



SCHOOL ADMINISTRATIVE UNIT #51
23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD

MEETING AGENDA

April 2, 2026, 5:30 P.M.

Pittsfield Middle High School Media Center

1. CALL TO ORDER – ELECTION OF OFFICERS
2. PLEDGE OF ALLEGIANCE
3. REVIEW OF MANIFEST COMPLETED
4. ACTION ON AMENDED AGENDA
5. APPROVAL OF MINUTES – public and nonpublic minutes from March 5, 2026
6. PUBLIC INPUT- regarding agenda items only – please sign in if you wish to speak
7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald
8. REPORTS FROM THE ADMINISTRATION
9. SCHOOL BOARD ACTION AND INFORMATION ITEMS

Policies for first reading:

- JIAA – Eighteen Yea-Old Students - rescind
- IHBI – Alternative Learning Programs and Individual Plans
- IK – Earning of High School Credit-Achievement of Competencies
- IMBC – Alternative Credit Options - rescind
- IKFG Career Exploration, Readiness, Pathways, and Credentials
- IKC – Academic Honors, Class Ranking, Valedictorian and Salutatorian
- IKF – Graduation Requirements
- AB – Parental Bill of Rights (amended March 6)

Open Enrollment Update (SB 101) – public hearing held on March 25, 2026
Update on the shared services model/Superintendent and BA search
Cell phone policy enforcement update
Financials – revenues and expenditures and current operating budget balance
Motion to accept FY27 School Calendar

Motion to establish the Study Committee relative to Warrant Article 9 as approved by voters at the March 10, 2026, election for the purpose of examining the long-term future of the Pittsfield School District

Motion to call one Special Meeting (Warrant Article 7) as approved by voters at the March 10, 2026 election to address CBA cost items only

10. COMMITTEE ASSIGNMENTS

- CIP and Facilities: Adam/Sandra – meeting March 25th – Next meeting April 22nd
- Policy Committee: Sandie, Administration team, Sandra – met March 12, 2026
Next meeting April 9th
- Foss Family Scholarship – meeting on March 26th at the Town Hall
- Negotiations – starting back up due to the contract being voted down

11. OLD BUSINESS: IA policy, PMHS Program of Studies, Consideration of 2027
Deliberative session to be held on a Saturday

12. PLAN AGENDA FOR NEXT MEETING – May 7, 2026, at 5:30 p.m.

13. SELECTBOARD LIAISON

14. ADDITIONAL BUSINESS- To address items that may arise during the meeting or other items not on the agenda that Board members would like to discuss.

15. PUBLIC INPUT – The Board may accept the public's input that is addressed directly to the Chair in a courteous and respectful time frame of three minutes. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting. Please sign in if you wish to speak.

16. NON-PUBLIC SESSION per RSA 91- A:3 – The Board may enter Nonpublic Session under RSA91-A:3 at any time during the meeting if needed.

17. ADJOURNMENT



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Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald, Superintendent

PITTSFIELD SCHOOL BOARD
MEETING MINUTES

March 5, 2026, 5:30 P.M.
Pittsfield Middle High School Media Center

School Board Members Present: Sandra Adams, Chair
Molly Goggin, Vice Chair
Adam Gauthier
Tim Robinson
Eric Nilsson

Members of the Administration: Dr. Sandie MacDonald, Superintendent
Dr. Erik Anderson, PMHS Principal
Melissa Brown, PMHS Assistant Principal
Kristen White, PES Principal

Members of the Public

1. CALL TO ORDER by Chairperson Adams at 5:33 p.m.
2. PLEDGE OF ALLEGIANCE led by Chairperson Adams
3. REVIEW OF MANIFEST COMPLETED – March 6th manifests reviewed and signed by Eric Nilsson and Sandra Adams on March 5
4. ACTION ON AMENDED AGENDA – add 2027 Deliberative session to Old Business; need for nonpublic acceptance of resignations and new hire under School Board Action. Adam made the motion, seconded by Molly to approve and accept the amended agenda. Vote 4-0 (Eric arrived late)
5. APPROVAL OF MINUTES – public and nonpublic minutes from February 5, 2026
Eric made the motion, seconded by Tim to approve the public minutes with the correction of the spelling of deliberative. Vote 5-0. Eric made the motion, seconded by Molly to approve the nonpublic minutes. Vote 5-0. Tim made the motion, seconded by Eric to seal the nonpublic minutes. Vote 5-0.
6. PUBLIC INPUT- regarding agenda items only
Ray Benoit pointed out that we are at 75% capacity in both buildings, not to be confused with enrollment numbers.

7. SUPERINTENDENT OF SCHOOLS- Sandie MacDonald – shared portions of her report, which will be posted on the district’s website. She added that there are 325 bills in the legislature re: education, so a lot to weed through to stay current. She has 2 requests for the use of Drake Field – one for the balloon rally and one for the Lady of our Lord’s parish community picnic to be approved by the board.

8. REPORTS FROM THE ADMINISTRATION – Erik added that the Program of Studies will be ready for our April meeting. He also mentioned that next weekend the Panther drama club is hosting a regional NH Theater festival – 14 hours on Saturday, the 14th, with a public performance on Friday night the 13th at 7:30 p.m. The show is written and directed by a drama student. Kristen shared her gratitude to the incredible custodial team with the incredible amount of snow we received and their hard work and diligence to keep the building safe at all hours. The high school comes down and helps out and vice versa. And Adam’s shoveling on his own time.

Kristen shared that Bell Brothers is donating 10 cents for every gallon of gas purchased will go to the PES PTO today only, so please support our PTO.

9. PMHS SITE COUNCIL REPORT/PRESENTATION – The Site Council is made up of 19 board members – 10 students, 3 community members and six faculty. The council is responsible for the PMHS handbook. The first council change was hats, not allowing hats at PMHS for a long time. The parking spaces for seniors was approved. Rick Anthony and Logan Laroche, along with Addison Babcock shared their two policy proposals; One to put conduct and effort back on the report cards and the second to create a 3-tiered diploma system – original diploma 21 ¼ credits to graduate; 22.25 credits to graduate, but with the addition of a dual enrollment class for a distinction diploma; and the third one is the honors diploma, for students maintaining a 3.0 GPA.

10. SCHOOL BOARD ACTION AND INFORMATION ITEMS

Open Enrollment Updates – Sandra read the Kelly Ayotte response email to our board’s concerns about moving too fast – to slow down and think this through. Sandra also shared that the SAU consolidation from 107 SAU’s to 12 has been slowed and will go to an interim study with a potential new bill in 2027.

FY27 School Calendar Sandie had prepared the draft calendar for our review and approval.

Acceptance of three resignations – modified to 2 resignations – Sandie MacDonald and Rheanna Anderson effective June 30, 2026. Adam made the motion, seconded by Molly to accept the resignations with deep regret. Vote 4-0 (Eric needed to leave on a medical emergency in his role as EMT)

11. COMMITTEE ASSIGNMENTS

- CIP and Facilities: Eric/Adam - application and use of the \$300,000 emergency operations money to be discussed
- Policy Committee: Sandie, Administration team, Sandra - to meet Thursday, March 12, 2026

12. OLD BUSINESS: IA policy, PMHS Program of Studies
13. PLAN AGENDA FOR NEXT MEETING – April 2, 2026, at 5:30 p.m. Program of Studies; School Calendar; Cell phone policy enforcement update; financials; possible options for SAU services or superintendent services for next year.
14. SELECTBOARD LIAISON – not present
15. ADDITIONAL BUSINESS- To address items that may arise during the meeting or other items not on the agenda that Board members would like to discuss. Gun raffle/fundraiser is not affiliated with the school or PTO in any way. Art St. Laurent is donating a weapon (once proceeds pay for the cost of the gun) for the fishing derby. Tentative graduation date is June 13, 2026.
16. PUBLIC INPUT – The Board may accept the public's input that is addressed directly to the Chair in a courteous and respectful time frame of three minutes. The Board does not engage in discussion or answer questions during public comment. The Superintendent may be asked to follow up on specific concerns after the meeting.
17. NON-PUBLIC SESSION per RSA 91- A:3 – The Board may enter Nonpublic Session under RSA91-A:3 at any time during the meeting if needed. Motion to enter non-public at 6:25 p.m. made by Adam, seconded by Tim. Roll call vote: 4-0.
18. PUBLIC SESSION resumed at 7:25 p.m. Adam made the motion, seconded by Molly to deny the resignation of Debra Flanders, effective March 12, 2026, since she is under contract. Vote: 5-0.
Molly made the motion, seconded by Adam, to accept the resignation of Meghan Stone, effective June 30, 2026. Vote 5-0.
Molly made the motion, seconded by Tim to accept the nomination of Elizabeth Graichen as our new Student Services Administrator for the 2026-27 school year. Vote: 5-0
Molly made the motion, seconded by Sandra to accept the renewal/nonrenewal list for 2026-2027. Vote 5-0.
Adam made the motion, seconded by Molly to approve the use of Drake Field for the Balloon Rally from July 28-August 5, 2026. Vote 5-0.
Adam made the motion, seconded by Molly, to approve the use of Drake Field for the Lady of Our Lords parish community picnic. Vote 5-0.
19. ADJOURNMENT – on a motion made by Eric, seconded by Molly, the meeting was adjourned at 7:33 p.m. Vote 5-0.

Pittsfield School District

Superintendent's Report – April 2, 2026

Over the past several months, much of the work in the district has centered on stabilization—financially, operationally, and programmatically. While many of these efforts are not always visible in a single action or decision, they are foundational to ensuring that the district is able to function effectively, meet its obligations, and move forward with greater consistency and clarity.

At the same time, it is important to begin by recognizing the strong work that continues to take place in our schools.

Recognition of Student Achievement

I am pleased to share that Pittsfield Middle High School has been recognized by Commissioner Caitlin Davis for exceptional success in literacy growth and overall student achievement based on statewide assessment and SAT results.

Included in your packet are the Commissioner's communication, the list of recognized schools, and an article shared with the Pittsfield Post.

This recognition reflects sustained instructional focus over time. I would like to specifically note that under the leadership of Sarah Carson, student proficiency has increased from approximately 40% to 70% over the past five years. In addition, 90% of our students are passing the Civics Exam on the first attempt.

As we continue to navigate financial pressures and staffing challenges, it is important to acknowledge that meaningful academic progress is occurring. This work reflects the commitment of our teachers and the effort of our students.

I have also attached the Assessment letter sent by Commissioner Davis for Pittsfield families.

District Stabilization and Operations

Much of the work this year has required us to operate within a lean structure while addressing both current needs and prior gaps. Administrative responsibilities have been consolidated, and essential functions are being carried by a limited number of individuals, with the SAU currently operating with a two-person team.

While this has allowed us to reduce costs, it has also required a deliberate focus on prioritization, communication, and consistency. The district is functioning, but it depends heavily on limited personnel and leaves little margin for error.

As a result, my focus has been on strengthening systems, clarifying roles and expectations, and reducing operational risk wherever possible. This includes improving internal processes,

enhancing communication across buildings, and ensuring that critical responsibilities are carried out consistently.

Financial Oversight and Recovery

We have continued to work strengthen the District's financial position. This has included reviewing and refining prior financial practices, improving tracking and reporting systems, and ensuring alignment between expenditures and actual operations.

I would also like to provide an update regarding the district's prior outstanding balance with the New Hampshire Retirement System.

As discussed earlier this year, the district entered into a structured repayment plan aligned with adequacy payments. I am pleased to report that this balance has now been paid in full, ahead of schedule. Final confirmation was received from NHRS last week, and that letter is included in your packet.

This reflects improved financial oversight and a continued commitment to responsible fiscal management.

Special Education Compliance and Program Alignment

A significant area of focus has been ensuring that our special education practices are aligned with legal requirements and effective instructional practices.

On March 23, I met with Pittsfield Elementary School staff for a two-hour session focused on strengthening the inclusion of students with disabilities in the general education setting.

This work has included:

- Clarifying expectations under IDEA
- Reviewing service delivery practices
- Ensuring alignment between IEPs and services
- Reinforcing the importance of the least restrictive environment

We have also taken steps to address practices to ensure full alignment with legal requirements and to establish consistent expectations moving forward.

This work will continue as part of a broader effort to strengthen both compliance and instructional effectiveness.

School Calendar

The proposed 2026–2027 school calendar was presented at the previous meeting.

The calendar reflects required instructional time, professional development needs, and consideration of family schedules.

Board Action:

I am seeking a motion to approve the calendar.

Donations

The district continues to benefit from strong community support.

We have received a \$1,500 donation from the New Hampshire Charitable Foundation to support Math Night programming and family engagement. I recommend acceptance of this donation with appreciation.

The following donations have been accepted at the SAU level in accordance with Board policy:

- MRP Manufacturing – \$100
- Podmore Manufacturing – \$600
- Chucksters – 200 mini golf passes

These contributions support student engagement and strengthen community partnerships.

Facilities and Capital Planning

The Facilities Committee has begun development of a comprehensive district asset inventory, including age, condition, and replacement cycles of key systems, as well as vendor and service contract information.

This work supports a more strategic and prioritized approach to capital planning.

Several projects will be supported through SAFE grant funding obtained this year.

In addition, we have received a three-year proposal from Summer Scape for continued maintenance of Drake Field with no increase in cost.

Board Action:

I am seeking a motion to approve this agreement.

Grants

The ESEA Consolidated Application and Title I Application were released this week. The district is currently reviewing requirements, aligning programming, and preparing the necessary materials.

These applications will be submitted in May, along with GEPA documentation. District required assurances will be brought forward for Board review and approval at the May meeting.

Attendance and Policy Work

Attendance continues to be an area of focus.

The Policy Committee will review attendance materials at its next meeting, including a revised policy, decision tree, procedures, process, and a draft MOU with the Pittsfield Police Department.

Additional policies included for review reflect updates, alignment with current practices, and removal of outdated policies.

The following policies are presented for Board review:

New / Revised:

- IKF – Graduation Requirements (Revised)
- IHBI – Alternative Learning Plans (Revised)
- IK – Earning High School Credit (Revised)
- IHBAB – Special Education Evaluations (New)
- IKC – Academic Honors / Class Ranking (New)
- IKFG – Career Explorations (New)

Recommended for Rescission:

- JIAA – Eighteen-Year-Old Students
- IMBCV – Alternative Credit Options

Summer Programming

Summer programming will be offered from July 6 through July 23 and will include special education services, Title I support, and competency recovery.

These programs are designed to support student progress, address gaps, and provide opportunities for continued learning.

Administrative Structure Planning

We have begun evaluating long-term administrative structures that can support the district in a more sustainable way. This includes exploring models that maintain local control while strengthening administrative capacity and reducing reliance on a limited internal structure.

This work will be discussed further in non-public session.

Resignations

- Jennifer Massey, Business Education Teacher, effective June 30, 2026
- Amy Pilbrick, School Psychologist, effective April 10, 2026

The mid-year resignation will require immediate planning to ensure continuity of services and compliance with required timelines.

This item will be discussed in non-public session.

Non-Public Session

I will be requesting a motion to enter non-public session pursuant to RSA 91-A for the following:

- RSA 91-A:3, II (a)
- RSA 91-A:3, II (b)
- RSA 91-A:3, II (c)

Closing

The work reflected in this report is both immediate and long-term in nature. We are addressing current needs while also strengthening the systems that support the district moving forward.

There has been measurable progress in financial management, compliance, academic performance, and operational consistency. At the same time, it is clear that the current structure requires continued attention to ensure sustainability.

My focus remains on maintaining stability, supporting staff and students, and ensuring that the district is positioned to move forward in a way that is both responsible and sustainable. I appreciate the Board's continued engagement and support as we navigate this work together.

Follow-up Message Regarding Today's Literacy Survey

Commissioner Davis <Commissioner.Davis@doe.nh.gov>

Tue, Mar 17, 2026 at 3:32 PM

Dear Superintendents,

You are receiving this message because today, the New Hampshire Department of Education distributed a survey to a select group of school leaders and educators whose school(s) (*see attached list*) have demonstrated exceptional success in literacy growth and/or overall achievement based on statewide assessment and SAT results.

We are reaching out because the work happening in your schools is making a meaningful difference for students, and we are eager to better understand the practices, strategies, and conditions contributing to that success. The insights gathered through this survey will directly inform future statewide guidance, supports, and policy decisions aimed at improving outcomes for all students across New Hampshire.

The survey was sent to selected educators within your school and/or district, which may include reading and writing specialists, principals, assistant principals, English language arts educators, early childhood educators, curriculum administrators, and elementary educators. While you were cc'd on the original email, we are following up directly to ensure awareness and highlight the importance of this request. We recognize that the contact information at our Department may not always be fully accurate, so please do not assume the survey reached all intended recipients. We would greatly appreciate your support in ensuring it is shared with the appropriate staff within your school and/or district.

We strongly encourage you to work collaboratively with your team to ensure participation. Your engagement is critical to helping us elevate and learn from the effective practices already taking place in your schools.

If you have any questions, please feel free to reach out.

Thank you,
Caitlin

Caitlin D. Davis | Commissioner

Commissioner's Office

New Hampshire Department of Education

Phone: 603-271-3144

[25 Hall St., Concord NH 03301](#)

Email: Commissioner.Davis@doe.nh.gov

School District/Region	High School
Academy for Science and Design Charter School	Academy for Science and Design Charter (H)
Arts Academy of New Hampshire Chartered Public High School	Arts Academy of New Hampshire Chartered Public High School
Bedford	Bedford High School
Bow	Bow High School
Coe-Brown Northwood Academy	Coe-Brown Northwood Academy
Dresden	Hanover High School
Exeter Region Cooperative	Exeter High School
Gilford	Gilford High School
Goffstown	Goffstown High School
Governor Wentworth Regional	Kingswood Regional High School
Haverhill Cooperative	Woodsville High School
Hollis-Brookline Cooperative	Hollis-Brookline High School
Hopkinton	Hopkinton High School
Hudson	Alvirne High School
Inter-Lakes Cooperative	Inter-Lakes High School
Kearsarge Regional	Kearsarge Regional High School
Lebanon	Lebanon High School
Lincoln-Woodstock Cooperative	Lin-Wood Public School (High)
Londonderry	Londonderry Senior High School
Moultonborough	Moultonborough Academy
Newfound Area	Newfound Regional High School
Newmarket	Newmarket Jr.-Sr. High School
Oyster River Coop	Oyster River High School
Pittsfield	Pittsfield High School
Portsmouth	Portsmouth High School
Profile	Profile Senior High School
Prospect Mountain JMA	Prospect Mountain High School
Raymond	Raymond High School
Souhegan Cooperative	Souhegan Coop High School
Spark Academy of Advanced Technologies	Spark Academy of Advanced Technologies Charter School
The Founders Academy Charter School	The Founders Academy Charter School (H)
Virtual Learning Academy Charter School	Virtual Learning Academy (H)
Windham	Windham High School

Article Submitted to Pittsfield Post: March 24, 2026

Pittsfield High School Recognized for Literacy Growth

I want to take a moment to share something I'm genuinely proud of.

Pittsfield High School was recently recognized by the New Hampshire Department of Education for strong literacy outcomes based on SAT reading and writing results. This recognition is part of an effort led by Governor Ayotte and Commissioner Caitlin Davis to identify schools across the state where students are seeing real success in literacy.

In her message, Commissioner Davis noted that the work happening in schools like ours is "making a meaningful difference for students and families across New Hampshire," and that the goal is to better understand what is working so those practices can be shared more broadly.

At Pittsfield, the growth is real.

In 2021, about 43% of our students were meeting or exceeding expectations in reading and writing. This fall, that number was 71%. We also had a group of students in 2024 reach 89%, which was exceptional.

But what matters more to me than the numbers is how we got there.

This is about the work happening in classrooms every day. It's about teachers building relationships with students, holding them to high expectations, and showing up consistently.

Sarah Carson shared with me that her 11th grade students have grown from 40% to 70% meeting or exceeding. That kind of growth doesn't happen by chance. It reflects steady, intentional work with students over time.

Sarah said something that stuck with me: students do their best work when they trust you and know you care. That is exactly what we are seeing.

I want to recognize Sarah for that. The consistency, the care, and the commitment she brings to her students matter, and it shows.

We're also seeing strong outcomes beyond the SAT. Over the past three years, more than 90% of our seniors have passed the Civics Exam on the first try.

For a small district, this is important. These are the kinds of results that tell us students are reading, thinking, and engaging at a level that will serve them beyond high school.

I'm proud of our students. I'm proud of our staff.

And I'm especially proud that the work happening here, quietly, every day, is being recognized at the state level.

Submitted by: Dr. Sandie MacDonald, Superintendent



Dear Parents and Guardians,

State assessment season is upon us and schools across New Hampshire are beginning their annual assessments. I am writing to share why these assessments matter and how your support can help ensure your child benefits from them.

For these assessments to be truly useful, student effort matters. When students take the assessments seriously and do their best, the results more accurately reflect their abilities. This helps ensure that students receive the correct level of support, and that schools and communities have the information needed to make informed decisions. Assessment results help improve learning for all students by informing instruction, guiding targeted support, and directing resources and money where they are needed most. At the state level, results are used to compare performance across New Hampshire and focus improvement efforts. The goal is simple: better outcomes for every student.

We also understand that families may have questions or concerns about their student's participation. In New Hampshire, our assessments are designed to limit time away from learning, with each subject typically taking about two hours to complete. These assessments are not used to track students or families, and they do not collect personal information outside of performance on the test itself. Student privacy is a top priority. Individual results are only accessible to authorized local and state staff; public reporting is done in aggregate, and all data is protected under federal privacy laws.

