.S and abroad in this detail-oriented class.

Topics covered: safety, how to book a flight/lodging, impact of travel/tourism on the economy and environment, how to make decisions while traveling, government resources to support traveling, how to honor and respect cultural differences, how to create and follow an itinerary, etc

French Language Program

601220 COLLEGE PREP FRENCH I

Grades 9-12

1.00 Credit/Year

Students will use interculturality to learn the French language in context via interpretive, interpersonal, and presentational communication. Topics include: personal identities, school life, family structures, cultural cuisine, free time, and public life. Through daily assignments, projects, real-life applications, videos, and various cooperative learning activities, students will learn about Francophone culture in the world. This is the first course leading to French IV-Honors.

RECOMMENDED: Students are enrolled in CP or higher level courses.

602220 COLLEGE PREP FRENCH II

Grades 9-12

1.00 Credit/Year

Students will use interculturality to learn the French language in context via interpretive, interpersonal, and presentational communication. Topics include: returning to school, culinary and cultural traditions, family and community responsibilities, city life activities, illnesses and injuries, and world travel. Through daily assignments, projects, real-life applications, videos, and various cooperative learning activities, students will learn about Francophone culture in the world. This is the second course leading to French IV-Honors.

RECOMMENDED: Students are enrolled in CP or higher level courses.

603220 COLLEGE PREP FRENCH III

Grades 10-12

1.00 Credit/Year

Students will use interculturality to learn the French language in context via interpretive, interpersonal, and presentational communication. Topics include: childhood and friendships, digital citizenship, planning for the future, environmental preservation, personal identities, and art and life. Through daily assignments, projects, real-life applications, videos, and various cooperative learning activities, students will learn about Francophone culture in the world. This is the third course leading to French IV-Honors.

RECOMMENDED: Students are enrolled in CP or higher level courses.

604220 COLLEGE PREP FRENCH IV

Grades 11-12

1.00 Credit/Year

Students learn and practice vocabulary and grammar concepts through learning about French history, music, art, and literature. This is a French reading intensive course and students are expected to apply their knowledge daily. The class is conducted 95% in French but students may supplement with English as needed for comprehension.

604320 HONORS FRENCH IV

Grades 11-12

1.00 Credit/Year

Students learn and practice vocabulary and grammar concepts through learning about French history, music, art, and literature. This is a French reading intensive course and students are expected to apply their knowledge daily. The class is conducted 95% in French and students are expected to remain in the target language.

RECOMMENDED: Students are enrolled in CP or higher level courses.

Latin Language Program

601230 COLLEGE PREP LATIN I

Grades 9-12

1.00 Credit/Year

Life in Pompeii: Students read and learn about the daily life of a Roman family and compare Roman life, customs and language to their own. They study the relationship of Latin to English through vocabulary and grammar. Students discover life in Ancient Pompeii and Roman Britain and encounter the Roman cultural aspects of a Roman city, including the Forum, the theatre, the baths, and the amphitheater. Students also examine Roman beliefs about life after death, education, slavery, elections, and the destruction of Pompeii. Students continually connect Latin words to their English counterparts, deepening their vocabulary and decoding skills, and connecting ideas of Western thought. This is the first course leading to Latin IV.

RECOMMENDED: Students are enrolled in CP or higher level courses.

602230 COLLEGE PREP LATIN II

Grades 10-12

1.00 Credit/Year

Life in Roman Britain and Egypt: This course reinforces the material presented in Latin I. The students' reading, vocabulary, grammar and translation skills increase and become more rigorous as they follow Quintus from Roman Britain to the city of Alexandria. Cultural topics include: life in Roman Britain and Alexandria, the baths, the seven wonders of the Ancient World, ancient glassmaking, the festival of Isis, ancient medicine and science, and last will and testaments. This is the next course leading to Latin IV.

RECOMMENDED: Students are enrolled in CP or higher level courses.

603230 COLLEGE PREP LATIN III

Grades 10-12

1.00 Credit/Year

Life in Britain and Rome: CP Latin III will develop students' ability to read Latin, following the adventures of Quintus and the manipulations of Salvius while increasing their understanding of Roman history. Students read about life in Roman Britain, including Aqua Sulis, magic, curses, superstitions, the legionary soldier and the Roman army, the Roman roads, origins of Rome, the city of Rome, and freed slaves. Grammar and vocabulary are reinforced in context by reading as much Latin as possible. This course is designed to give students the tools, confidence, and background knowledge to read original Latin. Students should be able to read adapted Latin text with magisterial help, moving toward original Latin. Students should also be able to successfully decode and comprehend ideas and historical events. Memorization and retention of vocabulary and concepts continue with more complex grammar and syntax.

RECOMMENDED: Students are enrolled in CP or higher level courses.

60330 HONORS LATIN III

Grades 10-12

1.00 Credit/Year

The following stipulations are requirements for this level of study:

Tests and quizzes require not only Latin to English translation, but a Latin composition component. Latin III Honors requires students to be able to compose sentences in Latin, a higher order critical thinking skill.

Honors students will create 2 more projects than will CP Latin III students. Projects coincide with what is studied, combining culture and history with language. Honors students will take the National Latin Exam (The exam fee in 2022 was \$7.00.)

Homework for Honors entails more. Oftentimes the sentences are of a more complex nature, not just more in quantity.

Vocabulary quizzes for Honors students requires knowing all parts of a Latin word and translating the word in context.

RECOMMENDED: Students are enrolled in CP or higher level courses.

604230 COLLEGE PREP LATIN IV

Grade 11-12

1.00 Credit/Year

Stories from Roman History: CP Latin IV will continue students' exploration of the Roman world and language. Students learn fascinating details about Roman history as they read about the emperor Domitian, his political maneuvering, his council and the senatorial career. Students will learn about recitations through Martial's epigrams, and about Roman marriages through various stories. Students read about the end of the Republic and the lives of Cleopatra, Caesar, and Antony. The course ends with an introduction to poetry featuring Catullus. The course will focus on developing students' ability to understand Latin and expand their knowledge of and interest in the Roman world. Students should be able to read original Latin text with magisterial help, successfully decoding and comprehending ideas and historical events. Memorization and retention of vocabulary and concepts continue with more complex grammar and syntax.

RECOMMENDED: Students are enrolled in CP or higher level courses.

604330 HONORS LATIN IV

Grade 11-12

1.00 Credit/Year

From Village to Empire: Latin IV Honors will expand students' exploration of the Roman World and language. Students study the transition from the beginnings of Rome to the Roman Empire. Students read Eutropius' history of Rome, Caesar's description of the Druids and his own army, Augustus' accomplishments, and Cicero's letters. Students also read Pliny's account of life in the eruption of Vesuvius and learn about the flamboyance of the Empire in Petronius' *Cena Trimalchionis*. The year ends with an introduction to poetry including but not limited to: Martial, Catullus, Ovid, Horace, and Vergil. The focus will be on developing students' ability to read original Latin, while projects and assignments on historical and cultural events will give students context for their reading, maximizing critical thinking skills. Students should be able to read original Latin text with magisterial help, successfully decoding and comprehending ideas and historical events. Memorization and retention of vocabulary and concepts continue with more complex grammar and syntax.

NOTE: As an Honors course, this class will require significant work and dedication.

RECOMMENDED: Students are enrolled in CP or higher level courses.

604330 AP LATIN

Grade 12

1.00 Credit/Year

AP Latin is designed for those students who want a challenge of advanced/college study of Latin. The class meets daily for the academic year. The goal of the AP Latin course is to have students reach beyond translation to read with critical, historical, and literary sensitivity. In addition to demonstrating linguistic competence through reading Caesar's *De Bello Gallico* (prose) and Vergil's *Aeneid* (poetry), students will need to be able to show a grasp of the works' historical context and relevance and make interdisciplinary and contemporary connections. Various themes are highlighted for working with the Latin texts, which allow students to relate specific passages to larger questions of literature and culture, history and politics, mythology and legend, and other areas of academic inquiry. Class participation is a vital part of this course, with various opportunities to make presentations and connections. Homework from 45 min. to an hour is expected each night.

REQUIRED: Teacher recommendation and summer reading (in English) and written assignment. NOTE: An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$96 fee (as of 2022) for the test is borne by the student.

601240 COLLEGE PREP SPANISH I

Grades 9-12

1.00 Credit/Year

In Spanish I, students will master the present tense all while learning to introduce themselves and say where they are from, give their phone and emails, tell time, give dates, describe people, ask someone's age and birthday, talk about personal likes and dislikes, talk about everyday activities and daily routines and their frequency, talk about class schedules, describe school materials, invite someone to do something and make social plans, describe people and family relationships, talk about where they and others live, learn to comment on, take, and order and make polite requests, and offer help and give instructions using informal commands. Students will also begin their exploration of the 21 Spanish speaking countries of the world. This course is recommended for students who prefer a fast paced course.

RECOMMENDED: Students are enrolled in CP or higher level courses.

602240 COLLEGE PREP SPANISH II

Grades 9-12

1.00 Credit/Year

In Spanish II, students will master reflexive verbs, pronoun placement and the past tense. They will also learn to discuss daily routines, talk about how one feels and give advice, ask for and offer help in a store, learn to make comparisons, learn how to talk on the phone, discuss prices and monetary units, talk about holidays and prepare for parties, ask for and give information and talk about a trip. This course will also include a Spanish reader and a survey of prominent Spanish and Latin American artists. Students will continue their exploration of the 21 Spanish speaking countries.

RECOMMENDED: Students are enrolled in CP or higher level courses.

603240 COLLEGE PREP SPANISH III

Grades 10-12

1.00 Credit/Year

Students in this course will review the grammar principles learned in Spanish I and II. Students will continue to study the past tense and learn a second past tense form, in addition to learning to speak in the future tense, the conditional, progressive and perfect tenses and present subjunctive. Reading, writing and conversational skills will be sharpened as students study history, geography and culture of the Spanish world. In addition to the Spanish II textbook, students will learn all about a typical Mexican family while reading their first chapter book in Spanish.

RECOMMENDED: Students are enrolled in CP or higher level courses.

604240 COLLEGE PREP SPANISH IV

Grades 11-12

1.00 Credit/Year

Students will review and practice grammar concepts from years one through three, particularly preterite and imperfect tenses. They will discuss history and current issues from the Spanish speaking world, namely immigration through reading and discussing Fluency Matter's book *Esperanza*. While this is a less rigorous course than Honors Spanish IV, students should be willing to challenge themselves with their Spanish and ready to take on the exciting challenge of working with the language in more complete, authentic contexts.

RECOMMENDED: Students are enrolled in CP or higher level courses.

604340 HONORS SPANISH IV

Grades 11-12

1.00 Credit/Year

Students will review and master more advanced grammatical concepts such as the subjunctive and present and past perfects. They will read a story about two friends traveling through Latin America and ultimately a piece of authentic Spanish literature, Alejandro Casona's *La Dama del Alba*. Students will read, speak, and write extensively in Spanish every day and participate in discussions about their own lives and worlds as well as 20th century Spanish and South American history.

RECOMMENDED: Students are enrolled in CP or higher level courses.

NOTE: This course will be conducted in Spanish and students are expected to speak only in Spanish.

GENERAL ELECTIVES

808853 EXECUTIVE FUNCTIONING SKILLS

Grade 9-12

0.50 Credit/ Semester

Skills Enrichment covers a variety of topics that are necessary for success in high school and later in life. Time management, note taking strategies, planning written work, notebook organization, study skills, test taking strategies, effective research, and methods of research will be areas of study. Class time will consist of whole group instruction, Tier 2 vocabulary development, individual activities and organizational time. This course may be repeated for elective credit.

808870 CAREER EXPLORATION AND PLANNING

Grades 9-12

1.00 Credit/Year

Career Exploration and Planning Class is designed to raise student awareness of their personal interests and preferred learning styles and strengths. The class will provide resources to enable students to gain career information, enable students to become better career decision makers, and help develop student's interview skills. Students will develop a resume and learn how to appropriately fill out a job application. This course will introduce students to a wide variety of challenges they will face when joining the workforce. The class will consist of in-class activities, discussion, role-play, and more. Students will explore decision making, money management, banking, job search skills, and interviewing for a job. The class time will be divided into different activities consisting of, but not limited to: teacher-led instruction, group activities, individual activities, and occasional homework.

REQUIRED: Enrollment based on recommendation.

915212 *YEARBOOK DESIGN AND PRODUCTION I

915213 *YEARBOOK DESIGN AND PRODUCTION II

Grades 11-12

1.00 Credit/Year

Want to help produce the high school yearbook using a creative team-approach? Create page layouts, write copy and captions, manage marketing and advertising sales, take photographs, and enhance your computer graphics skills. Explore all aspects of making the yearbook, including how the yearbook business works.

Students will be required to sell advertisements for the yearbook and attend after school events in order to photograph clubs/teams in action. Students will need to provide their own transportation for these activities.

REQUIRED: Successful completion of Microsoft Office Applications. Microsoft Applications may be taken concurrently with yearbook instructor approval.

UNIFIED PROGRAM

Mentors will work directly alongside students with various learning and health disabilities in various classroom settings. They will assist students in both a one-on-one and group settings in order to develop and maintain relationships with all students. The mentor will utilize social relationships to aid students in tasks and assignments assigned by the classroom teacher. The mentor will be expected to be open minded, self-motivated, able to work with various students, follow directions, and have the patience to handle unexpected situations.

808850 UNIFIED TRANSITIONS (MENTEE)

Grades 12

2.00 Credit/Year

This course focuses on developing and generalizing daily living, vocational, and community-based skills. Instruction is developed to meet each student's individual needs based on their transition plans. Topics covered include daily living skills, self-determination skills, and employment skills. This course is appropriate for juniors and seniors and students with an extended expectation of high school completion.

REQUIRED: Enrollment based on recommendation.

808950 UNIFIED TRANSITIONS (MENTOR)

Grades 11-12

0.50 Credit/Semester

REQUIRED: Teacher Permission

808856 UNIFIED INDEPENDENT LIVING SKILLS (MENTEE)

Grade 12

0.5 Credit/Semester

During this course, students will practice and have the opportunity to develop the following independent living skills: planning and preparing healthy meals, budgeting, discovering leisure activities in the community, maintaining an apartment (including doing laundry), and managing their schedules (for social, medical and other events). Self-determination will be a focus, as students will have opportunities to make decisions independently, self-advocate, set goals, self-regulate, and problem solve throughout the course.

REQUIRED: Enrollment based on recommendation.

808956 UNIFIED INDEPENDENT LIVING SKILLS (MENTOR)

Grades 10-12

0.50 Credit/Semester

REQUIRED: Teacher Permission**UNIFIED INTRODUCTION TO ANIMAL SCIENCE**

Unified Animal Science is designed to provide students with foundational knowledge of animals and an opportunity to interact with a variety of domestic pets and farm animals. The topics covered are animal behavior, animal handling, diet, basic grooming, and barn maintenance. Participation is a significant part of this class, including, but not limited to farm animal handling, stall cleaning, feeding, small animal care, small animal handling and cage cleaning. Mentees will work toward achieving skills related to animal care. Mentors will develop mentoring skills by practicing various techniques to support classmates in this course.

998810 UNIFIED INTRODUCTION TO ANIMAL SCIENCE (MENTEE)

Grade 12 This course can be repeated for elective credit.

0.5 Credit/Semester

REQUIRED: Enrollment based on recommendation.**998811 UNIFIED INTRODUCTION TO ANIMAL SCIENCE – (MENTOR)**

Grades 10-12 This course can be repeated for elective credit.

0.5 Credit/Semester

REQUIRED: Teacher Permission**UNIFIED DRAMATICS**

This is an introductory level course in theater arts. Students whose reading, communication and social skills are well below grade level will have the opportunity as mentees to explore the genre of drama, working with typical peers and eventually performing in front of an audience. Two-thirds of the students in this class will be strengthening their basic language arts skills as mentees, while mentor students are invited to enroll to practice the skills of modeling and problem solving. Performances will include all students.

108863 UNIFIED DRAMATICS (MENTEE)

Grades 9-12 This course can be repeated for elective credit.

0.50 Credit/Semester

REQUIRED: Enrollment based on recommendation.**108864 UNIFIED DRAMATICS (MENTOR)**

Grades 10-12 This course can be repeated for elective credit.

0.50 Credit/Semester

REQUIRED: Teacher Permission**UNIFIED SCIENCE**

Unified Science provides students with a comprehensive science education program. The course is designed to instruct mentees using a hands-on, lab-based format to meet individual student needs. Mentees work toward developing science process skills through exploration of concepts in earth, life, and physical sciences. In addition, the course offers opportunities for a limited number of peer partners who have completed required science courses to serve as mentors.

308810 UNIFIED SCIENCE A (MENTEE)

Grades 9-12

0.50 Credit/Semester

REQUIRED: Enrollment based on recommendation.**308811 UNIFIED SCIENCE B (MENTEE)**

Grades 9-12

0.50 Credit/Semester

REQUIRED: Enrollment based on recommendation**308812 UNIFIED SCIENCE (MENTOR)**

Grades 9-12

0.50 Credit/Semester

REQUIRED: Enrollment based on recommendation**UNIFIED ARTS**

In this class, students will be provided opportunities to expand and refine their own artistic skills. It will encourage creative problem-solving through hands-on art activities. Students will explore a wide variety of media and art vocabulary, but the direction of the course will be driven by the needs of the students. This course is designed to strengthen motor, creative, and observational skills for mentees. Mentors will have the opportunity to practice various techniques helping classmates in the development of effective artistic studio habits for creative learning.

508811 UNIFIED ARTS (MENTEE)

Grades 10-12 This course can be repeated for elective credit.

0.50 Credit/Semester

REQUIRED: Teacher Permission

508812 UNIFIED ARTS (MENTOR)

Grades 10-12 This course can be repeated for elective credit.

0.50 Credit/Semester

REQUIRED: Teacher Permission

UNIFIED WELLNESS

This course will provide students with a comprehensive Wellness Education program. Mentees will work toward achieving lifelong personal wellness habits by fitness training and learning positive health skills daily. Mentors will be provided opportunities to develop mentoring skills by practicing various techniques helping classmates in the development of habits of healthy living. Attendance at either a Regional or State Special Olympics program as a participant or volunteer is required. Mentees that take 1.5 credits of Unified Wellness will receive credit for Physical Education and Health; mentors in Unified Wellness will receive elective credit only.

705110 UNIFIED WELLNESS (MENTEE)

Grades 9-12

0.50 Credit/ Semester

This class may be repeated for elective credit. Students may take both schedule days.

REQUIRED: Enrollment based on recommendation.

705111 UNIFIED WELLNESS (MENTOR)

Grades 10-12

0.50 Credit/Semester

This course may be repeated for elective credit.

REQUIRED: Teacher Permission

REGIONAL CAREER TECHNICAL CENTER

The Regional Career Technical Center provides students with an education that combines rigorous academic and technical study, preparing them for the world of work and continued education. Placing an emphasis on project-based learning, the Career Technical Center employs highly qualified instructors who bring years of experience from the industry into the classroom, creating strong connections between theory and practice.

Offering 18 career & technical education programs comprising a sequence of courses, the Regional CTC provides students with the opportunity to gain certifications, licenses, and college credits as they gain skills that last a lifetime.

Why do students choose CTE?

Career and Technical Education students participate in hands-on training and gain real-world experience that prepares them for the workforce or college. Many programs offer the opportunity to earn college credit that can help pay for college or earn nationally recognized certifications that can jumpstart their future careers.

TRI-CITY CAREER AND TECHNICAL EDUCATIONAL OFFERINGS

The Dover Regional Career Technical Center (CTC) presents a wide range of opportunities for CTC students interested in career exploration and development, providing internships and/or work-based learning opportunities, and resume assistance to prepare them with the skills and technical knowledge needed to pursue career and college.

In addition to the career & technical programs offered at the Regional Career Technical Center, students are eligible to select programs offered at Rochester and Somersworth Regional Centers. If you are interested in selecting a program at Rochester or Somersworth, refer to the back of this Program of Study page 122, make your selection and see your School Counselor, the CTC Liaison, or the CTC Director.

For more information pertaining to these programs and services please contact Career Services at (603) 516-6982.



CAREER AND TECHNICAL EDUCATION ENROLLMENT POLICY

Students interested in a career and technical education program must submit an application through the on-line system, EnrollTrack. Once the application is submitted, students must watch their school email for an appointment with their potential teacher. Interested students will then meet with the program teacher for an interview to determine if the program is a good fit. Following the completion of all interviews, students are notified of their acceptance via email.

Note: Interviews are conducted as applications are submitted so all are encouraged to fill out and submit the applications as soon as possible as seats are limited.

Note: The portal is open at the beginning of January; enrollment closes mid-February to early March.

**Students who apply after enrollment closes will be reviewed only after on-time applicants have been reviewed for that program.*

Based on the year that you begin the program, the order of priority for selection is as follows:

1. Returning second year students who successfully completed Year 1 and have the endorsement of the CTC Director.
2. New 11th graders (juniors). Note: 10th graders for Cosmetology and Pre-Engineering
3. (3-year programs).
4. New 10th graders (sophomores).
5. New 12th graders (seniors)

Programs will review students based upon:

1. The priority list above
2. Career Interest
3. Attendance and discipline records
4. Academic records

A student who does not gain entry into his/her first choice will be:

1. Placed on a 'waiting list', and/or
2. Allowed a second choice when available, and/or
3. Notified, in order to select alternative courses.

Each sending school is allowed access to CTE programs based on enrollment numbers.

Utilization of allocated enrollments for each sending school will be a factor in admittance to a CTE program.

Exceptions to this policy may be made for students on a case-by-case basis.

All students must apply for all Career & Technical Education programs online via EnrollTrack. EnrollTrack is accessible via <https://tricity.enrolltrack.com/StudentPortal/#>

LICENSING, CERTIFICATIONS AND OTHER CREDENTIALS

Animal Science Program Pet Tech, Animal CPR and 1st Aid Certification	Health Science Technology Program - NH Board of Nursing, Nursing Assistant License (LNA) - American Heart Association Healthcare Provider & Automatic External Defibrillator (AED) certification - Advanced Skills for Healthcare Providers & Hospital Clinical Job Shadows Certificate - EKG-Electrocardiogram — Intro to Technology, Application & Procedures Certificate
Automotive Technology Program - Accredited by the ASE Foundation - Automotive Service Excellence (ASE) - S/P2 Safety - Automotive Lift Institute - Snap On Tools Multimeter - Hunter Alignment - Ford, Honda, Subaru and Toyota Manufacturer Training	Fire Science - Professional Rescuer CPR and AED - Hazardous Material Awareness/Operations - Standard First Aid and the National Registry of EMT's-EMT Basic Certification
Building Construction - OSHA-10 Certification - S/P2 Safety	Leadership, Education and Training Cadets who complete 2 years of NJROTC may enter the Army or Navy as an E-2; those who complete 3 years of NJROTC may enter Army or Navy as an E-3
Computer Systems Networking A+, NET+, CISCO IT Fundamentals, Fundamentals, Security +, CCNT, CCNA	Pre-Engineering OSHA 10 Certification & Certified Solidworks Associate (CSWA)
Cosmetology Program (1500- hour program) - NH Cosmetology License - S/P2 Safety	Sports Medicine - BLS CPR - Certified Personal Trainer – NASM-CPT
Culinary Arts ServeSafe Manager certification, National Restaurant Association Education Foundation	Welding OSHA 10 Certification S/P2 Safety
Electrical Technology Program - Completion of years 1 & 2 fulfills Classroom requirement for year 1 of the NH apprenticeship program. 500-hours work experience toward Journeyman's license - OSHA-10 Certification - S/P2 Safety	

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CTE EXPLORATORY COURSES

Students may select from the Exploratory Courses to gain an introduction to and understanding of a variety of career & technical education programs. In each course, students develop their interests and aptitudes and investigate advanced course offerings. These half-credit courses are designed primarily for freshman and sophomores; **however, juniors and seniors** may enroll on a space available basis.

990210 INTRODUCTION TO BIOMEDICAL SCIENCE AND TECHNOLOGY

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Semester

Students will employ virtual reality headsets, microscopes, simulations, research tools and emerging technologies, as they are introduced to biomedical engineering, forensics, human body systems, living organisms and basic laboratory skills. The opportunity to conduct laboratory activities and to learn about disease diagnosis, treatment and prevention will be provided. Students will explore cancer and infectious diseases to gain an understanding of how the scientific method is used to solve issues related to human health. Future career options and educational opportunities in the field of science, technology, engineering and math will be explored.

990211 INTRO TO SPORTS MEDICINE

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Semester

This course covers information fundamental to all healthcare professions with an emphasis in sports medicine. It is designed to introduce the student to the challenging field of athletic training. The course will provide knowledge concerning common injuries sustained during athletic and recreational activities, as well as specific considerations in the practice of licensed professions regarding evaluation, treatment and athletic rehabilitation in a sports medicine setting.

990221 INTRODUCTION TO BUSINESS

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Semester

This introductory course includes an overview of the various aspects of business operations. Students will be introduced to types of business ownership, financial management, entrepreneurship, technology in business, marketing, human resources and social responsibility in the business environment. Individual and group assignments will emphasize practical applications of the above topics. Current business practices and events will also be discussed.

NOTE: Does not fulfill computer credit requirement.

990223 CTC EXPLORE ELECTRICAL-BUILDING CONSTRUCTION

Grades 9-10

0.50 Credit/ Fall Semester

Interested in exploring a career in building construction or considering becoming an electrician? Review the basic skills needed to be successful in both industries. With hands-on experiences, discover how to properly select and safely use tools, identify commonly used materials, explore career opportunities and develop skills useful in everyday life.

990235 INTRODUCTION TO LEADERSHIP EDUCATION & TRAINING A (LET A)

Grades 9-12

1.00 Credit/Year

If you have the want or desire to build a foundation of skills that will improve your chances of succeeding in today's complex world, this is the course for you! We introduce you to the precepts of citizenship, the elements of leadership, service to others, and the value of scholarship in attaining life's goals. Organization and study skills are key success traits that are explained and practiced on a daily basis during the first year of NJROTC. The lively discussions surrounding Global Studies allow you to grasp cultural differences through the study of world affairs, regional studies, and cultural awareness. Guest speakers provide their points of views on subjects as operational leadership, community involvement, and college scholarship opportunities. The physical mission of this course is obtained by playing team sports and games, team building exercises, and marching.

NOTE: Fulfills Global Studies requirement. Does not require program application/admission.

990236 INTRODUCTION TO LEADERSHIP EDUCATION & TRAINING B (LET B)

Grades 10-12

1.00 Credit/Year

The core values of honor, courage, and commitment are explained and put to practice on a daily basis. Classroom instruction includes deeper discussions on leadership; maritime geography as it relates to national resources, landforms, climate, soil, bodies of water, people, governments, military and geopolitics. Current event discussions provide you an opportunity to voice your opinion on topics ranging from military actions, to solving hunger on local streets. You will be able to understand the approaches to effective leadership and factors influencing behavior in leadership roles. Progressing in the unit's structure, you will have an opportunity to be promoted and exercise increased responsibilities by leading first year cadets in a multitude of extracurricular events (see below).

NOTE: Fulfills American Government requirements. Does not require program application/admission.

CTE COMPUTER COURSES

Computer Credit to Graduate (Any class to earn credit for DHS requirements)			
Grade 9	Grade 10	Grade 11	Grade 12
Essentials of Computer Literacy	Essentials of Computer Literacy	Essentials of Computer Literacy	Essentials of Computer Literacy
Microsoft Office	Microsoft Office	Microsoft Office	Microsoft Office
Introduction to Computer Systems Networking	Introduction to Computer Systems Networking	Introduction to Computer Systems Networking	Introduction to Computer Systems Networking
Introduction to Computer Programming	Introduction to Computer Programming	Introduction to Computer Programming	Introduction to Computer Programming
Intro to Engineering	Intro to Engineering	Intro to Engineering	Intro to Engineering
Computer Science Principles	Computer Programming I	Computer Programming I or II	Computer Programming II & III
	Computer Networking I	Computer Networking I or II	Computer Networking II
	Computer Science Principles	Hon Pre- Engineering II	Hon Pre- Engineering II
		AP Computer Science Principles	AP Computer Science Principles

990226 INTRODUCTION TO COMPUTER NETWORKING

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/ Semester

This course allows students to connect computing between people and the technology world. Students learn how the internet functions in a collaborative, problem solving environment. There will be puzzles to solve to help understand how data is transmitted from one technology device to another.

Students will use an internet simulator to understand these concepts while learning how computers store complex information such as images, video, and sound. Students use interactive widgets to explore the concepts of image representation and compression. Students will also be exposed to technology hardware, software and operating systems to understand how technology interacts with one another in a network environment.

NOTE: This course satisfies the computer credit requirement.

990225 INTRODUCTION TO COMPUTER PROGRAMMING

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Semester

Students explore the fundamental topics of programming, algorithms, and abstraction as they learn to program and draw pictures in App Lab with JavaScript. Students will explore the technical, legal, and ethical questions that arise from computers enabling the collection and analysis of enormous amounts of data. Students continue to test their ability to program in the JavaScript language using App Lab. Students create a series of simple applications (apps) that live on the web, each highlighting a core concept of programming.

NOTE: This course satisfies the computer credit requirement.

990228 INTRODUCTION TO ENGINEERING

Grades 9-10 (Grades 10-12 on space available basis)

0.50 Credit/Semester

This introductory course will engage students in applying those fundamental skills and basic knowledge related to the diverse and ever-changing fields of engineering. The fundamental skills that engineers use daily will be introduced. Basic concepts of Computer Aided Design (CAD), robotics, the design process, and related skills with the focus of lab-based activities, utilizing problem solving skills.

NOTE: This course satisfies the computer credit requirement.

915214 ESSENTIALS OF COMPUTER LITERACY

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Semester

This course is designed for students with little or no computer skills or for those who need to enhance their computer knowledge. Students will use a fully-integrated hands-on approach to understand the essential components of computer technology. Students will learn about problem solving, how computers work, how to create a web page, how to make a game using animation, and how data is used to solve problems and learn about society. We will also look at machine learning and physical computing. It is expected that each student will have use of a computer for this course.

NOTE: This course satisfies the computer credit requirement.

915300 AP COMPUTER SCIENCE PRINCIPLES

Grades 11-12 (Grade 10 by recommendation from math or science teacher)

1.0 Credits/Year

Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. This course seeks to provide foundational knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture. Computer Science Principles curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Note: Students take both Introduction to Computer Networking and Introduction to Computer Programming for this course.

NOTE: This course satisfies the computer credit requirement. An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the fee for the test is borne by the student.

915219 MICROSOFT OFFICE

Grades 9-12

0.50 Credit/Semester

Want to obtain an industry certification or have the ability to waive an entry level college course? This course is designed for students to learn the many features of Microsoft Office to create documents, publications, presentations, spreadsheets, emails and calendars. Students will complete 2-4 Microsoft Office applications progressing in the following order:

Microsoft Word

Microsoft PowerPoint

Microsoft Excel

Microsoft Outlook

NOTE: This course satisfies the computer credit requirement. Students can achieve the nationally recognized Microsoft Office Specialist Certification in all four Microsoft Office applications upon achieving a passing score on the MOS Certification Exam for each of the programs. Recommended for all students enrolled in college prep classes.

RECOMMENDED: Students are enrolled in CP or higher level courses.

ANIMAL SCIENCE

2–3-year program requiring admission

Animal Science is a research-driven field that combines lab work with classroom theory with career paths beginning in high school. Jobs in Animal Science can incorporate elements of biological science, animal management, animal production, research and even sales. Degrees in Animal Science typically cover livestock production, genetics, nutrition, and microbiology. Some of the careers that graduates of an Animal Science degree program can pursue jobs in farm management, animal science, and veterinary medicine.

Animal Science Program

Year 1 – Animal Science I

Year 2 – Animal Science II - Companion Animal Science OR Large Animal Science

Year 3 – Animal Science III – Honors Veterinary Science OR Companion Animal Science OR Large Animal Science OR Optional Work Based Learning

901212 ANIMAL SCIENCE I

Grades 10-11

2.0 Credits/Year

This is the first year of the Animal Science career path. This every day, full year course will take an in-depth look in to various domestic animal species including dogs, cats, small pets, reptiles, birds and farm animals. Students will explore the areas of domestication, small and large animal care, pet first aid and basic health care, grooming, animal welfare, and animal uses/products. Classroom pets and the onsite barn animals will be used for hands-on experiences in animal handling, restraint, feeding and maintaining for optimal health. Students will learn to operate a dog grooming business one day a week, where they develop first level skills of dog grooming while learning important customer service skills.

REQUIRED: Students must submit a CTC program application.

Certifications available: Pet Tech Pet First Aid

903317 ANIMAL SCIENCE II – COMPANION ANIMAL SCIENCE

Grades 11-12

2.00 Credits/Year

This every day, full year course is for students interested in dog behaviors and their training. Students will learn to investigate dog breeds, ethical ownership, life cycle, common vaccines, diseases, production and nutrition. Students acquire skills necessary to dog grooming while helping to operate the on-site dog grooming business.

REQUIRED: Completion of Animal Science I and submission of a CTC program application.

NOTE: Fulfills 1 science elective credit.

903315 ANIMAL SCIENCE II – LARGE ANIMAL SCIENCE

Grades 11-12

2.00 Credits/Year

This class is designed for students interested in pursuing a career with large animals. It is a class that will cover the husbandry of common livestock breeds as well as horses. Part of the class will be to learn about the business aspects of farm management and budgeting. Other content areas that will be studied are selection, nutrition, formulating feed rations, reproduction, maintenance, veterinary care, and sustainable practices of large animals. The class will utilize on site animals as well as go to several large working farms for tours and more information.

REQUIRED: Completion of Animal Science I and submission of a CTC program application.

NOTE: Fulfills 1 science elective credit.

903310 ANIMAL SCIENCE III - HONORS VETERINARY SCIENCE

Grades 11-12

2.00 Credits/Year

This every day, full year honors course is for students interested in pursuing a career with animals in the health and veterinary technology field. Students will take an in-depth look into animal anatomy and the common practices and management involved in veterinary medicine. Investigations into clinical exams, preventative care practices, veterinary terminology and math, medical records, and client-patient relationships will take place. Students will explore ethical and legal issues in veterinary medicine as well and analyze animal nutrition and reproductive performance. Students will design and maintain the medical/husbandry records for our program animals. Real world skills are practiced through lab exercises as well as managing and operating an on-site barn, small animal collection, and dog-grooming lab.

REQUIRED: Completion of Animal Science I and submission of a CTC program application.

NOTE: Fulfills 1 science elective credit.

NOTE: This course meets the requirement of VETN 110G, Introduction to Veterinary Technology for 2 credits at Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost to take advantage of the dual enrollment option is currently \$150.00, which is approximately a \$450 savings.

AUTOMOTIVE COLLISION TECHNOLOGY

2–3-year program requiring admission

Thousands of motor vehicles are damaged in traffic accidents every day. While some are totaled, most cars can be repaired by collision repair technicians. In the end, they look and drive like new. This can be challenging because each damaged vehicle presents a different problem. Collision repair technicians must develop appropriate repair plans for each job, using their knowledge of collision repair techniques.

The general tasks of a collision repair technician include estimating damage, straightening, repairing dents, replacing parts that are beyond repair, mixing and matching paint colors, spraying paint and refinishing the vehicles.

Automotive Collision Program

Year 1 – Automotive Collision I

Year 2 – Automotive Collision II

Year 3 – Optional Work Based Learning

921230 AUTOMOTIVE COLLISION TECHNOLOGY I

Grades 10 and 11

2.00 Credits/Year

This course concentrates on vehicles from frame to finish. Students will learn how to properly operate hand and power tools while restoring the exterior of cars in the state-of-the-art lab. Experience what it's like working with sheet metal, body fillers and plastics, various materials and fasteners. Explore panel and glass repair and replacement, vehicle surface preparation and masking. Students will gain exposure to the skill of estimations as they relate to body repair and restoration. The National Institute for Automotive Service Excellence (ASE) recognizes the Dover Automotive Technology program as a certified training program and it has achieved accreditation by the National Automotive Technicians Educational Foundation (NATEF) and supported by the New Hampshire Auto Dealers Association.

REQUIRED: Submission of a CTC program application.

NOTE: Lab fee of \$40.00

921230 AUTOMOTIVE COLLISION TECHNOLOGY II

Grades 11 and 12

4.00 Credits/Year

Advanced skills in the art of vehicle restoration and custom fabrication will be the focus of this course. Students will examine frame damage measurement, replacement and realignment. Work on electrical systems, restraints and chassis. Enhance skills in the art of airbrushing, pinstriping, detailing, color matching and custom painting. Come and gain skills that will last a lifetime. The National Institute for Automotive Service Excellence (ASE) recognizes the Dover Automotive Technology program as a certified training program and it has achieved accreditation by the National Automotive Technicians Educational Foundation (NATEF) and supported by the New Hampshire Auto Dealers Association.

REQUIRED: Successful completion of Automotive Collision I and Submission of a CTC program application.

NOTE: Lab fee of \$40.00. Available certification: ASE, SP/2

AUTOMOTIVE TECHNOLOGY

2–3-year program requiring admission

An automotive technician job description can vary widely depending on the work environment. Responsibilities can range from providing maintenance services to diagnosing conditions, documenting repair work, and communicating with service advisors and vehicle owners. Automotive technicians work on all vehicles from cars and trucks to motorcycles and boats. Also called mechanics or technicians, these technicians might work on an entire vehicle or focus on a specific part, such as a motor or transmission.

Automotive Technology Program

Year 1 – Automotive Technology I

Year 2 – Automotive Technology II

Year 3 – Optional Work-Based Learning

921290 AUTOMOTIVE TECHNOLOGY I

Grades 10 and 11

2.00 Credits/Year

Students will study many of the major automotive systems while learning how a quality automotive shop operates. Major topics of instruction include: shop safety, vehicle safety, shop operations, lubrication systems, engine components and repair, tire service, brake systems, steering systems, and suspension systems. Shop safety, shop operations, lubrication, engine components, steering and suspension, brakes systems and vehicle safety. Students will develop an understanding of writing a repair order, customer service and parts management. Valuable hands-on experience will take place in the Dover Automotive Shop.

Appropriate safety instruction is provided and students are required to wear proper footwear, eyewear and clothing for use in lab activities. The National Institute for Automotive Service Excellence (ASE) recognizes the Dover Automotive Technology program as a certified training program and it has achieved accreditation by the ASE Educational Foundation, and supported by the New Hampshire Auto Dealers Association

REQUIRED: Students must submit a CTC program application.

Certification available: : Student ASE, S/P2 safety, Ford, Honda, Subaru, and Toyota Manufacturer Training, Snap-On Multimeter, Hunter Alignment, and Automotive Lift Institute Training

922290 AUTOMOTIVE TECHNOLOGY II

Grades 11 and 12

2.00 Credits/Year

In Automotive Technology II, students will use the skills and competencies mastered in Automotive Technology I, while embarking on new competencies in front-end alignment, steering and suspension, emissions, engine principles, cooling and heating systems, electrical diagnosis and repair as well as scan tool use. There will be a continued emphasis on safety, shop management and proper workplace attitude and skills. Students are required to provide proper footwear and clothing for use in the lab. College automotive programs will visit the program each fall to inform students of continuing education options in this career field. Students will have the opportunity to compete in a state-wide/national skills competition (Skills USA), and the NHADA skills competition. . The National Institute for Automotive Service Excellence (ASE) recognizes the Dover Automotive Technology program as a certified training program and it has achieved accreditation by the ASE Educational Foundation and supported by the New Hampshire Auto Dealers Association.

REQUIRED: Successful completion of Automotive Technology I and a CTC program application. Certifications

Available: Student ASE, S/P2 safety, Ford, Honda, Subaru, and Toyota Manufacturer Training, Snap-On Multimeter, Hunter Alignment, and Automotive Lift Institute Training

NOTE: This is a course which may allow students the opportunity to earn college credits while concurrently earning credits toward their high school diploma. There is no cost for this program.

BIOMEDICAL SCIENCES ACADEMY

2–3-year program requiring admission

The Project Lead The Way Biomedical Sciences (BMS) Program is a sequence of courses that use a hands-on, real-world problem-solving approach to learning. Biomedical Science is a problem and project-based course in which students are allowed the freedom to discover key ideas through engaging activities. The problems that are focused upon are based on real life medical issues. Students work with the same equipment and tools used by professionals to explore the roles and responsibilities of a variety of medical specialists. Topics covered throughout the course include human medicine, physiology, genetics, microbiology, and public health.

Biomedical Sciences Program

Year 1 – Honors Biomedical Science I

Year 2 – Honors Biomedical Science II

Year 3 – Optional Work-Based Learning OR EMT II OR Health Science I

921280 HONORS BIOMEDICAL SCIENCE I

Grades 10-11

2.00 Credits/Year

In Semester I of the program, students explore concepts of biology and medicine to determine what led to the death of a fictional person. Students examine autopsy reports, investigate medical history and explore medical treatments that may have prolonged the person's life. In Semester II, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body.

Students build organs and tissues on a skeletal manikin and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Throughout the semester, students take on the roles of biomedical professionals to solve real-world medical cases. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. This course meets the requirements of Honors Principles of Biomedical Science and Human Body Systems through Project Lead the Way.

REQUIRED: Students must submit a CTC program application.

922280 HONORS BIOMEDICAL SCIENCE II

Grades 11-12

2.00 Credits/Year

In Year 2 of the program, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen and analyze DNA, evaluate cancer treatments, and prevail when organs of the body fail. Interventions related to immunology, surgery, pharmacology, medical devices, and diagnostics are explored. In the final part of the course, students build on their acquired knowledge and skills to design innovative solutions for pressing health challenges of the 21st century. Topics range from public health, biomedical engineering, clinical medicine and physiology. This course meets the requirements of Medical Interventions and Biomedical Innovation through Project Lead the Way.

REQUIRED: Successful completion of Honors Biomedical Science I and submission of a CTC program application

BUILDING CONSTRUCTION TECHNOLOGY

2–3-year program requiring admission

Building construction is one of the nation's largest industries and includes a variety of professional occupations. The requirements for a career in building construction vary depending on the specific job. Construction workers usually need to be 18 years old with good English and math skills.

Construction managers need a degree in civil engineering or a related field.

Building Construction Technology Program

Year 1 – Building Construction Technology I

Year 2 – Building Construction Technology II

Year 3 – Optional Work Based Learning

921220 BUILDING CONSTRUCTION TECHNOLOGY I

Grades 10 and 11

2.00 Credits/Year

From hand tools to hard hats, the fundamentals of construction technology will be experienced while gaining an appreciation for safety. Students will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include tool selection and usage, plan reading, layout, footings and foundation, and floor and wall systems. Students should be comfortable on ladders and with working outside in a variety of conditions. Proper work boots and clothing is required.

REQUIRED: Students must submit a CTC program application.

Certification available: S/P2 on-line safety.

922220 BUILDING CONSTRUCTION TECHNOLOGY II

Grades 11 and 12

2.00 Credits/Year

Students will expand their knowledge and experience the evolution of a structure from blueprint to rooftop using the latest technology and materials from the field. Students will gain experience and roof and stair framing, siding systems, insulating, window installation and finish work. Students will complete advanced projects in this course. Proper work boots and clothing are required.

REQUIRED: Successful completion of Building Construction Technology I and submission of a CTC program application.

Certification Available: OSHA 10 and SP/2 Safety

NOTE: Completion of Building Technology I and II fulfills 0.50 math credit.

BUSINESS

2–3-year program requiring admission

Students who are interested in business management, accounting, sales, and entrepreneurship are encouraged to participate in the Business program. Students who complete this program will possess the entry level skills needed to be successful in college and the business world. Students will gain a solid foundation in business through the development of effective presentation skills, networking ability, using social media, and a solid business plan to show colleges and employers. Students who complete this program will possess the entry level skills needed to be successful in college and the business world. Students will gain a solid foundation in business through the development of effective presentation skills, networking ability, using social media, and a solid business plan to show colleges and employers.

Business Program

Business Foundations

Business Marketing & Management

Business Entrepreneurship & Communications

911240 BUSINESS FOUNDATIONS

Grades 10-11

2.00 Credit/Year

Semester I this course includes an overview of the various aspects of business operations. Students will be introduced to types of business ownership, financial management, entrepreneurship, technology in business, marketing, human resources and social responsibility in the business environment. Individual and group assignments will emphasize practical applications of the above topics. Current business practices and events will also be discussed. Semester II includes an introduction to accounting as the language of business and the purpose of accounting in business. Students will develop an understanding of the concepts and use of the classification of assets, liabilities, equity, revenue, and expense accounts. Students will be introduced to accounting procedures necessary to prepare financial statements utilizing trial balance, accounting adjustments, closing journal entries, inventory, accounts receivable, accounts payable, special journals, payroll, cash receipts, disbursements, and banking procedures. This course meets the requirements of both Introduction to Business and Accounting I at Great Bay Community College.