At the high school level, New Hampshire uses the SAT as the statewide assessment. Every student has the opportunity to take the SAT for free, use their scores for college applications, and access a nationally recognized measure that supports postsecondary planning.

Your encouragement plays an important role in your child's success. I encourage you to speak with your child about the importance of these assessments, remind them to take them seriously, and support them in doing their best.

More information on the Statewide Assessment Program, including prior school performance, may be found here: [Office of Assessment | Department of Education](#), or <https://bit.ly/4bzTUjl>. While I strongly encourage all students to participate in these assessments, I understand some families may have concerns or may consider not participating; if that is the case, I ask that you share your concerns with us at info@doe.nh.gov so we can better understand and address them. Thank you for your continued partnership in supporting your child and strengthening their education.



Sincerely,

A handwritten signature in cursive script that reads "Caitlin D. Davis".

Commissioner Caitlin D. Davis
New Hampshire Department of Education



NHRS

New Hampshire Retirement System

New Hampshire Retirement System
54 Regional Drive, Concord, NH 03301
Phone: (603) 410-3500 - Fax: (603) 410-3501
Website: www.nhrs.org - Email: info@nhrs.org

March 20, 2026

Superintendent Sandie MacDonald
Pittsfield School District SAU#51
23 Oneida Street, Unit 1
Pittsfield NH 03263

Re: Confirmation of Receipt of Outstanding Contributions

Dear Ms. MacDonald,

On July 14, 2025, the New Hampshire Retirement System (NHRS) wrote to you regarding significant outstanding amounts due from Pittsfield School District for the period of April 2023 through June 2025. I am pleased to confirm that all previously outstanding employer and member pension contributions have now been received.

We appreciate your efforts in resolving this matter and bringing your account into compliance. Our records indicate that the Pittsfield SD is now current on all required contributions through February 2026.

Please continue to ensure that all future contributions are remitted in accordance with the required monthly deadlines to maintain compliance with RSA 100-A.

If you have any questions or need assistance in the future, please do not hesitate to contact our office.

Thank you for your prompt attention and cooperation.

Jan Goodwin
Executive Director
New Hampshire Retirement System
Email: Jan.Goodwin@nhrs.org
Phone: 603-410-352

Cc: Cara Marston, Town Administrator
Larry Konopka, Selectboard Chair

Our Mission: To provide secure retirement benefits and superior service.

Pittsfield School District — 2026–2027 School Calendar
Students: 180 Instructional Days | First Day: Aug 31, 2026 | Last Day: Jun 18, 2027

No Students		Early Release		Staff Only		Make-Up	
September 2026							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
24	NT	NT	TW	TW/OH	SW	29	
30	31	1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	1	2	3	

February 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6

21

15

October 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

20

23

November 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

April 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

16

16

December 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

May 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

16

20

January 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

June 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

19

14

Every Wednesday is Early Release (ER). Make-up Days (if needed): Jun 21, 2027–Jun 30, 2027 (8 weekdays)

180

- Aug 31: First Day of School
- Sept 7: Labor Day, No School
- Oct 9: TW, No School
- Oct 12: Indigenous People/Columbus Day, No School
- Nov 11: Veterans Day, No School
- Nov 9 - 20: Student-Led Conferences
- Nov 20: Conference Day, No School
- Nov 25 - 27: Thanksgiving Break - No School

- Dec 23, 2026 - Jan 1, 2027: Holiday Break, No School
- Jan 18: MLK Jr. Day / Civil Rights Day, No School
- Feb 22 - 26: Winter Break, No School
- Apr 12 - 23: Student-Led Conferences
- Apr 23: Conference Day, No School
- Apr 26 - 30: Spring Break, No School
- May 31: Memorial Day, No School
- June 18: Last Day of School

Staff Days Before Students

- Aug 24-25, 2026: New Teacher Work Days
- Aug 26-27, 2026: Teacher Workshop Days

- Aug 27, 2026: Open House (evening)
- Aug 28, 2026: Special Education Workshop Day



March 19, 2026 / Estimate# DF031926

School Administrative Unit #51
23 Oneida Street, Unit 1
Pittsfield, NH 03263

Greetings,

Thank you for the opportunity to present this proposal for the landscape maintenance of Drake Field.

With over 35 years of experience in the commercial landscaping and maintenance industry, we have established a reputation for reliability and exceptional service. Our firm has a proven track record of successfully managing municipal and commercial properties.

Locally, we manage the grounds at Prospect Mountain High School in Alton, NH, and we have been honored to maintain Drake Field in Pittsfield for the past six years.

As your current provider, we are deeply committed to the continued care and enhancement of Drake Field. We take great pride in our work and truly value our ongoing partnership with the Pittsfield School District. We look forward to the possibility of continuing our service to the community.

We would like to extend our contact for 3 years, 2026, 2027, 2028. The cost per year \$19,495, to be paid in 7 equal installments of \$2,785, billed monthly, April through October of each year. There would be no cost increase from year to year.

Please do not hesitate to reach out with any questions you may have.

Sincerely,

Kevin P. Sumner
Owner

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The principal is directed to identify students who may be at risk for dropping out of high school, to develop alternative learning plans consistent with this policy, and to assist students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses / distance education, or other opportunities approved by the superintendent, in conjunction with Board policies.

The purposes of alternative plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet state and district requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of ~~Policy IMBC, all associated School Board policies, Alternative Credit Options and Policy IHBH, Extended Learning Opportunities~~ will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by ~~Policy ILBA, Assessment of Educational Programs and Policy ILBAA, School Board policy~~ High School Competency Assessments. Appropriately certified teachers and the principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the state minimum standards and district curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Policy: IHBI Alternative Learning Plans

Teachers, counselors, and administrators should inform students of the district's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school should inform principal of the teacher's concerns. The principal will then schedule a meeting with the student and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the principal.

The principal is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian, and other appropriate people based on the individual student need.

The principal will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decision rendered by the principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through an alternative learning plan template signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the district will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the district become the responsibility of the district to facilitate implementation, including associated costs and transportation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.

Policy: IHBI Alternative Learning Plans

2. The superintendent will review the paperwork and will determine whether or not to approve the alternative learning plan. The superintendent's decision will be made within ten days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten days of receipt of the request.
3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit toward obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the district cannot guarantee placement in an equivalent district-offered course.
4. The district reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The principal will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provide for proper administration and supervision of the program or plan;
2. Provide that certified school personnel oversee and monitor the program;
3. Require that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all applicable district standards;
4. Include age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning;
5. Are developed and amended, if necessary, in consultation with the student, principal, and at least one parent/guardian.

Appeal Process

If the submitted plan is rejected, the superintendent or designee will provide the student and parent/guardian with a rationale as to why the proposal was rejected. Students whose application has been denied by the superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the

Policy: IHBI Alternative Learning Plans

matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the students and parent/guardian of their appeal rights.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the district's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the principal may determine that the student's transcript will be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

Reading:	July 16, 2009
Adopted:	August 20, 2009
Reviewed:	October 16, 2014
Amended:	October 4, 2018
Amended:	May 5, 2022
<u>Reviewed:</u>	<u>March 12, 2026</u>
<u>Adopted:</u>	<u>April 5, 2026</u>

ALTERNATIVE LEARNING PLANS

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Policy: IHBI Alternative Learning Plans

Category: Required

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

District Policy History:

First reading: July 16, 2009

Second reading/adopted: August 20, 2009

District Revision History

Reviewed: October 16, 2014

Amended: October 4, 2018

Amended: May 5, 2022

Reviewed: March 12, 2026

Adopted: April 5, 2026

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes

RSA 188-E:25 through RSA 188-E:26-28

RSA 193:1

RSA 91-A:3

Description

[Dual and Concurrent Enrollment Program](#)

[Duty of Parent; Compulsory Attendance by Pupil](#)

[Non-Public Sessions](#)

NH Dept. of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(12)

N.H. Code Admin. Rules Ed 306.04(b)(13)

Description

[Remote Learning](#)

[Alternative Means Of Demonstrating Achievement Of Competencies](#)

N.H. Code Admin. Rules Ed 306.17

[Alternative Programs](#)

IK

Pittsfield School District

EARNING OF CREDIT

Students can earn course credit by demonstrating mastery of required coursework and material. Mastery is defined as “a high level of demonstrated proficiency with regard to a competency.”

Student assessment of mastery is the responsibility of the dean of instruction.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Adopted: November 20, 2014

Reviewed: October 4, 2018

Earning of High School Credit - Achievement of Competencies

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as “competencies” developed by the state or the district as learning targets within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies (and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. "Achievement of competencies" means a student has demonstrated competencies at a "proficient" level through a collection of evidence.
3. "Credit" refers to the official record that a student has achieved competencies associated with learning opportunities.
4. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains (i.e., similar to subjects).
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a single course or across different courses).
6. "Learning opportunities" means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes "course".
7. "Proficiency" (including "proficient") means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course is shown and are not awarded based on class time, age or enrollment status.

Demonstration of achievement of a competency is shown by:

- a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);
- b. Assessments:
 - i.i. District approved assessments, or
 - ii.ii. New Hampshire Department of Education approved assessments.

NOTE: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.

2. Credit is not awarded based solely on time spent achieving these competencies, and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, see Section C, below.

C. Learning Opportunities - Methods of Achieving Competencies – Earning of Credits

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments,

2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:

- a. Transfer credit from an approved school pursuant to Section E, below;
- b. An approved home education program; home-educated students may demonstrate achievement of competencies through evaluation of their portfolio or assessments;
- c. Extended learning opportunities (ELO) under the provisions of Board policy;
- d. Online/remote learning opportunities under the provisions of Board policy;
- e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy;
- f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
- g. Co-Curricular activities;
- h. 7th and 8th grade coursework that meets the standards of Board policy. (Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school, or established through an individualized learning plan.

E. Transfer Credit

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. "Approved schools" include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.
3. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.
 - a. For the purposes of reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
 - b. If the Principal finds that the courses are not similar enough to grant transfer credit in the specific subject area, the Principal may accept the credit as an elective.
4. Review of denial of credit for courses from different school:
 - a. Should the building Principal deny transfer credit, the building Principal shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the Principal's decision.
 - b. Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. The Superintendent's decision shall be final.

F. Learn Everywhere

1. A "Learn everywhere" program is a state board approved alternative program for granting credit leading to graduation.
 - a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - i. Credit earned from a learn everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1, above,
 - ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively affect that student's GPA.
 - b. The District will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the Principal to allow for a greater percentage of credits, up to 100%, to be allowed. The Principal will review the request and make a recommendation to accept or deny the request to the Superintendent, whose decision to approve or deny the request will be final,
 - c. Students may petition the Principal to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i.i. The Superintendent will make the final approval or denial,
 - ii.ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
2. Should a student with an IEP seek credit through a learn everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired learn everywhere program, as described in 1406.01(c).

G. Denial of Credit

Credit will not be granted for a course in a subject area lower in course/subject sequence than one for which the student has already earned credit.

H. Minimum Course Load

1. Students shall be enrolled in no less than 4 credits (7 period day) or its equivalent per year, unless the student: (306.23(i)(1-3))
 - a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109)
 - b. Has been approved for early graduation (see Board policy)
 - c. Pursuant to any other Board policy; or
 - d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules 306.23(i)(3)

I. Implementation

3. The Superintendent, in consultation with the high school principal and curriculum coordinators, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:
 - a. Identifying competency assessments consistent with the provisions of Board policy,

- b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
 - d. Practices to strive for student safety, and
 - e. Practices that strive for equal access for all students.
2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

District Policy History:

First reading: March 12, 2026

Second reading/adopted: April 5, 2026

District revision history:

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes	Description
RSA 193-E	<u>Adequate Public Education</u>
RSA 193-E:3-f	<u>Approval of Courses and Programs</u>
RSA 193-H:1	<u>School Performance and Accountability (Definitions)</u>
NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules 306.04(b)	<u>Required Policies</u>
N.H. Code Admin. Rules Ed 1109	<u>Standards of Education for Students With Disabilities (Individualized Education program)</u>
N.H. Code Admin. Rules Ed 1401.02	<u>Learn Everywhere (Definitions)</u>
N.H. Code Admin. Rules Ed 1406.01	<u>Learn Everywhere (Student Enrollment Requirements)</u>
N.H. Code Admin. Rules Ed 1407.02	<u>Learn Everywhere (Program Completion Certificates and Issuing Credit)</u>
N.H. Code Admin. Rules Ed 306.02	<u>Definitions</u>
N.H. Code Admin. Rules Ed 306.02(h)	<u>Credit</u>
N.H. Code Admin. Rules Ed 306.22	<u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program</u>
N.H. Code Admin. Rules Ed 306.23	<u>Graduation Requirements</u>
N.H. Code Admin. Rules Ed 306.23(i)	<u>Early Graduation</u>

HIGH SCHOOL GRADUATION REQUIREMENTS

In pursuit of its goal of ensuring that all students reach their learning potential and are prepared for post-secondary and career opportunities, students must meet or exceed the District's academic standards, required credits and additional graduation requirements set forth in this policy to obtain a diploma. High school credits are awarded when a student achieves proficiency relative to a locally defined graduation competency. As described in Board policy, graduation competencies and credits may be earned through multiple pathways, including extended learning opportunities (ELOs), CTE programs, transfer credits, a dual/concurrent enrollment opportunity, home education programs, remote instruction programs, and other alternative learning opportunities. Additionally, and especially for students entering 9th grade after 2026-27, the required "credits" in the tables below, may include competencies that can be earned in more than one subject area.

Pittsfield High School Diploma. A Pittsfield High School Diploma will be awarded to a student who has met all conditions of the Pittsfield School District, including the achievement of 21.25 credits as specified below and has been fully enrolled in accordance to the New Hampshire Department of Education standards as specified in Ed 306.27, High School Curriculum, Credits, Graduation Requirements, and Co-Curricular Program or its successor.

The Pittsfield High School Academic Diploma is the standard high school diploma awarded to any student who earns a minimum of 21.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield Academic Diploma description.

The Pittsfield High School Honors Diploma is an Honor's diploma awarded to any student who earns a minimum of 23.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield Honors Diploma description.

The Pittsfield High School Honors Diploma is an Honor's diploma awarded to any student who earns a minimum of 25.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield High Honors Diploma description.

New Hampshire Minimum Standards Diploma requires *specific approval from Superintendent, Principal and the Parent*. The New Hampshire Minimum Standards Diploma is awarded to any student who earns a minimum of 20 credits as specified in Section E, below, and completes all additional requirements included in the Pittsfield High School Program of Studies under the New Hampshire Minimum Standards Diploma description.

Credit Requirement	Credits
Arts Education	0.5
Community Service	0.25
English Language Arts	4.0
Health Education	0.5
Information and Communication Technologies	0.5
Mathematics	3.0
Open Electives	5.5
Physical Education	1.0
Science	3.0

Social Studies—3.0

EARLY GRADUATION.

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

B. STATE GRADUATION CREDIT REQUIREMENTS.

<u>Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)</u>	
<u>Arts education:</u>	<u>1/2 credit</u>
<u>Digital literacy:</u>	<u>1/2 credit</u>
<u>English:</u>	<u>4 credits</u>
<u>Mathematics:</u>	<u>3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)</u>
<u>Physical sciences:</u>	<u>1 credit</u>
<u>Biological sciences:</u>	<u>1 credit</u>
<u>US and NH history:</u>	<u>1 credit</u>
<u>US and NH government/civics:</u>	<u>1/2 credit</u>
<u>Economics, including personal finance:</u>	<u>1/2 credit</u>
<u>World history, global studies, or geography:</u>	<u>1/2 credit</u>
<u>Health education:</u>	<u>1/2 credit</u>
<u>Physical education:</u>	<u>1 credit</u>
<u>Open electives:</u>	<u>6 credits</u>
<u>Totals:</u>	<u>20 credits</u>

<u>Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING In 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)</u>	
<u>Arts education:</u>	<u>1/2 credit</u>
<u>Digital literacy:</u>	<u>1/2 credit</u>
<u>English:</u>	<u>3.5 credits, to include 1/2 credit in writing</u>
<u>Mathematics:</u>	<u>3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)</u>
<u>Physical sciences:</u>	<u>1 credit</u>
<u>Biological sciences:</u>	<u>1 credit</u>
<u>US history</u>	<u>1/2 credit</u>
<u>NH history</u>	<u>1/2 credit</u>
<u>Logic and rhetoric</u>	<u>1/2 credit</u>
<u>Civics</u>	<u>1/2 credit</u>
<u>History, government and the US and NH Constitutions</u>	<u>1 credit</u>
<u>Economics</u>	<u>1/2 credit</u>
<u>Financial literacy</u>	<u>1/2 credit</u>
<u>World history, global studies, OR geography</u>	<u>1 credit</u>
<u>Health and wellness education</u>	<u>1/2 credit</u>
<u>Physical education</u>	<u>1 credit</u>
<u>Open electives:</u>	<u>4 credits</u>
<u>Totals:</u>	<u>20 credits</u>

Pittsfield School District Diploma. A Pittsfield School District Diploma will be awarded to a student who has met all the conditions of the New Hampshire Department of Education standards as specified in Ed 306.27, High School Curriculum, Credits, Graduation Requirements, and Co-Curricular Program or its successor. This option is available through review and consideration by the administration or his / her designee, in collaboration with the student and the student's parent or guardian, if it is evident that the student is not likely to attain criteria established for a Pittsfield High School Diploma and may be at risk of not completing his / her high school education.

<u>Credit Requirement</u>	<u>Credits</u>
<u>Arts Education</u>	<u>0.5</u>
<u>English</u>	<u>4.0</u>
<u>Health Education</u>	<u>0.5</u>
<u>Information and Communication Technologies</u>	<u>0.5</u>
<u>Mathematics</u>	<u>3.0</u>
<u>Open Electives</u>	<u>6.0</u>
<u>Physical Education</u>	<u>1.0</u>
<u>Science</u>	<u>2.0</u>
<u>Social Studies</u>	<u>2.5</u>

D. Students who are eligible for special education have the option of receiving a Certificate of Attendance (“Certificate”) as provided in this Section. The intent to receive a Certificate will be documented in the student’s current individualized education program (IEP) as part of the student’s transition plan. NOTE: Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

1.
 - a. The student is identified with an eligible educational disability and is eligible to receive special education services.
 - b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child’s transition plan, Individualized Education Program (IEP), or other documentation,
 - c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child’s official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, AND
 - d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student’s IEP team, which writing shall include the IEP team’s decision as to when the student will receive the Certificate in one of three predetermined opportunities:

1.
 - i. At the time of graduation with common age peers,
 - ii. At the conclusion of the student’s agreed-upon IEP program, OR
 - iii. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school educational program until such time as each student has earned a regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability determines that

the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from his/her peers awarded a regular diploma.

E. PASSAGE OF CIVICS EXAM & U.S. CITIZENSHIP TEST.

The district will develop a competency assessment of the United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate

The District will administer the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program by the Department of Education. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of the U.S. Citizenship Test to the N.H. Department of Education.

F. FEDERAL STUDENT AID APPLICATION (FAFSA).

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include, but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;
2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in-class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/Superintendent's designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and

~~administrative rules.~~

~~Pittsfield Middle High School Certificate of Attendance. A Pittsfield High School Certificate of Attendance will be awarded to a student who has an Individual Education Plan that does not meet the requirements of either a Pittsfield High School Diploma or a Pittsfield School District Diploma. This option is only available through review and consideration of the administration or his / her designee and the student services director or his / her designee, in collaboration with the student and /or his / her parent or guardian and the student's Individual Education Plan Team.~~

~~Repeating Courses. Credit will be awarded for high school courses based on the demonstration of mastery of all course competencies. Credit recovery will be based on demonstrating mastery of those competencies not demonstrated by the end of the course.~~

~~Alternative Credit Options. Credit may be earned through alternative methods outside of regular classroom based instruction in accordance with Board policies. Such alternative methods of instruction may include extended learning opportunities, distance learning, alternative learning plans, or others approved by the superintendent or his / her designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the administration on a case by case basis.~~

Graduation Ceremony. Only those students who qualify for a Pittsfield High School Diploma (Academic, Honors, High Honors, State Minimum Standards or, the Pittsfield School District Diploma, ~~or~~ a Pittsfield High School Certificate of Attendance will participate in the annual graduation ceremony.

Exceptions. The Board reserves the right to grant exceptions to this policy upon recommendation of the superintendent of schools.

District Policy History:

First reading/adopted: March 1, 1980

District Revision History

Amended: April 16, 1992; January 21, 1993; April 6, 2006; June 15, 2006; January 27, 2011;-

November 20, 2014; March 21, 2019; April 6, 2023; April 5, 2026

Reviewed: March 16, 2006; October 18, 2018; March 12, 2026

~~Reading: January 13, 2011~~

~~Reviewed: October 18, 2018~~

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes
RSA 186-C:9
RSA 189:11
RSA 193:26-a

Description
Special Education Required
School Boards, Transportation and Instruction of Pupils
Graduation Requirements: Free Application for Federal Student Aid

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 1113.13

N.H. Code Admin. Rules Ed 306.22

NH Statutes

Description

Diplomas

High School Curriculum, Credits, Graduation Requirements, and
Cocurricular Program

Description

HIGH SCHOOL GRADUATION REQUIREMENTS

In pursuit of its goal of ensuring that all students reach their learning potential and are prepared for post-secondary and career opportunities, students must meet or exceed the District's academic standards, required credits and additional graduation requirements set forth in this policy to obtain a diploma. High school credits are awarded when a student achieves proficiency relative to a locally defined graduation competency. As described in Board policy, graduation competencies and credits may be earned through multiple pathways, including extended learning opportunities (ELOs), CTE programs, transfer credits, a dual/concurrent enrollment opportunity, home education programs, remote instruction programs, and other alternative learning opportunities. Additionally, and especially for students entering 9th grade after 2026-27, the required "credits" in the tables below, may include competencies that can be earned in more than one subject area.