REQUIRED: Students must submit a CTC program application.

NOTE: This is a concurrent enrollment course which allows students the opportunity to earn college credits while earning credits toward their high school diploma. This course meets the requirements of Introduction to Business at Great Bay Community College, and Accounting & Financial Reporting at Great Bay Community College. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings.

NOTE: Meets Computer Requirement

911240 BUSINESS MARKETING & MANAGEMENT

Grades 11-12

2.00 Credit/Year

Curious about what it takes to successfully manage a business? This course introduces students to the concepts of business management, including the functions of planning, organizing, leadership, staffing, decision-making, marketing, communicating and motivating. Additionally, the impact of technology will be examined, providing an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors. This course presents an introduction and overview of sales and marketing activities and explains the role of marketing in America and international economic and social contexts. Students will learn about the components of strategic marketing, including how to plan, price, promote and distribute products, goods, services, ideas, people and places. Students will gain experience honing their oral and written communication skills as they analyze and solve problems.

REQUIREMENT: Students must submit a CTC program application and successful completion of Business Foundations.

NOTE: This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150, which is approximately a \$450 savings.

This course meets the requirement of Introduction to Marketing at Great Bay Community College and Management at Great Bay Community College.

NOTE: Meets Computer Requirement

BUSINESS ENTREPRENEURSHIP & COMMUNICATIONS

Grade 11-12

2.0 Credits

Are you dreaming about starting your own business? This course examines key concepts and skills critical to successfully launching, developing, and managing a small business. From start to finish, students will also develop the tools needed to write a comprehensive business plan for a company.

of their creation/design. Effective communication is the lifeblood of any organization; it is also the foundation of a successful business career. Focus on understanding communication strategies, creating logical presentations, and developing critical skills in listening, speaking, and writing.

REQUIRED: Students must submit a CTC program application and successful completion of Business Foundations.

NOTE: This course meets the requirements of Small Business Management and

Organizational Communication at Great Bay Community College. This is a concurrent enrollment course which allows students the opportunity to earn college credits while.

earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings.

NOTE: Meets Computer Requirement

COMPUTER INFORMATION SYSTEMS PATHWAYS

Computer Networking, Computer Programming or Cyber-Security (2-3-year program requiring admission)

The Networking, Programming and Cyber-Security pathways focus on building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Computer Networking

Year 1 – Computer Networking I

Year 2 – Computer Networking II

Year 3- Computer Networking III

or

Computer Programming

Year 1 –Computer Programming I

Year 2 – Computer Programming II

Note:

Year III Independent studies available for all pathways include certifications for Linux and Cyber Operations.

921240 COMPUTER SYSTEMS NETWORKING I

Grades 10-11

2.00 Credits/Year

Students learn the fundamentals of networking and the advanced concepts of device hardware including PC's, laptops, tablets, and hand-held devices. They will also learn how to install, configure and manage operating systems in these devices. Students will gain an understanding about networked communications, wireless connectivity, security, safety, environmental issues and communication skills. They will work in a collaborative, team environment and gain real-world experience. Hands-on lab activities are an essential element of this course. Student lab experiences (physical and virtual) have been integrated into this course.

REQUIREMENT: Submission of a CTC application

NOTE: This course meets the requirements of IT Essentials (IST113) and Networking Foundations (IST122) at Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$300, which is approximately a \$900 savings.

Honors level course

NOTE: This course fulfills the Dover High School computer credit requirement.

922240 COMPUTER SYSTEMS NETWORKING II

Grades 11-12

2.00 Credits/Year

Students will expand their networking knowledge and focus on advanced IP addressing techniques, intermediate routing protocols, configuration of routers and switches using command line interface, Ethernet switching, VLANs, ACLs, routing and trunking. Emphasis will be on application and demonstration of skills acquired in pre-requisite courses.

REQUIREMENT: Successful completion of Computer Networking I and submission of a CTC program application.

Certifications available: Students earn industry recognized certificates of completion and electronic badges for each course they complete. These certificates of completion can be used for resumes and job applications and will follow students throughout their careers. Students receive training and preparation for the CompTIA Fundamentals, A+, Network+, Security+, Linux+, and the Cisco CNT and CNA. These exams charge a fee.

Note: This course meets the requirements of Routing and Switching (IST123) at Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings. Honors level course.

NOTE: This course fulfills the Dover High School computer credit requirement.

921250 COMPUTER PROGRAMMING I

Grades 10-11

2.0 Credit/Year

Students will learn HTML, or Hypertext Markup Language, is a markup language used to describe the structure of a web page. It uses a special syntax or notation to organize and give information about the page to the browser. Elements usually have opening and closing tags that surround and give meaning to content. Learn to make responsive websites that transition from one device to the next. Learn JavaScript which is a high-level programming language that all modern web browsers support. This course will introduce programming using Python for highly motivated students with little or no prior experience in programming. Students will create apps for mobile devices, automate tasks in both languages, find patterns in data, and interpret simulations. Students will collaborate to create and present solutions that can improve people's lives. Students will develop confidence in applying programming solutions, will be exposed to pertinent terminology, and will learn the effective use of reference materials. Learn all that and more in this project-based course.

REQUIRED: Submission of a CTC program application.

NOTE: This course fulfills the Dover High School computer credit requirement.

NOTE: This course meets the requirements of Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma.

The cost of earning college credits through this course is currently \$300, which is approximately a \$900 savings.

922251 COMPUTER PROGRAMMING II

Grades 11-12

2.00 Credits/Year

The purpose of this course is to provide a solid foundation in the Java programming language. Program planning, object-oriented design, and Java language syntax will be emphasized. Students will also grasp XML and how to work in the programming environment Android Studio. This course will prepare students for advanced study of the Java language as well as introduce students to app development in a project-based environment. Students will also receive hands-on experience with LabVIEW and working with LEGO Mindstorm robots to compete and solve complex problems.

REQUIRED: Submission of a CTC program application.

NOTE: This course may meet the requirement of Web Development (CIS124G) in the Fall semester and Java (CIS148G) in the Spring semester at Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$300 which is approximately a \$900-savings.

COSMETOLOGY

(3-year program requiring admission)

The Cosmetology industry is an exciting, adventurous and creative field full of color, fashion, and diversity. Students taking this program will acquire the knowledge and necessary skills to enter the field of hair design, nail technology, skin care, and makeup. Students will work on both mannequins and live models throughout the three-year, every day program. Because of the time commitment of this program, careful schedule planning should happen with a counselor during freshman year to ensure all graduation requirements are met. Complete this program and acquire the skills and knowledge necessary for entry-level employment and to pass the NH State Board of Cosmetology Exam. This is NH's one of two 1500-hour Cosmetology Licensing programs at the high school level. Cosmetology students have the opportunity to complete additional lab hours through this program. See the Cosmetology teachers for more details.

Cosmetology

Year 1 – Cosmetology I

Year 2 – Cosmetology II

Year 3 – Cosmetology III

931250 COSMETOLOGY I

Grade 10

2.00 Credits/Year

Begin with basic theory and learn practical skills in the classroom. Explore hands-on laboratory work consisting of hair sculpting, hair design, haircutting, manicuring, pedicuring, skin care and make-up application. After basic training hours are met students will move into a higher level as the program and the curriculum become more diverse and comprehensive. Professional ethics are a vital component to the process. The New Hampshire Board of Cosmetology recognizes the Dover Cosmetology training program and is an accredited program.

Requirements: Students must submit a CTC program application and have successfully completed Algebra and 9th or 10th grade Science.

Cost Requirement: The following fees are required: \$150 for the Introductory Kit includes Mannequin and uniform, and \$25 for the Cosmetology Apprentice license.

Note/Requirement for State Registration: Paperwork must be submitted before the first day of school for your Cosmetology State Board Registration. Failure to procure a student registration would forfeit student eligibility in the program per the State Board of Cosmetology.

932250 COSMETOLOGY II

Grade 11

4.00 Credit 2 Blocks/Year

Build on the development of clinic and lab practices continuing in the classroom and the clinic/salon floor, working on school clients and mannequins. Theory instruction related to chemical texture and smoothing, hair coloring, diseases and disorders, and anatomy & physiology. After basic training and hours are met students will enter into a higher level as the program and curriculum become more diverse and comprehensive. Junior and senior students are placed in the school salon after basic skills training and the required training hours are met. This training program encompasses a powerful, all-inclusive cosmetology curriculum delivered through a strong step-by-step hands on approach. The New Hampshire Board of Cosmetology recognizes the Dover Cosmetology Training Program and is an accredited program.

REQUIRED: Successful completion of Cosmetology I with a minimum of 325 hours accumulated and submission of a CTC program application.

NOTE: A lab fee of \$125 will be required for two mannequin heads

Successful completion of Cosmetology II fulfills 0.50 science credit

933250 COSMETOLOGY III

Grade 12

4.00 Credits 2 Blocks/Year

Knowledge of cosmetology services are continued with attention to refining skills, speed and accuracy, and working with salon clients which is designed to show new techniques while developing each individual's special interest within the cosmetology field. Students will complete project-based salon management, exploring all aspects of spa and salon operations, including physical design, inventory and financial operations. The final phase ends with the preparation for the final exam required for licensure in the cosmetology industry. The New Hampshire Board of Cosmetology recognizes the Dover Cosmetology training program and is an accredited program.

REQUIRED: Successful completion of Cosmetology II with a minimum of 900 hours accumulated and submission of a CTC program application. A lab fee of \$125 will be required for additional mannequin heads. All licensing fees and equipment is the responsibility of the student.

Successful completion of Cosmetology III fulfills 0.50 math credit

CULINARY ARTS

(2-3-year program requiring admission)

The Food Service industry is an exciting, dynamic and rewarding field that offers a variety of opportunities. The two-three-year program offers a broad range of curriculum-based learning activities as well as practical experience in cooking, baking, and related restaurant functions. Students completing the program will be prepared for either immediate employment and/or the continuance of their education in a Culinary Arts or Food Service Management school.

Culinary Arts Program

Year 1 – Culinary Arts I

Year 2 – Culinary Arts II

Year 3 – Optional Work Based Learning

931240 CULINARY ARTS I

Grade 10-11

2.00 Credits/Year

This innovative, creative adventure into the world of culinary and pastry arts. You'll work on the same industry equipment used by chefs throughout the world. First-year students will learn about kitchen safety and sanitation, food fundamentals, culinary terminology, knife skills, and other culinary skills essential to the industry. Students will work as teams preparing food for Dover's restaurant, "Gourmet Table" as well as other culinary and catering functions. Opportunity in the culinary and hospitality business is endless and is a profession that can be practiced anywhere in the world. This program is supported by the New Hampshire Restaurant and Lodging Association.

REQUIRED: Students must submit a CTC program. Students are required to purchase a uniform to include shoes, chef coat and hat.

NOTE: During Culinary I students will obtain their ServSafe Food Handler Certification

932240 CULINARY ARTS II

Grade 11-12

2.00 Credits/Year

Second-year students will build skills from Culinary I and take on a leadership role in menu design, working brigade positions such as Sous Chef, dining room manager, expediting and lead baker. Students rotate assuming all upper management positions within the kitchen and dining room. All students will assist in the operation of Dover's restaurant, "Gourmet Table". Students may have the opportunity to compete in a state-wide competition. This program is supported by the New Hampshire Restaurant and Lodging Association.

REQUIRED: Successful completion of Culinary I and submission of a CTC program application. Certification in ServSafe is available.

NOTE: This may be a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings.

NOTE: This is a course which allows student the opportunity to earn 9 college credits through Lakes Region Community College while concurrently earning credits toward their high school diploma. There is no cost associated with this program. See articulation agreement for details.

EARLY CHILD MONTESSORI EDUCATION

(2-year program requiring admission)

Early Child Montessori Education Program

Year 1 – Early Montessori Education I

Year 2 – Early Montessori Education II

Year 3 – Optional Work Based Learning

931255 EARLY CHILD MONTESSORI EDUCATION I

Grades 10-11

2.0 Credits

Enter a high-demand field! Learn about the foundations of early education so you can enrich the lives of young children. Little Tree Education (Madbury and Dover, NH) is excited to welcome high school students interested in becoming Montessori teachers. We want to find students who will thrive in early childhood school environments, honoring children's natural desire to learn through imagination and exploration. In this class you will learn the Montessori pedagogy for all grade levels, with a focus on infants through Kindergarten. You will also be trained in preschool best practices including how to provide experiences that develop and maintain the learning, social, physical and emotional skills needed for young children. If you value education from birth, this course is for you!

REQUIRED: Students must submit a CTC program application.

NOTE: At this time the program is only open to Dover students.

932255 EARLY CHILD MONTESSORI EDUCATION II

Grade 11 - 12

2.0 Credits

Deepen your foundations of early education so you can enrich the lives of young children. Little Tree Education (Madbury and Dover, NH) is excited to welcome back high school students interested in becoming Early Childhood Educators and those who wish to become Montessori teachers. Learn more about working in a professional teaching setting, connecting with children and developing curriculum. We will explore the advanced Montessori curriculum and assessment materials, refine our presentation skills and continue to work in an active classroom! We will polish our professional skills by creating a resume, performing mock interviews and mock family conferences. We want to find students who will thrive in early childhood school environments, honoring children's natural desire to learn through imagination and exploration. In this class you will learn the Montessori pedagogy for all grade levels, with a focus on infants through Kindergarten. You will also be trained in childcare center best practices including how to provide experiences that develop and maintain the learning, social, physical and emotional skills needed for young children. If you value education from birth, this course is for you!

Required: Successful completion of Early Montessori Education I and submission of a CTC program application.

ELECTRICAL TECHNOLOGY AND RENEWABLE RESOURCES

(2-3-year program requiring admission)

Electricians light up American homes and businesses. In the Electrical Technology program, students learn how these highly skilled men and women literally electrify the nation and much more.

Working in a program lab outfitted with industry-standard equipment, students tackle projects that mimic real-life situations on a daily basis. Instruction begins with fundamentals such as job-site safety, National Electrical Code® requirements and blueprint reading before advancing to the installation of electrical service and more advanced skills.

Electrical Technology Program

Year 1 – Electrical Technology and Renewable Energy Systems I

Year 2 – Electrical Technology and Renewable Energy Systems II

Year 3 – Electrical Technology – Solar Technology OR Optional Work-Based Learning

921260 ELECTRICAL TECHNOLOGY AND RENEWABLE ENERGY SYSTEMS I

Grades 10-11

2.00 Credits/Year

Want to explore the world of electricity and become an apprentice electrician? Study the basic DC/AC theory and Ohms Law as they are applied to various types of circuits. Experience the safe and proper use of all hand and power tools utilized in the electrical/construction trades. Receive 250 hours of hands-on work experience towards your Journeyman's license. Assess the latest edition of the National Electrical Code and experience renewable energy systems. Configure and install solar and wind energy systems discovering how to convert, transmit, and store these renewable energies.

REQUIRED: Students must submit a CTC program application. All students are required to a pay.

\$80.00 fee for the cost of supplies and the student's own electrical tools kit that they will be able to take with them when they graduate, and NH State Electrical Apprentice License fee (\$30).

Certifications available: NH State Electrical Apprentice License

921360 ELECTRICAL TECHNOLOGY AND RENEWABLE ENERGY SYSTEMS II

Grades 11-12

2.00 Credits/Year

Electricity got you all wired up? Interested in a career in the Electrical Trades? Explore advanced residential and commercial wiring projects. Discover industrial motors. Complete an OSHA 10-hour safety training program and receive an OSHA 10 card for the construction industry. Receive an additional 250 hours of hands-on work experience towards your Journeyman's license. Upgrade your skills in renewable energy systems and develop the skills required to obtain a Journeyman Electricians License.

REQUIRED: Successful completion of Electrical Technology I and submission of a CTC program application. NH State Electrical Apprentice License fee (\$30).

NOTE: This is a course which allows students the opportunity to earn college credits while concurrently earning credits toward their high school diploma. There is no cost associated with this program. See articulation agreement for details.

Certifications available: OSHA-10 certification safety and NH State Electrical Apprentice License

FIRE SCIENCE

Also known as Seacoast Firefighting and EMS Academy
(2-year program requiring admission)

The job of a firefighter is challenging and rewarding. Firefighting involves extremely hard, skilled physical work; and firefighters must be able to handle emergency life-or-death situations. Firefighters must also be willing learners. Continuing education provided throughout a fighter's career keeps them up to date on the newest technologies and latest fire suppression methods. Training in the fire service encompasses many subjects such as emergency medical protocols, building construction, hazardous materials, technical rescue, public education and community relations. Firefighters must have strong social skills and the ability to think and communicate clearly in stressful situations.

Firefighter/EMT Program

Year 1 – Firefighter I

Year 2 –EMT II

931210 FIRE SCIENCE I

Grades 10, 11 and 12

2.00 Credits/Year

Students choosing a career path in Firefighting and EMS can get started at Dover High School and Regional Career Technical Center. Students will be immersed in a rigorous training program to prepare them for a career in Emergency Medical Services. Students will learn about the scientific and mechanical principles associated with fire prevention. Students will become adept at rescue techniques, fire suppression, and other technical skills. Included in this course is learning about the proper use of tools, apparatus and equipment while also learning how to don and doff gear within 90 seconds. This program is offered in partnership with the Dover Fire Department and taught by NH State Certified Fire instructors offering hands-on experiences and lessons on campus, at local fire stations and at the NH Fire Academy in Concord. It is supported by the New Hampshire Fire Standards and Training Commission. Students seeking to enroll must be physically able to perform requirements associated with Firefighter I Certificate and must have medical permission.

REQUIRED: Students must submit a CTC program application for consideration of acceptance into the program. Students must have a current medical examination comparable to the National Fire Protection Association Standard #1582. Students are evaluated for heights phobia and claustrophobia; they should not be considered obese and they must have the stamina and physical ability to work in untenable conditions for several consecutive 30-minute durations.
NOTE: This is a competitive entry program limited to 15 students per course.

932210 EMERGENCY MEDICAL TECHNICIAN (EMT)

Grade 12 only

2.25 Credits/Year

This course trains students to handle emergency situations where assessing and treating victims of sudden illness and injury is required. This is a demanding course requiring strong study skills. The primary focus of the Emergency Medical Technician (EMT) is to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. This course is offered in collaboration with the New Hampshire Bureau of EMS and follows a national curriculum that provides students with experience and knowledge of the skills and responsibilities of an EMT. Student Medical Release required by New Hampshire Department of Safety Division of Fire Standards and Training and Emergency Medical Services. Upon successful completion of this course, students who are 18 years of age will be eligible to take the EMT certification exam through the National Registry of EMTs.

Requirement: Successful completion of Firefighter I, Health Science I, Biomed I or Sports Medicine I submission of a CTC program application.

Certifications available: EMT Basic exam (must be 17 years of age).

Cost Requirement: \$95 CBT Exam (cognitive), \$80 State practical exam fee (note: host site sets price so this may vary depending on state of pandemic and available testing facilities). There are three chances to take the cognitive exam in which a new payment of \$95 must be made for each attempt.

NOTE: Fulfills Science elective

HEALTH SCIENCE TECHNOLOGY

(2-3-year program requiring admission)

Health Science Technology (HST) students involved in this career pathway will have the opportunity to view and research the many opportunities associated with the Health Sciences. Career strands include, but are not limited to: Health Information Technology, Nutrition, Nursing, Medical Laboratory Science, Optometry, Pathology, Pharmacology, Surgical Technology, Emergency Medical Services, Exercise and Sports Medicine, Holistic Healthcare, Medical Imaging, and more. The program emphasizes professional behavior in the workplace, ethics, and accountability in the health care fields as per industry expectations and standards.

The first year of the program offers the valuable Licensed Nursing Assistants (LNAs) certification. LNA's work under the direction of RNs and LPNs and provide basic patient care while assisting with nursing procedures. LNAs typically have a great deal of patient contact as they are responsible for monitoring patient vital signs such as temperature, pulse, respirations and blood pressure.

Additionally, LNA's help with activities of daily living that includes personal hygiene, meal service, and restorative activities. There are focused clinical experiences required in long-term care.

Health Science Technology Program

Year 1 – Health Science Technology I (Includes LNA Training)

Year 2 – Health Science Technology II (Includes Focused Hospital Experiences) Year 3 – EMT OR Optional Work-Based Learning

Health Science Technology Program—with Medical concentration

Year 1 – Health Science Technology I (Includes LNA Training)

Year 2 –EMT

Year 3 – Biomedical I or Optional Work- Based Learning

Health Science Technology Program—with Medical concentration

Year 1 – Health Science Technology I (Includes LNA Training)

Year 2 – BioMedical Science I

Year 3 – BioMedical Science II

Health Science Technology Program—with Medical concentration

Year 1 – BioMedical Science I

Year 2 – Biomedical Science II

Year 3 – Health Science Technology I (Includes LNA Training)

931260 HEALTH SCIENCE TECHNOLOGY I (LNA)

Grades 10 and 11

2.00 Credits/Year

The course will reveal various healthcare occupations and will provide the basic skills needed to practice in a healthcare setting. Instruction includes an introduction to medical terminology, anatomy and physiology with an emphasis on body systems, disease process, and disorders. The HST I program utilizes the New Hampshire Board of Nursing-Nursing Assistant program approved curriculum providing 160 hours of theory instruction and 60 clinical hours in Assisted Living and Long-Term Care facilities. Students will be given the opportunity to provide direct patient care utilizing nurse assistant skills. Successful completion of this program and the NH State License written & skills exam will allow students to apply for a NH Board of Nursing License to practice as a Licensed Nurse Assistant. Students will also complete an American Heart Association Healthcare Provider & Automatic External Defibrillator (AED) certification and American Heart Association First Aid Certification. Students accumulate clinical hours, evenings, weekends and after-school. They are expected to arrange for their own transportation.

REQUIRED: Students must submit a CTC program application. HST I students must be *at least* 15 years of age by course completion. Each year all HST I students must agree to a criminal background check, a physical examination, TB test, drug screen, annual flu shot and provide a copy of their current immunization record, uniform, duty shoes and watch with a second hand are required.

Approximate fees are as follows: State LNA written and skills licensure exam, \$200; on-line license, \$35; Live-Scan fingerprinting, \$55; Uniforms, \$25; and other health care equipment, \$25. Requirements and Fees are subject to change.

NOTE: Fulfills a science credit.

NOTE: This may be a concurrent enrollment course which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00. Grade 12 (approval needed).