A. GRADUATION AND DIPLOMA REQUIREMENTS.

The Pittsfield High School Academic Diploma is the standard high School diploma awarded to any student who earns a minimum of 21.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield Academic Diploma description.

The Pittsfield High School Honors Diploma is an Honor's diploma awarded to any student who earns a minimum of 23.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield Honors Diploma description.

The Pittsfield High School Honors Diploma is an Honor's diploma awarded to any student who earns a minimum of 25.25 credits, including those listed in Section C. below, and completes all additional requirements (a) in Section E, below, and (b) in the Pittsfield High School Program of Studies under the Pittsfield High Honors Diploma description.

New Hampshire Minimum Standards Diploma requires *specific approval from Superintendent, Principal and the Parent*. The New Hampshire Minimum Standards Diploma is awarded to any student who earns a minimum of 20 credits as specified in Section E, below, and completes all additional requirements included in the Pittsfield High School Program of Studies under the New Hampshire Minimum Standards Diploma description.

EARLY GRADUATION.

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

B. STATE GRADUATION CREDIT REQUIREMENTS.

Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)

Policy: IKF High School Graduation Requirements**Category: Required**

Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit
World history, global studies, or geography:	1/2 credit
Health education;	1/2 credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING In 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)	
Arts education:	1/2 credit
Digital literacy:	1/2 credit
English:	3.5 credits, to include 1/2 credit in writing
Mathematics:	3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)
Physical sciences:	1 credit
Biological sciences:	1 credit
US history	1/2 credit
NH history	1/2 credit
Logic and rhetoric	1/2 credit
Civics	1/2 credit
History, government and the US and NH Constitutions	1 credit
Economics	1/2 credit
Financial literacy	1/2 credit

World history, global studies, OR geography	1 credit
Health and wellness education	1/2 credit
Physical education	1 credit
Open electives:	4 credits
Totals:	20 credits

D. Students who are eligible for special education have the option of receiving a Certificate of Attendance (“Certificate”) as provided in this Section. The intent to receive a Certificate will be documented in the student’s current individualized education program (IEP) as part of the student’s transition plan. **NOTE:** Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

1.
 - a. The student is identified with an eligible educational disability and is eligible to receive special education services.
 - b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child’s transition plan, Individualized Education Program (IEP), or other documentation,
 - c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child’s official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, AND
 - d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student’s IEP team, which writing shall include the IEP team’s decision as to when the student will receive the Certificate in one of three predetermined opportunities:

1.
 - i. At the time of graduation with common age peers,
 - ii. At the conclusion of the student’s agreed-upon IEP program, OR
 - iii. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school educational program until such time as each student has earned a regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability

determines that the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from his/her peers awarded a regular diploma.

E. PASSAGE OF CIVICS EXAM & U.S. CITIZENSHIP TEST.

The district will develop a competency assessment of the United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate

The District will administer the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program by the Department of Education. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of the U.S. Citizenship Test to the N.H. Department of Education.

F. FEDERAL STUDENT AID APPLICATION (FAFSA).

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include, but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;
2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in-class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/Superintendent's designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

Policy: IKF High School Graduation Requirements

Category: Required

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

Graduation Ceremony. Only those students who qualify for a Pittsfield High School Diploma (Academic, Honors, High Honors, State Minimum Standards or a Pittsfield High School Certificate of Attendance will participate in the annual graduation ceremony.

Exceptions. The Board reserves the right to grant exceptions to this policy upon recommendation of the superintendent of schools.

District Policy History:

First reading/adopted: March 1, 1980

District Revision History

Amended: April 16, 1992; January 21, 1993; April 6, 2006; June 15, 2006; January 27, 2011;
November 20, 2014; March 21, 2019; April 6, 2023; April 5, 2026

Reviewed: March 16, 2006; October 18, 2018; March 12, 2026

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

NH Statutes
RSA 186-C:9
RSA 189:11
RSA 193:26-a

Description
Special Education Required
School Boards, Transportation and Instruction of Pupils
Graduation Requirements: Free Application for Federal Student
Aid

NH Dept of Ed Regulation
N.H. Code Admin. Rules Ed 1113.13
N.H. Code Admin. Rules Ed 306.22

Description
Diplomas
High School Curriculum, Credits, Graduation Requirements, and
Cocurricular Program

Special Education Evaluations

A. Statement of Policy.

State and Federal special education laws require that the District, as the local educational agency (“LEA”), shall find, identify, and evaluate all children suspected to be children with disabilities. The District is committed to ensuring that each child’s IEP team bases its decisions on high quality, reliable, and educationally sound special education evaluations.

The availability, steps, timelines, and other procedures for requesting, initiating a referral, or conducting an educational evaluation relative to a determination of whether a child is a child with a disability, are as set forth in the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*, a current copy of which may be obtained from the child’s building Special Education Case Manager, the District Student Services Administrator or from the New Hampshire Department of Education. This policy establishes the criteria for those evaluations.

B. Evaluation Criteria.

To assure high quality, reliable, and educationally sound evaluations, and consistency among those evaluations, the District has established the following list of criteria for all special education evaluations the district conducts, all evaluations the District asks outside contractors to conduct, and all individual educational evaluations (“IEE”) parents expect the District to review, consider and/or fund.

1. Evaluation Criteria Waiver: Unique circumstances may justify deviation or waiver, in whole or in part, from these criteria. If a parent or district staff member is aware of such unique circumstances, they should inform the student’s special education teacher, building LEA or district special education administrator immediately. The District’s Student Services Administrator is authorized to grant a waiver.
2. Evaluator Credentials:
 - a. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire, or in a state that is contiguous to New Hampshire, unless there is no qualified evaluator in New Hampshire or its contiguous states.
 - b. The evaluator must hold a valid license or certification from the State of New Hampshire in the field related to the known or suspected disability. The evaluator must have extensive training and experience in evaluation in the area(s) of concern and be able to interpret the instructional implications of evaluation results. In instances where no “applicable license or certification” exists, the District must be satisfied that the evaluator has extensive training and experience related to the known or suspected disability.
3. Test Protocol Requirement: All tests administered shall be the current version of the test. The test must be norm-referenced for the individual evaluation appropriate for the age and educational level of the child and measure the same skills, and meet the same standards of technical adequacy for reliability and validity.
4. Student Educational Record Review: The evaluator must review educational records located in the student’s local public school and other relevant educational records.

5. Communications and Shared Information Between Evaluator and District: The evaluator must be permitted to directly communicate with and is required to provide information to members of the IEP team, and to Student Services Administrator or designees. The evaluator should have access to current evaluation and current IEP if applicable.

The evaluator is required to release the assessments and results, including any parent and teacher questionnaires, to members of the IEP team, and to the Student Services Administrator or their designees.

Additionally, the District shall be entitled to inspect and obtain copies of the evaluator's records, including any records created by third parties. However, for purposes of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g(a)(4)(B)(i), records will not be deemed accessible to any school district personnel other than the evaluator, unless and until the district exercises its right to inspect or obtain copies of those records from the evaluator.

Accordingly, parents/guardians must authorize a release of information to allow for the sharing of such information as well as the records indicated in paragraph B.4.

6. Student Observation: In the absence of a contrary determination by the child's IEP team, the evaluator must either: a) observe the child in one or more educational settings; or b) make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers.
7. Evaluation Compliance: The evaluation must comply with the relevant provisions of the State and Federal Special Education Laws, including, without limitation, 34 C.F.R. 300.530-300.536 and New Hampshire Dept. of Education Rules Ed 110
8. Evaluation Reports: All evaluation reports will include the appropriate standardization and reporting methods as designed by the test publishers.
9. Cost & Payment: The cost of the evaluation shall not exceed the usual and customary rate for such evaluations. The School District will not pay for the evaluation until it receives the evaluator's report.

C. Information To Provide to Parents. The Student Services Administrator or designee shall provide a copy of this policy to parents who indicate they are considering obtaining an IEE, and shall make available upon parent/guardian request information about where an IEE may be obtained.

District Policy History:

First reading: March 12, 2026

Second reading/adopted: April 5, 2026

District revision history:

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

RSA 186-C

Description

[Special Education](#)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 1107.03

Description

[Independent Educational Evaluations](#)

N.H. Code Admin. Rules Ed 1120.07

[Independent Educational Evaluations](#)

N.H. Dept of Ed.'s Procedural Safeguards Handbook

[https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards \(As of August, 2022\)](https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards)

Federal Regulations

34 CFR 300.300 - 300.502

Description

[34 C.F.R. 300.300 - 300.502](#)

Federal Statutes

20 U.S.C. §1232g(a)(4)(B)(i)

Description

[Family Educational Rights and Privacy Act](#)

Policy IKC: Academic Honors, Class Ranking, Valedictorian and Salutatorian

Academic Honors, Class Ranking, Valedictorian and Salutatorian

Academic Honors

Honor Graduates will have completed the prescribed course of study in accordance with NH code and regulations issued by the School Board and the New Hampshire State Board of Education.

Grade Point Average (GPA) to determine valedictorian, salutatorian, and other honor graduates will be computed at the conclusion of the final semester.

A student must achieve a 3.75 G.P.A. to be designated an Honor Graduate.

A Graduate who has completed 23.25 or more credits, including 1 Dual Enrollment Course and/or AP/College credit, shall be designated as an Honor Graduate.

An Honor Graduate who has completed 25.25 or more credits, including 2 Dual Enrollment Course and/or AP/College credits, shall be designated as a High Honors Graduate.

District Requirements for Designation as Valedictorian

1. The Valedictorian must be a High Honors Graduate.
2. The Valedictorian must have been a student at the High School for his or her entire Junior and Senior years (four semesters).
3. The student with the highest GPA, computed on the 4-point scale, shall be named Valedictorian.

In the event of a tie the numerical grade average, of the 2 or more Running Start or College/AP classes in which the student received the highest grades, will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Valedictorian.

If a tie still exists, all those who are tied shall be designated Co-Valedictorians

School District Requirements For Designation As Salutatorian

1. The Salutatorian must be a High Honor Graduate.
2. The Salutatorian must have been a student at the High School for his or her entire Junior and Senior years (four semesters).
3. The student with the highest GPA after the Valedictorian shall be named Salutatorian.

In the event of a tie the numerical grade average, of the two or more Running Start or College/AP classes in which the student received the highest grades, will be determined for each student whose GPA is tied. If all averages are not equal, the student with the highest numerical average shall be named Salutatorian.

If a tie still exists, all those who are tied shall be designated Co-Salutatorians

Policy IKC: Academic Honors, Class Ranking, Valedictorian and Salutatorian

Class Rank For Official High School Transcripts

A graduate's class rank shall be determined by their final grade point average with the ranks being assigned as follow:

Class rank shall be composite of grades earned in high school, grades 9-12. Grades transferred from schools where class rank is determined by a different system shall be converted to the School System ranking system. Grades earned in system-sponsored summer school, other principal approved courses offered outside of the School, and principal-approved dual enrollment in programs offered at institutions of higher education (IHEs), shall be included in the calculation of class rank.

District Policy History:

First reading: March 12, 2026

Second reading/adopted: April 5, 2026

Pittsfield School District

EIGHTEEN YEAR-OLD STUDENTS

Eighteen year-old and older students are subject to all school policies, rules, and standards.

Except as provided in this policy, report cards, discipline reports, and other communications from the school will be provided to responsible parents/guardians of all students regardless of the age of those students.

Permission Slips. Permission slips for participation in field trips or other school activities may be signed by eighteen year-old and older students. Eighteen year-old and older students may sign their own absence and late notes, but parents/guardians will be notified of absences and tardy incidents for their eighteen year-old students on the same basis as other students, unless communications from the school are limited to the student only in accord with this policy.

Communications with Parents/Guardians. Students who are eighteen years-old or older may request, in a manner designated by the superintendent, that communications to their parents/guardians be provided to them as well. The school will comply with such requests.

Students who are eighteen years-old or older may request, in a manner designed by the superintendent, that all communications from the school be made to them and not to their parents. These requests will be granted by the superintendent or his/her designee only when the student's responsible parents/guardians agree in writing, or when the student shows that he/she is not a dependent student as defined in section 152 of the Internal Revenue Code of 1954.

The maintenance and distribution of documents defined by the Family Educational Rights and Privacy Act of 1974 as student records will be governed by that Act and the regulations promulgated pursuant to that Act.

The superintendent or his/her designee shall develop procedures where necessary to implement this policy.

Adopted: January 21, 2016
Reviewed: November 15, 2018
Reviewed: March 17, 2022

IMBC

Pittsfield School District

ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the principal or designee and will be granted only if the request fulfills the following:

1. The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school;
2. The request requires prior approval by the director of college and career readiness if it involves college credit and is not in a dual-enrollment course; in such circumstances, the student is responsible for ensuring that an official transcript from the credit-granting institution is provided to the director of college and career readiness in a timely manner following completion of the course;
3. The plan includes clear expectations for performance;
4. The plan includes clearly defined methods and expectations for assessment;
5. Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the superintendent to establish regulations and procedures for implementing this policy that will include:

1. Definitions of allowable alternative learning opportunities;
2. Reasonable limits on the number of approved alternative courses that can be administered each school year, both school-wide and per student;
3. The number of alternative credits each student may use toward graduation requirements;

IMBC

4. Application and approval process;
5. Criteria for determining which requests satisfy a particular subject area requirement;
6. Identification of person(s) responsible for approval, supervision, and monitoring progress;
7. Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery;
8. Assurance of student safety, including physical and technological safety;
9. Assurance of equal access for all students;
10. Assurance that approved alternative learning opportunities are consistent with all policies of this Board;
11. The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

1. Competency testing in lieu of enrollment;
2. Interdisciplinary credit;
3. Satisfactory completion of course requirements at another public school district, an approved private school, or a home-schooling experience;
4. Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country;
5. Extended learning opportunities under the provisions of Policy IHBH;
6. Online/virtual learning opportunities under the provisions of Policy IMBA;
7. College credit/dual credit; when college credit is awarded, the student will receive .1 PMHS credit for each college credit awarded for non-dual enrollment courses; such credits may be awarded for elective courses only;
8. Early graduation;

IMBC

9. Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the District for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the superintendent and approved by the Board, under ordinary circumstances students and their parents/guardians are responsible for all related expenses, including tuition and textbooks. The district may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district, and the course is not completed, the student must reimburse the district for the expenses.

Reading: July 20, 2006
Reading: August 17, 2006
Adopted: September 7, 2007
Reading: July 16, 2009
Amended: August 20, 2009
Amended: December 4, 2014
Amended: December 15, 2016
Amended: March 2, 2017
Reviewed: October 18, 2018
Amended: May 5, 2022

PES School Board Report

School: Pittsfield Elementary School

Principal Report – April 2nd, 2026

1. Current Enrollment:

Preschool:	19	Increase from last month/Decrease from last month:	-
Grade K:	39	Increase from last month/Decrease from last month:	-
Grade 1:	33	Increase from last month/Decrease from last month:	-
Grade 2:	29	Increase from last month/Decrease from last month:	-
Grade 3:	28	Increase from last month/Decrease from last month:	-
Grade 4:	34	Increase from last month/Decrease from last month:	-
Grade 5:	45	Increase from last month/Decrease from last month:	-

2. Academics – Student Learning & Progress

During the month of April, our focus at PES will continue to center on strengthening instructional practices, building staff capacity, and supporting student learning through intentional, data driven work across classrooms.

Our upcoming professional learning is focused on deepening our use of data to inform instruction and support student growth. Staff will be engaging in comprehensive data dives in both reading and mathematics, using multiple data points to analyze student performance, identify trends, and refine instructional practices. In addition, staff will participate in further NHSAS training to ensure readiness and confidence as we move into state assessment, as well as Exhibition data dives to support reflection on student work and instructional impact. Alongside this work, we will continue to prioritize community building, recognizing the importance of strong relationships and a positive school culture as we move into the final months of the school year.

In addition, we have been preparing for our incoming kindergarten students and families. Staff have engaged in planning and collaboration around kindergarten registration, as well as a Kindergarten Information Night designed to support families in understanding what to expect. This event will provide families with an overview of the kindergarten experience at PES, along with resources connected to Eureka Math and HMH Into Reading, helping to build strong home school connections from the very beginning of a child's educational journey.

Our Title I program continues to provide targeted, research based literacy support to students. During Session 3, Title I provided services to 57 students. In grades K through 2, instruction is grounded in Science of Reading practices, while students in grades 3 through 5 are supported through HMH Read 180. Select students also receive additional targeted instruction through Orton Gillingham and Wilson Just Words to strengthen foundational literacy skills.

Students receiving Title I services are regularly assessed using a Phonics Diagnostic, which measures their ability to read both nonsense words and real words in context. Fluency is also monitored using Reading Universe passages when appropriate. Reading Universe is a research based literacy resource that provides tools and materials to support reading instruction and monitor student progress, particularly in foundational skills such as fluency. We are seeing strong early growth, particularly in Kindergarten, where the average

PES School Board Report

number of letter names recognized increased from 17 to 24. This growth reflects the impact of intentional instruction, consistent progress monitoring, and targeted support.

Instructional Focus Areas:

Utilizing upcoming reading and math data dives to refine instruction, strengthen Tier 1 practices, and provide targeted support based on student need.

Continuing to build staff capacity through NHSAS training, exhibition analysis, and ongoing collaboration, while maintaining a strong focus on student engagement and community.

3. Attendance

Average Daily Attendance (YTD): 90%

Chronic Absenteeism Rate: 4 %

Attendance remains consistent this month, with continued collaboration between the school and families supporting stable and consistent student attendance. We are seeing strong success with families with whom we have met and developed individualized attendance plans, resulting in improved consistency and increased student engagement.

Actions Taken:

Strong daily routines at arrival and dismissal continue to promote a sense of belonging, with staff intentionally greeting and connecting with students to reinforce that their presence at school matters.

Daily outreach to families through Alma when absences are not reported, ensuring timely communication and reinforcing the importance of consistent attendance. Our school nurse follows up with families when students are absent for multiple consecutive days to provide resources, support, and problem solving around barriers to attendance.

Proactive outreach and ongoing communication with families to problem solve barriers, strengthen collaboration, and support consistent school attendance.

4. Behavior

Office Referrals (MTD/YTD): 66 / 516

Disciplinary Actions Taken / Ongoing Supports:

Defiance and disrespect remain the most common infractions. In response, staff are continuing to implement proactive and responsive strategies to support student regulation, decision-making, and positive interactions.

For students demonstrating repeated or escalating behaviors, progress meetings with families remain in place. These meetings allow teams to review updated data, align expectations, and collaboratively adjust supports between home and school.

PES School Board Report

We have continued to strengthen our approach to digital citizenship. Students who demonstrate technology-related infractions are engaging in restorative, educational follow-up. Mrs. McNevich has been working one-on-one with students to reinforce appropriate technology use, in addition to classroom-based instruction.

Daily check-ins with students to set goals for the day have continued to be a highly effective support. Connecting students with trusted adults they have identified has strengthened relationships, increased student accountability, and supported more positive starts to the school day. Students are demonstrating increased ability to reflect on their choices, set goals, and follow through with expectations when they feel connected and supported.

Positive Supports:

During the month of March, PES continued to build a strong and connected school community through engaging and meaningful schoolwide activities. One highlight was our March Madness Song Brackets, led by our music teacher, Ms. Chaffee. Each day, students and staff listened to short clips of two songs and voted on their favorite, with the winning song played over the intercom at the end of the day. This simple, fun activity created excitement across the building and provided a shared experience that students, staff, and even families looked forward to each day.

In addition, our school counselor and MTSS team focused on “Growing Strong Voices,” with an emphasis on teaching assertiveness and building respect within our school community. These skills were reinforced through morning meetings and Responsive Classroom practices, where students engaged in meaningful conversations about communication, self-advocacy, and how their actions contribute to a positive school environment.

To further support this work, students in grades 3–5 attended the TIGER “True Blue You” performance from Plymouth State University, which focused on being true to oneself, including others, and making positive choices. This experience provided students with real-life connections to the skills they are building each day in the classroom.

5. Upcoming Focus / Needs

As we move into April, our focus will center on the close of Quarter 3, including the completion of report cards and upcoming family conferences. These conferences will provide an important opportunity to celebrate three quarters of student growth and hard work, while also setting meaningful goals for a strong finish to the school year.

We are also looking forward to continued opportunities to engage our families and community, including our Spring Music Concert and Art Display on April 14th. In addition, staff will be engaging in data dives to reflect on student progress and refine instruction as we prepare for the final stretch of the year. Students will begin working on exhibition projects in preparation for our end-of-year Exhibition Night, highlighting their learning and growth.

6. Celebration of Success

PES School Board Report

PES Student Art within the Community: We are proud to celebrate the creativity of our Pittsfield Elementary School students, with sixty-five student artists currently showcasing their work throughout our community. Student artwork is on display at The Friendly Diner, Camden National Bank, Josiah Carpenter Library, and Town Hall, providing a wonderful opportunity for our community to experience the talent, growth, and dedication of our young artists.

This initiative not only highlights student creativity, but also strengthens the connection between our school and the greater Pittsfield community. We extend our sincere appreciation to our Art Teacher, Ms. Stevens, for her commitment to providing meaningful artistic opportunities for our students and for bringing this vision to life. We are equally grateful to our local partners for opening their doors to display student work and for their continued support of Pittsfield Elementary School.