932260 HEALTH SCIENCE TECHNOLOGY II

Grades 11 and 12

2.25 Credits/Year

This course offers students the opportunity to complete a Medical Terminology Course (3 credits) offered by Great Bay Community College. Also, A EKG Electrocardiogram-Intro to Technology, Application & Procedures Certificate along with an Advanced Skills for Health Care Providers & Hospital Clinical Job Shadows Certificate is offered. Students are also prepared to complete clinical job observations in a hospital setting (Emergency Care, Wound Care, Respiratory Care, Physical Therapy, Occupational Therapy, Speech Therapy, Woman & Children Department, Medical Surgical Units, Pain Center, Same Day Surgery, Endoscopy, Etc.) Emphasis is placed on critical thinking skills and analyzing professional and ethical characteristics required of healthcare professions. The course provides students with a strong foundation of knowledge and skills to successfully transition into a post-secondary health care program. Additional certifications and internships may be available. Students may earn an additional .5 credit through participation in Thursday clinicals and optional weekend hours.

REQUIRED: Successful completion of Health Science I and current Certification in First Aid and CPR. Students must submit a CTC program application.

REQUIRED: HS II students who participate in off-site-clinical experiences are required to take a drug screening urinalysis. Additional drug screening may be administered randomly. At the start of the semester students are required to have their LNA licenses. In addition, students must have documentation for the following: TB test, recent physical, annual flu shot, criminal background check and full uniform. Students cannot go off-site for clinical experience without these requirements being met. Students who have not met these requirements at the start of class will not be able to attend clinical until these requirements are satisfied.

Certifications: Advanced Skills for Healthcare Providers NOTE: Fulfills a science credit.

NOTE: This course may meet the requirements of Medical Terminology (AHLT110G) at Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings.

NAVY JUNIOR RESERVE OFFICER TRAINING CORPS

(2-year program requiring admission)

NJROTC Program

Year 1 – Leadership Education & Training 1 (LET 1)

Year 2 – Leadership Education & Training 2 (LET 2)

NOTE: To complete three years of NJROTC and enter the Army or Navy an E-3, cadets can also take the following courses any time during their school career:

Introduction to Leadership Education & Training A (LET A)

Introduction to Leadership Education & Training B (LET B)

931270 LEADERSHIP EDUCATION & TRAINING 1 (LET 1)

Grades 10 and 11

2.00 Credits/Year

In this course you will evaluate the challenge of managing a process, the qualities of an effective manager, and how to evaluate performance and give instruction. Classroom discussions include how attention to detail becomes a key component in successful career development. You will also gain keen insights to the inner workings of our government and national security and how the government authenticates naval operations and support functions. Additional subjects include an introduction to applied physics as it pertains to electromagnetic energy and weapon systems and aircraft operations. You will have the opportunity to be promoted to staff positions and exercise increased responsibilities by managing the operations, administration, public affairs, and supply departments of the NJROTC unit.

REQUIRED: Students must submit a CTC program application

NOTE: Fulfills ½ credit math elective.

932270 LEADERSHIP EDUCATION & TRAINING (LET 2)

Grade 11 and 12

2.00 Credits/Year

This is where it all comes together! As the leaders of fellow cadets, this is your command! The leadership practicum is designed to give you supervised practical application of previously studied leadership theories. You will be afforded the opportunity to apply those leadership traits outside of the classroom during several field trips. The introduction of ethics becomes an added layer to the leadership continuum and allows for a focused engagement for practicing ethical leadership techniques. By practicing your leadership style, you will have the opportunity to put your legacy into the history of this program. You will then analyze the reasons for the varying degrees of success throughout the year. You will also be provided access to ACT/SAT preparation courses, guidance in selecting a college and pursuing available scholarships. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets.

Seniors are mentored/guided in their preparation for life after high school including college preparation, scholarship applications, and the variety of choices that are available to them.

REQUIRED: Students must submit a CTC program application

Extra-Curricular Activities

NJROTC cadets participate in several outside, or extra-curricular, activities throughout the school year and during the summer months. These opportunities are designed to stimulate learning by hands-on experience and to reinforce classroom instruction. Some of these activities include:

School and local field trips such as parades, community service projects and events, academic, athletic, drill, marksmanship and orienteering events and competitions are spread throughout the school year.

Leadership and Civic training opportunities ranging from 1-2 weeks during the summer months include: Basic Leadership Training, Leadership Academy, and Science Technology Engineering and Math (STEM) programs at major universities.

PRE-ENGINEERING ACADEMY

(2-3-year program requiring admission)

Project Lead the Way (PLTW) utilizes a six-course sequence.

The sequence is designed to help students explore “high tech” related careers in the engineering field and to prepare students for entry level engineering-technology jobs (advanced manufacturing) as well as associate and bachelor’s degree programs. Each class is taught in a laboratory setting using state-of-the art technology equipment and software. Instruction is

approximately one- third theory and two-thirds application, sometimes involving mentors from industry and colleges. Class activities focus on problem solving through project-based learning, which requires students to work in teams to generate solutions.

Students who participate and/or complete the first four courses of the sequence as outlined below beginning with Honors Engineering Design will have the option to earn college credit, when possible, through articulation agreements, offering a seamless link between high school and college.



Pre-Engineering Program

Year 1 – Honors Pre-Engineering I

Year 2 – Honors Pre-Engineering II

Year 3 – Honors Pre-Engineering III

921392 HONORS PRE-ENGINEERING I

Grade 10

2.00 Credits/Year

Dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. Through problems that engage and challenge, explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course meets the requirements of Introduction to Engineering Design and Principles of Engineering through Project Lead the Way.

REQUIRED: Students must successfully complete CP or Honors Geometry or concurrently enrolled and submission of a CTC program application.

NOTE: Fulfills ½ computer and ½ visual art credit requirements upon successful completion of this year of the pre-engineering program and presentation of a portfolio to an approved representative of the respective department.

NOTE: This is a concurrent enrollment course which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings

922350 HONORS PRE-ENGINEERING II

Grade 11

2.00 Credits/Year

From smartphones to appliances, digital circuits are all around us. Through the use of cutting-edge technologies students will design, build, and troubleshoot digital circuits. Students will apply the fundamental theories of digital logic and explore how digital devices are used to control automated equipment and robotic systems. Manufactured items are part of everyday life, yet most students have not been introduced to the high- tech, innovative nature of modern manufacturing. Discover opportunities related to understanding manufacturing and engage in the manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. This course meets the requirements of Computer Integrated Manufacturing and Digital Electronics through Project Lead the Way.

REQUIRED: Successful completion of Honors Pre-Engineering I and submission of a CTC program application.

NOTE: This is a concurrent enrollment course which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings.

923350 HONORS PRE-ENGINEERING III

Grade 12

2.00 Credits/Year

Propel your knowledge in the fundamentals of atmospheric and space flight as you explore the physics of flight. Bring the concepts to life by designing an airfoil, propulsion system, and rockets. Apply basic orbital mechanics using industry-standard software while exploring robot systems through projects such as remotely operated vehicles. Apply engineering principles and practices of the preceding courses to real-world problems. Design and construct the engineering solution to an engineering problem in teams of two to four. Teams will identify an issue and then research, design, and test a solution, ultimately presenting their project to a panel of engineers. Utilize professional skills developed to document the design process to standards.

This course meets the requirements of Aerospace Engineering and Engineering Design and Development through Project Lead the Way.

REQUIRED: Successful completion of Honors Pre-Engineering II and submission of a CTC program application.

SPORTS MEDICINE

(2-3-year program requiring admission)

Sports Medicine Program

Year 1 – Sports Medicine I

Year 2 – Sports Medicine II

Year 3 – EMT or Optional Work-Based Learning

931265 SPORTS MEDICINE I

Grades 10-11

2.00 Credits/Year

This course is for students interested in health and rehabilitation-related fields such as physical therapy, personal training, exercise physiology/kinesiology, athletic training, nutrition, paramedicine, and emergency-medicine. The first year includes class work and practical hands-on application in the following areas: anatomy and physiology, how the body responds to stressors such as exercise, injury, and environmental factors, patient assessment, emergency procedures, treatment and rehabilitation of sports injuries, and exercise implementation and demonstration. There will be a chance to gain certification in BLS CPR (Basic Life Support for the professional rescuer) as well. This course is intended to help students gain an interest and understanding of the health field and the human body with a lens from an athlete's perspective. Skills in this class apply 1-1 with a collegiate program down the road.

REQUIRED: Submission of a CTC program application.

932265 SPORTS MEDICINE II

Grades 11-12

2.00 Credits/Year

This class will expand on the areas covered in Sports Medicine I in depth and also explore more applied concepts and topics such as nutrition, sports psychology, and strength/resistance training. This course includes the National Academy of Sports Medicine (NASM) Certified Personal Training Course and is recommended for students who have a passion for health and fitness concepts. Students ideally leave the program with a rich, surface level understanding of the human body and can apply those skills practically.

REQUIRED: Successful completion of Sports Medicine I and submission of a CTC program application.

REQUIRED FEES: \$100 for CPT materials and exam.

Certification Available: Certified Personal Trainer (NASM-CPT)

WELDING TECHNOLOGY

(2-year program requiring admission)

A welder fuses metal components to form a final product that meets a specific request. They need physical strength and proper skills to manage hazardous and heavy welding equipment. Welders are employed in a myriad of industries, including construction, steel, aerospace, and motor vehicles, each of which may depend on their level of expertise.

Welders are trades people who specialize in fabricating products by joining together materials like steel, brass, stainless steel and aluminum. These skills can be applied to automobile manufacturing, ship building, construction, and the creative arts.

Welding Program

Year 1 – Welding I

Year 2 – Welding II

Year 3 – Optional Work-Based Learning

921295 WELDING TECHNOLOGY I

Grades 10-11

2.00 Credits/Year

In this course, we will first and foremost have fun!! Welders are in high demand, so this class is designed to teach you the basics of the most common welding processes, along with hand and power tools in the shop. You will work on completing a list of welding objectives for oxy/fuel welding, shielded metal arc welding, gas metal arc welding and gas tungsten arc welding, all in the flat and horizontal welding positions, with mild steel. You will become proficient using thermal arc cutting processes, such as oxy/acetylene and plasma arc. An introduction will be given to welding symbols, technical drawings, and shop math for estimating jobs. At the end of the course, you will apply all your knowledge and create a final project to show off your new skills!

REQUIRED: Students must submit a CTC program application and purchase steel toe boots.

Certification: SP/2 Safety

922265 WELDING TECHNOLOGY II

Grades 11-12

2.00 Credits/Year

Get ready to step it up a notch! After a review of what was covered in Welding I, we will work towards advancing your skills by learning to weld in the vertical and overhead positions, using SMAW and GMAW. We will learn pipe welding, using a root and cover pass with both SMAW and GTAW. Getting ready for the workforce, we will concentrate on career readiness skills including resume building, interviewing skills, email writing processes and much more. This course will teach you how to prepare for AWS certification testing, decipher weld codes, perform various types of weld inspection, and advance your fabricating skills by incorporating online drawing programs.

We will have the opportunity to tour a few local colleges and welding shops, to help prepare you for a career after graduating.

REQUIRED: Successful completion of Welding Technology I and submission of a CTC program application.

Certifications: SP/2 Safety, OSHA-10. NOTE: Fulfills .5 credit math elective.

EXTENDED LEARNING OPPORTUNITIES

ELOs are learning experiences that happen inside and outside of the traditional classroom setting. The purpose of an ELO is to provide an educational experience that is meaningful and relevant to a student's plan of study while in high school; it is often related to future goals for life after high school. At Dover High School and Regional Career and Technical Center there are several types of ELOs. These descriptions are designed to provide students, teachers, parents and community partners with more information about our ELO program.

WORK-BASED LEARNING (CTC STUDENTS ONLY)

Grades 11 and 12

0.5 credits for 60 hours

Work-based learning (WBL) opportunities apply academic, technical, and employability skills in a work setting. Support is provided by school, classroom and workplace mentors. Students will have a set schedule that mirrors a job which may be semester-long or year-long. WBL opportunities are typically paid opportunities. WBL can be performed during or after school or both. Paperwork and assistance can be found in Career Services in the Career and Technical Center. WBL for CTC students requires the completion of the first year of a program along with a program teacher's recommendation.

INTERNSHIP PROGRAM

Grades 11 and 12

0.5 credits for 60 hours

An internship is typically an unpaid position where a student is paired with a professional in the community in order to gain practical experience in an occupation or profession relating to their plans after high school. Internships require teacher and counselor recommendation. They can be performed during or after school or both. Any student choosing to take part in an internship will also be required to complete additional assignments to receive credit. Paperwork and assistance can be found in Career Services in the Career and Technical Center office.

Other Career Services and Planning Opportunities

In addition, students are afforded the opportunity to experience industry tours, field trips and guest presentations, conduct informational interviews, develop resumes, write cover letters and acquire interview skills. *For more information pertaining to these programs and services please contact the Career Services Office at (603) 516-6982.*

REGIONAL CAREER & TECHNICAL EDUCATION PROGRAMS

ACCOUNTING PROGRAM - ROCHESTER 999009/999019 ACCOUNTING 1/ACCOUNTING II

Grades 11-12 (Rochester)

1.00 Credit/Fall Semester

This course is an introduction to accountings as the language of business and the purpose of accounting in business. Students will develop an understanding of the concepts and use of the classification of assets, liabilities, equity, revenue, and expense accounts. The student will be introduced to accounting procedures necessary to prepare financial statements utilizing current concepts and accounting principles. This includes journalizing transactions, preparation of journals, payroll, cash receipts, disbursements, and banking procedures.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option.

REQUIRED: Acceptance into the Accounting program.

ACCOUNTING II

Grades 11-12 (Rochester)

1.00 Credit/Spring Semester

This course consists of a more in-depth study of accounting procedures and concepts. An emphasis is placed on accounts from the balance sheet such as accounts and notes receivable; plant, property and equipment; and current and long-term liabilities. This course will also involve comparing and contrasting sole proprietorships, partnerships and corporations, as well as capital stock and stock transactions. The student will learn to use financial ratios to measure financial strength, profitability and liquidity.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option. The successful completion of Accounting I, HNR AND Accounting 2, HNR will transfer to the Peter T. Paul College at UNH and replace ADMIN 502: Introduction to Financial Accounting, a requirement of various business majors.

REQUIRED: Successful completion of Accounting I.

ARCHITECTURAL/MECHANICAL ENGINEERING PROGRAM – ROCHESTER

Architectural/Mechanical Engineering Program Course Sequence

Year 1 - Architectural/Mechanical Engineering (Full year, CTE Program)

Year 2 - Architectural/Mechanical Engineering II (Full year, CTE Program)

999023 ARCHITECTURAL/MECHANICAL ENGINEERING I

Grade 11 (Rochester)

2.00 Credits/year

During the first-year students learn basic drafting techniques as they apply to industry. Hands on approach to computer aided drafting (CAD) are emphasized. Students will explore all aspects of engineering including Mechanical, Architectural, Environmental, and others to understand how engineers can solve real world problems and better our society. Topics include: Safety, computer programming, STEM, drafting, physics, manufacturing skills.

Note: This program has articulation agreements with Southern Maine Community College. REQUIRED: Acceptance into the Architectural/Mechanical Engineering program.

999123 ARCHITECTURAL/MECHANICAL ENGINEERING II

Grade 12 (Rochester)

2.00 Credits/Year

During the second-year students expand upon their experience in CAD and specialize in a field of engineering (Mechanical, Architectural, Environmental, Aerospace, etc.) This course is designed to be very individualized to meet the student's interests within engineering. Students will continue to utilize technology such as the 3-D Printer, Laser engraver, and CNC machinery to take ideas into real life objects. Students will develop a website portfolio to showcase all of their engineering

success and market themselves to compete in today's exciting, rewarding engineering field. Topics include: Safety, computer programing, STEM, drafting, physics, manufacturing skills.

Note: This program has articulation agreements with Southern Maine Community College. REQUIRED: Successful completion of Architectural/Mechanical Engineering I.

BANKING AND FINANCIAL SERVICES PROGRAM - ROCHESTER

Banking Program Course Sequence

Year 1 – Banking and Financial Services (Full year, CTE Program)

999010 BANKING AND FINANCIAL SERVICES 1

Grades 11-12 (**Rochester**)

2.00 Credits/year

The HRCU Branch is opened to the school as well as the public providing an excellent opportunity for “hands-on” learning and exposure to all aspects of banking. Students will be trained as professional HRCU tellers. They will learn how to handle different transactions types, maintain and balance cash drawers, be familiar with HRCU’s products and services, Federal Regulations, credit union structure and history, negotiable instruments, professionalism, and gain personal financial knowledge. There will be job shadow days to the Brock Street Branch and other departments. Professional dress and appearance will be required. Opportunities for community services and marketing HRCU’s youth programs may also occur.

REQUIRED: Acceptance into the Banking and Financial Services program. Students are required to submit with the application: two teacher recommendations and their resume. An interview with the instructor is also required. Students must have a minimum GPA of 2.25.

BROADCAST TECHNOLOGY PROGRAM - SOMERSWORTH

Broadcast Technology Program Course Sequence

Year 1 – Broadcast Technology I (Full year, CTE Program)

Year 2 – Broadcast Technology II (Full year, CTE Program)

999012 BROADCAST TECHNOLOGY I

Grades 11 - 12 (**Somersworth**)

2.00 Credits/Year

In this introductory course, students will explore photography, television, video production, and graphic communication. Students will work on projects and learn to use digital cameras and video broadcasting equipment with photo and video editing software to create slideshows, short movies and even broadcast live events from the school and within the community. Students will work with Final Cut Pro X to edit and add effects to projects. Emphasis will be placed on post-production skills, planning and organizational skills. Students will also learn the importance of planning ahead and meeting deadlines. This course will require self-motivation, creativity and the ability to work collaboratively with others as well as independently.

REQUIRED: Acceptance into the Broadcast Technology program.

999112 BROADCAST TECHNOLOGY II

Grades 11 - 12 (**Somersworth**)

2.00 Credits/Year

In this more advanced course, students will delve more deeply into the capabilities of video broadcasting equipment and video editing software. Students will go in depth in learning Adobe Premiere pro, LiveText, Final Cut Pro X, and Virtual Set Editor software to create more sophisticated graphics to include in videoprojects and live broadcasts. Students will often fill the roles of producer and/or director, discovering what it takes to create independent films and run a successful live broadcast. Students in this course will be expected to take creative initiative with content for local cable television. This will include brainstorming ways to involve a wide variety of content including student work, sporting events, club information, upcoming events, etc. Students in this course will also be working with students in Broadcast Technology II on projects and taking the lead on school and community projects.

REQUIRED: Successful completion of Broadcast Technology I

CRIMINAL JUSTICE & HOMELAND SECURITY PROGRAM - ROCHESTER

Criminal Justice Program Course Sequence

Criminal Justice I – Intro to Criminal Justice and Criminology (Two semester-long courses)

Criminal Justice II – Criminal Law & Procedures and Juvenile Justice (Two semester-long courses)

999029 INTRO TO CRIMINAL JUSTICE

Grades 11-12 (**Rochester**)

1.00 Credit/Fall Semester

This course covers the components of the justice system in American society. Although civil law will be discussed, the emphasis will be on the criminal justice system. The influence and pressures of changing social, political, technological, and economic factors on the agencies of justice will be studied. Much of the focus will compare ideals with realities of the system. Law enforcement, the courts, and correctional aspects will be examined.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option.

999030 CRIMINAL PROCEDURES

Grades 11 – 12 (**Rochester**)

1.00 Credit/Spring Semester

This course explores the question of crime causation from a number of theoretical perspectives in the social sciences. The nature and extent of crime in American society, theories of factors and influences that are related to criminal behavior, and the impact of crime on society. . Note: This is a Running Start course and students are eligible to receive college credit. There is a fee associated with this option.

PREREQUISITE: Intro to Criminal Justice

999129 CRIMINAL LAW & PROCEDURE

Grades 11 – 12 (**Rochester**)

1.00 Credit/Fall Semester

This course provides an in-depth review of substantive criminal law in the federal and state systems including analysis of the essential elements of all major crimes, the concepts of constitutional review and judicial scrutiny and the principles governing legal challenges to the constitutionality of laws. This course will also analyze the constitutional issues in the United States which have direct bearing on the role and policies of criminal justice agencies. Application of these issues as they relate to investigation, arrest, pretrial and appeal will be emphasized. Note: This may be a Running Start course and students are eligible to receive college credit. There is a fee associated with this option.

PREREQUISITE: Intro to Criminal Justice

999130 JUVENILE JUSTICE

Grades 11 – 12 (**Rochester**)

1.00 Credit/Spring Semester

An examination of causative factors in the development of youthful offenders and the development and philosophy behind treatment and rehabilitative practices are covered. The course also covers legal, procedural, and substantive issues pertaining to the juvenile justice system. Note: This may be a Running Start course and students are eligible to receive college credit. There is a fee associated with this option.

PREREQUISITE: Intro to Criminal Justice

DIGITAL MEDIA PROGRAM - SOMERSWORTH

Digital Media Program Course Sequence

Year 1 – Digital Media I and Digital Media II (Two semester-long courses)

Year 2 – Digital Media III and Digital Media IV (Two semester-long courses)

999007 DIGITAL MEDIA I – COMPUTER GRAPHICS

Grades 10-12 (**Somersworth**)

1.00 Credit/Fall Semester

Using a foundation of fine arts, students will explore and identify the principles and elements of design to develop their skills in the design planning process and design thinking. Students will utilize industry standard software – Adobe Photoshop, Illustrator, and InDesign – to execute their ideas. These projects will range from logos to movie posters, and brochures to portrait illustrations.

REQUIRED: Acceptance into the Digital Media program

DIGITAL MEDIA II – WEB DESIGN

Grades 10-12 (**Somersworth**)

1.00 Credit/Spring Semester

Students will begin to familiarize themselves with the languages of web design by hand coding HTML5 and CSS3. After understanding the basic structure of these languages, students will use Adobe Dreamweaver as a design interface for web design. The second half of the course will cover JavaScript, to help add animations, sophisticated navigation, forms, blogs, quizzes, and more to student's term projects- creating a website on a topic of their choice.

REQUIRED: Successful completion of Digital Media I

999107 DIGITAL MEDIA III – MOTION GRAPHICS

Grades 10-12 (**Somersworth**)

1.00 Credit/Fall Semester

In this course students will continue to expand their knowledge of art and design while adding a new variable to the mix – time. Through 2D and 3D animation students will work on a number of short animations to develop their skills in creating art as a story, complete with a beginning, middle and end. After creating a 30 second animation and developing realistic 3D worlds, students will move into the world of video. The course continues to focus on time-based media, as students use Adobe Premiere Pro, to learn the ins and outs of the video production process including, pre-production(planning), production(filming), and post-production(editing and effects).