Title I Math Night: We had an incredible turnout at our recent Math Night, with over 200 students and family members joining us for a fun and engaging evening centered on building math skills and strengthening our school community. The energy throughout the building was wonderful, as families explored hands-on activities together, celebrated learning, and experienced math in meaningful and enjoyable ways .

This night was a true reflection of what makes PES so special. We are extremely grateful for the strong support from our families and community, and for the time, care, and creativity of our staff volunteers who helped bring the evening to life. A special thank you to our Title I team for their dedication and leadership in organizing this event and creating meaningful opportunities for family engagement. We also appreciate our PMHS student volunteers, whose support helped ensure a smooth and successful evening. Opportunities like this highlight the power of coming together to support our students.

Respectfully submitted,

Kristen M. White

PMHS (6-8) School Board Report

School: Pittsfield Middle High School (Grades 6-8)

Principal Report – April 2, 2026

Current Enrollment: (as of 3/30/2026)

Grade 6: 31

Grade 7: 39

Grade 8: 28

Total Enrollment (6-8): 98 (+2); (6-12): 239

Attendance

Overall attendance by month for grades 6-8:

	6th Grade	7th Grade	8th Grade	Total 6-12
August	93.75%	99.31%	99.11%	96.93%
September	93.37%	96.78%	93.37%	94.05%
October	96.33%	95.24%	92.01%	93.16%
November	95.03%	95.14%	92.62%	93.65%
December	93.57%	93.63%	91.84%	91.64%
January	90.00%	93.96%	90.34%	91.91%
February	84.67%	94.04%	89.05%	90.65%
March	92.55%	94.56%	93.71%	92.40%

Actions Taken:

Daily Attendance calls; personalized outreach and follow-up; home visits; residency inquiries; meetings with the administration.

February was a particularly challenging month for 6th grade attendance, with 69 total absences out of a possible 450 attendance days (30 students X 15 attendance days).

As of 3/23, 15 students (6-12) have received 1 or more attendance/truancy letters, some of whom are also involved with additional outside agencies.

PMHS (6-8) School Board Report

Behavior:

Discipline Incidents (February 20 - March 30, 2026; 21 days of school): Total = 70; 62 Minor; 8 Major

In-School-Suspensions (ISS) = 5

Out-of-School Suspensions (OSS) = 1

Detentions = 24

Administrative Conferences = 38

Top Referral Categories: Disrespectful behavior, inappropriate language, unexcused tardies

Interventions and Supports:

TSI response- The middle school team has initiated a Math Intervention block, along with math "workshops" during the Advisory periods to ensure math instruction at the middle school is meeting students needs and providing the remedial instruction some PMHS students need to reinforce core numeracy strategies.

Accountability- Students are held accountable for both major and minor offenses.

Community building- Schoolwide focus on treating people with respect, common courtesy and kindness. We continue to try to accentuate the positive with all students.

Restorative Practices: Placing a strong emphasis to build and repair relationships, focusing on empathy, communication, and accountability instead of punishment-based discipline.

Mediation Practices: These practices are used to address conflict and harm by creating dialogue, helping students understand the impact of their actions, and finding ways to make amends with the support of the administration and school counselor.

Positive Reinforcement Efforts: A continued emphasis on contacting parents/guardians to share and celebrate successes whenever possible; focusing on the improvement of behavior(s), not just the negative behavior(s).

Daily outside recreation option during lunch.

Celebration of Success

Our 3rd quarter ends on Friday, April 3rd. Student led conferences will be scheduled during the two weeks leading up to April break, 4/13-4/24. The PMHS annual Exhibition of Learning is scheduled for Thursday, May 21st. Academic progress letters for rising 9th graders (present 8th graders) have been sent home and our students are working hard to demonstrate their readiness for high school. Administration, teachers, and case managers when applicable are holding meetings with eighth grade students who are of concern of not

PMHS (6-8) School Board Report

meeting the requirements to enter high school. According to the Middle School Promotion policy, which is outlined on page 21 of the PMHS Student and Parent/Guardian Handbook, "in order for a student to be promoted from eighth to ninth grade, first-year eighth grade students are required to pass all course competencies in their core courses (English, math, science and social studies)."

Middle school advisers are working closely with students to create "to do lists" that outline the assignments that need to be completed and/or revised to improve their academic standing. Middle school teachers and advisers will continue to offer additional support to students during class time, guided study, and/or advisory.

NH-SAS testing for middle school students is scheduled for the first three weeks in May, after the April break. Middle school students will be assessed in ELA and Math, while the 8th graders are also assessed in Science.

The middle school girls and boys softball and baseball teams have begun practicing. It 's great to hear the sound of the ball hitting the glove or coming off the bat as our student athletes get ready for the upcoming season.

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

PMHS (6-8) School Board Report

School: Pittsfield Middle High School (Grades 6-8)

Principal Report – April 2, 2026

Current Enrollment: (as of 3/30/2026)

Grade 6: 31

Grade 7: 39

Grade 8: 28

Total Enrollment (6-8): 98 (+2); (6-12): 239

Attendance

Overall attendance by month for grades 6-8:

	6th Grade	7th Grade	8th Grade	Total 6-12
August	93.75%	99.31%	99.11%	96.93%
September	93.37%	96.78%	93.37%	94.05%
October	96.33%	95.24%	92.01%	93.16%
November	95.03%	95.14%	92.62%	93.65%
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February	84.67%	94.04%	89.05%	90.65%
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PMHS (6-8) School Board Report

As of 3/23, 15 students (6-12) have received 1 or more attendance/truancy letters, some of whom are also involved with additional outside agencies.

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Discipline Incidents (February 20 - March 30, 2026; 21 days of school): Total = 70; 62 Minor; 8 Major

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Interventions and Supports:

TSI response- The middle school team has initiated a Math Intervention block, along with math “workshops” during the Advisory periods to ensure math instruction at the middle school is meeting students needs and providing the remedial instruction some PMHS students need to reinforce core numeracy strategies.

Accountability- Students are held accountable for both major and minor offenses.

Community building- Schoolwide focus on treating people with respect, common courtesy and kindness. We continue to try to accentuate the positive with all students.

Restorative Practices: Placing a strong emphasis to build and repair relationships, focusing on empathy, communication, and accountability instead of punishment-based discipline.

Mediation Practices: These practices are used to address conflict and harm by creating dialogue, helping students understand the impact of their actions, and finding ways to make amends with the support of the administration and school counselor.

Positive Reinforcement Efforts: A continued emphasis on contacting parents/guardians to share and celebrate successes whenever possible; focusing on the improvement of behavior(s), not just the negative behavior(s).

Daily outside recreation option during lunch.

Celebration of Success

Our 3rd quarter ends on Friday, April 3rd. Student led conferences will be scheduled during the two weeks leading up to April break, 4/13-4/24. The PMHS annual Exhibition of

PMHS (6-8) School Board Report

Learning is scheduled for Thursday, May 21st. Academic progress letters for rising 9th graders (present 8th graders) have been sent home and our students are working hard to demonstrate their readiness for high school. Administration, teachers, and case managers when applicable are holding meetings with eighth grade students who are of concern of not meeting the requirements to enter high school. According to the Middle School Promotion policy, which is outlined on page 21 of the PMHS Student and Parent/Guardian Handbook, "in order for a student to be promoted from eighth to ninth grade, first-year eighth grade students are required to pass all course competencies in their core courses (English, math, science and social studies)."

Middle school advisers are working closely with students to create "to do lists" that outline the assignments that need to be completed and/or revised to improve their academic standing. Middle school teachers and advisers will continue to offer additional support to students during class time, guided study, and/or advisory.

NH-SAS testing for middle school students is scheduled for the first three weeks in May, after the April break. Middle school students will be assessed in ELA and Math, while the 8th graders are also assessed in Science.

The middle school girls and boys softball and baseball teams have begun practicing. It 's great to hear the sound of the ball hitting the glove or coming off the bat as our student athletes get ready for the upcoming season.

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

School: Pittsfield Middle High School (Grades 9-12)

Principal Report – April 2, 2026

1. Current Enrollment: (as of 3/30/2026)

Grade 9: 43 ; 1st year students= 33
Grade 10: 45 ; 2nd year students=35
Grade 11: 34 ; 3rd year students=40
Grade 12: 19 ; 4th/5th year students=30

4 OOD students

Total Enrollment (9-12): 141; (6-12): 239

2. Academics – Student Learning & Progress

Our 3rd quarter ends on Friday, April 3rd. Student led conferences will be scheduled during the two weeks leading up to April break, 4/13-4/24. The PMHS annual Exhibition of Learning is scheduled for Thursday, May 21st. Academic progress letters for rising 9th graders(present 8th graders) have been sent home and our students are working hard to demonstrate their readiness for high school.

Spring 2026 NH state testing starts off with the School Day SAT for 3rd year HS students, scheduled for Wednesday, April 8th. NH-SAS testing for 3rd year HS students (the Science assessment) is scheduled for the third week of May.

PMHS faculty and staff are revisiting the draft “Vision of a Learner” this spring and will dedicate an upcoming Wednesday afternoon to the work of finalizing the elements of the Vision and representative graphic before sharing it out to gather feedback from the community. Teachers and staff are proud of this work and look forward to the next steps in our visioning process.

A college counselor from Granite Edvance hosted an "Applying to College 101" presentation for high school juniors and their parents or guardians on Tuesday, March 24, at 6 pm in the PMHS Library. High school juniors and their families learned about the college admission process. We covered how to build your college list and questions to ask during a college tour. We also discussed college essay tips, the application timeline, and the basics of financial aid. Attendees received a copy of Granite Edvance’s Admissions Insider.

Progress Indicators:

Credit accumulation by grade level:

Grade 9:
Grade 10: 5.25 and passed English 9
Grade 11: 10.5 and passed English 10
Grade 12: 15.75 and passed English 11

Interventions & Supports:

Effective interventions for students to ensure graduation include personalized academic support, credit recovery programs, and mental health resources to manage stress. Key strategies involve conducting senior exit surveys to identify needs, offering tutoring from members of the National Honor Society, implementing early warning systems, and fostering family engagement.

The Guidance Team is holding on-going senior meetings with students to ensure they are on track to meet graduation requirements. If the student has an IEP, special education personnel are also involved. The seniors are being closely monitored to ensure they are on pace to graduate with their cohort.

3. Attendance

Overall attendance by month for grades 9-12:

	9th	10th	11th	12th	Total 6-12
August	96.34%	98.14%	99.22%	92.65%	96.93%
September	96.14%	93.36%	95.59%	89.76%	94.05%
October	92.63%	89.79%	94.12%	91.98%	93.16%
November	93.02%	93.64%	95.69%	90.39%	93.65%
December	92.52%	89.77%	92.65%	87.50%	91.64%
January	90.76%	90.91%	95.84%	91.59%	91.91%
February	92.22%	93.03%	93.12%	88.42%	90.65%
March	93.39%	90.26%	94.26%	88.07%	92.40%

Actions Taken:

Daily Attendance calls; personalized outreach and follow-up; home visits; residency inquiries; meetings with the administration.

As of 3/23, 15 students (6-12) have received 1 or more attendance/truancy letters, some of whom are also involved with additional outside agencies.

4. Behavior

Discipline Incidents (February 20 - March 30, 2026; 21 days of school): Total = 149; 132 Minor offenses; 17 Major offenses

In-School-Suspensions (ISS) = 10

Out-of-School Suspensions (OSS) = 7

Detentions = 104

Administrative Conferences = 28

Top Referral Categories: Unexcused tardies, phone/digital device use, and disrespectful behavior

Interventions in Use:

Accountability- Students are held accountable for both major and minor offenses.

Community building- Schoolwide focus on treating people with respect, common courtesy and kindness. We continue to try to accentuate the positive with all students.

Restorative Practices: Placing a strong emphasis to build and repair relationships, focusing on empathy, communication, and accountability instead of punishment-based discipline.

Mediation Practices: These practices are used to address conflict and harm by creating dialogue, helping students understand the impact of their actions, and finding ways to make amends with the support of the administration and school counselor.

Positive Reinforcement Efforts: A continued emphasis on contacting parents/guardians to share and celebrate successes whenever possible; focusing on the improvement of behavior(s), not just the negative behavior(s).

Senior Release; Senior parking; daily outside recreation option during lunch.

5. Upcoming Focus / Needs

We continue to focus on schoolwide climate and culture for students and staff. Our goal is for all students and staff to feel like they have a voice and sense of belonging in a mutually respectful environment. Programming and supports to help targeted students make progress in areas of need, particularly reading and math,

6. Celebration of Success

I want to celebrate Mrs. Sarah Carson! On March 17th, school leaders received an email specifying Governor Ayotte's commitment to identifying and elevating effective literacy practices throughout the state. Based upon a DOE analysis of our school's SAT results, PMHS has been identified as showing notable success in literacy achievement. The school was invited to complete a survey to help state education leaders better understand the local practices, strategies and conditions that are contributing to our school's success. Who better to complete this survey than Sarah Carson, who is unquestionably the heart and soul of effective literacy practices here at Pittsfield Middle High School. Thank you Mrs. Carson for your incredible enthusiasm and perseverance for the betterment of our students, school and community!

The Panther Drama Club hosted a New Hampshire Educational Theatre Guild Regional Drama Festival on Saturday, March 14th. Students, staff and theatre enthusiasts from schools around the region enjoyed a full day of dramatic excellence. PMHS performed "The Final Straw", written by student Lillian Mooney. Lillian Mooney, who was also the director, earned special recognition for "staging", while Gianna Wood earned merit for costume design. A special preview show was also performed on Friday, April 13th. PMHS and the greater Pittsfield community are truly fortunate to have such passionate students and their directors, Jared and Elisha Griffin, willing to put in countless hours to entertain and put on performances of such incredibly high quality. Congratulations Panther Drama! We are very proud of you.

The PMHS Jazz Band and art department are holding a Jazz and Art Appreciation event on Friday, April 10th from 5:00-6:30pm in the Lecture Hall. They are also hosting a bake sale concession to help raise money for the visual and performing arts department.

Spring athletics are underway. Unfortunately, we will not field a boys HS baseball team. However, the girls softball team has been working hard preparing for opening day coming up on April 15th, at home vs. Franklin.

Respectfully submitted,

Dr. Erik M. Anderson
Principal
Pittsfield Middle High School

Melissa Brown
Assistant Principal
Pittsfield Middle High School

PMHS Program of Studies
2026-27

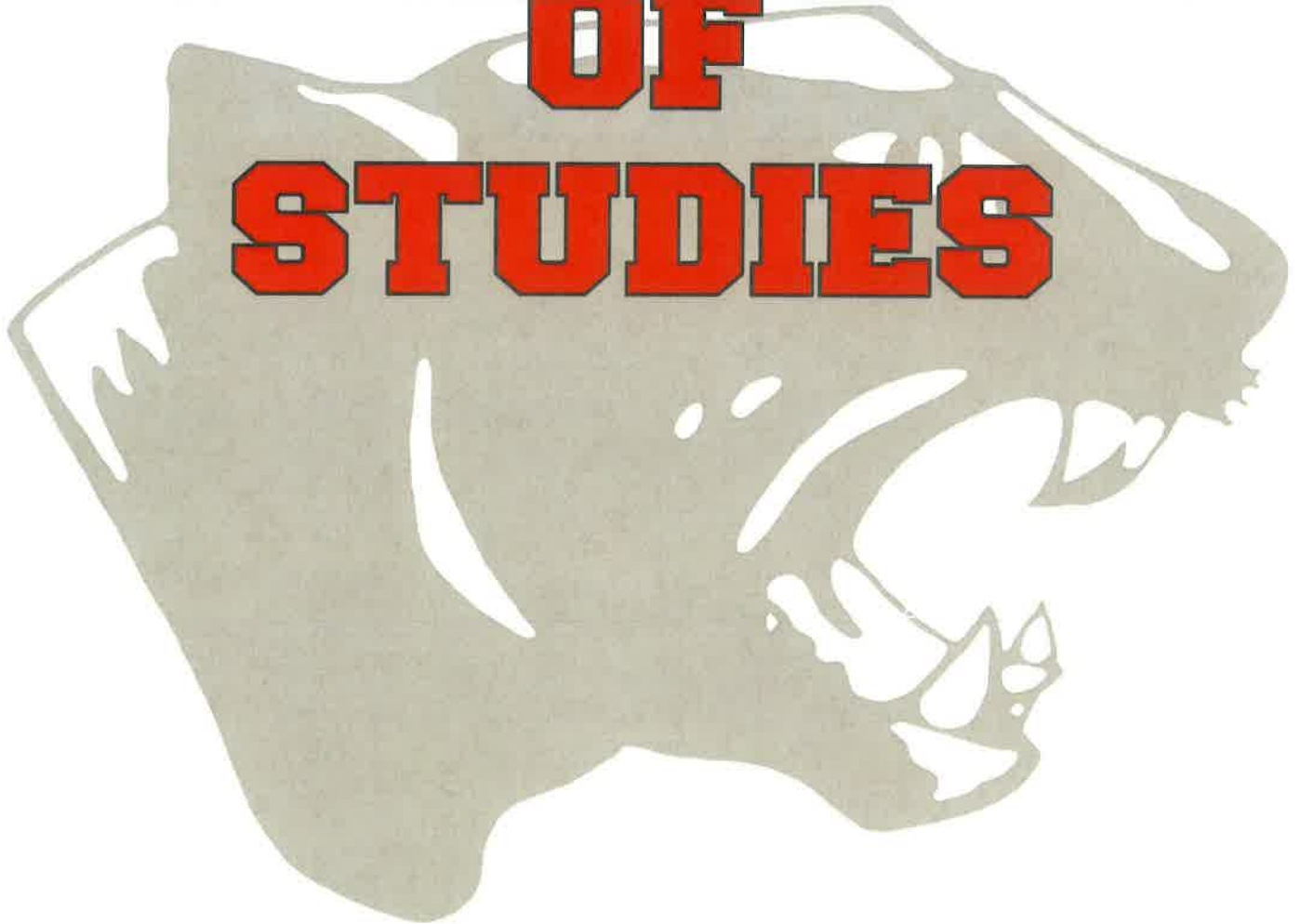
For School Board Review-Substantive changes list

- 1) Intro letter is now co-signed
 - 2) Differentiated diplomas on pages 5 and 6
 - Honors 23.25 credits (2 add'l core subject credits)
 - High Honors 25.25 credits (2 add'l elective credits beyond Honors Diploma)
 - 3) 2030 NH Minimum Standards are reflected in requirements (changes in requirements are reflected in the chart at the end of this document)
 - 4) Pg. 16- description of Alternative Learning Plans changed to reflect a variety of alternative academic options and that a student must maintain full time status.
 - 5) Pg. 18- Qualifications for Valedictorian and Salutatorian
 - a) Enrolled at PMHS both 11th and 12th grade year
 - b) Maintain full time student status
 - 6) Honor Roll recognition- increased standards
 - Honors: 3.25 from 3.0
 - High Honors- 3.75 from 3.7
 - 7) Pg. 19- Course Additions and Withdrawals:

The timeline for when a student may add/drop a class has been lessened from the "midpoint of the class", to "20th day of the class"
 - 8) Pg. 20- Academic Support (Guided Study)- students who have IEPs and are required to take Academic Support, will have the opportunity to earn .5 credit for the year. (also on pg. 57)
- Pictures/illustrations have been inserted to add a little "color" to the Program of Studies
- 9) Pg 35- Physical Education- Titles of courses have been changed to add a Wellness perspective
 - 10) Pg. 39- Math- a two year Algebra sequence (1A and 1B) has been added
 - 11) Pg 43.- Pre-Calculus has been added back in
 - 12) Pg. 46- Physical Science is reframed as a yearlong course, rather than two distinct semester courses (Introduction to Chemistry and Waves; Introduction to Physics: Mechanics and Electromagnetism)
 - 13) Pg. 50- added 3D Printing and Technical Drawing
 - 14) Pg. 55- Vocational Electives added
 - a) Introduction to Criminal Justice and Emergency Services
 - b) Introduction to Woodworking
 - c) Introduction to Coding and IT Tech (yearlong course)
 - d) ELO with the Head Start program
 - 15) Pg 56- Introduction to Spanish added
 - 16) Pg 57- Pittsfield Academy- The alternative learning pathway program beginning 2026-27
 - 17) Pg 60- Welding is a new CRTC program approved for 2026-27
- FACS program eliminated- Creative Sewing, Food and Nutrition
 - Courses not offered: Electricity, Global Issues

Credit Area	Current Requirement	Requirement Beginning in the 2026-2027 School Year
Arts Education	½ Credit	½ Credit
Digital Literacy	½ Credit	½ Credit
English	4 credits	3 ½ credits, to include ½ credit in writing
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program	3 credits, including algebraic concepts and at least ½ credit in statistics or data analysis
Physical Sciences	1 credit	1 credit
Biological Sciences	1 credit	1 credit
US History and NH History	1 credit	
US History		½ credit
NH History		½ credit
Logic and Rhetoric		½ credit
Civics		½ credit
History, government and constitution of US and NH		1 credit
US History and NH Government/Civics	½ credit	
Economics, including personal finance	½ credit	
Economics		½ credit
Financial literacy		½ credit
World history, global studies, or geography	½ credit	1 credit
Health education	½ credit	½ credit
Physical education	1 credit	1 credit
Open electives	6 credits	4 credits, to include an option for career connected learning
Total	20 credits	20 credits

PROGRAM OF STUDIES



2026-2027

PITTSFIELD MIDDLE HIGH SCHOOL

23 Oneida Street, Pittsfield, NH 03263
P: 603.435.6701 F: 603.435.7087

www.sau51.org

LETTER FROM THE ADMINISTRATION

April 2, 2026

Dear Pittsfield Middle High School Students and Parents/Guardians,

This Program of Studies contains information to provide students and parents with knowledge pertaining to school courses, programs, and graduation requirements. This catalog is intended to answer questions that may arise regarding these areas and to provide necessary material to make informed decisions in relation to courses, programs, and opportunities. It is important to carefully read and comprehend course sequence and requirements for graduation. Students are encouraged to collaborate with Advisors, Counselors, or Administrators with questions or concerns regarding course selection. We encourage families to inform educational personnel of special situations or circumstances in order to obtain assistance to ensure student success.