REQUIRED: Successful completion of Digital Media I and II.

DIGITAL MEDIA IV – ADVANCED MEDIA

Grade 10-12 (**Somersworth**)

1.00 Credit/Spring Semester

This is the final course in a two-year sequence of the Digital Media program. Students will demonstrate increased proficiency in multimedia skills and the application of design principles. At this level, students will plan and develop independent projects, from the ground up. This process will expand upon our knowledge of the design process by adding student proposals, class critiques, and client input. Students will work on individual and group projects that will include multiple parts using the many forms of digital media. For example – a brand identity may include a logo design, website design/update, and marketing materials, while a short film may include a movie trailer, posters, advertising materials, and the film itself.

REQUIRED: Successful completion of Digital Media I, II and III .

ENVIRONMENTAL SCIENCE & SUSTAINABLE STUDIES PROGRAM - ROCHESTER

Environmental Science Program Course Sequence

Year 1 – Environmental Science I and Environmental Science II (Two semester-long courses)

999033 ENVIRONMENTAL SCIENCE I

Grades 11 – 12 (Rochester)

1.00 Credit/Fall Semester

This course will focus on the biogeochemical cycles, climate change, human population, sustainability and food production as well as stream and watershed ecology. Class projects involving a carbon study of the local forest, water quality of the Cocheco River as well as aquaculture will be conducted. Longitudinal experiments/projects will also be proposed and researched.

REQUIRED: Must pass Biology and be accepted into the Environmental Science & Sustainable Studies program.

ENVIRONMENTAL SCIENCE II

Grades 11 – 12 (Rochester)

1.00 Credit/Spring Semester

This course will focus on winter ecology, air quality, environmental health and pollution, marine ecosystems, natural resources and alternative energy sources. Spatial data will be collected, mapped and analyzed using ArcGIS software. Aquaculture and hydroponic systems will be studied and longitudinal experiments/projects will be researched and presented.

REQUIRED: Successful completion of Environmental Science & Sustainable Studies I.

TEACHING MULTIPLE LEVELS PROGRAM – ROCHESTER

Teaching Multiple Levels Program Course Sequence

Year 1 – Foundations of Education I (Full year, CTE Program)

Year 2 – Foundations of Education II (Full year, CTE Program)

999001 FOUNDATIONS OF EDUCATION I

Grade 11 (Rochester)

2.00 Credits/Year

This course is designed for students interested in pursuing a career in education or other field associated with working with children. Foundation of Education I introduce students to basic teaching skills, such as classroom management, lesson planning, guidance and discipline techniques. Students divide their time between classroom instruction and student-teaching in the laboratory school, Small Wonders Preschool or other Field site placement. Classroom instruction includes lectures, notes, handouts, projects, hands-on activities, and unit tests. Foundation of Education I units include: Differentiated Instruction, Instructional Practices, Curriculum Planning, Classroom Management, Educational Psychology, and Growth and Development. As part of Foundations of Education you will be part of a leadership organization, Educators Rising, which offers many opportunities for community service, leadership, trips and conferences. There is a \$30 course fee to take this program; this fee covers membership dues and course shirt (scholarship available upon request). Students will be required to undergo a criminal background check at the N.H. Department of Safety in order to participate in the internship component of the program.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option.

REQUIRED: Acceptance into the Foundations of Education program

999101 FOUNDATIONS OF EDUCATION II

Grade 12 (Rochester)

2.00 Credits/Year

Students entering Foundation of Education 2 are expected to have mastered or be proficient in the basic teaching skills learned in Foundation of Education I. Students divide their time between classroom instructions, student teaching in the laboratory preschool, Small Wonders Preschool and participation in internships. Classroom instruction includes lectures, notes, handouts, projects, hands-on activities, and unit tests. Foundation of Education 2 units include: Curriculum Planning using Understanding by Design, Special Education, Advanced Instructional Practices, and Observation Skills. At the conclusion of Foundation of Education 2, students will create a professional portfolio to demonstrate the competencies they have achieved. As part of Foundations of Education 2 you will be part of a leadership organization, Educators Rising, which offers many opportunities for community service, leadership, trips and conferences. There is a

\$30 course fee to take this program; this fee covers membership dues and course shirt (scholarship available upon request). Students will be required to undergo a criminal background check at the N.H. Department of Safety in order to participate in the internship component of the program. For those furthering their education, articulation credits are available with some of the two-year colleges in NH. Running Start opportunity is able through Great Bay Community College.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option.

REQUIRED: Successful completion of Foundations of Education I and recommendation from program instructor.

GRAPHIC DESIGN PROGRAM - ROCHESTER

Graphic Design Program Course Sequence

Year 1 – Graphic Design/Printing Technology I (Full year, CTE Program)

Year 2 – Graphic Design/Printing Technology II (Full year, CTE Program)

999021 GRAPHIC DESIGN I

Grade 11 (Rochester)

2.00 Credits/Year

If you like to draw, design on computers, be creative, scan images, use digital cameras and produce your creations through print technology, then this course is for you. You will use the latest software (Adobe Photoshop and InDesign) to layout and design your projects. The Graphic Arts industry offers a wide range of career opportunities that employs both men and woman. Job titles include graphic designers, page-layout artist, camera operators, pre-press technicians, computer operators, plate makers, press operators, bindery workers, computer programmers, chemists and estimator. This hands-on course acquaints students with the latest cutting-edge technology, digital color imaging and conventional offset technology. Students will design and print business cards, tickets, letterhead, CD covers, posters and various other items. Note: This course will fulfill the fine arts requirement for graduation.

REQUIRED: Acceptance into the Graphic Design program.

999121 GRAPHIC DESIGN II

Grade 12 (Rochester)

2.00 Credits/Year

Never has the demand been greater for graphic designers and print technicians. This advanced hands-on course acquaints students with the latest computer technology, digital color imaging (Adobe Photoshop, Illustrator, and InDesign), digital and conventional print technology and introduction to animation software. Students in this advanced program will learn to think like a designer and technician for their own personal expression as well as gain real-world experience by working with actual customers and learn to develop their skills in more detail. The students in this course will use research, critical thinking, creativity, and a range of problem-solving principles to complete their assignments. Projects include photo-composites, posters, publications, invitations, and various other items.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option.

REQUIRED: Successful completion of Graphic Design/Printing Technology I

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION HVACR - ROCHESTER

HVACR Program Course Sequence

Year 1 – HVACR Technology I (Full year, CTE Program)

Year 2 – HVACR Technology II (Full year, CTE Program)

999025 HVACR TECHNOLOGY I

Grade 11 (Rochester)

2.00 Credits/Year

The students will receive instruction in safety requirements and demonstrate sound safety practices. Students will demonstrate electrical fundamentals including electrical circuits, Ohm's law and meter use. Students will identify heating fuels (natural gas, propane and heating oil), and explain how they burn and how to safely control the burn. Laboratory skills practiced include servicing and testing heating equipment and basic electrical circuits including identifying electrical motors and system schematics. Students will demonstrate their ability to use code books and apply code requirements at apprentice entry level. Technology related reading, writing, vocabulary, mathematics, blueprint reading, and science are integrated throughout the curriculum.

REQUIRED: Acceptance into the HVACR Technology program.

999125 HVACR TECHNOLOGY II

Grade 12 (Rochester)

2.00 Credits/Year

Students continue to receive instruction in safety requirements and demonstrate sound safety practices. Students will demonstrate theoretical competency in HVAC/R electrical controls, refrigeration systems, such as air conditioning, and refrigeration, both domestic and commercial.

The students will have an understanding of Environmental Protection Agency (EPA) certification requirements with refrigeration systems and the proper handling of refrigerants, including recovery, recycling and reclaiming are studied and practiced. Students will be able to calculate building heating and cooling loads. Laboratory skills practiced include servicing and testing refrigeration equipment and basic electrical circuits including reading and writing electrical schematics. Students will demonstrate the skills needed for installation of HVAC systems. Students will demonstrate the ability to complete a job application, resume, interview, and to perform entry level job readiness and trade skills. Technology related reading, writing, vocabulary, mathematics, blueprint reading and science are integrated throughout the curriculum.

REQUIRED: Successful completion of HVACR Technology I

MEDICAL ASSISTING PROGRAM - SOMERSWORTH

Medical Assisting Program Course Sequence

Year 1 – Medical Assisting I (Full year, CTE Program)

Year 2 Medical Assisting II (Full year, CTE Program)

999035 MEDICAL ASSISTING I

Grades 11-12 (Somersworth)

2.00 Credits/Year

This course is designed to train medical assistants to work in doctor's offices, hospitals and other ambulatory care settings. MA I focus' on tasks such managing the medical practitioner's appointments, scheduling patient appointments, bookkeeping, billing, updating medical and patient records, taking patient history, managing medical supplies, checking patient's vital signs, and running laboratory tests.

REQUIRED: Acceptance into the Medical Assisting program.

999135 MEDICAL ASSISTING II

Grades 11-12 (Somersworth)

2.00 Credits/Year

This course is designed to train Medical Assistants to work in doctor's offices, hospitals and other ambulatory care settings. Medical Assisting II focuses on clinical tasks such as taking medical histories and recording vital signs, explaining treatment procedures to patients, preparing patients for examination, assisting the physician during the examination, sterilizing medical instruments and phlebotomy.

REQUIRED: Successful completion of Medical Assisting I

PRECISION MACHINING PROGRAM - ROCHESTER

Precision Machining Program Course Sequence

Year 1 – Precision Machining I (Full year, CTE Program)

Year 2 – Precision Machining II (Full year, CTE Program)

999013 PRECISION MACHINING I

Grades 11 (Rochester)

2.00 Credits/Year

Students enrolled in the first year of this two-year program will demonstrate technical ability on machine tool equipment and hand tools related to the machine tool. Attention to detail, precise measurement and focus are highly recommended skills that will be developed and expanded through this course. Students will gain a complete understanding of the CNC machine tool's operation, metal working industry and requirements expected from a production machinist. Students will develop knowledge and understand of CNC machine tool operation and G-Code and M-Code terminology. Students will learn advanced machining competencies requiring lab hands on participation to meet and complete lab assigned projects. Student safety is held at the highest level of priority.

REQUIRED: Acceptance into the Precision Machining Program

999113 PRECISION MACHINING II

Grade 12 (Rochester)

2.00 Credits/Year

Students continuing their enrollment in this two-year program will gain understanding of industry standard CNC machine tool's operation, and a full understanding of G-Code and M-Code terminology and application. Students will understand the metal working industry and requirements expected from a production machinist. Students will meet advanced machining competencies requiring 97% shop hands on participation consisting of real time machining on a production level for both manual and CNC machining. Following all safety procedures will be continually enforced. Students will demonstrate personal growth / student professionalism through applied knowledge and skills in resume writing, job application writing, and job interviewing.

REQUIRED: Successful completion of Precision Machining I.

RESTAURANT MANAGEMENT PROGRAM - ROCHESTER

Restaurant Management Program Course Sequence

Year 1 – Restaurant Management I (Full year, CTE Program)

Year 2 – Restaurant Management II (Full year, CTE Program)

999040 RESTAURANT MANAGEMENT I

Grade 11 (Rochester)

2.00 Credits/Year

This course offers students the chance to work in a restaurant atmosphere while learning the different tasks of various professionals in the food and restaurant industry. Students will learn about safety and sanitation, professional cooking, the duties and responsibilities of the chef, prep cook, baker, host, server, and manager, as well as industry job seeking and keeping skills. Students will be responsible for the successful management of the Raider House Restaurant. Careers related to food service will be presented from a management perspective. This program has articulation agreements with Lakes Region Community College, CIA and New Hampshire Culinary Institute.

Note: Students taking this course will have the option of earning three college credits. There would be a fee associated with this option.

REQUIRED: Acceptance into the Restaurant Management program.

999140 RESTAURANT MANAGEMENT II HNR

Grade 12 (Rochester)

2.00 Credits/Year

This course continues students' experience to work in a restaurant atmosphere while learning the different tasks of various professionals in the food and restaurant industry. Students will learn about safety and sanitation, professional cooking, the duties and responsibilities of the chef, prep cook, baker, host, server, and manager, as well as industry job seeking and keeping skills. Students will be responsible for the successful management of the Raider House Restaurant. Careers related to food service will be presented from a management perspective. This program has articulation agreements with Lakes Region Community College, CIA and New Hampshire Culinary Institute.

REQUIRED: Successful completion of Restaurant Management I

TEACHING MULTIPLE LEVELS PROGRAM – SOMERSWORTH

Teaching Multiple Levels Program Course Sequence

Year 1 – Teaching Multiple Levels I (Full year, CTE Program)

Year 2 – Teaching Multiple Levels II (Full year, CTE Program)

999027 TEACHING MULTIPLE LEVELS I

Grades 11-12 (Somersworth)

2.00 Credits/Year

This hands-on course will allow students to take what they have learned in Intro. To Teacher Education to the next level. This teacher-training program will blend classroom time with internship work at local public schools. You will observe children to learn about their growth and development. You will also learn about all aspects of public education from curriculum and lesson planning to the running of a school. You will be asked to think critically about the classroom environment and how children learn best. Students will also develop a professional portfolio that will benefit them as they move towards college acceptance.

REQUIRED: Acceptance into the Teaching Multiple Levels program.

999127 TEACHING MULTIPLE LEVELS II

Grades 11-12 (Somersworth)

2.00 Credits/Year

This hands-on course is for those who have successfully completed Teaching of Multiple Levels I. Students are given greater responsibility and are in schools 3 days per week. Students will dive deeply into planning and delivering instruction. In addition, students will look more closely at the special education laws and meeting differently abled students' needs. The hands-on experience provides great opportunity and advantages for students pursuing a career in teaching

REQUIRED: Successful completion of Teaching Multiple Levels I

THEATER DESIGN AND TECHNOLOGY – SOMERSWORTH

Theater Design and Technology Program Course Sequence

Year 1 – Theater Design and Technology I (Full year, CTE Program)

Year 2 – Theater Design and Technology II (Full year, CTE Program)

999045 THEATER DESIGN AND TECHNOLOGY I

Grades 11-12 (Somersworth)

2.00 Credits/Year

The Theater Design and Technology program prepares students to participate in the technical and management areas of the performing arts industry. Industry professionals in the field of technical theater will instruct students in two week modules that include theoretical as well as hands-on work. During this two-year program students will learn about set design and construction, lighting design and implementation, sound design and reinforcement, theatrical make-up, set painting and scenic art, costume design and construction, properties management, front of the house management as well as back of the house management which covers marketing, publicity as well as creating programs and advertising of the upcoming productions. In addition, students will possess the foundation skills needed for postsecondary studies in technical theatre. The students who are accepted into the Performance Arts program are encouraged to be active members of local and school theatre productions. Students accepted into the program may be required to attend performance events and practices outside the normal school day.

REQUIRED: Acceptance into the Theater Design and Technology program.

999145 THEATER DESIGN AND TECHNOLOGY II

Grades 11-12 (Somersworth)

2.00 Credits/Year

In the second year, students will continue working in each area at a more advanced level including design and implementation as well as internships in area theater programs. The students who are accepted into the Performance Arts program are encouraged to be active members of local and school theatre productions.

Students accepted into the program may be required to attend performance events and practices outside the normal school day.
REQUIRED: Successful completion of Theater Design and Technology I

VIDEO & PHOTOGRAPHIC ARTS - ROCHESTER

Video & Photographic Arts Program Course Sequence

Year 1 – Digital Photography & Video Production Technology I (*Full year, CTE Program*)

Year 2 – Digital Photography & Video Production Technology II (*Full year, CTE Program*)

999031 DIGITAL PHOTOGRAPHY & VIDEO PRODUCTION TECHNOLOGY I

Grade 11 (Rochester)

2.00 Credits/Year

During the first year, students will be introduced to the Photography and Video field. It is a hands on/project based class. Students will complete a series of activities, utilizing the basic techniques necessary for the production of photographs and videos. Topics to be covered are treatment development, storyboarding, scripting, proper camera technique, composition, lighting and editing. Class time will focus on working with a variety of photographic and video equipment. Classes will run very independently and the goal is to provide each student with the opportunity to learn at his/her own pace and in his/her own style. Students, who choose this course, will be responsible for creating digital print artwork, slide presentations and motion graphics. Students will develop their own style in photography and video while building a portfolio of images and short videos demonstrating what they are learning and how their style is evolving.

NOTE: This is a Running Start course and students are eligible to receive college credit. There is a fee associated with this option.

REQUIRED: Acceptance into the Digital Photography & Video Production program.

999131 DIGITAL PHOTOGRAPHY & VIDEO PRODUCTION TECHNOLOGY II

Grade 12 (Rochester)

2.00 Credits/Year

Students in the second year will be immersing themselves into various fields of photography and video. Students will be involved in more complex projects using advance lighting, editing technique, macro, time lapse, multi camera shoots are just some of the areas to explore. Focus on visual workflow, exploring what they see and how best to record it. Emphasis will be on composition and telling a story with their

images. Students will be working on individual self-designed projects and building a complete portfolio of their work.

NOTE: This is a Running Start course and students are eligible to receive college credit. There is a fee associated with this option.

REQUIRED: Successful completion of Digital Photography & Video Production I

DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2024 – 2025

	M	T	W	TH	F
AUG/SEPT S = 20 T = 24	26	27	28	29	30
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

		1	2	3	4
OCTOBER S = 21 T = 22	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

					1
NOVEMBER S = 16 T = 17	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

	2	3	4	5	6
DECEMBER S = 14 T = 15	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

			1	2	3
JANUARY S = 21 T = 21	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

	M	T	W	TH	F
FEBRUARY S = 15 T = 15	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

	3	4	5	6	7
MARCH S = 20 T = 21	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

		1	2	3	4
APRIL S = 19 T = 19	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

				1	2
MAY S = 18 T = 19	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

	2	3	4	5	6
JUNE S = 10 T = 11	9	10	11	12	*13
	**16	**17	**18	**19	**20
	**23	24	25	26	27
	30				

S = Students In-Session: 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 174 Student Days which meets the hours required.

T = Teachers In-Session: 184 days.

August 26, 2024	Teachers Return – Teacher Workshop
August 27, 2024	Teacher Workshop
August 28, 2024	Teacher Workshop
August 29, 2024	Teacher Workshop
August 30 - September 2, 2024	Labor Day Recess
September 3, 2024	Students Return
October 11, 2024	Teacher Workshop
October 14, 2024	Indigenous Peoples' Day
November 5, 2024	Teacher Workshop (Due to Elections)
November 11, 2024	Veterans' Day
November 27 – 29, 2024	Thanksgiving Recess
December 6, 2024	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 23, 2024 – January 1, 2025	Holiday Recess
January 20, 2025	Martin Luther King Day
February 24 - 28, 2025	Winter Recess (To include February 17 th Presidents' Day)
March 14, 2025	Teacher Workshop
April 28 – May 2, 2025	Spring Recess
May 23, 2025	Teacher Workshop
May 26, 2025	Memorial Day
*June 13, 2025	Tentative Last Day of School (half-day), or Upon Completion of 180 Days or Equivalent Hours
**June 16-23, 2025	Snow Days



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Travis Bickford, MTSS Director & Jennifer Krans, Co-CIA Director
DATE: December 5, 2023
RE: Request to Waive Bidding

ESSER-III Grant: Data Wise Improvement Process Course

Data Wise: Using Collaborative Data Inquiry to Build Equitable Schools Course	\$18,600.00
• Training for four staff members to become district Data Wise trainers	

Request to waive bidding:

What is Data Wise Improvement Process?

The Data Wise Improvement Process is a step-by-step approach to collaboratively analyze and use data to improve schools and outcomes for students. Developed by the Harvard Graduate School of Education (HGSE), this problem-solving process provides a structured framework for school personnel to analyze both student and district data, set goals, and implement action plans. HGSE is the sole source provider of the Data Wise Improvement Process course and the district is requesting bidding be waived.

What will the Data Wise Improvement Process be used for?

At the district level, the Data Wise Improvement Process will be leveraged to build equitable schools by fostering a comprehensive and data-informed approach to address disparities and promote inclusive practices. The district-level stages of the Data Wise process include the following:

1. Organize for collaborative work
2. Build Data Literacy
3. Create data overview
4. Dig into data
5. Examine own practice
6. Develop action plan
7. Plan to assess progress
8. Act and assess

By integrating an equity lens into each stage of the Data Wise Improvement process, the district can work towards dismantling systemic barriers, promote fairness, and foster an environment where all students have the opportunity to thrive academically and personally.

What are the Data Wise course learning goals?

- Explore how the Data Wise Improvement Process brings coherence to the core work of schools and the district at the systems level.
- Cultivate the habits of mind that improve team effectiveness and foster a supportive culture of improvement.
- Practice using a series of inquiry protocols to be integrated in the District's Equity Plan.

- Learn to lead collaborative analysis of a wide range of data sources, including standardized tests, formative assessments, feedback surveys, and observations.
- Create a systems-level plan for integrating the Data Wise Improvement process into existing district committees and professional learning communities.

How will trained staff be used?

Following their participation in the Data Wise course, the four staff members will provide initial trainings related to the Data Wise process, emphasizing data analysis and equity-focused goal setting. Subsequently, they will provide ongoing coaching and support to district committees and school buildings to ensure integration of the improvement process.

Dover School District

Vendor Name: President & Fellows of Harvard College Fiscal Year: 2023-2024

Description and purpose of the purchase:

Non-Competitive Proposal

X This item is available only from a single source, please list the unique features of the product or service:

The Data Wise course is solely provided by the Harvard Graduate School of Education.

 A public Emergency, explain situation and reasons why decision couldn't include other quotes.

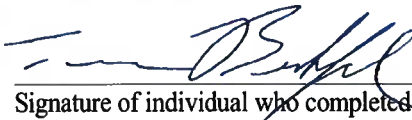
 Received authorization from a pass-through entity (NHDOE) Please include approval from the NHDOE.

 Competition is determined to be inadequate (after solicitation)

If there are similar products or services available, the reasons for selecting the vendor (check all that apply):

 Lowest Price Availability Accessibility X Expertise X Reputation

X Continuity of Services X Location Bid Process Other Considerations: _____


Signature of individual who completed procurement

12.05.23
Date

ESSER-III 137993
Grant/Activity #

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Subtotal by Collapse Mask
 ☒ Include p
 ☐ Exclude Inactive Accounts with zero balance

the encumbrance

☒ counts with zero balance

Compliance Detail by Date Range

Compliance Detail by Date Range

[illegible]

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance☒ counts with zero balance

tail by Date Range

☐ Exclude Inactive Accounts with zero balance

zero balance

[illegible]

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance

From Date: 11/1/2023

To Date: 11/30/2023

☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1000.2.000.01420.4611.000000.00.000.000.000	Office Supplies	\$26,118.00	\$4,120.21	\$17,301.01	\$8,816.99	\$2,779.50	\$6,037.49	23.12%
1000.2.000.01420.4643.000000.00.000.000.000	INFORMATION ACCESS FEES	\$4,500.00	\$2,345.00	\$4,183.86	\$316.14	\$0.00	\$316.14	7.03%
1000.2.000.01420.4735.000000.00.000.000.000	EDU - REPLACE EQUIPMENT	\$25,285.00	\$8,516.00	\$14,991.85	\$10,293.15	\$0.00	\$10,293.15	40.71%
1000.2.000.01420.4810.000000.00.000.000.000	Membership Dues	\$44,945.00	\$836.95	\$10,861.95	\$34,083.05	\$1,560.00	\$32,523.05	72.36%
Func: ATHLETICS - 01420		\$694,128.52	\$40,018.47	\$271,085.57	\$423,042.95	\$306,078.24	\$116,964.71	16.85%
1000.2.000.01431.4110.000000.00.000.000.000	Regular Salaried Employees	\$3,800.00	\$0.00	\$0.00	\$3,800.00	\$0.00	\$3,800.00	100.00%
1000.2.000.01431.4220.000000.00.000.000.000	FICA	\$291.00	\$0.00	\$0.00	\$291.00	\$0.00	\$291.00	100.00%
1000.2.000.01431.4230.000000.00.000.000.000	Retirement	\$746.00	\$0.00	\$0.00	\$746.00	\$0.00	\$746.00	100.00%
Func: OTH-SUMMER PROJECT MORE, EXPLORE - 01431		\$4,837.00	\$0.00	\$0.00	\$4,837.00	\$0.00	\$4,837.00	100.00%
1000.2.000.01602.4110.000000.00.000.000.000	Regular Salaried Employees	\$151,493.29	\$11,759.12	\$62,641.56	\$88,851.73	\$90,227.04	(\$1,375.31)	-0.91%
1000.2.000.01602.4170.000000.00.000.000.000	Longevity Pay	\$0.00	\$0.00	\$0.00	\$0.00	\$900.00	(\$900.00)	0.00%
1000.2.000.01602.4211.000000.00.000.000.000	Health Insurance	\$74,090.00	\$5,335.44	\$27,942.74	\$46,147.26	\$41,417.98	\$4,729.28	6.38%
1000.2.000.01602.4212.000000.00.000.000.000	Dental Insurance	\$2,749.00	\$209.42	\$1,116.55	\$1,632.45	\$1,605.91	\$26.54	0.97%
1000.2.000.01602.4220.000000.00.000.000.000	FICA	\$11,394.00	\$863.64	\$4,617.71	\$6,776.29	\$6,716.08	\$60.21	0.53%
1000.2.000.01602.4230.000000.00.000.000.000	Retirement	\$26,477.00	\$2,061.00	\$11,060.35	\$15,416.65	\$15,854.42	(\$437.77)	-1.65%
Func: ADULT EDUCATION - 01602		\$266,203.29	\$20,228.62	\$107,378.91	\$158,824.38	\$156,721.43	\$2,102.95	0.79%
1000.2.000.02112.4392.000000.00.000.000.000	POLICE SERVICES	\$93,280.00	\$0.00	\$0.00	\$93,280.00	\$0.00	\$93,280.00	100.00%
Func: RESOURCE OFFICERS - 02112		\$93,280.00	\$0.00	\$0.00	\$93,280.00	\$0.00	\$93,280.00	100.00%
1000.2.000.02122.4110.000000.00.000.000.000	Regular Salaried Employees	\$1,290,003.12	\$98,890.22	\$377,209.51	\$912,793.61	\$898,734.53	\$14,059.08	1.09%
1000.2.000.02122.4170.000000.00.000.000.000	Longevity Pay	\$1,590.00	\$0.00	\$1,500.00	\$90.00	\$0.00	\$90.00	5.66%
1000.2.000.02122.4211.000000.00.000.000.000	Health Insurance	\$537,525.00	\$41,084.96	\$148,742.96	\$388,782.04	\$370,250.32	\$18,531.72	3.45%
1000.2.000.02122.4212.000000.00.000.000.000	Dental Insurance	\$12,450.00	\$871.64	\$3,084.80	\$9,365.20	\$7,835.41	\$1,529.79	12.29%
1000.2.000.02122.4220.000000.00.000.000.000	FICA	\$94,801.00	\$7,353.83	\$28,448.09	\$66,352.91	\$66,852.18	(\$499.27)	-0.53%
1000.2.000.02122.4230.000000.00.000.000.000	Retirement	\$235,114.00	\$18,344.75	\$69,283.61	\$165,830.39	\$167,866.17	(\$2,035.78)	-0.87%
1000.2.000.02122.4323.000000.00.000.000.000	PROFESSIONAL SERVICES PUPIL	\$1,000.00	\$500.00	\$1,000.00	\$0.00	\$0.00	\$0.00	0.00%
1000.2.000.02122.4611.000000.00.000.000.000	Office Supplies	\$3,202.06	\$202.41	\$1,119.22	\$2,082.84	\$996.37	\$1,086.47	33.93%
Func: NEW/ADDL FURNITURE		\$189.00	\$0.00	\$0.00	\$189.00	\$189.00	\$0.00	0.00%
1000.2.000.02122.4733.000000.00.000.000.000	EDU - GUIDANCE - 02122	\$2,175,874.18	\$167,247.71	\$630,388.19	\$1,545,485.99	\$1,512,723.98	\$32,762.01	1.51%
1000.2.000.02123.4323.000000.00.000.000.000	PROFESSIONAL SERVICES PUPIL	\$42,600.00	\$0.00	\$37,712.00	\$4,888.00	\$0.00	\$4,888.00	11.47%
Func: APPRAISAL SERVICES - 02123		\$42,600.00	\$0.00	\$37,712.00	\$4,888.00	\$0.00	\$4,888.00	11.47%
1000.2.000.02130.4110.000000.00.000.000.000	Regular Salaried Employees	\$600,617.46	\$43,449.51	\$148,763.08	\$451,854.38	\$379,923.37	\$71,931.01	11.98%
1000.2.000.02130.4211.000000.00.000.000.000	Health Insurance	\$199,966.00	\$17,137.76	\$59,982.16	\$139,983.84	\$155,797.82	(\$15,813.98)	-7.91%
1000.2.000.02130.4212.000000.00.000.000.000	Dental Insurance	\$5,240.00	\$371.38	\$1,299.83	\$3,940.17	\$3,351.81	\$588.36	11.23%
1000.2.000.02130.4220.000000.00.000.000.000	FICA	\$44,110.00	\$3,183.62	\$10,891.73	\$33,218.27	\$27,803.61	\$5,414.66	12.28%
1000.2.000.02130.4230.000000.00.000.000.000	Retirement	\$109,733.00	\$7,470.82	\$26,147.87	\$83,585.13	\$68,419.94	\$15,165.19	13.82%
1000.2.000.02130.4336.000000.00.000.000.000	Medical Services	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
1000.2.000.02130.4433.000000.00.000.000.000	Maint Chrgs - Equipment	\$5,810.00	\$1,400.00	\$2,660.00	\$3,150.00	\$886.67	\$2,263.33	38.96%
1000.2.000.02130.4611.000000.00.000.000.000	Office Supplies	\$9,922.00	\$845.30	\$4,452.92	\$5,469.08	\$754.19	\$4,714.89	47.52%
1000.2.000.02130.4731.000000.00.000.000.000	EDU - NEW/ADDL EQUIP	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
Func: HEALTH SERVICES - 02130		\$0.00	\$0.00	\$0.00	\$0.00	\$225.48	(\$225.48)	0.00%
1000.2.000.02143.4110.000000.00.000.000.000	Regular Salaried Employees	\$574,541.55	\$23,155.40	\$81,043.90	\$493,497.65	\$219,976.10	\$273,521.55	47.61%
1000.2.000.02143.4170.000000.00.000.000.000	Longevity Pay	\$1,455.00	\$115.38	\$403.83	\$1,051.17	\$1,096.17	(\$45.00)	-3.09%
1000.2.000.02143.4211.000000.00.000.000.000	Health Insurance	\$169,349.51	\$8,724.68	\$30,536.38	\$138,813.13	\$82,884.46	\$55,928.67	33.03%

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance

From Date: 11/1/2023

To Date: 11/30/2023

☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1000.2.000.02143.4212.000000.00.000.000.000	Dental Insurance	\$3,978.54	\$220.64	\$772.24	\$3,206.30	\$2,096.08	\$1,110.22	27.91%
1000.2.000.02143.4220.000000.00.000.000.000	FICA	\$34,216.07	\$1,740.96	\$6,096.78	\$28,119.29	\$16,538.17	\$11,581.12	33.85%
1000.2.000.02143.4230.000000.00.000.000.000	Retirement	\$99,479.50	\$4,570.38	\$15,996.33	\$73,483.17	\$43,418.59	\$30,064.58	33.60%
1000.2.000.02143.4323.000000.00.000.000.000	PROFESSIONAL SERVICES PUPIL	\$76,000.00	\$20,531.45	\$46,626.01	\$29,373.99	\$176,530.99	(\$147,157.00)	-193.63%
Func: PSYCHOLOGICAL COUNSELING - 02143		\$949,020.17	\$59,058.89	\$181,475.47	\$767,544.70	\$542,540.56	\$225,004.14	23.71%
1000.2.000.02152.4110.000000.00.000.000.000	Regular Salaried Employees	\$408,999.70	\$35,490.49	\$123,142.73	\$285,856.97	\$313,610.23	(\$27,753.26)	-6.79%
1000.2.000.02152.4211.000000.00.000.000.000	Health Insurance	\$149,597.00	\$13,457.66	\$47,039.92	\$102,557.08	\$119,167.61	(\$16,610.53)	-11.10%
1000.2.000.02152.4212.000000.00.000.000.000	Dental Insurance	\$3,608.00	\$326.58	\$1,141.48	\$2,466.52	\$2,884.27	(\$419.75)	-11.64%
1000.2.000.02152.4220.000000.00.000.000.000	FICA	\$29,892.00	\$2,600.79	\$9,024.22	\$20,867.78	\$22,929.05	(\$2,061.27)	-6.90%
1000.2.000.02152.4230.000000.00.000.000.000	Retirement	\$71,409.00	\$6,280.72	\$22,270.87	\$49,138.13	\$66,767.14	(\$17,629.01)	-10.68%
Func: SPEECH PATHOLOGY - 02152		\$663,503.70	\$58,156.24	\$202,619.22	\$460,884.48	\$515,368.30	(\$54,473.82)	-8.21%
1000.2.000.02160.4323.000000.00.000.000.000	PROFESSIONAL SERVICES PUPIL	\$83,000.00	\$0.00	\$0.00	\$83,000.00	\$83,000.00	\$0.00	0.00%
Func: PHYSICAL THERAPY - 02160		\$83,000.00	\$0.00	\$0.00	\$83,000.00	\$83,000.00	\$0.00	0.00%
1000.2.000.02163.4110.000000.00.000.000.000	Regular Salaried Employees	\$320,823.02	\$23,902.60	\$84,162.69	\$236,660.33	\$222,448.30	\$14,212.03	4.43%
1000.2.000.02163.4170.000000.00.000.000.000	Longevity Pay	\$1,040.00	\$76.92	\$269.22	\$770.78	\$730.78	\$40.00	3.85%
1000.2.000.02163.4211.000000.00.000.000.000	Health Insurance	\$122,954.00	\$9,451.74	\$33,081.09	\$89,872.91	\$89,791.53	\$81.38	0.07%
1000.2.000.02163.4212.000000.00.000.000.000	Dental Insurance	\$3,273.00	\$251.36	\$879.76	\$2,393.24	\$2,387.92	\$5.32	0.16%
1000.2.000.02163.4220.000000.00.000.000.000	FICA	\$23,567.00	\$1,725.36	\$6,078.92	\$17,488.08	\$16,037.15	\$1,450.93	6.16%
1000.2.000.02163.4230.000000.00.000.000.000	Retirement	\$61,788.00	\$4,709.56	\$16,582.37	\$45,205.63	\$43,832.24	\$1,373.39	2.22%
Func: OCCUPATIONAL THERAPY SERVICES - 02163		\$533,445.02	\$40,117.54	\$141,054.05	\$392,390.97	\$375,227.92	\$17,163.05	3.22%
1000.2.000.02190.4322.000000.00.000.000.000	PROF SERVICES INSTRUCTIONAL	\$49,050.00	\$5,000.00	\$13,565.00	\$35,485.00	\$32,350.00	\$3,135.00	6.39%
1000.2.000.02190.4564.000000.00.000.000.000	TUITION (OTHER)	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$6,000.00	(\$3,000.00)	-100.00%
Func: OTHER SUPPORT SERVICES - STUDENT - 02190		\$52,050.00	\$5,000.00	\$13,565.00	\$38,485.00	\$38,350.00	\$135.00	0.26%
1000.2.000.02211.4110.000000.00.000.000.000	Regular Salaried Employees	\$226,442.00	\$0.00	\$300.00	\$226,142.00	\$58,976.75	\$167,165.25	73.82%
1000.2.000.02211.4211.000000.00.000.000.000	Health Insurance	\$27,021.00	\$0.00	\$0.00	\$27,021.00	\$133.82	\$26,887.18	99.50%
1000.2.000.02211.4212.000000.00.000.000.000	Dental Insurance	\$525.00	\$0.00	\$0.00	\$525.00	\$0.00	\$525.00	100.00%
1000.2.000.02211.4220.000000.00.000.000.000	FICA	\$17,221.00	\$0.00	\$22.84	\$17,198.16	\$3,894.13	\$13,304.03	77.25%
1000.2.000.02211.4230.000000.00.000.000.000	Retirement	\$44,472.00	\$0.00	\$58.92	\$44,413.08	\$9,998.10	\$34,414.98	77.39%
1000.2.000.02211.4611.000000.00.000.000.000	Office Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
Func: ACADEMIC COORDINATORS - 02211		\$316,681.00	\$0.00	\$381.76	\$316,299.24	\$73,002.80	\$243,296.44	76.83%
1000.2.000.02212.4110.000000.00.000.000.000	Regular Salaried Employees	\$331,284.12	\$25,462.52	\$92,241.44	\$239,042.68	\$177,115.40	\$61,927.28	18.69%
1000.2.000.02212.4170.000000.00.000.000.000	Longevity Pay	\$3,750.00	\$288.46	\$1,009.61	\$2,740.39	\$2,163.47	\$576.92	15.38%
1000.2.000.02212.4211.000000.00.000.000.000	Health Insurance	\$113,574.12	\$10,085.21	\$33,638.38	\$79,935.74	\$56,949.30	\$22,986.44	20.24%
1000.2.000.02212.4212.000000.00.000.000.000	Dental Insurance	\$5,706.10	\$496.54	\$1,627.23	\$4,078.87	\$3,125.25	\$953.62	16.71%
1000.2.000.02212.4213.000000.00.000.000.000	Life Insurance	\$244.37	\$0.00	\$0.00	\$244.37	\$0.00	\$244.37	100.00%
1000.2.000.02212.4220.000000.00.000.000.000	FICA	\$25,150.87	\$1,922.64	\$6,970.97	\$18,179.90	\$13,470.43	\$4,709.47	18.72%
1000.2.000.02212.4230.000000.00.000.000.000	Retirement	\$64,285.36	\$4,944.64	\$17,728.72	\$46,556.64	\$35,210.44	\$11,346.20	17.65%
1000.2.000.02212.4409.000000.00.000.000.000	PHOTOCOPIER MAINTENANCE	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
1000.2.000.02212.4580.000000.00.000.000.000	Travel Expense	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
Func: CURRICULUM SUPERVISION AND DEV - 02212		\$546,394.94	\$43,200.01	\$153,216.35	\$393,178.59	\$288,034.29	\$105,144.30	19.24%
1000.2.000.02213.4110.000000.00.000.000.000	Regular Salaried Employees	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$29,000.00	\$11,000.00	27.50%
1000.2.000.02213.4220.000000.00.000.000.000	FICA	\$3,060.00	\$0.00	\$0.00	\$3,060.00	\$2,197.63	\$862.37	28.18%
1000.2.000.02213.4230.000000.00.000.000.000	Retirement	\$7,856.00	\$0.00	\$0.00	\$7,856.00	\$1,964.00	\$5,892.00	75.00%
1000.2.000.02213.4240.000000.00.000.000.000	Staff Development	\$76,000.00	\$1,180.00	\$11,415.80	\$64,584.20	\$23,760.00	\$40,824.20	53.72%

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance

From Date: 11/1/2023

To Date: 11/30/2023

☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1000.2.000.02213.4322.00000.00.000.000.000	PROF SERVICES INSTRUCTIONAL	\$45,500.00	\$0.00	\$1,901.13	\$43,598.87	\$756.24	\$42,842.63	94.16%
Func: STAFF DEVELOPMENT - 02213		\$172,416.00	\$1,180.00	\$13,316.93	\$159,099.07	\$57,677.87	\$101,421.20	58.82%
1000.2.000.02215.4110.00000.00.000.000.000	Regular Salaried Employees	\$35,000.00	\$391.75	\$18,174.21	\$16,825.79	\$190.02	\$16,635.77	47.53%
1000.2.000.02215.4230.00000.00.000.000.000	FICA	\$2,678.00	\$29.35	\$1,367.21	\$1,310.79	\$13.84	\$1,296.95	48.43%
1000.2.000.02215.4230.00000.00.000.000.000	Retirement	\$6,874.00	\$76.94	\$3,569.43	\$3,304.57	\$37.32	\$3,267.25	47.53%
1000.2.000.02215.4550.00000.00.000.000.000	Printing & Binding	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
1000.2.000.02215.4640.00000.00.000.000.000	Books/Publications	\$33,500.00	\$1,208.50	\$7,657.99	\$25,842.01	\$2,791.24	\$23,050.77	68.81%
1000.2.000.02215.4650.00000.00.000.000.000	SOFTWARE	\$112,115.00	\$0.00	\$111,379.34	\$735.66	\$1,530.10	(\$794.44)	-0.71%
Func: CURRICULUM DEVELOPMENT - 02215		\$191,167.00	\$1,706.54	\$142,148.18	\$49,018.82	\$4,562.52	\$44,456.30	23.26%
1000.2.000.02216.4211.00000.00.000.000.000	Health Insurance	\$0.00	\$0.00	\$19.48	(\$19.48)	\$0.00	(\$19.48)	0.00%
1000.2.000.02216.4212.00000.00.000.000.000	Dental Insurance	\$0.00	\$0.00	\$0.75	(\$0.75)	\$0.00	(\$0.75)	0.00%
1000.2.000.02216.4220.00000.00.000.000.000	FICA	\$0.00	\$0.00	\$8.17	(\$8.17)	\$13.04	(\$21.21)	0.00%
1000.2.000.02216.4230.00000.00.000.000.000	Retirement	\$0.00	\$0.00	\$21.08	(\$21.08)	\$34.37	(\$55.45)	0.00%
1000.2.000.02216.4322.00000.00.000.000.000	PROF SERVICES INSTRUCTIONAL	\$132,000.00	\$0.00	\$23,688.94	\$108,311.06	\$645.00	\$107,666.06	81.57%
1000.2.000.02216.4580.00000.00.000.000.000	Travel Expense	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
1000.2.000.02216.4611.00000.00.000.000.000	Office Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$449.70	\$50.30	10.06%
1000.2.000.02216.4640.00000.00.000.000.000	Books/Publications	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
1000.2.000.02216.4810.00000.00.000.000.000	Membership Dues	\$1,200.00	\$0.00	\$680.00	\$520.00	\$0.00	\$520.00	43.33%
Func: PROFESSIONAL DEVELOPMENT - 02216		\$135,700.00	\$0.00	\$24,418.42	\$111,281.58	\$1,142.11	\$110,139.47	81.16%
1000.2.000.02222.4110.00000.00.000.000.000	Regular Salaried Employees	\$454,963.25	\$36,040.50	\$110,217.01	\$354,746.24	\$321,060.89	\$33,685.35	7.24%
1000.2.000.02222.4211.00000.00.000.000.000	Health Insurance	\$118,989.00	\$9,259.04	\$26,508.18	\$92,480.82	\$80,347.24	\$12,133.58	10.20%
1000.2.000.02222.4212.00000.00.000.000.000	Dental Insurance	\$2,548.00	\$199.08	\$581.73	\$1,966.27	\$1,854.78	\$111.49	4.38%
1000.2.000.02222.4220.00000.00.000.000.000	FICA	\$29,922.00	\$2,700.11	\$8,299.00	\$21,623.00	\$23,968.30	(\$2,345.30)	-7.84%
1000.2.000.02222.4230.00000.00.000.000.000	Retirement	\$75,580.00	\$6,154.61	\$19,776.23	\$55,803.77	\$55,925.30	(\$121.53)	-0.16%
1000.2.000.02222.4433.00000.00.000.000.000	Maint Chrgs - Equipment	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
1000.2.000.02222.4611.00000.00.000.000.000	Office Supplies	\$7,470.00	\$496.83	\$2,015.03	\$5,454.97	\$2,896.83	\$2,558.14	34.25%
1000.2.000.02222.4640.00000.00.000.000.000	Books/Publications	\$36,896.80	\$2,679.68	\$7,047.27	\$29,849.53	\$15,257.85	\$14,591.68	39.55%
1000.2.000.02222.4644.00000.00.000.000.000	MAGAZINES	\$1,625.00	\$0.00	\$0.00	\$1,625.00	\$495.00	\$1,130.00	69.54%
1000.2.000.02222.4650.00000.00.000.000.000	SOFTWARE	\$54,873.20	\$5,775.00	\$36,138.86	\$18,734.34	\$8,280.15	\$10,454.19	19.05%
Func: LIBRARY SERVICES - 02222		\$793,067.25	\$63,304.85	\$210,583.31	\$582,483.94	\$510,086.34	\$72,397.60	9.13%
1000.2.000.02311.4125.00000.00.000.000.000	Elected Officials	\$7,200.00	\$0.00	\$1,800.00	\$5,400.00	\$5,400.00	\$0.00	0.00%
1000.2.000.02311.4220.00000.00.000.000.000	FICA	\$551.00	\$0.00	\$137.73	\$413.27	\$666.00	(\$252.73)	-45.87%
1000.2.000.02311.4521.00000.00.000.000.000	Property Insurance	\$175,196.00	\$0.00	\$192,717.00	(\$17,521.00)	\$0.00	(\$17,521.00)	-10.00%
1000.2.000.02311.4529.00000.00.000.000.000	Insurance Deductible Payments	\$0.00	\$0.00	(\$585.00)	\$585.00	\$0.00	\$585.00	0.00%
Func: SCHOOL BOARD SERVICES - 02311		\$182,947.00	\$0.00	\$194,069.73	(\$11,122.73)	\$6,066.00	(\$17,188.73)	-9.40%
1000.2.000.02312.4110.00000.00.000.000.000	Regular Salaried Employees	\$1,953.00	\$195.89	\$645.80	\$1,307.20	\$1,257.82	\$49.38	2.53%
1000.2.000.02312.4220.00000.00.000.000.000	FICA	\$149.00	\$14.53	\$47.89	\$101.11	\$93.27	\$7.84	5.26%
1000.2.000.02312.4230.00000.00.000.000.000	Retirement	\$264.00	\$26.51	\$87.40	\$176.60	\$170.19	\$6.41	2.43%
Func: SCHOOL BOARD SECRETARY - 02312		\$2,366.00	\$236.93	\$781.09	\$1,584.91	\$1,521.28	\$63.63	2.69%
1000.2.000.02317.4335.00000.00.000.000.000	Auditing Services	\$31,000.00	\$3,044.09	\$3,044.09	\$27,955.91	\$33,919.91	(\$5,964.00)	-19.24%
Func: AUDIT SERVICES - 02317		\$31,000.00	\$3,044.09	\$3,044.09	\$27,955.91	\$33,919.91	(\$5,964.00)	-19.24%
1000.2.000.02318.4334.00000.00.000.000.000	Legal Services	\$100,000.00	\$3,474.99	\$17,794.29	\$82,205.71	\$81,653.21	\$552.50	0.55%
Func: SCHOOL BOARD LEGAL SERVICES - 02318		\$100,000.00	\$3,474.99	\$17,794.29	\$82,205.71	\$81,653.21	\$552.50	0.55%