Considerations during the planning process:

- What are the requirements for graduation? Look over the 4 year plan.
- What do I want to do after high school, and what post high school program do I need to get there?
- How will the courses I choose this year affect courses I may want to take in the future?

Most colleges require students whose high school transcript includes four years of English and mathematics, at least three credits of science and social studies, and at least two credits of the same world language. Additionally, they look for well-rounded students who are involved in various co-curricular and extracurricular activities. It is important to distinguish the difference between selecting courses that fulfill only the minimum requirements for a PMHS diploma as opposed to taking advantage of courses that can help you to further your post-secondary education and life goals.

Course competencies are included below each course description in order to inform students and families about the course expectations. The course competencies are critical for students to understand in order to acquire the knowledge and skills that are expected based upon state standards. Students must demonstrate mastery in all competencies to receive credit for each course.

Please also review classes that offer dual enrollment for both high school and college credit. Additional dual enrollment classes are available through *Early College* online courses and *Early College on a College Campus* offered through the Community College System of New Hampshire (CCSNH). This program includes the Virtual Learning Academy Charter School (VLACS), as well as updated information on new opportunities for students at the Concord Regional Technical Center (CRTC).

On behalf of the Guidance Department, we encourage you to utilize every opportunity that PMHS has to offer. It is our mission to help you succeed by preparing you for life after high school. Best wishes for a successful and productive 2026-27 school year!

Sincerely, Dr. Erik Anderson, Principal & Melissa Brown, Assistant Principal and Director of Guidance

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Pittsfield School District



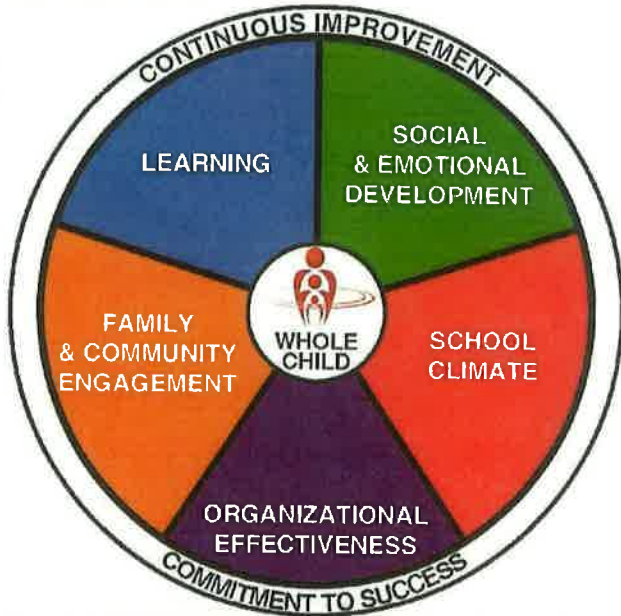
VISION:

We are a public school district that graduates engaged learners in preparation for confident and competent citizenship.

MISSION:

We seek to help our learners become actively engaged in their learning through practices that:

- Demonstrate acceptance and respect of individual differences (respect)
- Support all learners (equity)
- Prioritize active, hands-on, real-world transferable learning experiences (authenticity)
- Provide options for goal achievement (personalization)
- Partner with families and community (collaboration)
- Recognize the necessity of continuous improvement (high standards)
- Maximize available resources (prudence)
- Celebrate success (recognition)



LEARNING	As actively engaged owners of their learning, our students are fully supported in their development of knowledge, skills, and talents necessary for post-secondary success in families, communities, and workplaces.
SOCIAL & EMOTIONAL DEVELOPMENT	Our students are provided with readily accessible supports for social and emotional development that enhance their current school experiences and prepare them for future success.
SCHOOL CLIMATE	All members of our school community feel safe, respected, and valued within a positive, friendly learning environment.
ORGANIZATIONAL EFFECTIVENESS	Systems are well-defined, highly efficient, and maximized by the school community in support of rigorous student learning.
FAMILY & COMMUNITY ENGAGEMENT	The district is committed to creating and sustaining school and district cultures that welcome, invite, and promote family and community partnerships to the benefit of student learning.

GRADUATION REQUIREMENTS & DIPLOMA TYPES:

Pittsfield Middle High School offers four diploma types. The PMHS Diploma requires 21.25 credits. The PMHS Honors Diploma requires 23.25 credits. The PMHS High Honors Diploma requires 25.25 credits. The District Diploma requires 20 credits and reflects the courses mandated as minimum standards by the State of New Hampshire Department of Education. The tables below show the major differences between the four diploma types.

Pittsfield Middle High School Diploma Graduation Requirements for 2027

Credits	Curriculum Area	Prescribed Courses
4	English/Language Arts	English 9, 10, 11, and 12*
3	Mathematics***	Algebra, Statistics, and 1.5 Additional Math Credits*
3	Science	Biology, Physical Science, and 1 Additional Science Credit
3	Social Studies	World History, Economics, US History, American Government
1	Physical Education	Physical Education, Lifetime Fitness Activities, IPEP
0.5	Fine Arts	Band, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Financial Literacy	Personal Finance
0.5	Information & Communication Technology (ICT)**	Computer Applications for Business, Digital Art, Yearbook
5	Electives	Credits from any of the offered courses
0.25	Community Service Hours	40 hours required
21.25	TOTAL CREDITS REQUIRED FOR GRADUATION	

*****See specified Math-Related Courses (noted MRC). Students are required by NH state law to be enrolled in a Mathematics or Math-Related course each year they are in high school. Certain Concord Regional Technical Center (CRTC) courses are approved Math-Related Courses (MRC). Students are also required to pass the Civics exam.**

*Early College (dual enrollment) courses are available for English, Math, and Social Studies.

**Graphic Design and Computer Engineering offered at the CRTC are accepted ICT courses.

Pittsfield Middle High School HONORS Diploma Graduation Requirements for 2027

A Pittsfield Middle High School with Honors Diploma will be awarded to each student who has met all the following conditions of the Pittsfield Middle High School with Honors Diploma, including the achievement of credits 23.25 as specified below and maintaining a cumulative 3.0 or better GPA. Students meeting the criteria for the Pittsfield Middle High School with HONORS Diploma will be awarded **Gold Stoles** for graduation, indicating their achievement.

Credits	Curriculum Area	Prescribed Courses
4.5	English/Language Arts	English 9, 10, 11, and 12* and an additional .5 English credit
4.0	Mathematics***	Algebra, Geometry, Statistics, and 1.5 Additional Math Credits*
4.0	Science	Biology, Physical Science, Chemistry and 1 Additional Science Credit
3.5	Social Studies	World History, Economics, US History, American Government and .5 additional Social Studies elective
1	Physical Education	Physical Education, Lifetime Fitness Activities, Individual Physical Education Plan (IPEP)
0.5	Fine Arts	Band, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Financial Literacy	Personal Finance
0.5	Information & Communication Technology (ICT)**	Computer Applications for Business, Digital Art, Yearbook
4	Electives	Credits from any of the offered courses
0.25	Community Service Hours	40 hours required
23.25	TOTAL CREDITS REQUIRED FOR PMHS HONORS Diploma (including 1.0 or more credit(s) earned for a Dual Enrollment or Advanced Placement course(currently available through VLACS))	

*****See specified Math-Related Courses (noted MRC). Students are required by NH state law to be enrolled in a Mathematics or Math-Related course each year they are in high school. Certain Concord Regional Technical Center (CRTC) courses are approved Math-Related Courses (MRC). Students are also required to pass the Civics exam.**

*Early College (dual enrollment) courses are available for English, Math, and Social Studies.

**Graphic Design and Computer Engineering offered at the CRTC are accepted ICT courses.

Pittsfield Middle High School HIGH HONORS Diploma Graduation Requirements for 2027

A Pittsfield Middle High School with High Honors Diploma will be awarded to each student who has met all the following conditions of the Pittsfield Middle High School with High Honors Diploma, including the achievement of credits 25.25 as specified below and maintaining a cumulative 3.0 or better GPA. Students meeting the criteria for the Pittsfield Middle High School with HIGH HONORS Diploma will be awarded **White Stoles and a double gold cord** for graduation, indicating their achievement.

Credits	Curriculum Area	Prescribed Courses
4.5	English/Language Arts	English 9, 10, 11, and 12* and an additional .5 English credit
4.0	Mathematics***	Algebra, Geometry, Statistics, and 1.5 Additional Math Credits*
4.0	Science	Biology, Physical Science, Chemistry and 1 Additional Science Credit
3.5	Social Studies	World History, Economics, US History, American Government and .5 additional Social Studies elective
1	Physical Education	Physical Education, Lifetime Fitness Activities, Individual Physical Education Plan (IPEP)
0.5	Fine Arts	Band, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Financial Literacy	Personal Finance
0.5	Information & Communication Technology (ICT)**	Computer Applications for Business, Digital Art, Yearbook
6	Electives	Credits from any of the offered courses
0.25	Community Service Hours	40 hours required
25.25	TOTAL CREDITS REQUIRED FOR PMHS HIGH HONORS Diploma (including 2.0 or more credit(s) earned for a Dual Enrollment or Advanced Placement course(currently available through VLACS))	

*****See specified Math-Related Courses (noted MRC). Students are required by NH state law to be enrolled in a Mathematics or Math-Related course each year they are in high school. Certain Concord Regional Technical Center (CRTC) courses are approved Math-Related Courses (MRC). Students are also required to pass the Civics exam.**

*Early College (dual enrollment) courses are available for English, Math, and Social Studies.

**Graphic Design and Computer Engineering offered at the CRTC are accepted ICT courses.

New Hampshire Minimum Standards (District) Diploma Requirements for cohorts 2027, 2028 2029

Credits	Curriculum Area	Prescribed Courses
4	English/Language Arts	English 9, 10, 11*, and 12*
3	Mathematics***	Algebra, Statistics, and 1.5 Additional Math Credits*
2	Science	Biology, Physical Science
2.5	Social Studies**	World History, Economics, US History, American Government
1	Physical Education	Physical Education, Lifetime Fitness Activities, Individual Physical Education Plan (IPEP)
0.5	Fine Arts	Band, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Financial Literacy	Personal Finance
0.5	Information & Communication Technology (ICT)**	Computer Applications for Business, Digital Art, Yearbook
5.5	Electives	Credits from any of the offered courses
20	TOTAL CREDITS REQUIRED FOR GRADUATION	

*****See specified Math-Related Courses (noted MRC). Students are required by NH state law to be enrolled in a Mathematics or Math-Related course each year they are in high school. Certain Concord Regional Technical Center (CRTC) courses are approved Math-Related Courses (MRC).**

**** .5 credit of World History, .5 credit Economics, 1 credit of US History, .5 credit of American Government, and passing the Civics exam for the State Diploma.**

*Early College (dual enrollment) courses are available for English, Math, and Social Studies.

**Graphic Design and Computer Engineering offered at the CRTC are accepted ICT courses.

New Hampshire Minimum Standards (District) Diploma Requirements for 2030

Credits	Curriculum Area	Prescribed Courses
4	English/Language Arts	English 9, 10, 11*, and 12* (includes Logic and Rhetoric)
3	Mathematics***	Algebra, Statistics, and 1.5 Additional Math Credits*
2	Science	Biology, Physical Science
4	Social Studies*	World History, Economics, US and NH History, Civics, Government of the US and NH
1	Physical Education	Physical Education, Lifetime Fitness Activities, Individual Physical Education Plan (IPEP)
0.5	Fine Arts	Band, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Financial Literacy	Personal Finance
0.5	Information & Communication Technology (ICT)**	Computer Applications for Business, Digital Art, Yearbook
4	Electives	Credits from any of the offered courses
20	TOTAL CREDITS REQUIRED FOR GRADUATION	

*****See specified Math-Related Courses (noted MRC). Students are required by NH state law to be enrolled in a Mathematics or Math-Related course each year they are in high school. Certain Concord Regional Technical Center (CRTC) courses are approved Math-Related Courses (MRC).**

***Must pass the civics exam**

*Early College (dual enrollment) courses are available for English, Math, and Social Studies.

**Graphic Design and Computer Engineering offered at the CRTC are accepted ICT courses.

SUGGESTED COURSE SEQUENCES:

SUGGESTED COURSE SEQUENCE: STANDARD

GRADE 9		GRADE 10	
Credits	Courses	Credits	Courses
1	English 9	1	English 10
1	Math Foundations, Algebra I, Geometry, Algebra II	1	Algebra I, Geometry, Algebra II
1	Biology	1	Physical Science
1	World History	0.5	Economics
0.5	Physical Education	0.5	Physical Education
0.5	Health	0.5	Fine Arts
0.5	Information & Communication Technologies (ICT)	0.5	Open Elective
GRADE 11		GRADE 12	
Credits	Courses	Credits	Courses
1	English 11	1	English 12
1	Algebra II, Intro to Statistics, College Algebra or Math-Related Course	1	Practical Math, Algebra II, Intro to Data Analysis, College Algebra, or Math-Related Course
1	Chemistry OR (2) .5 credit science electives	0.5	American Government
1	US History	2	Open Elective
0.5	Personal Finance	0.25	Community Service Hours
1.5	Open Elective		
<p>NOTE: This is a suggested guideline; scheduling conflicts may not allow for all students to follow the exact program.</p>			

SUGGESTED COURSE SEQUENCE: COLLEGE PREP & NH SCHOLARS

GRADE 9		GRADE 10	
Credit	Courses	Credit	Courses
1	English 9	1	English 10
1	Algebra I, Geometry, Algebra II	1	Geometry, Algebra II
1	Biology	1	Physical Science
1	World History	0.5	Economics
0.5	Physical Education	0.5	Physical Education
0.5	Health	1	World Language II*
1	World Language*	0.5	Fine Arts
		0.5	Information & Communication Technologies (ICT)
GRADE 11		GRADE 12	
Credits	Courses	Credits	Courses
1	English 11	1	English 12, Composition(EC), Intro to Literature(EC)
1	Algebra II, College Algebra (EC), Intro to Statistics(EC)	1	Algebra II, Intro to Data Analysis, College Algebra (EC), Intro to Statistics(EC)
1	Chemistry	1	Physics
1	US History	0.5	American Government
1	World Language III*	0.5	Social Studies Elective
1	Open Elective	1.5	Open Elective
0.5	Personal Finance	0.25	Community Service

*Students have the option to take a World Language through Virtual Learning Academy Charter School (VLACS) if desired.

This guideline indicates the general course requirements for most four-year colleges. Whereas college requirements vary, it is imperative to review each school for specific course requirements, minimum GPA and SAT scores.

For specific NH Scholars requirements, review the NH Scholars program planner.

NOTE: This is a suggested guideline; scheduling conflicts may not allow for all students to follow the exact program.

SUGGESTED COURSE SEQUENCE: CONCORD REGIONAL TECHNICAL CENTER

GRADE 9		GRADE 10	
Credits	Courses	Credits	Courses
1	English 9	1	English 10
1	Math Foundations, Algebra I, Geometry, Algebra II	1	Algebra I, Geometry, Algebra II
1	Biology	1	Physical Science
1	World History	0.5	Economics
0.5	Physical Education	0.5	Physical Education
0.5	Health	0.5	Fine Arts
0.5	Information & Communication Technologies (ICT)	0.5	Open Elective
GRADE 11		GRADE 12	
Credits	Courses	Credits	Courses
1	English 11	1	English 12
1	Algebra II, Pre-Calculus, Intro to Statistics(EC)	1	Algebra II, Practical Math, Pre Calculus, Intro to Statistics(EC), College Algebra(EC), Intro to Data Analysis or Math-Related Course
1	Chemistry OR (2) .5 credit science electives	1	Physics
1	US History	0.5	American Government
2	Concord Regional Technical Center Program	2	Concord Regional Technical Center Program
0.5	Personal Finance	0.25	Community Service
<p>NOTE: This is a suggested guideline; scheduling conflicts may not allow for all students to follow the exact program.</p>			

POST-SECONDARY EDUCATION:

During the school year, admission counselors from select institutions visit Pittsfield Middle High School, as do recruiters from the military services. The dates of these visits are announced in advance, and interested juniors and seniors are encouraged to meet with these representatives. Students are highly encouraged to visit their websites when researching their post-secondary institutions. Students should also plan visits to post-secondary schools during their junior year, or before November of their senior year. Additional information is also available at www.graniteedvance.org, www.petersons.com, www.princetonreview.com and www.collegeboard.com. In addition, all students will create a College Board account which has endless resources for developing plans for the next phase of their lives beyond high school. Below are general requirements that students should keep in mind when planning their high school course of study.

General requirements for community colleges are:

ENGLISH: 4 years

MATHEMATICS: 3 years

SCIENCE: 3 years

SOCIAL STUDIES: 3 years *(NOTE: NH Scholars requires 3.5 years of social studies)*

Examples: NHTI, Manchester Community College, Nashua Community College, Lakes Region Community College, Great Bay Community College, White Mountain Community College

General requirements for most four year colleges/universities are:

ENGLISH: 4 years

MATHEMATICS (college prep): 3 years

SCIENCE (two must be lab sciences): 3 years

SOCIAL STUDIES: 3 years *(NOTE: NH Scholars requires 3.5 years of social studies)*

WORLD LANGUAGE: 2 years

Examples: UNH, Plymouth State University, Keene State College, New England College

General requirements for highly selective colleges/universities are:

ENGLISH: 4 years

MATHEMATICS (college prep): 4 years

SCIENCE (three must be lab science): 4 years

SOCIAL STUDIES: 3 years *(NOTE: NH Scholars requires 3.5 years of social studies)*

WORLD LANGUAGE (one language): 3-4 years

Examples: Columbia University, Dartmouth College, Brown University, Yale University, Princeton University

Many colleges and universities are "test optional", which means that you have the choice as to whether or not to submit your SAT scores. Speak with the Guidance Department if you have questions about whether or not you should submit your scores.

The following Pittsfield Middle High School academic and course policies are subject to change. Please review the PMHS Student and Family Handbook for current policy adaptations.

TESTING:

Pittsfield Middle High School annually hosts College Board testing for students in grades 11 and 12 in October free of charge. Students in their **third year of high school, regardless of grade-level standing**, will take the College Board SAT free of charge in April for the NH state assessment. It is recommended that college bound students take the SAT in May/June of their junior year, and again, at PMHS, in October of their senior year. Testing timelines are listed below.

TEST	YEAR	TIMELINE
PSAT/NMSQT (College Board)	Grade 11	October (at PMHS)
SAT (College Board) - State Assessment	Grade 11	April (at PMHS)
SAT (College Board)*	Grade 11	May/June
SAT (College Board)	Grade 12	October (at PMHS)
ASVAB (Armed Service Vocational Aptitude Battery)	Grade 12	November/December
Specific dates, locations, and fees will be announced.		
<i>*Please contact the Guidance Department for College Board fee waiver information.</i>		

ACADEMIC PROGRAMS:

CONCORD REGIONAL TECHNICAL CENTER (CRTC):

OVERVIEW: Students have the opportunity to attend the Concord Regional Technical Center (CRTC) at Concord High School as a sophomore, junior and/or senior. Applications to the CRTC will be distributed by the Guidance Department in January, and will be due in February for admission for the following year.

PROGRAMS: The CRTC provides students with thirteen two-year program opportunities including Automotive Technology, Business, Education and Behavioral Science, Emergency Services, Computer Engineering, Construction Trades, Cosmetology, Criminal Justice, Culinary & Pastry Arts, Graphic Design & Creative Media, Health Science, Digital Media and Production Technology/ Theater and Film: Production and Design, and Welding. CRTC course descriptions are included beginning on page 56 in this Program of Studies. Most of the programs at the CRTC have dual enrollment opportunities where students can earn both high school and college credit. Please visit <https://thecrtc.org> for more information.

POLICIES: The CRTC institutes a strict attendance policy (showing up to work every day), dress expectations (workplace safety), and an emphasis upon proper conduct at all times (team work). The CRTC allows five absences per semester, after which the student will lose credits in the course and must meet with the CRTC Director to appeal. Bus service is provided to and from the CRTC from Pittsfield Middle High School. Students who miss the bus to CRTC are to report to the main office at PMHS immediately. Students are not allowed to drive to the Concord Regional Technical Center without written approval by Concord High School and Pittsfield Middle High School.



NATIONAL HONOR SOCIETY:

The National Honor Society (NHS) Faculty Council selects students to the National Honor Society. The NHS Faculty Council consists of five faculty members from Pittsfield Middle High School appointed by the NHS Advisor. The NHS Advisor is a non-voting member; therefore, the NHS Faculty Council will make the final determination for NHS selection. Selection is based on scholarship, leadership, service, and character.

ELIGIBILITY:

1. To meet the academic requirements, a student must have a minimum cumulative GPA (grade point average) of 3.0 on a 4.0 scale. The student's cumulative GPA will be calculated after the 1st semester of each academic year. Additionally, a student who has an INC in any previous course, at the time of review, is not eligible. To retain membership in the National Honor Society, members must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale and be consistently involved in NHS activities and meetings.
2. Candidates must have been in attendance at PMHS for the entirety of the semester prior to the end of the previous marking period.

For notices of appeals in cases of non-selection of candidates, and the disciplining or dismissal of members, please contact the NHS Advisor for the official National Honor Society rules and regulations. *Members who resign or are dismissed are no longer eligible for membership or its benefits.*

SELECTION PROCESS: Students who are eligible for membership will be notified by the NHS Advisor. Once notified, students will have one calendar week to complete and submit the NHS application requirements. Only those students who return the completed application will be considered for selection. The selection decision will be determined by the NHS Faculty Council after the close of the first semester.



NEW HAMPSHIRE SCHOLARS:

OVERVIEW: The State Scholars Initiative was established in 2006. It is a federally funded national program with over twenty-five actively participating states. In 2007, the New Hampshire Scholars Initiative began with just six schools. Currently, there are over 80 participating schools across the state. The NH Scholars Initiative works with local business leaders to design a defined, rigorous academic course of study that will adequately prepare them for post-secondary education as well as today's competitive job market.

PATHWAYS: Students are eligible to earn one or more of the five New Hampshire Scholars Pathways: Core Course of Study, STEM, ARTS, STEAM, and Career. The STEM, ARTS, and STEAM pathways require a minimum grade point average (GPA) as well as classes focused on each specific path.

Core Course of Study	STEM Emphasis	ARTS Emphasis
▪ 4 Credits of English	▪ 4 Credits of English	▪ 4 Credits of English
▪ 4 Credits of Math	▪ 4 Credits of Math	▪ 4 Credits of Math
▪ 3 Credits of Lab-Science	▪ 4 Credits of Science (3 Labs)	▪ 3 Credits of Lab-Science
▪ 3.5 Credits of Social Studies	▪ 3.5 Credits of Social Studies	▪ 3.5 Credits of Social Studies
▪ 2 Credits of Foreign Language	▪ 2 Credits Foreign Language	▪ 2 Credits of Foreign Language
	▪ 1 Credit (or more) STEM-related	▪ 2 Credits (or more) ARTS-related
	▪ Minimum 3.2 GPA (4.0 scale)	▪ Minimum 3.2 GPA (4.0 scale)

In addition to the Original Scholars curriculum, Career Pathway Scholars will:

- Successfully complete one of the following: Approved NH Career and Technology Education (CTE) Program, Industry- Aligned or Career-Driven Extended Learning Opportunity, All Sequence Components in Formal Career Pathway Program of Study, CCSNH Industry Certificate Sequence
- Successfully engage in a Work Based Learning Experience
- Successfully earn one of the following: College Credits, Industry Valued Recognized Certificate, or Postsecondary Hours

In addition to the Core Course of Study curriculum, the STEAM Pathway combines the STEM and ARTS pathways. It requires 2 years of STEM and two years of ARTS coursework.

**NOTE: NH Scholars is a high school program. Course requirements must be earned during high school (9-12). Students are encouraged to take high school level courses during middle school to allow the opportunity to take higher level courses later in high school. Credit earned in middle school for high school level courses satisfy PMHS graduation requirements, however, the expectation of a NH Scholar is to meet the requirements during their high school career.*

PROCEDURE: Students choosing to participate in the NH Scholars Program will need to meet with the Guidance Department. Students completing the program are eligible for college application fee waivers from select institutions, notary of completion on their official transcript, and are honored with a certificate and a pin at graduation. Information about the NH Scholars program is available at www.nhscholars.org.

ACADEMIC INFORMATION:

ALTERNATIVE LEARNING PLANS: Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and includes delivery of learning opportunities through individualization, personalization and differentiated methods. Alternative learning plans may include, but are not limited to, independent study, extended learning opportunities, private instruction, performing groups, internships, community service, apprenticeships, remote learning, or other approved opportunities. Alternative learning plans requesting a course load that is less than full-time (4 or more courses/credits) will not be approved. Alternative Learning Plan components will be determined by a team consisting of the student, parent/guardian, Assistant Principal, Advisor and other appropriate people based on the needs of the student or particular plan.

CLASS STANDING: Students are required to accumulate a specific number of credits and successfully complete their grade level English course (1 credit) in order to advance to the next grade. Class standing requirements are as follows:

Sophomore = 5.25 credits and English 9

Junior = 10.5 credits and English 10

Senior = 15.75 credits and English 11

COMMUNITY SERVICE REQUIREMENT: Community service is work performed without monetary compensation intended to help the community in some way, be it through beautification, support, or participation at community events. Community service is voluntary work performed to help people or a person. It is meant to connect us to the community where we live, work or to the global community. Because we are all citizens, it is our responsibility to learn about and help others. It is a way to pay it forward. Community service is also a way to pay back the town, state, and country.

REQUIREMENTS:

- To receive a Pittsfield Middle High School Diploma, high school students are required to complete 40 hours of community service.
- Students who transfer to PMHS during their high school year will have their hours prorated. Students may complete this requirement individually or by working in groups. Students may earn community service hours while enrolled in grades 6-12. Students are expected to follow the PMHS Norms while working in the community.
- All community service must be pre-approved by the Advisor. The Assistant Principal has final say in all community service concerns.
- To receive credit for the hours, students must submit the original copy of the completed Community Service Verification Form to the Guidance Department within 90 days of the date of the service.

COMPETENCY BASED ASSESSMENT: The competency-based assessment and evaluation system at Pittsfield Middle High School is founded upon common expectations for high levels of student learning. At Pittsfield Middle High School, each course has a set of established core competencies that describes what students are expected to know and be able to do as a result of completing the course's learning requirements. The purpose is to provide structure and expectations to ensure common and systematic competency-based assessment practices are used in all courses by all teachers at the middle high school. These practices will be related directly to state learning goals, and competencies will be used to assign credit and report on student progress.

GRADUATION: High School graduation is the highlight of a successful educational experience at PMHS. It is a formal occasion for the graduates and all attendees. Graduation consists of Senior Awards Night and Commencement. All graduation requirements and financial obligations must be met prior to participation in graduation rehearsals or exercises. Attendance at all graduation rehearsals is mandatory. We urge parent/guardian support and cooperation in making graduation a

happy and meaningful event in the life of their child.

EARLY GRADUATION: The Pittsfield School Board approved a policy for early graduation. The Assistant Principal shall approve requests which are determined to meet all state and local graduation requirements and indicate that early graduation is related to career and/or educational plans of the student. The District (NH Minimum Standards) Diploma is not an option for early graduation. Students under the age of 18 must have the approval of a parent/guardian. Please contact the Assistant Principal for more information.

FINAL GRADE SCORE REPORTING:

1. A competency score of 2.5 is considered to be meeting expectations.
2. When a student meets expectations for all course competencies, credit will be awarded.
3. Competency scores will be averaged to determine the final course score.
4. Final course scores will be translated to a letter score according to the table below.
5. Student transcripts (high school courses only) will reflect the letter grade.

Final Competency Score	Percentage	Letter Grade
3.66-4.0	95-100	A
3.5-3.65	90-94	A-
3.44-3.49	87-89	B+
3.22-3.43	83-86	B
3.0-3.21	80-82	B-
2.83-2.99	77-79	C+
2.5-2.82	74-77	C
0-2.49	0-73	F (No Credit)
Not Competent Yet		NCY (No Credit)
Competency Recovery		INC (No Credit)
Pass		P (Credit)
Fail		F (No Credit)
Audit		J (No Credit)
Attendance Fail		AF (Credit)

GRADE POINT AVERAGE AND CLASS RANK: Grade point average (GPA) is determined from final course grades, and is only calculated for high school level courses. Advisory, learning studios, community service, and courses with a final mark of "Pass" or "Fail" are not included in the GPA calculation. Final marks from included courses are given the appropriate non-weighted numerical value, and then multiplied by the potential credit of the course to determine grade points earned. The grade points are totaled and divided by the total number of potential credits to determine the student's grade point average. The GPA is calculated each year, and a cumulative GPA is maintained. Class rank is determined by the student's cumulative GPA. Class rank helps to determine the class Valedictorian and Salutatorian at the time of graduation. Upon enrollment at Pittsfield Middle High School, grades for students transferring from other school districts are converted to the

un-weighted GPA calculation method. Transfer students must be enrolled for their entire junior and senior year in order to be considered for Valedictorian and Salutatorian. Candidates for Valedictorian and Salutatorian must maintain full time status to be considered. Please note that colleges and universities use their own formulas to recalculate grade point averages for admissions and scholarship consideration.

HIGH SCHOOL CREDIT: Students in grade 8 have the opportunity to earn high school credit that will count towards Pittsfield Middle High School graduation requirements. An 8th grade student who wishes to enroll in a high school course must have prior approval by the Guidance Department and course instructor. Eighth grade students who wish to enroll in a high school VLACS course must have prior approval by the Guidance Department. Failure to obtain approval may result in earned high school credit ineligible towards graduation requirements. Approved credit earned from high school courses will be calculated in the student's high school GPA and displayed on their official transcript. NOTE: High school credit earned in middle school fulfills graduation requirements, but does not fulfill the requirements for the NH Scholars program.

HONOR ROLL: High School Honor Roll will be determined at the end of the school year. Students with a grade of INC are not eligible for Honor Roll.

High School Eligibility Requirements:

- **Honors with Distinction:** Minimum GPA of 4.0
- **High Honors:** Minimum GPA of 3.75
- **Honors:** Minimum GPA of 3.25

TRANSFER STUDENTS: High school students who transfer to PMHS are required to provide an official transcript from their previous high school at the time of registration. The previous school, course names, and grades will be maintained on the PMHS transcript. Upon review of the transcript, the Guidance Department reserves the right to determine the best way to fulfill PMHS graduation requirements. GPA will be determined by all previous letter grades. In the instance of numerical grades, the letter grade equivalent of the prior school will be used. Although PMHS does not accept grades of C- or below, all previous letter grades of this nature will be translated into GPA according to the designated numerical equivalent. If a student transfers from a school with a different credit system, the Guidance Department will determine the number of appropriate credits for each course.

COURSE INFORMATION:

CLASS ATTENDANCE: Daily attendance at school and in class is extremely important. Students are responsible for work missed during a period of absence as well as making arrangements to complete the work promptly. Please refer to the late work policy in the student and family handbook.

COURSE AUDIT: Students may request to "audit" a course. Auditing involves attending and completing course work without receiving credit or a final grade at the close of the course. Students may not audit courses that fulfill graduation requirements. Successfully audited courses will result in a "J" as a final mark on their high school transcript which will not affect their grade point average. Once a student has been enrolled in an audited course, they can no longer earn credit for the course. Students must request to audit a course no later than the midpoint of the course. The midpoints are as follows:

- Midpoint of fall semester course: End of first quarter
- Midpoint of spring semester course: End of third quarter

The student must complete a schedule change request form, obtained from the Guidance Department. The request for auditing a course must be approved by the Guidance Department, teacher of the course, advisor, case manager (if applicable), and parent/guardian (if the student is under the age of 18).

Students may also receive a final grade of "J" for enrichment courses. Such courses include specific learning studios or job shadow extended learning opportunities. Enrichment courses provide the student with the subject knowledge and/or experience, but they are not responsible for the submission of assignments or mastery of competencies.

COURSE CANCELLATION: The courses listed in this Program of Studies may be rescinded for a variety of reasons, therefore, students should register for as many courses as possible. Students are asked to select alternative courses in the instance a course becomes unavailable. If selected courses are annulled, these alternatives will be scheduled.

COURSE PRIORITY: In certain courses there may be a limited number of sections available. Registration priority will generally be given to students who require the course for graduation with subsequent priority given to class standing in the following order: seniors, juniors, sophomores, and freshmen.

COURSE SELECTION AND APPROVAL: Courses are scheduled on a semester long basis. When you consider a course, please note how it is scheduled and the impact that it may have on other courses you may want to take. A student may register for any course provided he/she meets the prerequisites. Students, parents, advisors, counselors, and teachers should communicate fully prior to course selection. Parents/guardians will be asked to approve the student's course selection before the close of the school year. It is expected that courses selected during the spring shall become the student's educational program the following fall.

COURSE ADDITIONS AND WITHDRAWALS: It is essential that students devote sufficient time to planning their schedules so that withdrawals are avoided. Students are responsible for all the requirements of any course in which they are registered unless the student officially withdraws through the Guidance Department. Each request for withdrawal will be considered on its own merit and according to the educational needs of the student.

Withdrawal:

- For the initial ten days of class, students may withdraw without a final mark for the course on their high school transcript or affecting their grade point average.
- Between the 10th day and 20th day of a semester or full-year class, the student must complete a Schedule Change Request form, obtained from the Guidance Department.
- The schedule change request must be approved by the Guidance Department and teacher of the dropped/added course(s), advisor, case manager (if applicable), and parent/guardian if the student is under the age of 18. If approved, this will result in a final mark of "WP" (withdrawn passing) or "WF" (withdrawn failing) on their high school transcript and no earned credit. Final marks of "WP" and "WF" do not affect the student's grade point average.
- Withdrawals after the 20th day of the class will result in a failing grade for the course which will negatively affect their grade point average. The student will receive no credit for the course.

Please refer to the "Online Learning Opportunities" section for information on online course withdrawal.

DUAL CREDIT/ENROLLMENT: The Community College System of New Hampshire (CCSNH) offers two dual enrollment opportunities for high school students, Early College (EC), formerly called "Running Start" and Early College Online, formerly called "E-Start." These programs give students the opportunity to earn college credits while in high school. Early College is a program where students take the course taught by a teacher at Pittsfield Middle High School. Pittsfield Middle High School currently offers 4 Early College courses, English 12 Composition, Introduction to Statistics, College Algebra, and Introduction to Literature. Composition, College Algebra, and Introduction to Statistics offer four college credits through NHTI and one high school credit. Introduction to Literature offers 3 college credits and .5 high school credits. To receive college credit, students must successfully complete the course, and pay the reduced tuition cost. Financial assistance for qualified students, as well as payment plan options, are available for Early College courses. Please see the Guidance

Department for more information.

Virtual Learning Academy Charter School (www.VLACS.org) offers Early College Online, through the Community College System of New Hampshire. This program allows high school students to earn high school and college credit through online learning. Students must sign up for VLACS dual enrollment courses in advance and pay the reduced tuition fees. Please refer to the end of this program for a complete list of the VLACS dual enrollment courses.

Students may also earn high school credit by taking a college course that is not part of a dual enrollment program. Additional information regarding alternative credit options is available in Pittsfield School District policy IMBC.

ACADEMIC SUPPORT: Academic Support is monitored by a special education teacher, and is available to students who have an Individualized Education Program (IEP). Students in Academic Support may need more focused assistance to help meet the Goals and Benchmarks in their IEP. Students will also learn executive functioning and organizational skills. As it is a credit-bearing class (.25 credits/semester as of 2026-2027), specifically designed to help students meet the Goals of their IEP, senior release will not be allowed during Academic Support.

INSTRUCTIONAL STUDY: Students who choose to enroll in an Instructional Study are expected to utilize that period effectively for academic purposes. Its only purpose is to give students time and support during the school day to help them get their school work done. Instructional Study is supervised by staff members. Instructional Study is not credit-bearing.



ONLINE LEARNING OPPORTUNITIES: Pittsfield Middle High School encourages students to take full advantage of online learning as a means of enhancing and supporting their education. These educational courses will fulfill curriculum requirements. PMHS offers the following online opportunities:

- Virtual Learning Academy Charter School (VLACS): www.VLACS.org

Virtual Learning Academy Charter School (refer to www.VLACS.org for a comprehensive list of VLACS courses)

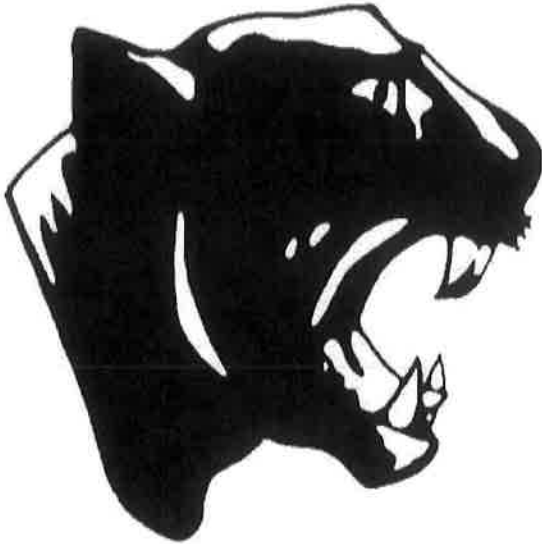
- Parents/guardians must participate in a phone conversation with the online teacher before beginning a VLACS course. During the first 28 calendar days of being activated into a VLACS course, a student may drop the course without penalty.
- For each online course there is a minimum number of assignments that must be completed each week. Failure to submit the minimum number of assignments on a weekly basis may result in the delay of the course where the student must contact the teacher or removal from the course. Students dropped from the course may result in a failing grade on the student's academic transcript.
- If the course is dropped after completing 50% of the class requirements and failing to take the final exam, Virtual Learning Academy Charter School will issue an "F" for the final grade.
NOTE: Failing grades reported by VLACS will be recorded in the student's PMHS academic record and will appear on their PMHS transcript.

PARENT QUESTIONS & CONCERNS:

ACADEMIC: Parents are strongly encouraged to communicate directly with their child's advisor (see following page) and teachers regarding academic progress in specific subjects. Access to faculty email accounts is available through Alma. Alma usernames and passwords are provided at the beginning of each school year and at new student registrations. Parents should contact the Guidance Department with questions about their Alma account. Students with Individual Education Plans (IEP) or 504 Plans have assigned case managers to monitor implementation of individual student plans, and are a valuable resource for parents. Specific questions regarding academic status, earned credits, and graduation progress should be forwarded to the Guidance Department.

COLLEGE PLANNING: A variety of informational programs regarding college planning and financial aid are offered at PMHS in conjunction with Granite Edvance, formerly called New Hampshire Higher Education Assistance Foundation (NHHEAF) Center for College Planning. Their website (<https://graniteedvance.org/>) provides a wealth of resources for students and parents. The Guidance Department holds numerous events covering the college application process, financial aid, and scholarships during the course of the student's junior and senior years. Families are welcome to contact the Guidance Department with questions or concerns.

GRADUATION PROGRESS: Students will meet with the Guidance Department to monitor their graduation progress. If a student is in danger of not meeting graduation requirements, parents will be asked to attend a meeting with the Assistant Principal, Advisor, and/or Case Manager to develop an academic intervention plan.



COURSE DESCRIPTIONS:

ADVISORY

The Advisory program brings together a diverse group of students with a caring adult. Advisors support the social, emotional, and academic growth of each advisee by building and sustaining relationships with the advisees and the community. Advisors nurture, advocate for, and guide each advisee through his or her unique school experience. The program is aligned to school-wide competencies which are evaluated through ongoing assessments by both students and Advisors.

Advisory is scheduled for high school students. Senior and Junior release will not be allowed during this period.

Advisory 9 Grade 9	(HS0009)	Credit: .25 Graduation Requirement: Elective
Advisory 10 Grade 10	(HS0010)	Credit: .25 Graduation Requirement: Elective
Advisory 11 Grade 11	(HS0011)	Credit: .25 Graduation Requirement: Elective
Advisory 12 Grade 12	(HS0012)	Credit: .25 Graduation Requirement: Elective

Competencies:

C1: College and Career- Students will understand that developing and activating an informed plan about college and or career is a key component of post-graduate success.

C2: Be an Effective Learner- Students will understand that the continuous acquisition of skills, their choices for behavior, and development of their character contribute to being an effective learner and are necessary for success in school, work, and everyday settings.

C3: Community- Students will demonstrate the ability to be engaged and responsible members of their community.

C4: Student Led Conferences- Students will demonstrate the ability to articulate academic, personal, and social growth, as well as post-graduate goals, at Student-Led Conference.

BUSINESS AND INFORMATION & COMMUNICATION TECHNOLOGIES

Business courses satisfy the elective credit requirement and are a math-related course (MRC). Personal Finance meets the Financial Literacy requirement.

BUSINESS

(0304) Personal Finance (MRC)

(0306) Accounting I (MRC)

(0311) Business Math (MRC)

Personal Finance (MRC)
Grade 9-12

(0304)

Credit: .5
Graduation Requirement: Financial Literacy

This class teaches the importance of personal finance and how an understanding of control over one's personal financial matters helps them in the preparation for the different stages in life. Subjects covered are financial responsibility, money management, income and careers, credit and debt, investing and saving, and risk management.

Competencies:

C1: Apply reliable information and systematic decision making to personal financial decisions.

C2: Apply strategies to monitor income and expenses, plan for spending and save for future goals.

C3: Use a career plan to develop personal income potential.

C4: Develop strategies to control and manage credit and debt.

C5: Implement a diversified investment strategy that is compatible with personal financial goals.

C6: Apply appropriate and cost effective risk management strategies.

Accounting I (MRC)
Grade 11-12

(0306)

Credit: .5
Graduation Requirement: Elective

Accounting is a systematic method of keeping, planning, analyzing and interpreting financial records of a business. This course will allow the student to build on basic math skills while learning overall accounting concepts, principles, procedures, and terminology. It is designed to help students learn how accounting relates to different careers and fields of study. Accounting will provide students with an understanding of the accounting principles and cycle. Spreadsheets will be used throughout this course.

Competencies:

C1: Students will understand accounting regulations.

C2: Students will be able to demonstrate how to analyze, classify, record, and summarize financial data.

C3: Students will be able to demonstrate and apply cash control and banking procedures.