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask☒ Include pre encumbrance

From Date: 11/1/2023

To Date: 11/30/2023

☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1000.2.000.02321.4810.000000.00.000.000.000	Membership Dues Func: SCHOOL BOARD-OTHER - 02319	\$6,500.00	\$0.00	\$6,138.94	\$361.06	\$0.00	\$361.06	5.55%
		\$6,500.00	\$0.00	\$6,138.94	\$361.06	\$0.00	\$361.06	5.55%
1000.2.000.02321.4110.000000.00.000.000.000	Regular Salaried Employees	\$711,892.00	\$54,819.38	\$314,143.52	\$397,748.48	\$407,020.48	(\$9,272.00)	-1.30%
1000.2.000.02321.4111.000000.00.000.000.000	Benefit Reimbursement	\$8,284.00	\$0.00	\$0.00	\$8,284.00	\$45,000.00	(\$36,716.00)	-443.22%
1000.2.000.02321.4170.000000.00.000.000.000	Longevity Pay	\$3,912.00	\$164.48	\$858.81	\$3,053.19	\$1,233.50	\$1,819.69	46.52%
1000.2.000.02321.4211.000000.00.000.000.000	Health Insurance	\$214,444.00	\$18,439.72	\$92,263.30	\$122,180.70	\$107,780.70	\$14,400.00	6.72%
1000.2.000.02321.4212.000000.00.000.000.000	Dental Insurance	\$10,889.00	\$822.01	\$4,722.97	\$6,166.03	\$5,828.55	\$337.48	3.10%
1000.2.000.02321.4220.000000.00.000.000.000	FICA	\$55,244.00	\$4,121.71	\$23,570.72	\$31,673.28	\$31,082.92	\$590.36	1.07%
1000.2.000.02321.4230.000000.00.000.000.000	Retirement	\$112,271.00	\$7,853.71	\$44,996.63	\$67,274.37	\$58,377.47	\$8,896.90	7.92%
1000.2.000.02321.4230.000000.00.000.000.000	Staff Development	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
1000.2.000.02321.4290.000000.00.000.000.000	FSA Fees	\$0.00	\$0.00	\$120.00	(\$120.00)	\$120.00	(\$240.00)	0.00%
1000.2.000.02321.4322.000000.00.000.000.000	PROF SERVICES INSTRUCTIONAL	\$6,000.00	\$0.00	\$430.00	\$5,570.00	\$1,273.84	\$4,296.16	71.60%
1000.2.000.02321.4323.000000.00.000.000.000	PROFESSIONAL SERVICES PUPIL	\$9,000.00	\$0.00	\$624.00	\$8,376.00	\$2,676.00	\$5,700.00	63.33%
1000.2.000.02321.4330.000000.00.000.000.000	Other professional Services	\$30,000.00	\$868.00	\$868.00	\$29,132.00	\$29,458.78	(\$326.78)	-1.09%
1000.2.000.02321.4441.000000.00.000.000.000	Rental of Land & Buildings	\$43,000.00	\$0.00	\$26,025.55	\$16,974.45	\$36,435.77	(\$19,461.32)	-45.26%
1000.2.000.02321.4443.000000.00.000.000.000	Rental of Equipment	\$1,630.00	\$0.00	\$410.97	\$1,219.03	\$1,219.03	\$0.00	0.00%
1000.2.000.02321.4531.000000.00.000.000.000	Telecommunications	\$216,000.00	\$18,562.63	\$92,810.28	\$123,189.72	\$123,189.72	\$0.00	0.00%
1000.2.000.02321.4534.000000.00.000.000.000	Postage	\$22,000.00	\$0.00	\$10,000.00	\$12,000.00	\$12,000.00	\$0.00	0.00%
1000.2.000.02321.4540.000000.00.000.000.000	Advertising	\$4,000.00	\$0.00	\$366.15	\$3,633.85	\$1,133.85	\$2,500.00	62.50%
1000.2.000.02321.4550.000000.00.000.000.000	Printing & Binding	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
1000.2.000.02321.4580.000000.00.000.000.000	Travel Expense	\$3,500.00	\$43.23	\$507.69	\$2,992.31	\$141.96	\$2,850.35	81.44%
1000.2.000.02321.4611.000000.00.000.000.000	Office Supplies	\$15,270.00	\$129.19	\$2,174.10	\$13,095.90	\$1,586.22	\$11,509.68	75.37%
1000.2.000.02321.4810.000000.00.000.000.000	Membership Dues Func: OFFICE OF THE SUPERINTENDENT - 02321	\$11,675.00	\$0.00	\$10,001.65	\$1,673.35	\$163.33	\$1,510.02	12.93%
		\$1,494,511.00	\$105,824.06	\$624,894.34	\$869,616.66	\$865,722.12	\$3,894.54	0.26%
1000.2.000.02410.4110.000000.00.000.000.000	Regular Salaried Employees	\$1,933,777.37	\$162,393.37	\$821,707.96	\$1,112,069.41	\$1,239,278.64	(\$127,209.23)	-6.58%
1000.2.000.02410.4111.000000.00.000.000.000	Benefit Reimbursement	\$16,446.00	\$0.00	\$0.00	\$16,446.00	\$255,195.36	(\$238,749.36)	-1451.72%
1000.2.000.02410.4170.000000.00.000.000.000	Longevity Pay	\$20,814.00	\$1,288.48	\$7,436.64	\$13,377.36	\$11,213.36	\$2,164.00	10.40%
1000.2.000.02410.4211.000000.00.000.000.000	Health Insurance	\$698,908.00	\$54,790.62	\$262,532.75	\$436,375.25	\$393,427.86	\$42,947.39	6.14%
1000.2.000.02410.4212.000000.00.000.000.000	Dental Insurance	\$25,330.00	\$2,067.94	\$10,304.02	\$15,025.98	\$15,065.65	(\$39.67)	-0.16%
1000.2.000.02410.4220.000000.00.000.000.000	FICA	\$149,170.00	\$12,244.41	\$62,125.89	\$87,044.11	\$95,045.17	(\$8,001.06)	-5.36%
1000.2.000.02410.4230.000000.00.000.000.000	Retirement	\$342,256.00	\$27,924.10	\$146,774.60	\$195,481.40	\$211,698.87	(\$16,217.47)	-4.74%
1000.2.000.02410.4290.000000.00.000.000.000	FSA Fees	\$0.00	\$0.00	\$15.00	(\$15.00)	\$15.00	(\$30.00)	0.00%
1000.2.000.02410.4433.000000.00.000.000.000	Maint Chrgs - Equipment	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
1000.2.000.02410.4443.000000.00.000.000.000	Rental of Equipment	\$11,410.00	\$0.00	\$4,145.33	\$7,264.67	\$11,248.79	(\$3,984.12)	-34.92%
1000.2.000.02410.4550.000000.00.000.000.000	Printing & Binding	\$4,950.00	\$153.58	\$153.58	\$4,796.42	\$0.00	\$4,796.42	96.90%
1000.2.000.02410.4580.000000.00.000.000.000	Travel Expense	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
1000.2.000.02410.4611.000000.00.000.000.000	Office Supplies	\$7,430.01	\$0.00	\$0.00	\$7,430.01	\$0.00	\$7,430.01	100.00%
1000.2.000.02410.4733.000000.00.000.000.000	EDU - NEW/ADDL FURNITURE	\$69.99	\$0.00	\$0.00	\$69.99	\$69.99	\$0.00	0.00%
1000.2.000.02410.4735.000000.00.000.000.000	EDU - REPLACE EQUIPMENT	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
1000.2.000.02410.4810.000000.00.000.000.000	Membership Dues Func: OFFICE OF THE SCHOOL PRINCIPAL - 02410	\$10,825.00	\$1,729.00	\$4,260.03	\$6,564.97	\$1,638.00	\$4,926.97	45.51%
		\$3,223,586.37	\$262,591.50	\$1,319,455.80	\$1,904,130.57	\$2,233,896.69	(\$329,766.12)	-10.23%
1000.2.000.02490.4110.000000.00.000.000.000	Regular Salaried Employees	\$127,802.00	\$9,899.64	\$30,839.39	\$96,962.61	\$83,223.15	\$13,739.46	10.75%
1000.2.000.02490.4220.000000.00.000.000.000	FICA	\$9,777.00	\$757.34	\$2,359.25	\$7,417.75	\$5,431.82	\$1,985.93	20.31%
1000.2.000.02490.4323.000000.00.000.000.000	PROFESSIONAL SERVICES PUPIL	\$17,500.00	\$0.00	\$0.00	\$17,500.00	\$0.00	\$17,500.00	100.00%
1000.2.000.02490.4611.000000.00.000.000.000	Office Supplies	\$11,175.00	\$0.00	\$0.00	\$11,175.00	\$0.00	\$11,175.00	100.00%
1000.2.000.02490.4810.000000.00.000.000.000	Membership Dues Func: SCHOOL ADMINISTRATION-OTHER - 02490	\$5,000.00	\$0.00	\$4,880.00	\$120.00	\$0.00	\$120.00	2.40%
		\$171,254.00	\$10,656.98	\$38,078.64	\$133,175.36	\$88,654.97	\$44,520.39	26.00%

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask ☒ Include pre encumbrance ☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 11/1/2023 To Date: 11/30/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Bud
1000.2.000.02610.4330.000000.00.000.000.000	Other professional Services	\$398,706.76	\$0.00	\$199,353.38	\$199,353.38	\$199,353.38	0.00%
1000.2.000.02610.4580.000000.00.000.000.000	Travel Expense	\$2,000.00	\$0.00	\$65.11	\$1,934.89	\$262.39	83.63%
	Func: SUPERVISION OF PLANT SERVICES - 02610	\$400,706.76	\$0.00	\$199,418.49	\$201,288.27	\$199,615.77	0.42%
1000.2.000.02620.4330.000000.00.000.000.000	Other professional Services	\$2,947,540.84	\$0.00	\$1,473,867.42	\$1,473,673.42	\$1,473,673.42	0.00%
1000.2.000.02620.4409.000000.00.000.000.000	PHOTOCOPIER MAINTENANCE	\$51,707.00	\$1,146.87	\$8,913.21	\$42,793.79	\$35,704.59	13.71%
1000.2.000.02620.4411.000000.00.000.000.000	Water & Sewer Expense	\$43,900.00	\$0.00	\$2,102.02	\$41,797.98	\$41,797.98	0.00%
1000.2.000.02620.4412.000000.00.000.000.000	Sewer Expense	\$45,600.00	\$0.00	\$3,221.64	\$42,378.36	\$42,457.98	-0.17%
1000.2.000.02620.4414.000000.00.000.000.000	FIRE ALARM	\$10,882.00	\$0.00	\$0.00	\$10,882.00	\$0.00	100.00%
1000.2.000.02620.4415.000000.00.000.000.000	REPAIRS-FIRE EQUIPMENT	\$0.00	\$2,802.09	\$2,802.09	\$0.00	\$0.00	0.00%
1000.2.000.02620.4417.000000.00.000.000.000	REPAIRS BACKFLOW PROTECTION	\$1,750.00	\$0.00	\$7,175.00	(\$5,425.00)	\$4,575.00	-571.43%
1000.2.000.02620.4418.000000.00.000.000.000	PEST CONTROL	\$8,710.00	\$0.00	\$2,016.00	\$6,694.00	\$6,694.00	0.00%
1000.2.000.02620.4421.000000.00.000.000.000	Waste Disposal Services	\$110,752.66	\$0.00	\$27,179.95	\$83,572.71	\$73,582.40	9.02%
1000.2.000.02620.4422.000000.00.000.000.000	Contract Snow Plowing	\$19,800.00	\$0.00	\$0.00	\$19,800.00	\$52,800.00	-166.67%
1000.2.000.02620.4425.000000.00.000.000.000	REPAIRS-CARPENTRY	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	100.00%
1000.2.000.02620.4426.000000.00.000.000.000	REPAIRS-ELECTRICITY	\$0.00	\$146.70	\$146.70	(\$146.70)	\$0.00	0.00%
1000.2.000.02620.4430.000000.00.000.000.000	REPAIRS AND MAINTENANCE SERVICE	\$12,040.00	\$0.00	\$6,968.00	\$5,072.00	\$5,072.00	0.00%
1000.2.000.02620.4433.000000.00.000.000.000	Maint Chrgs - Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00	0.00%
1000.2.000.02620.4440.000000.00.000.000.000	FACILITY REPAIRS/RENOVATIONS	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	100.00%
1000.2.000.02620.4443.000000.00.000.000.000	Rental of Equipment	\$44,200.00	\$242.75	\$15,138.62	\$29,061.38	\$30,605.49	-3.49%
1000.2.000.02620.4611.000000.00.000.000.000	Office Supplies	\$17,972.00	\$1,059.03	\$5,295.15	\$12,676.85	\$7,493.43	28.84%
1000.2.000.02620.4621.000000.00.000.000.000	Natural Gas	\$403,721.00	\$9,195.29	\$39,412.16	\$364,308.84	\$364,308.84	0.00%
1000.2.000.02620.4622.000000.00.000.000.000	Electricity	\$1,060,284.00	\$46,782.88	\$254,353.87	\$805,930.13	\$699,046.13	10.08%
1000.2.000.02620.4626.000000.00.000.000.000	Vehicle Fuels	\$1,300.00	\$0.00	\$0.00	\$1,300.00	\$0.00	100.00%
1000.2.000.02620.4731.000000.00.000.000.000	EDU - NEW/ADDL EQUIP	\$5,000.00	\$0.00	(\$2,405.08)	\$7,405.08	\$31,410.17	-480.10%
1000.2.000.02620.4732.000000.00.000.000.000	EDU - NEW/ADDL SECURITY EQUIP	\$0.00	\$14,915.08	(\$145,520.32)	\$145,520.32	\$145,520.32	0.00%
1000.2.000.02620.4735.000000.00.000.000.000	EDU - REPLACE EQUIPMENT	\$0.00	\$0.00	\$2,466.09	(\$2,466.09)	\$2,804.61	0.00%
1000.2.000.02620.4810.000000.00.000.000.000	Membership Dues	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$0.00	100.00%
	Func: OPERATION OF BUILDINGS - 02620	\$4,821,559.50	\$76,290.69	\$1,703,132.52	\$3,118,426.98	\$3,017,696.36	2.09%
1000.2.000.02630.4330.000000.00.000.000.000	Other professional Services	\$338,348.64	\$0.00	\$169,174.32	\$169,174.32	\$169,174.32	0.00%
	Func: GROUNDS UPKEEP - 02630	\$338,348.64	\$0.00	\$169,174.32	\$169,174.32	\$169,174.32	0.00%
1000.2.000.02690.4330.000000.00.000.000.000	Other professional Services	\$16,000.00	\$0.00	\$2,000.00	\$14,000.00	\$2,980.00	68.88%
1000.2.000.02690.4617.000000.00.000.000.000	SUPPLIES PLUMBING	\$0.00	\$0.00	\$11,254.22	(\$11,254.22)	\$1,363.18	0.00%
	Func: MAINTENANCE OF BUILDINGS-STAFF - 02690	\$16,000.00	\$0.00	\$13,254.22	\$2,745.78	\$4,343.18	-9.98%
1000.2.000.02721.4514.000000.00.000.000.000	TRANS CONTRACTED - IN DISTRICT	\$1,833,588.00	\$0.00	\$187,596.38	\$1,645,991.62	\$1,650,819.79	-0.26%
	Func: TRANSPORTATION-REGULAR PROGRAMS - 02721	\$1,833,588.00	\$0.00	\$187,596.38	\$1,645,991.62	\$1,650,819.79	-0.26%
1000.2.000.02722.4513.000000.00.000.000.000	CONTRACTED TRANS OUT OF DIST	\$1,209,856.00	\$29,880.85	\$424,246.86	\$785,609.14	\$1,598,623.85	-67.20%
1000.2.000.02722.4514.000000.00.000.000.000	TRANS CONTRACTED - IN DISTRICT	\$481,710.00	\$2,640.00	\$59,228.70	\$422,481.30	\$291,535.00	27.18%
	Func: TRANSPORTATION-SPECIAL PROGRAM - 02722	\$1,691,566.00	\$32,520.85	\$483,475.56	\$1,208,090.44	\$1,890,158.85	-40.32%
1000.2.000.02723.4513.000000.00.000.000.000	CONTRACTED TRANS OUT OF DIST	\$133,667.00	\$17,800.52	\$37,108.91	\$96,558.09	\$85,273.09	8.44%
1000.2.000.02723.4626.000000.00.000.000.000	Vehicle Fuels	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	100.00%
	Func: TRANSPORTATION-VOCATIONAL - 02723	\$133,817.00	\$17,800.52	\$37,108.91	\$96,708.09	\$85,273.09	8.55%
1000.2.000.02724.4513.000000.00.000.000.000	CONTRACTED TRANS OUT OF DIST	\$142,480.00	\$12,705.64	\$41,319.08	\$101,160.92	\$110,571.67	-6.60%
	Func: TRANSPORTATION-ATHLETIC - 02724	\$142,480.00	\$12,705.64	\$41,319.08	\$101,160.92	\$110,571.67	-6.60%

City of Dover, New Hampshire

General Fund - Monthly Condition of Accounts

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

From Date: 11/1/2023

To Date: 11/30/2023

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1000.2.000.05251.4918.000000.00.000.000.000	Transfer to Trust	\$1,355,000.00	\$0.00	\$0.00	\$1,355,000.00	\$0.00	\$1,355,000.00	100.00%
Func: TRANSFER TO CAPITAL RESERVE - 05251		\$1,355,000.00	\$0.00	\$0.00	\$1,355,000.00	\$0.00	\$1,355,000.00	100.00%
1000.2.000.46900.4920.000000.00.000.000.000	Principal Payments	\$3,457,161.00	\$0.00	\$124,215.69	\$3,332,945.31	\$0.00	\$3,332,945.31	96.41%
1000.2.000.46900.4921.000000.00.000.000.000	Interest - Bonds	\$2,850,266.00	\$0.00	\$16,486.18	\$2,833,779.82	\$0.00	\$2,833,779.82	99.42%
Func: Education - 46900		\$6,307,427.00	\$0.00	\$140,701.87	\$6,166,725.13	\$0.00	\$6,166,725.13	97.77%
Grand Total:		\$81,365,942.00	\$4,923,764.06	\$21,781,551.05	\$59,584,390.95	\$50,340,666.89	\$9,243,724.06	11.36%

End of Report



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, December 11, 2023

SUPERINTENDENT REPORT: The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS:

G. CONSENT AGENDA

2. **Resignations/Retirements** – I recommend the Board approve the resignations/retirements as listed.
3. **Leaves of Absence** – None.
4. **Job Shares** – None.
5. **Nominations** – I recommend the Board approve the nominations provided.
6. **Extended Trips** – None.
7. **Donations** – I recommend the Board approve the donation request.

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:

1. **BA – Bylaws of the Dover School Board City of Dover, New Hampshire – Revised Policy – First and Second Reading:** The Board would like to revise policy BA to amend the order of the agenda. **Superintendent Recommendation:** I recommend the Board review and take action to approve the revised Policy BA.
2. **BEDB – Agenda Preparation and Dissemination – Revised Policy – First and Second Reading:** The Board would like to revise policy BEDB to reflect the current meeting dissemination timeline. **Superintendent Recommendation:** I recommend the Board review and take action to approve the revised Policy BEDB.

J. POLICY ADOPTION:

1. **ACN – Nursing Mothers Accommodations – New Policy – Second Reading:** The new policy is intended to reflect the requirements of HB358 (RSA 275:78-83 and the federal Pump for Nursing Mothers ("PUMP") Act, both of which mandate certain accommodations for nursing mothers. Additionally, the federal Pregnant Worker Fairness Act ("PWFA") also provides non-discrimination protections for pregnancy related conditions which include post-delivery (e.g., nursing). The PWFA, however, does not include specific provisions relating to nursing, and the provisions of this sample will meet the PWFA's requirements. While the provisions from HB358 largely parallel some of the requirements of the PUMP, there are some significant distinctions. Important distinctions include: the PUMP Act does not require employers to adopt a policy concerning expression of milk; while HB358 does; the PUMP Act implicitly includes breastfeeding, while HB358 explicitly excludes it and only addresses expression of milk by "manual or mechanical means;" the PUMP Act provides an undue hardship exception for employers with less than 50 employees, while HB358 does not give a prerequisite number of employees for the undue hardship exception. As to the differences in the statute, it is important to note that in many respects the PUMP Act will take priority over the provisions of HB358, especially with respect to the limitations on the hardship exception for districts with more than 50 employees. **Superintendent Recommendation:** I recommend the Board take action to approve Policy ACN – Nursing Mothers Accommodations.

2. **BEDG – Meeting Minutes – Revisions – Second Reading:** Paragraphs 4.2.c and 5 of sample BEDG were revised to reflect the passage of HB321 (amending RSA 91-A:3, III relative to reviewing previously sealed minutes), with additional minor grammatical or formatting revisions throughout, e.g., §4, and 4.2.c. **Superintendent Recommendation:** I recommend the Board take action to approve Revised Policy BEDG -Meeting Minutes.

3. **EBCC – False Alarms, Bomb, Active Shooter, and Other Such Threats – New Policy – Second Reading:** EBCC, which formerly only addressed bomb threats, was re-titled and substantially revised to include additional threats as well as false alarms. The impetus for the revision was the 2023 passage of HB244, amending RSA 644:3 to include false reports about active shooters or presence of explosive devices, along with the previous prohibition to threats/false reports about fire, explosions, presence of biological or chemical substances, or occurrence of “other catastrophe or emergency”. **Superintendent Recommendation:** I recommend the Board take action to approve Revised Policy EBCC – False Alarms, Bomb, Active Shooter, and Other Such Threats.

4. **GBCD – Background Investigation and Criminal History Records Check – Revisions – Second Reading:** The revised policy reflects: (1) passage of SB39, which reversed the 2020 legislation making the state responsible for criminal history records checks for transportation monitors, and (2) passage of SB136, prohibiting employment or appointment as volunteers of educators whose credentials have been revoked or are under current suspension. The changes relative to bus monitors are found in D.2 and footnotes 5 and 10, and the changes relative to suspended/revoked credentials are found in Section B. The only other significant change is found in Section D.5, wherein language allowing the Superintendent to share information about a criminal record for misdemeanor hires has been revised, with modifications to footnote 8 made to explain options the Board has for a district's policy concerning hiring of persons whose criminal history records check reveals charges, whether convicted or not, for non-section V offenses, and possible charges of Section V offenses that were later pled down or dismissed. Additional minor revisions throughout for clarification and/or style. **Superintendent Recommendation:** I recommend the Board take action to approve Revised Policy GBCD – Background Investigation and Criminal History Records Check.

5. **GBCE – Training and Information Relative to Child Sexual Abuse Prevention – New Policy – Second Reading:** This new policy is intended to reflect the provisions of newly adopted RSA 189:13-a, XII. **Superintendent Recommendation:** I recommend the Board take action to approve Policy GBCE – Training and Information Relative to Child Sexual Abuse Training.

6. **JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revisions – Second Reading:** Revisions include clarification of the board's authority to approve Superintendent's assignment of students to approved private schools (see 2023 passage of SB77), as well as other revisions: (1) clarifying standards for consideration of requests for assignment to private schools, and annual review of both best interest and manifest hardship assignments, (2) adding language to section and footnote regarding transportation obligations in manifest hardship cases, and (3) minor format/grammar changes. **Superintendent Recommendation:** I recommend the Board take action to approve Revised Policy JCA – Change of Class or School Assignment and Manifest Hardship.

7. **JICC-R – School Bus Conduct Rules – Revisions – Second Reading:** The policy has been revised to align with bus discipline matrix that was developed by the Bus Safety Task Force. **Superintendent Recommendation:** I recommend the Board take action to approve Revised Policy JICC-R – School Bus Conduct Rules.

8. **KCD – Public Gifts/Donations – Revisions – Second Reading:** The policy was revised principally to reflect 2023 passage of HB207, which amended RSA 198:20-b, and increased the amount from \$5,000 to \$20,000 of unanticipated revenue a school board may accept without the need for 7-day notice and public hearing. Additional revisions made included: (1) change the classification from optional to recommended, (2) increasing amount Superintendent may accept from \$500 to \$2,500 (**this amount is not one set by statute, but rather policy, so the board can allow any amount here up to \$19,999**), and (3) language added

to better coordinate the sample with the sample DFGA relative to crowdfunding efforts. **Superintendent Recommendation:** I recommend the Board take action to approve Revised Policy KCD – Public Gifts/Donations.

K. RESOLUTIONS:

Resolutions of Appreciation – Departing School Board Members: Recognition and a sincere thank you to Kathleen Morrison and Jessica Rozzo for their dedication and outstanding service to the Dover School Board and the Dover School District community. Your contributions have been instrumental in shaping the future of education in the Dover School District, and the Dover community, faculty, and administration are profoundly grateful for your tireless efforts and leadership.

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Dover High School Restrooms Update:** Peter Driscoll will update the Board on the status of the Dover High School restrooms.
2. **2024-2025 Dover High School Program of Studies:** Dover High School annually presents their program of studies for Board review and approval. This has traditionally been done in December due to the course planning, student course registration, and scheduling process that will start in January. Mr. Driscoll will be available to answer questions pertaining to the Program of Studies. **Superintendent Recommendation:** I recommend the Board approve the 2024-2025 Dover High School Program of Studies.
3. **Formation of a Joint Building Committee (JBC) for the Athletic Field Project:** This is an information and discussion item for the Board to initiate the process for the development of a Joint Building Committee (JBC) for the Dover High School Athletic Field (Football).

The first step in the process is for the Board to hold a nonpublic meeting to discuss the appointment of two board members and one citizen.

4. **2024-2025 Dover School District Academic Calendar:** Area superintendents met to reach an agreement of the 2024-2025 academic calendars. The following was accomplished:
 - Aligns with New Hampshire Education Departments recommended calendar for Winter and Spring Recesses.
 - Meets the requirements for aligning the regional CTE Program: Dover, Rochester, Somersworth.
 - Note: The district needs additional professional development days to address district initiatives. Consideration was given to having late start days. With most parents/guardians work schedules, it was felt there would be limited community support. The next alternative was to add additional professional development days. This will result in the following:

CATEGORY	2023-2024	2024-2025
Student Days	177	174
Teacher Days	184	184
Professional Development (Teacher Workshop)	7	9
Winter Break (February)	State Aligned	State Aligned
Spring Break (April)	State Aligned	State Aligned
Students Last Day (Tentative)	June 13	June 13
Teachers Last Day (Tentative)	June 13	June 16

180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic calendar reflects 174 student days which meets the hours required.

Superintendent Recommendation: I recommend the Board approve the proposed 2024-2025 Academic Calendar.

5. **Bid Waiver Request – ESSER-III Data Wise Improvement Process Course:** Travis Bickford, MTTs Director is requesting a waiver for participation in the Data Wise Improve Process. The Data Wise Improvement Process is a step-by-step approach to collaboratively analyze and use data to improve schools and outcomes for students. The process was developed by the Harvard Graduate School of Education and is the sole source provider. The training will be funded by ESSER III. **Superintendent's Recommendation:** I recommend the Board approve the Bid Waiver Request for the Data Wise Improvement Process Course.
6. **Fiscal Year 2025 Budget:** This is an opportunity for the Board to consider potential reduction in expenditures.
 - The administration's goal for the FY25 is to maintain the current structure and staffing.
 - During the FY25 process, there were 26 new positions requested which included additional stipends for Leadership Team Members, workdays for office support staff, wellness positions and a human resources director. With the projected revenues, I do not recommend adding any new positions.
 - I am strongly recommending that the District maintains the current level of programs and services. This is inclusive of maintaining the current teaching positions, school administration positions, and SAU administrators. I believe the district has a system in place that will continue to have a positive impact on the continual development and improvement of the district moving forward.
 - I do not recommend eliminating teacher or administrative positions to add other positions to the system. The district needs a sense of stability moving forward.
 - The district has experienced a reduction in student enrollment in the Adequacy Aid formula. There is not equal distribution of student decrease in enrollment across the district.
 - Student enrollment is also decreasing in the State of New Hampshire.
 - The projected enrollment is based on moving students forward by grade level based on the October 1, 2023, enrollment. The exception is kindergarten which reflects a six-year average of the kindergarten enrollment.
 - FTE Allocations for the elementary schools is 66. The FTEs will be allocated to schools based on equity and need. At the school level, the principal will determine grade level FTE allocations based on the needs of the grade level.
 - Since August 2023 to December 2023, there has been limited change in the district's enrollment. As you are aware, a monthly enrollment report is developed the first of each month.
 - Reducing further FTEs at Dover Middle School will require an organizational structure change from a middle school model to a junior high school model. A junior high school model is a department organization such as English Language Arts, Math, Science, and Social Studies. I do not recommend moving to a junior high school model. The collaborative teams are a vital component of middle schools.
7. **Condition of Accounts:** Mr. Limanni will present the monthly condition of accounts.

N. SUBMISSION AND PAYMENT OF BILLS:

O. SUPERINTENDENT'S REPORT:

Dover High School, Principal Peter Driscoll: School Goals- 23-24

1. To return attendance to pre-pandemic levels. Before the pandemic attendance averaged 94% while during virtual learning and the 21-22 school year attendance was between 84% and 86%. The 22-23 school year saw attendance at 87.99% while currently the rate is 91.48%.
 - a. District Attendance Task Force - The group includes the two deans of students from Dover High School. Focus on consistency and fidelity of attendance practices and policies while finding new ways to connect with students and families.
 - b. High school monitoring has included a new step which is an attendance hearing at the school level.
 - c. Messaging the importance of timely and consistent attendance.
2. To continue to work to support the social-emotional needs of students.
 - a. Signs of Suicide Program - Continues to be run in Physical Education I classes.
 - b. Teen Mental Health First Aid- Continues to be a part of the Health Curriculum.
 - c. NAMI Connect Trainings - Training for students continues with the next training taking place on December 21st.
 - d. Student Mental Health Task Force - Continues its work and will be a part of Mental Health Day in January in which students and staff will participate in a day of advisory team building and activities to support mental health.
 - e. Partnership with Community Mental Health Task Force - Continue to work with the CMHTF to provide trainings and supports to students and staff as well as the community at-large.

Dover Middle School, Principal Kim Lyndes: DMS continues to work diligently as we transition to Competency Based Education. We are in the trenches of working through specifics in curriculum to ensure alignment and consistency. In PLC meetings, teachers are actively and passionately working collaboratively to ensure instruction, assessment and feedback are relevant and meaningful.

Restorative Practices are on an upswing at DMS. Currently DMS has 13 teams across the four grade levels. 9 of the 13 teams are holding weekly talking circles that support building classroom communities. Over the last year, we have been providing professional development on restorative practices to interested teachers (early adopters). There are planned trainings for January and February. We also continue to implement restorative practices, when appropriate, with students where they can take responsibility and ownership for their actions. Students are involved in repairing harm when caused. Moving forward, these experiences can be more effective than traditional discipline. Most often, we are using a combination of both.

Frances G. Hopkins School at Horne Street, Principal Brittany Granfield: The school-wide goal for Frances G. Hopkins School at Horne Street is: by May of 2024, 64% of students in grades 1-4 will score either Level 3 or 4 in reading proficiency, as measured by the STAR Reading State Benchmark Report. Additionally, 70% of kindergarten students at FGH will score at or above the 26th percentile in the early literacy battery (letter naming and letter sound fluency) by May (end) of 2024 as assessed by AIMSweb.

Each grade level team continues to refine the PLC process with emphasis on the four essential questions outlined by Rick DuFour. Emphasis is focused upon improving data collection to determine if students are learning, and then responding effectively if they are not demonstrating expected progress. All grade level teams have worked to identify power standards to focus on and track student progress. Teams collaborate weekly and are supported by our Reading Specialist, Instructional Coaches, and additional professional development and resources provided by the CIA team from the SAU. All students have access to Tier I universal instruction, and each grade level has

specific time and resources allocated to Tier II and III instruction. The FGH reading intervention team has transitioned to a largely push-in model where students remain in the classroom to access the additional support without leaving their peers. This model also improves communication and collaboration between teachers and support staff.

Our next steps will include continuing to improve data collection and analysis, and we look forward to refining our use of progress monitoring, classroom formative and summative assessments, STAR and AIMSWeb to inform instruction. We will also work as a school leadership team on improving our school schedule to optimize access to Tier I, II, and III supports for all students as needed. Additionally, most classroom teachers are enrolled in LETRS training made available through the State of NH to build our knowledge and capacity to better respond to and grow a diverse learner population. The next STAR and AIMSWeb testing window in late January will provide additional data points to monitor progress towards our school-wide goals.

Garrison School, Principal Beth Dunton: Dover elementary school goals are all tied to reading achievement gains over the course of the school year as measured by our STAR scores. As we have not yet taken the 2nd and 3rd STAR tests for the year, we do not yet have our data showing our growth. Below is a snapshot of how we started the year along with our current work.

GES's goal is to have 68% of students reading on grade level at the end of the year. On the fall benchmark, 59.9% of students scored proficient.

To support this goal, the schools are supporting several different aspects of reading instruction and intervention:

- Grade level PLCs meet each week to review instruction, assessment, and student learning.
- Creating student intervention groups based on fall data. These groups are using the UFLI materials for remediation so that our struggling readers have more instruction at the phonics and phonemics level.
- Students in intervention are progress monitored on their specific goals every two weeks throughout their intervention.
- Grade level teams use part of their day to ensure that students receive more instruction at their level (called WIN or FLEX block) in addition to the main classroom instruction.

Our next STAR testing window is at the end of January which will give us another snapshot of student reading achievement and allow us to further finetune instruction and intervention services.

Woodman Park School, Principal Patrick Boodey: Woodman Park School has a school goal based on literacy growth. WPS has been working with Jonathan Vander Els from the New Hampshire Learning Initiative to create a school wide literacy goal and to focus in on some essential standards in literacy at the different grade levels of Kindergarten through Fourth Grade. The school wide goal is: *By spring 2024, 60% of Woodman Park Students will achieve levels 3 or 4 proficiency on the STAR state reading assessment.*

To achieve this goal the following has been conducted. Each K-4 grade level has established and used Professional Learning Communities (PLCs) to monitor student growth. Each grade level meets on a five-day rotation basis to implement PLC meetings where protocols are used to review student data. "The Four Critical Questions" (*What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?*) guide the teams' work on reviewing student data.

Each grade level is using PLCs and the What I Need (WIN) Blocks to implement a grade level approach to literacy instruction. After whole group class instruction (Tier I), each student is placed with a specific educator to secure or enrich a literacy standard across the grade level (Tier II) during the WIN Block. WPS looks forward to some standardized measures, like the STAR assessment, that will be taken later in the school year to document student growth and to gather more data to make informed decisions in the classrooms and intervention groups.

Superintendent Week of October 30

Strategic Plan Meeting: I met with Carolyn Eastman and Craig Alie to debrief on the October Strategic Plan Meeting and to strategize for the upcoming November Strategic Plan Meeting.

2024-2025 Calendar Meeting: meeting with Lisa Dillingham to review the concepts and gather feedback for next year's academic calendar.

Breakfast Meeting: I had a breakfast meeting with Michael Runey, Headmaster of Portsmouth Christian Academy. We engaged in discussions and shared educational initiatives.

DHS Restrooms: A meeting took place with Peter Driscoll, Christine Boston, and Michael Limanni to address the security concerns related to the bathrooms at Dover High School.

YMCA Programs: I met with Mara Martin to review the YMCA's before and after-school programs.

Chair & Vice-Chair Meeting: I held a bi-weekly meeting with Carolyn Mebert.

City Manager Meeting: Our monthly meeting with Michael Joyal, City Manager, covered various topics, including the establishment of a Joint Budget Committee (JBC) for the Dover High School athletic field (football), adjustments to the school budget dates, and updates on the Capital Improvement Plan (CIP) meeting scheduled for November 15. We also discussed the Fire Department's provision of a dedicated first instructor to the Dover CTE, the review process for Emergency Operation Plans, and ongoing discussions about the financial system software.

Task Force Organizational Meeting: I met with Mike Russo to review the three task forces resulting from the DTU negotiations: Academic Coordinators and Team Leaders Job Descriptions, Extra and Co-Curricular Stipends, and Insurance Buy-Out.

Full Leadership Team Meeting: Our monthly full leadership team meeting focused on key updates regarding teaching and learning projects, recruitment efforts for the Responsive Classroom professional development, progress on School Leadership Team priorities, and collaborative work on Chapter 3 of "Taking Action - Tier I Teacher Team Essential Actions."

Curriculum Advisory Council: The agenda for this meeting included an overview of Universal Design for Learning, a review of the high school book selection/change process, and discussions related to the books "I Must Betray You" and "In Order to Live: A North Korean Girl's Journey to Freedom."

Superintendent Week of November 6

SAU Directors Meeting: The agenda for the SAU Directors Meeting included: review of job descriptions for school psychologists, social worker, and paraeducator professional development representative, update on Multifactor Authentication, progress updates on key initiatives, including HB 437, family access to reading screening results, review of Title III stipend positions, communication regarding CIA/MTSS key initiatives, a report on the Innovators Conference, discussion about the text notification system, update on the February 14 primary election date, staffing updates, discussion on PLC equity, and professional development Master Plan

NHED Update with Educational Leaders: I attended an update session facilitated by Commissioner Edelblut.

Strafford County Public Health Network: I participated in the All Partners planning meeting for the Strafford County Public Health Network.

Student Focus Group: I facilitated a student focus group with Garrison fourth graders to gain insights from the students' perspectives. They provided a positive response regarding their school and teachers.

NH Dyslexia Law Reflection: I listened to a portion of the Teaching and Learning Department's reflection meeting with teachers regarding the NH Dyslexia Law. They provided an overview of the law, reviewed the process, and sought feedback on communication strategies.

2.0 Strategic Plan Steering Committee: The second meeting of the 2.0 Strategic Plan Steering Committee took place. The committee reviewed strategic plans from four districts and identified elements that could contribute to the development of Dover's Plan. Progress was made in identifying potential "pillars" for Dover. I am impressed and excited about the valuable contributions of the committee, including the participation of four high school students and two middle school students.

2023 Citizen Leadership Academy: I presented Dover Schools to the 2023 Citizen Leadership Academy.

Superintendent Week of November 13

Barrington School District: Michael Limanni and I met with Deannah Rae, Barrington Superintendent, to discuss the renewal of the tuition agreement between the Dover and Barrington School Districts.

Interview: I had the opportunity to interview a Dover Middle School music teacher candidate.

Leadership Team Meeting: The monthly Leadership Team meeting was held with the following agenda items: remote learning, conference times, 2024-25 calendar, FY25 budget, PLC equity, HB 437, Civil Rights Data Report, team leaders, 2.0 strategic plan update, and primary initiative updates.

Chair and Vice Chair Meeting: Bi-weekly meeting with the Board Chair and Vice Chair.

SEED Meeting: Attended the monthly SEED Meeting. Agenda items included: financial report, policy on Grant Award Limits, Portrait of A Learner, Grant Committee, and Development Committee Updates.

SOCC/21st Century: I attended a meeting with Whitney McVeigh, NHED, at WPS. It was an opportunity for Stacey Kearns and Ryan Crosby to meet with NHED to explain, advocate, and visit the after-school program which is a vital service for the WPS community. NHED was impressed with the program and collaboration.

Strafford Learning Center Board Meeting: I attended the monthly Strafford Learning Center Board Meeting. The agenda included: financials, enrollment, referrals, staffing updates and needs, SLC committees, and programming.

Accountability Webinar: Attended the NHDE accountability webinar.

workcampNE: I met with Marc Therrien, Marica Therrien, and Ken Therrien of WorkcampNE to learn about the program and their request the use of Dover High School as a summer program site in 2024 or 2025.

Strafford County YMCA Advisory: I attended the monthly Strafford County YMCA Advisory Board Meeting. Agenda items included: Review of minutes and reports, introduction of the Vice President of Philanthropy, and the Somersworth Early Learning Center.

FY25 New Position Requests: Meeting with principals and directors to review new position requests.

Equity Vision Keepers: Meeting with Maggie Fogarty and Cheryl Thompson to plan the November Equity Vision Keepers meeting.

Superintendent Week of November 20

SAU Directors Meeting: The SAU Directors meeting included the following agenda items: multifactor authentication, status report on key initiatives, review application for parents/guardians via text, January 23 professional

development, pre-school teacher professional development, ATSI – WPS special education, review of draft 24-25 academic calendar, Dyslexia update, review of FY24 budget, FY25 budget review, and calendar updates.

Leadership Team Meeting: Leadership Team Meeting to review the FY25 budget and new position requests.

NHDE Update: I attended the monthly NHED update.

Nottingham Tuition Agreement: Michael Limanni, Carolyn Mebert and I met with Nottingham Superintendent Dr. Ronna HasBrouck and two Nottingham School Board members to discuss their Tuition Agreement.

Carolyn Eastman: Meeting with Carolyn Eastman to discuss the 2.0 Strategic Plan.

Superintendent Week of November 27

Lisa Dillingham: Christine Boston and I had our monthly meeting with Lisa Dillingham, DTU President.

Attendance Task Force: The organizational meeting for the Attendance Task Force was held with Abby Small, Peter Driscoll, and Brittany Granfield.

Director's Meeting: The purpose of the Directors meeting was to plan for the January 23 professional development day.

Elementary Principal Meeting: The agenda for the Elementary Principal Guidance meeting included: K-2 Amplify CKLA Pilot, review of January professional development schedule, and second round of the Dyslexia screening.

Michael Joyal: Michael Limanni and I met with Michael Joyal to discuss the FY25 budget, and to provide him with background information before the joint meeting of the City Council and Board.

Chair and Vice Chair Meeting: Bi-weekly meeting with Carolyn Mebert and Jessica Rozzo.

FY24 and FY25 Budget Review Meeting: Christine Boston, Abby Small, Michael Limanni, and I had a meeting to review the special education budget.

Joint City Council/Planning Board Workshop: I attended the Joint City Council/Planning Board Meeting for a presentation of CIP.

MTSS Consult: I attended the MTSS consult with Travis Bickford, Jen Krans, Kiley Hemphill, and John Vander Els to focus on identifying the next steps and future work with the guiding coalition (team leaders.)

FY25 Budget Review: Meeting with Michael Limanni and Christine Boston to review the FY25 budget and prepare for the December 4th Budget Workshop.

Equity Vision Keepers: The first meeting of the Equity Vision Keepers Committee was held. The agenda included a review of the Equity Plan, and a presentation by Joyce Patterson and Kiley Hemphill on the ESL program and steering committee. Fifteen members were in attendance.

For The Board's Consideration

With the onboarding of Elizabeth Goldman and Craig Flynn as new board members, I propose that the Board have a workshop session dedicated to the priorities of the Teaching and Learning Department inclusive of what has been accomplished to date.