C4: Students will understand the characteristics of a merchandising, service, and non-profit business.

C5: Students will be able to demonstrate and understand payroll procedures.

C6: Students will be able to understand the necessary employability skills in order to achieve success in today's workplace.

C7: Students will understand the fundamentals concepts of entrepreneurship and how it influences the economy.

**Business Math (MRC)
Grade 11-12**

(0311)

**Credit: .5
Graduation Requirement: Elective**

This course offers mathematics with the framework of the business world and should be useful to all students. Among the topics are: payroll, banking, taxes, insurance, charge accounts, housing costs, investments, discounts, marketing, warehousing, distribution, and inventory. Extensive work with spreadsheets will be used.

Competencies:

C1: Personal Finance- Students will learn the skills needed to apply the correct calculations to help them plan for personal finance matters as an adult.

C2: Consumer Math- Students will demonstrate an understanding that consumer math consists of using math skills and applying them to real life purchasing decisions.

C3: Business and Financial Management- Students will demonstrate that an understanding of business and financial math is necessary to understand certain key concepts in order to be successful financially on a business level.

A half credit in Information & Communication Technologies is required for graduation. Students who anticipate applying to the Information Technology program at Concord Regional Technical Center their junior year are strongly encouraged to enroll in ICT courses their freshman and sophomore year at Pittsfield Middle High School. The other course at PMHS that satisfies the ICT graduation requirement is Digital Photography (Fine Arts).

INFORMATION & COMMUNICATION TECHNOLOGIES

(0315) Computer Applications for Business (ICT)

(0316) Yearbook and Media Relations Segment 1 & 2 (ICT)

Computer Applications for Business (ICT) (0315)

**Credit: .5
Graduation Requirement: ICT**

This course meets the digital literacy requirement. This course teaches the business applications and programs that companies use to perform tasks and manage different aspects of their operations. These applications help businesses work more efficiently, make better decisions, and better serve their customers. The following applications will be taught: Microsoft Word and Google Documents, Microsoft Powerpoint and Google Slides, Microsoft Publisher and Google Draw, Microsoft Excel and Google Sheets. The course will consist of 20 projects that incorporate work calendars, print advertisements, marketing presentations, entrepreneurship proposals, profit and loss reports, and inventory reports.

Competencies:

C1: Students will demonstrate design, development, publishing, presenting, and promoting products using technology resources that communicate concepts to audiences inside and outside the classroom.

C2: Students will demonstrate the ability to evaluate their use of technology tools in their projects and reflect on what helped them manage, promote, and integrate the information to communicate its concept.

Yearbook and Media Relations S1
Yearbook and Media Relations S2

(0316S1)
(0316S2)

Credit: .5
Credit: .5

Graduation Requirement: ICT

A half-credit option is available for students whose schedule does not allow a full-year enrollment.

PREREQUISITE: Teacher approval is required to sign up for this course. Students must pass segment 1 of the course before moving on to segment 2.

In this class, we will plan, design, create, sell, finance, and distribute the yearbook. This class includes the layout and design of pages, photography, fundraising, selling of community ads, and basic administrative skills. The finished product will be student-generated guided by an advisor. Though your advisor will guide you to strive for a quality end-product, it is up to you to follow through and do what's necessary to create the best yearbook possible by the spring deadline while accurately depicting student life at PMHS.

Competencies:

C1: Students will demonstrate the design and production of the PMHS yearbook by meeting deadlines through the year using the school's contracted yearbook publisher on-line software.

C2: Students will demonstrate the elements of digital photography and videography.

C3: Students will demonstrate fundraising strategies required to raise money to pay for the production of the yearbook.

C4: Students will demonstrate the administrative processes applicable to the creation and sale of the yearbook.

ENGLISH

Students are required to earn four credits of English for graduation. They must earn credit in English 9, English 10, English 11 and English 12. NOTE: Selected English courses are divided into half-year segments.

(0502FP) English 9: Power of Literature S1

(0502FL) English 10: World Literature S1

(0561S1) English 11: American Literature S1

(0567) English 12: Composition (EC)*

(0562FJ) English 12: A Journey of Self Discovery S1

(1702) English 10: Individualized (Skills)*

(1704) English 12: Individualized (Skills)*

(0502SP) English 9: Power in Literature S2

(0502SL) English 10: World Literature S2

(0561S2) English 11: American Literature S2

(0562SM) English 12: Literature in Media S2

(0568) English 12: Intro to Literature S2 (EC)*

(1701) English 9: Individualized (Skills)*

(1703) English 11: Individualized (Skills)*

*EC = Early College, formerly called "Running Start", a course with an option for dual credit (high school & college) through NHTI.

*Skills Course: These need to be approved by the Director of Student Services or Case Manager.

English 9 Power in Literature S1
English 9 Power in Literature S2
Grade 9

(0502FP)
(0502SP)

Credit: .5
Credit: .5

Graduation Requirement: English

PREREQUISITE: None

This course investigates the Power in Literature by taking apart some literary genres—short stories, nonfiction, and web reading to figure out what makes them work. Students will be introduced to multicultural texts as we explore the power that lies within them. This will require reading, vocabulary study, regular composition writing, synthesis of various texts, and an in-depth focus on the analysis of literature with a particular target of building a foundation for high school English. There will be an emphasis on effective communication, presentation skills, and the use of technology.

English 10 World Literature S1
English 10 World Literature S2
Grade 10

(0502FL)
(0502SL)

Credit: .5
Credit: .5

Graduation Requirements: English 10

PREREQUISITE: Successful completion of English 9

This course explores literature from around the globe. With a wide variety of texts, students are given opportunities to explore and respond to multiple genres from various global, historical, and social contexts. As we examine world literature from medieval times to modern day, we will consider the context that shaped these novels, epic poems, graphic texts, and plays. This will require extensive reading, vocabulary study, regular composition writing, synthesis of various texts, and an in-depth focus on the analysis of literature with a particular target of creating independence in reading and writing skills. There will be an increased emphasis on effective communication, presentation skills, and the use of technology.

English 11 American Literature S1
English 11 American Literature S2
Grade 11

(0561S1)
(0561S2)

Credit: .5
Credit: .5

Graduation Requirement: English 11

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval. It is recommended that this class be taken in conjunction with US History.

This course explores American literature and culture starting with the early colonists and ending with modern literature, examining how literature and philosophy have contributed to American popular culture. With an emphasis on communication skills, the aim of this course is to help students understand the development of American culture and to view literature and history as the expression of concepts and values that have formed the national character. As we examine American literature, we will consider the factors that defined these novels, poems, short stories, essays, etc. With an emphasis on effective communication skills, this will require students to read extensively, practice their skills in verbal and written expression, research, think critically, analyze material, and integrate technology.

English 12 Composition S1 (EC)
Grade 12

(0567)

Credit: 1
Graduation Requirement: English 12

PREREQUISITE: Successful completion of all preceding English courses AND with instructor approval. **This is a dual-credit option class through NHTI's Early College Program. Students will be required to pay \$150.00 for a 4 credit college course.** Students may also take this course for high school credit only. Most colleges require a freshman-level composition class. This class should transfer (for most colleges) as the required freshman composition class. The class will focus on essays and fiction/nonfiction readings around the theme of: Who am I? What is my purpose? The class will focus heavily on reading, writing, revision, grammar, discussion, and presentation. Students who complete this course in the first semester will not be required to take an English class in the second semester as it will satisfy the PMHS English 12 requirement. **Summer reading is required. This is a college level class.**

English 12 Introduction to Literature S2 (EC)
Grade 12

(0568)

Credit: .5
Graduation Requirement: English 12

PREREQUISITE: Successful completion of preceding English courses AND with instructor approval. **This is a dual-credit option class through NHTI's Early College Program. Students will be required to pay \$150.00 for a 3 credit college course.** This course may be differentiated for students seeking high school credit only. Introduction to Literature is an introductory survey exposing students to representative works from the major genre forms: fiction, poetry, and drama. The course is focused on reading, analysis, and discussion. **Those seeking dual credit will be required to also complete the assigned writing components.** With an emphasis on effective communication skills, this will require students to read extensively, practice their skills in verbal and written expression, research, think critically, analyze material, and integrate technology. This course is geared towards students who love to read.

English 12 A Journey of Self Discovery S1 **(0562FJ)**
Grade 12

Credit: .5
Graduation Requirement: English 12

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval. **All seniors should enroll in this course or Composition during the first semester.** This course focuses on post-graduation skills and how to apply to college. We will explore how to tell one's personal story for use as a college essay. Students will practice interview skills and understand business etiquette, and develop a professional resume. Students will also engage in a Make Your Mark project, which allows them to reflect on their academic career thus far and look towards the future. With an emphasis on effective communication skills, this will require students to practice their skills in verbal and written expression, research, think critically, analyze material, and integrate technology.

**English 12 Literature in Media S2
Grade 12**

(0562SM)

**Credit: .5
Graduation Requirement: English 12**

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval. This course explores literature from bestsellers to comics to Shakespeare and everything in between. The goals of this course are to heighten senses when it comes to reading, identify patterns in literature, make connections between different types of literature, explore the art of novel to film adaptations, and see how Shakespeare is portrayed in the media. With an emphasis on effective communication skills, this will require students to read extensively, practice their skills in verbal and written expression, research, think critically, analyze material, and integrate technology.

Competencies:

C1: Literary Text- Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.

C2: Informational Text- Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.

C3: Writing: Students will demonstrate the ability to write effectively for a variety of purposes and audiences. (Informative/Explanatory, Narrative, Argumentative)

C4: Grammar- Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively.

C5: Speaking and Listening- Students will demonstrate the ability to listen and view critically, and to speak purposefully and effectively.

C6: Research and MLA Format- Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Skills Course: These need to be approved by the Director of Student Services or Case Manager

English 9 Individualized Grade 9	(1701)	Credit: 1 Graduation Requirement: English 9
English 10 Individualized Grade 10	(1702)	Credit: 1 Graduation Requirement: English 10
English 11 Individualized Grade 11	(1703)	Credit: 1 Graduation Requirement: English 11
English 12 Individualized Grade 12	(1704)	Credit: 1 Graduation Requirement: English 12

PREREQUISITE: Successful completion of preceding English course and recommendation by the Special Education Department. The Pittsfield Middle High School Individual English program is designed specifically for students with moderate to severe disabilities. This program focuses on the development of fundamental reading and writing skills that will be needed upon leaving Pittsfield Middle High School. Functional reading and writing skills will be incorporated along with applying these skills to everyday living situations. The individual English class will utilize the community, school, and kitchen setting.



FINE ARTS INSTRUCTION

A half credit in Fine Arts is required for graduation. Music and art courses are available as part of this requirement. Digital Photography fulfills the NH state graduation requirement of 0.5 credit for information and communication technologies (ICT).

ART

(0201) Principles of Art and Design
(0202) Ceramics
(0251) Digital Photography
(0220) Studio Art I

(0204) Drawing and Painting
(0209) Ceramics II
(0252) Digital Photography II
(0221) Studio Art II

**Principles of Art and Design
Grade 9-12**

(0201)

**Credit: .5
Graduation Requirement: Fine Arts**

Principles of Art and Design is a laboratory course which teaches basic art skills and introduces the student to art history and art appreciation. Students will learn to express their own ideas through art work, will use vocabulary appropriate to the art form, and will create a variety of projects that demonstrate what they have learned. Organization of work area and time, the care and use of a variety of materials, and self-motivation will be stressed. Areas studied will include drawing, painting, perspective, printmaking, ceramic technique and an introduction to basic computer use and computer graphics.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

**Ceramics
Grade 9-12**

(0202)

**Credit: .5
Graduation Requirement: Fine Arts**

PREREQUISITE: Successful completion of Principles of Art and Design of instructor approval. Ceramics is a laboratory course that teaches basic ceramic skills and vocabulary. Hand methods of construction as well as wheel throwing will be taught. The history of ceramic construction will be taught in conjunction with each project assigned. Students will learn to use and care for a variety of tools and materials. They will learn to fire and glaze their ceramic projects. They will create a variety of projects that will demonstrate what they have learned in class. Problem solving and creative thinking are emphasized in this course. Students will also be instructed in the use of the computer in the art room to get and print notes on various topics covered in class. This may be a review for some, but will teach computer skills to others as part of the art program. Students will make a pinch construction, slab construction, coil construction, and create ceramic sculptures as they work on the wheel.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

**Ceramics II
Grade 9-12**

(0209)

**Credit: .5
Graduation Requirement: Fine Arts**

PREREQUISITE: Successful completion of Ceramics I with a minimum numerical grade of 3.0. Skills developed in Ceramics I will be expanded upon to enable students to create original ceramic projects. Students will learn more advanced techniques and plan their own projects.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

Drawing and Painting
Grade 9-12

(0204)

Credit: .5
Graduation Requirement: Fine Arts

PREREQUISITE: Successful completion of Principles of Art and Design or instructor approval. This course further develops the skills of drawing and painting and the knowledge of art history. Students will learn to use and care for a variety of materials and will identify the materials, processes, and tools used in the production of various products. Vocabulary related to art forms, self-motivation, and self-direction in class work will be stressed. Areas covered include pencil, oil pastels, pen and ink, watercolor, and acrylics.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

Studio Art
Grade 10-12

(0220)

Credit: .5
Graduation Requirement: Fine Art, Elective

PREREQUISITE: Successful completion of Principles of Art and Design and one other art elective or with instructor approval. Studio Art is a laboratory course which teaches **advanced** art skills. **Self-motivation and self-direction are crucial.** Students will pursue an independent, in depth exploration of their artistic vision. The product of this exploration will be a portfolio of several works that fulfill their goals. Students are encouraged to develop personal expression and themes. Students will be expected to design and complete projects on their own with independent research and help from the instructor. The teacher will assign art projects if they feel it is necessary. Care and maintenance of art materials and the studio area are part of the course requirements. Computer graphics are also required. Students will use acrylic paints, watercolors, pen and ink as well as making crafts, ceramic work, and sculptures.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

Studio Art II
Grade 10-12

(0221)

Credit: .5
Graduation Requirement: Fine Arts, Elective

PREREQUISITE: Successful completion of Studio Art with a minimum numerical grade of 3.0. This course is an advanced continuation of Studio Art. Students will be expected to design and complete projects on their own with independent research. Care and maintenance of art materials and the studio area are part of the course requirements. Computer graphics are also required. Students will use acrylic paints, watercolors, pen and ink as well as making crafts, ceramic work, and sculptures.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

Digital Photography
Grade 9-12

(0251)

Credit: .5
Graduation Requirement: Fine Arts, ICT

PREREQUISITE: Successful completion of Principles of Art and Design or instructor approval. This course is designed as an introduction to design and imaging through the use of digital photography and imaging software. Students will create various art projects while learning and applying the elements and principles of art and design. Students will engage in problem solving art projects to create original art utilizing the computer to paint, draw, design, and manipulate. Students will work at computer workstations combining digital photographs and traditional art mediums with the application of flatbed scanners and colored ink jet printers. Various career opportunities in digital photography will be introduced. Ownership of a digital camera is recommended but is not required. Students will have the opportunity to exhibit their work in the community through arts shows and our digital art gallery.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.

Digital Photography II
Grade 9-12

(0252)

Credit: .5
Graduation Requirement: Fine Arts, ICT

PREREQUISITE: Successful completion of Digital Photography I with a minimum numerical grade of 3.0. Skills developed in Digital Photography I will be expanded upon to enable students to create original imagery in a variety of styles. Students will learn more advanced techniques in photo editing to develop a personal digital portfolio.

Competencies:

C1: Creating- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to create and develop artistic ideas and artworks.

C2: Presenting- Students will apply the skills and language of a specific visual arts discipline and demonstrate the ability to produce and present artworks that convey meaning and communicate ideas.

C3: Responding/Reflecting- Students will apply the skills in language of a specific visual arts discipline and will demonstrate the ability to analyze, evaluate, and respond in the visual arts.

C4: Connecting- Students will apply the skills and language of a specific visual arts discipline and will demonstrate the ability to relate artistic ideas and works with personal meaning and external context to connect in the visual arts.



MUSIC

(1201) Band
(1202) Chorus

Concert Band
Grade 9-12

(1201)

Credit: .5
Graduation Requirement: Fine Arts, Elective

PREREQUISITE: At least one full year of experience with a concert band instrument. This course will serve to increase musical skills such as music reading, instrumental technique, musical sensitivity, and performance practices. A wide range of musical styles will be examined and performed. Individual practice is required, as well as class rehearsals. There will be one required public concert per semester. Other concerts may also be scheduled.

Competencies:

C1: Notation- Students will demonstrate the ability to understand the function of standard notation.

C2: Performing- Students will realize artistic ideas and work through interpretation and presentation.

C3: Responding- Students will understand and evaluate how the arts convey meaning.

C4: Connecting- Students will relate artistic ideas and work with personal meaning and external context.

Chorus
Grade 9-12

(1202)

Credit: .5
Graduation Requirement: Fine Arts, Elective

This course will serve to increase musical skills such as music reading, vocal technique, singing in parts, and performance practices. A wide range of musical styles will be examined and performed. Individual practice will be required, as well as classroom rehearsals. There will be one required public concert per semester. Other concerts also may be scheduled.

Competencies:

- C1: Notation- Students will demonstrate the ability to understand the function of standard notation.
- C2: Performing- Students will realize artistic ideas and work through interpretation and presentation.
- C3: Responding- Students will understand and evaluate how the arts convey meaning.
- C4: Connecting- Students will relate artistic ideas and work with personal meaning and external context.



HEALTH AND WELLNESS EDUCATION

HEALTH

One half credit of Health is required for graduation.

(0802) Health

Health
Grade 10-12

(0820)

Credit: .5
Graduation Requirement: Health

Emphasis is placed on promoting wellness and positive behavior by encouraging students to evaluate their choices and take responsibility for their own well-being. This course focuses on self-awareness and provides opportunities for students to evaluate their present health situation and take measures to maintain and/or improve their health, prevent disease, and reduce risky health behaviors. Topics include self-esteem, stress management, mental health, drugs including alcohol, tobacco and illegal drugs, identification and prevention of infectious and lifestyle diseases, and reproductive health choices.

Competencies:

- C1: Students will understand that a variety of factors will affect their health and wellness.
- C2: Students will understand that the use of medicines and other drugs will influence the quality of one's life.
- C3: Students will understand that mental and emotional health is influenced by numerous factors.
- C4: Students will understand that diseases are classified by various factors.
- C5: Students will understand that reproductive health and sexuality is a dynamic, ongoing process.



PHYSICAL EDUCATION

One credit of Physical Education is required for graduation

(0802) Physical Education II

(0805) Individual Physical Education Program (IPEP)

Physical Education & Personal Wellness Grade 9-12

(0801)

Credit: .5

Graduation Requirement: Physical Education

Pittsfield Middle High School believes that preparing students for the 21st century cannot be accomplished without a strong and sustained emphasis on all students' health and wellness. Today's world has exploded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. Physical Education prepares students to function optimally as students, global citizens, and workers who demonstrate personal responsibility for one's health and fitness through an active, healthy lifestyle that fosters a lifelong commitment to wellness.

Competencies:

C1: Students will demonstrate motor skills and movement patterns, and be able to use these skills and patterns in a variety of physical activities.

C2: Students will demonstrate understanding of rules, strategies, and tactics, and be able to apply these concepts in a variety of games and activities.

C3: Students will engage in a physically active lifestyle that helps achieve, maintain a health enhancing level of fitness, and understand why they are important.

C4: Students will demonstrate how physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction, and exhibit responsible personal and social behavior that respects self and others.

Team Sports, Recreational Activities & Lifetime Wellness Grade 9-12

(0802)

Credit: .5

Graduation Requirement: Physical Education

PREREQUISITE: Successful completion of Physical Education. This course is the continuation of Physical Education. It is specifically designed for students who have successfully completed Physical Education.

Competencies:

C1: Students will engage in a physically active lifestyle that helps achieve, maintain a health enhancing level of fitness, and understand why they are important.

C2: Students will analyze the fitness outcomes in a variety of activities and be able to apply this

information to critique the benefits of participation to their overall health and fitness.

C3: Students will investigate the elements of physical fitness and use the information to design appropriate fitness plans.

**Fitness, Personal Training and
Lifetime Wellness**
Grade 9-12

(0804)

Credit: .5
Graduation Requirement: Physical Education

PREREQUISITE: Completion of 2 semesters of Physical Education or instructor approval. Students will participate in activities designed for improving lifetime fitness skills, such as golf, tennis, walking, jogging, cross training, bowling, and other aerobic activities. Students will be required to organize, instruct and evaluate fitness activities.

Competencies:

C1: Students will engage in a physically active lifestyle that helps achieve and maintain a health enhancing level of personal fitness.

C2: Students will design and participate in a fitness program that is tailored to their needs and abilities.

C3. Students will demonstrate how physical activity provides an opportunity to challenge themselves and for positive social interaction.

Individual Physical Education Program(IPEP) (0805)
Grade 9-12

Credit: .5
Graduation Requirement: Physical Education

PREREQUISITE: Successful completion of 0.5 credit of PMHS Physical Education with a B or better and instructor approval. Students will fulfill the objectives listed below as they represent the physical education graduation requirements. 1. Successfully completed one semester of standard physical education class. 2. Be actively involved in an approved athletic program for a full season. **STUDENTS ENROLLED IN THIS PROGRAM WILL AGREE TO DO THE FOLLOWING:** 1. Keep a daily notebook of practice events, what they learned and how it will help them to be a better athlete, and game summaries of their performance. 2. Meet with the high school physical education teacher on a weekly basis before or after school or during a study hall that coincides with the physical education teacher's availability. 3. Do an end of season reflection on how participating in the sport has helped them master the course competencies.

Competencies:

C1: The student athlete will be able to demonstrate the skills, knowledge of the strategies, and fitness needed to compete in the chosen sport.

C2: The student athlete will demonstrate the characteristics of teamwork: Responsibility to self, team and school, dedication, fair play, and self-control.

C3: The student athlete will demonstrate good sportsmanship by showing civility towards others, showing respect, fairness, citizenship, and caring.



LIBRARY AND MEDIA

(0569) Technical Writing
(0570) Applied Research

Technical Writing Grade 9-11

(0569)

**Credit: .5
Graduation Requirement: Elective**

This intermediate research course for grade 9 through grade 11 expands on the foundations of academic writing presented in grade 6 Learning Commons, and aims to cement understanding of formatting and citation expectations for formal and informal essays in high school. The course more deeply analyzes sources for bias and perspective. Students will be introduced to and expected to use: MLA citation formatting, Dewey Decimal Classification. Citation generators such as Scribbr and ZoteroBib, Databases such as EBSCOhost, National Geographic, Smithsonian Open Access, and JSTOR.

Competencies:

C1: Evaluating Sources and Using Evidence- The student gathers relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while giving appropriate credit where due.

C2: Writing Nonfiction- The student writes informative and explanatory texts to examine and convey complex ideas and concepts clearly and accurately, developing the student's unique voice as an author.

C3: Communicating Conclusions- The student reads and comprehends nonfiction texts proficiently, and shares research findings.

C4: Grammar & Formatting- The student uses consistent, conventional grammar, spelling, and punctuation, and follows appropriate citation and formatting guidelines (MLA).

Applied Research Grade 11-12

(0570)

**Credit: .5
Graduation Requirement: Elective**

This advanced research course is geared towards college/university bound students. It will allow each student to independently choose one topic to investigate for the duration of the course. A mix of desk and field research are encouraged. Guidance on research will be provided by the instructor. Students will be introduced to and expected to use: APA and Chicago citation formatting for writing at the postsecondary level in the social and hard sciences. Qualitative and quantitative methodologies and methods to help conduct their own studies. Databases, including but not limited to JSTOR, ResearchGate, and the Directory of Open Access Journals. Reference managers such as Zotero and Mendeley.

Competencies:

C1: Evaluating Sources and Using Evidence- The student gathers relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while giving appropriate credit where due.

C2: Writing Nonfiction- The student writes informative and explanatory texts to examine and convey complex ideas and concepts clearly and accurately, developing the student's unique voice as an author.

C3: Communicating Conclusions- The student reads and comprehends nonfiction texts proficiently, and shares research findings.

C4: Grammar & Formatting- The student uses consistent, conventional grammar, spelling, and punctuation, and follows appropriate citation and formatting guidelines at the college readiness level.



MATHEMATICS

Students graduating must earn three credits of mathematics as well as be enrolled in a mathematics or math-related course each year they are in high school. Courses notated with "MRC" in this program satisfy the math-related requirement. The sequence of courses chosen will depend on the individual

student's mastery. **NOTE:** Selected mathematics courses are divided into half-year segments.

- Computation work (method) must be shown.
- Calculators will be integrated in an appropriate manner by the instructor.
- Graphing calculators will be required for most math courses.

(1101S1) Math Foundations S1

(1113S1) Algebra 1A S1

(1114S1) Algebra 1B S1

(1112S1) Algebra I S1

(1131S1) Geometry S1

(1132S1) Algebra II S1

(1136S1) Intro to Statistics S1 (EC)*

(1123S1) College Algebra S1 (EC)*

(1135S1) Practical Math S1: Intro to Data Analysis

(1107) Individual Math (Skills)*

(1101S2) Math Foundations S2

(1112S2) Algebra I S2

(1113S2) Algebra 1A S2

(1114S2) Algebra 1B S2

(1131S20) Geometry S2

(1132S2) Algebra II S2

(1136S2) Intro to Statistics S2 (EC)*

(1123S2) College Algebra S2 (EC)*

(1135S2) Practical Math S2

(1118) Pre-Calculus

*EC= "Early College," formerly called "Running Start", a course with an option for dual credit (high school & college) through NHTI.

*Skills Course: These need to be approved by the Director of Student Services or Case Manager.

Math Foundations S1
Math Foundations S2
Grade 9

(1101S1)
(1101S2)

Credit: .5
Credit: .5

Graduation Requirement: Mathematics

PREREQUISITE: Recommendation of grade 8 math teacher. This course follows the completion of grade 8 math, and prepares students for Algebra I or the 2-year Algebra sequence. Students will develop skills with positive and negative numbers, graphing, variable expressions, and linear equations. Our standards require mathematical practices to be used in all content topics, this course will assess these practices based on: self-checks, communication, perseverance, use of appropriate tools, precision, and the ability to construct viable arguments. Students who demonstrate mastery of the course competencies earn 1 high school math credit toward the 3 math credit graduation requirement. (NOTE: This course does not satisfy the Algebra requirement)

Competencies:

C1: Students will demonstrate the ability to develop and evaluate algebraic expressions and equations representing "real world" quantities and patterns.

C2: Math Practices- Students will demonstrate the ability to employ mathematical practices as they work.

Algebra IA S1
Algebra IA S2
Grade 9-11

(1113S1)
(1113S2)

Credit: .5
Credit: .5

Graduation Requirement: Algebra
***after successful completion of**
two-year sequence

PREREQUISITE: Completion of Math Foundations or the recommendation of the grade 8 math teacher. Students who demonstrate mastery of the course competencies earn 1 high school math credit toward the 3 math credit graduation requirement.

This course is designed to introduce students to algebra through the review of fundamental mathematical concepts. The curriculum for this course focuses on solving, graphing and interpreting linear functions. Students will also focus on organization, participate in learning groups and collaborative problem solving.

(NOTE: This course, alone, does not satisfy the Algebra requirement. After successful completion of both Algebra IA and Algebra IB, students will satisfy the Algebra requirement.)

Competencies:

C1: Foundational Number Sense and Expressions

C2: Solving and Graphing one-variable equations and Inequalities

C3: Linear Functions- slope, intercepts and multiple forms

C4: Solving systems of linear equations

Algebra IB S1
Algebra IB S2
Grade 10-12

(1114S1)
(1114S2)

Credit: .5
Credit: .5

Graduation Requirement: Algebra
***after successful completion of**
two-year sequence

PREREQUISITE: Completion of Algebra 1A. Students who demonstrate mastery of the course competencies earn 1 high school math credit toward the 3 math credit graduation requirement.

This course provides a more in-depth presentation of Algebra. The curriculum of this course focuses on exploring and understanding non-linear functions, solving problems and modeling real world

situations. Students will also focus on organization, participate in learning groups and collaborative problem solving. This course focuses on preparing students to understand and apply the algebraic standards assessed on the NH-SAS Mathematics assessment.

(NOTE: This course, alone, does not satisfy the Algebra requirement. After successful completion of both Algebra 1A and Algebra 1B, students will satisfy the Algebra requirement.)

Competencies:

C1: Algebra 1A review

C2: System of Equations

C3: The Laws of Exponents

C4: Polynomials and Factoring

Algebra I S1

(1112S1)

Credit: .5

Algebra I S2

(1112S2)

Credit: .5

Grade 9-10 (Grade 8 with approval)

Graduation Requirement: Algebra

PREREQUISITE: Recommendation by current math teacher. Successful completion of Semester 1 for Semester 2. This course meets the NH state requirement for 1 credit in algebraic concepts (Algebra 1). Students will increase their understanding of algebraic concepts through the study of four general mathematical topics during this course: Linear Functions, Systems of Equations, Linear Inequalities, and Polynomials (including exponent properties). Our standards require mathematical practices to be used in all content topics.

Competencies:

C1: Number Sense- Students will demonstrate the ability to apply numeric operations and algebraic thinking.

C2: Functions(Visual)- I can create tables and graphical representations of functions and relations to analyze and make predictions about real-world scenarios.

C3: Functions(Algebraic)- I can create and use algebraic representations of functions and relations to analyze and make predictions about real-world scenarios.

C4: Systems of Equations- Students will demonstrate the ability to model real world scenarios using systems of linear equations.

C5: Inequalities- Students will understand that inequalities represent a data set for problems that contain more than one solution. For example: price range, boundaries, and distances.

C6: Polynomials- Students will understand that monomials and polynomials are the foundation for higher level mathematics used in technology, science, architecture, space exploration, and engineering.

Geometry S1

(1131S1)

Credit: .5

Geometry S2

(1131S2)

Credit: .5

Grade 9-12

Graduation Requirement: Mathematics

PREREQUISITE: Successful completion of Algebra 1 for segment 1. Successful completion of Geometry Segment 1 for Segment 2. This course follows the completion of Algebra I. This course will include inductive and deductive reasoning, and analytic and synthetic methods of proof. General topics presented will include triangles, lines and angles, parallel and perpendicular lines, polygons, proportion, areas of polygons, measurement and construction, similar polygons, and regular polygons. Along the Cartesian coordinate system, algebraic topics have been integrated. Our standards require mathematical practices to be used in all content topics, this course will assess these practices based on: self-checks, communication, perseverance, use of appropriate tools, precision, and the ability to construct viable arguments. Graphing calculators will be integrated. Students who demonstrate

mastery of the course competencies earn 1 high school math credit toward the 3 math credit graduation requirement.

Competencies:

C1: Math Practices- Students will demonstrate the ability to employ mathematical practices as they work.

C2: Reasoning and Proofs- Students will understand that the basics of Geometry is created by building a system of definitions, postulates and theorems in order to describe, represent, and communicate various geometric relationships, patterns, and scenarios.

C3: Congruence and Similarity in Geometric Figures- Students will understand that it is necessary to identify, interpret, and apply the appropriate tools and techniques to determine properties and measurements of geometric figures to model and solve problems.

C4: Polygons: Students will understand that the basic properties, classifications and relationships contained within polygons, circles, and solids can be applied to model and solve problems involving various geometric scenarios.

Algebra II S1

(1132S1)

Credit: .5

Algebra II S2

(1132S2)

Credit: .5

Grade 10-12 (Grade 9 with approval)

Graduation Requirement: Mathematics

PREREQUISITE: Successful completion of standard Algebra I and the successful completion of Geometry. Topics studied will include rational and polynomial equations, systems of equations and inequalities, linear programming, irrational/complex numbers, polynomials, quadratic functions, radical expressions and equations, conic sections, and probability, and statistics. Students are expected to have mastered Algebra I skills, and should be prepared to set aside time for regular homework assignments. Graphing calculators will be integrated. NOTE: Students wishing to take Geometry and Algebra II concurrently should consult their current instructor and obtain administrative approval. This option is intended only for students with a grade of 3.1 or higher in Algebra 1 planning to continue with higher level math courses.

Competencies:

C1: Polynomial Rational Expressions/Equations- Students will understand that polynomial rational expressions and equations can be used to model situations & solve problems involving time & work.

C2: Radical Expressions/Equations- Students will understand that Radical expressions and equations can be used to model situations & solve problems involving economics, landscape design, & production/manufacturing, and projectiles.

C3: Quadratics & Parabolas-Students will understand that quadratic graphs can be used to model situations, make predictions, & show relationships involving economics.

C4: Linear Programming- Students will understand that linear programming can be used to model situations, make predictions, & show relationships involving economics, production/manufacturing, and engineering.

C5: Circles- Students will understand that non-function equations such as circles can be used to depict phenomena such as an earthquake epicenter.

C6: Exponential Functions- Students will understand that exponential functions can be used to model financial, growth, and decay phenomena.

C7: Probability & Stats- Students will understand that Statistics & the Laws of Probability can be used to predict outcomes of random events.

Introduction to Statistics S1 (EC)	(1136S1)	Credit: .5
Introduction to Statistics S2 (EC)	(1136S2)	Credit: .5
Grade 11-12		Graduation Requirement: Mathematics

PREREQUISITE: Successful completion of Algebra I and Geometry. **There is an option for students to take this course as a dual credit class through NHTI's Early College program thus earning high school and college credit.** This course follows the successful completion of Geometry. Topics include Descriptive & Inferential Statistics, data collection & sampling techniques, frequency distributions & graphs, discrete & normal distributions, confidence intervals, hypothesis testing, testing the difference between 2 means, 2 variances & 2 proportions, correlation & regression, counting techniques & probability, and sampling & simulations. Students are expected to have mastered Algebra I skills, and should be prepared to set aside time for regular homework assignments. Graphing calculators will be integrated. **NOTE:** Students wishing to take Statistics concurrently with another math course should consult their current instructor and obtain administrative approval. This option is intended only for students with a grade of 3.1 or higher in Algebra I planning to continue with higher level math courses.

Competencies:

- C1: Students will understand how graphic displays can be used to summarize vast quantities of data.
- C2: Students will understand how statistical models can be used to describe relationships between different phenomena.
- C3: Students will understand that gathering data from samples can provide insight into populations.
- C4: Students will understand how probability models can be used to predict future events.
- C5: Students will understand how hypothesis testing provides insight into population characteristics.

College Algebra S1 (EC)	(1123S1)	Credit: .5
College Algebra S2 (EC)	(1123S2)	Credit: .5
Grade 12 (Grade 11 with approval)		Graduation Requirement: Mathematics

PREREQUISITE: Final grade of "B" or higher in Algebra II. **There is an option for students to take this course as a dual credit class through NHTI's Early College program thus earning high school and college credit.** College Algebra is the standard math course taken by many college freshman, and includes traditional algebra topics such as linear, quadratic and higher degree equations; rational, radical, exponential, and logarithmic equations; graphs of functions; models and applications of functions; systems of linear equations; matrices, conic sections; sequences and series; trigonometry.

Competencies:

- C1: Functions & Graphs- Students will understand how functions & their corresponding graphs can be used to model scientific & social phenomena, & to predict outcomes based upon a given variable; & to predict the value of an independent variable based upon a given outcome.
- C2: Non-Polynomial Equations- Students will understand when non-polynomial equations can be used to model phenomena.
- C3: Polynomial Functions- Students will understand how polynomial functions can be used to model economic, scientific, and geometric phenomena.
- C4: Exponential & Logarithmic Functions- Students will understand that exponential & logarithmic functions can be used to model financial, growth, and decay phenomena.

C5: Systems of Equations & Matrices- Students will understand that systems of equations can be used to model real-life scenarios in which two or more quantities vary, and are dependent upon each other.

C6: Conic Sections- Students will understand how the conic sections of the parabola, ellipse, circle, and hyperbola can be used to model real-world phenomena such as cellular transmissions, satellite dishes, reflective light housings, etc.

C7: Sequences & Series- Students will understand that sequences and series can be used to show how populations (of money, bacteria, animals, etc.) grow and accumulate (or decline) over time.

Pre-Calculus SI
Grade 11 & 12

(1118)

Credit .5
Graduation Requirement: Mathematics

PREREQUISITE: Successful completion of Geometry and Algebra II with a final grade of "B" or higher (or instructor approval)

This is an advanced and rigorous course designed for those students who plan to continue in the field of mathematics in college. It will provide students with a strong background in trigonometry, including verifying trigonometric equations and simplifying trigonometric expressions.

Topics studied will include exponential and logarithmic functions, and analysis of polynomial, rational equations. Graphing calculators will be integrated. This course provides students with the requisite skills to take Calculus.

Competencies:

C1: Modeling real-world data

C2: analyzing graph behavior (asymptotes, transformations)

C3: using vectors and matrices

C4: Trigonometric identities

Practical Math S1: Intro to Data Analysis
Grade 11 & 12

(1135S1)

Credit: .5
Graduation Requirement: Mathematics

PREREQUISITE: Successful completion of Geometry or attainment of Senior status concurrent with enrollment in course. Statistics and data analysis, which comprises the first semester, satisfies the graduation requirement that students complete 0.5 credit of a statistics or data analysis course. We will study statistical methods of describing qualitatively and quantitatively, data dispersion and center, the calculations which are used to compute these, and methods of examining real-world examples of how statistics is used to illustrate real-world phenomena.

Competencies:

C1: Students can evaluate statistical claims and form valid conclusions based on statistics and data.

C2: Based on data & displays, students can determine which statistical measures would be appropriate to summarize the data, and accurately calculate them.

C3: Students can calculate empirical and classical probabilities using the laws of probability, including conditional probability, and determination of sample spaces.

C4: Students can use models to make predictions, and can create models based on data.

Practical Math S2
Grade 11 & 12

(1135S2)

Credit: .5
Graduation Requirement: Mathematics

PREREQUISITE: Successful completion of Algebra I and Geometry. Practical Math is designed as an

alternative to Algebra II, and for Seniors whose post-graduate plans do not necessarily include attending college. In order to enroll in Practical Math, a student must have successfully completed Algebra I and Geometry. Practical Math focuses on essential skills such as use of and operations involving fractions, integers, and decimals, in addition to their practical applications. As a non-college preparatory class, many aspects of college-oriented math will not be covered.

Competencies:

C1: Based on real-world scenarios, students can use fractions and decimals to arrive at solutions, and can accurately measure to a specified level of accuracy.

C2: Students can perform calculations with ratios, proportions, and percents, and can convert from one form to another, including decimal numbers and fractions.

C3: Students can perform calculations using plane geometry, involving area, perimeter, basic trigonometry, and circular dimensions.

C4: Students can perform calculations using solid figures, including surface area, identification of solid figures, and volume calculations.

Skills Course: These need to be approved by the Director of Student Services or Case Manager

**Individual Math
Grade 9-12**

(1107)

**Credit: 1
Graduation Requirement: Mathematics**

PREREQUISITE: Recommendation by current math instructor and Special Education Department. The Pittsfield Middle High School's Individual Mathematics program is designed specifically for students with moderate to severe disabilities. This program focuses on the development of basic math skills as well as mathematical life skills that will be needed upon leaving Pittsfield Middle High School. Functional mathematical skills will be incorporated along with applying mathematical skills to everyday living situations. The individual math class will utilize the community, school, and kitchen setting.



SCIENCE

Three credits in science are required for graduation; Biology, Physical Science, and one additional credit in a science elective. NOTE: Selected science courses are divided into half-year segments.

- (1303S1) Biology S1 (SciLab)
- (1330S1) Physical Science S1 (MRC, SciLab)
- (1305S1) Chemistry S1 (MRC, SciLab)
- (1317) Intro to Earth Science (SciLab)
- (1302) Environmental Science (SciLab)
- (1307S1) Physics S1 (MRC, SciLab)
- (1005) 3D Printing/Tech Drawing
- (1337) Anatomy S1 (SciLab)

- (1303S2) Biology S2 (SciLab)
- (1330S2) Physical Science (MRC, SciLab)
- (1305S2) Chemistry S2 (MRC, SciLab)
- (1332) Technical Chemistry (SciLab)
- (1315) Applied Physics I: Robotics (MRC, SciLab)
- (1307S2) Physics S2 (MRC, SciLab)
- (1309) Introduction to Engineering S2 (SciLab)
- (1338) Physiology S2 (SciLab)

Biology Segment 1
Biology Segment 2
Grade 9-11

(1303S1)
(1303S2)

Credit: .5
Credit: .5

Graduation Requirement: Biology, SciLab

PREREQUISITE: Successful completion of both semesters fulfills the NH state requirement of one Life Science credit for graduation. Biology covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structure and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Adaptations, and Human Body Systems. Students will understand and use scientific vocabulary and develop lab skills including making observations, experimentations, data analysis, and forming conclusions. Students will learn the proper use of lab equipment and will develop their organizational skills, ability to read within the content area and study skills.

Competencies Segment 1:

C1: Students will understand that people continually revise their understanding of their world by generating testable questions or defining problems, planning and conducting investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research processes and conclusions. (PACE Nature of Science, NGSS Science and Engineering Practices)

C2: Atom to Organism- LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out essential functions of life through systems of specialized cells. (Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis) LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper amount of blood within the circulatory system.) (Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.) LS1-3 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.)

C3: Presentation and Learning- Students will demonstrate the ability to synthesize their learning of Biology and effectively communicate their learning to others.

Competencies Segment 2:

C1: Students will understand that people continually revise their understanding of their world by generating testable questions or defining problems, planning and conducting investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research process and conclusions. (PACE Nature of Science, NGSS Science and Engineering Practices)

C2: Genetics and Heredity- Students will be able to investigate the passing on of traits, and the ethical implications of scientific research.

C3: Ecosystems & Evolution- Students will be able to investigate the interactions, energy and changes of an ecosystem over time.

C4: Presentation of Learning- Students will demonstrate the ability to synthesize their learning of Biology and effectively communicate their learning to others.

Physical Science- Segment 1
Physical Science- Segment 2
Grade 10-12

(1330S1)
(1330S2)

Credit: .5
Credit: .5

Graduation Requirement: Physical Science

PREREQUISITE: Successful completion of both semesters fulfills the NH state requirement of one Physical Science credit for graduation.

This is a full year course that meets the 1.0 credit graduation requirement for Physical Science. The course focuses on three main areas consisting of Matter, Energy and Motion. Students will learn about how scientists operate in a lab as well as industry applications of science through project-based learning. Students will analyze physical and chemical properties, the structure of matter, motion and energy transfer, wave behavior and electromagnetism. This course utilizes scientific tools and techniques to help students understand the overarching concepts related to Chemistry, Physics, Technology and Earth Space Science, preparing them for further science coursework. The curriculum integrates technology, laboratory, math and technical writing skills that emphasize the development of critical thinking and problem solving. Students will design experiments, measure, record, analyze and interpret data, and use scientific modeling to write reports that effectively communicate scientific findings.

Competencies:

C1: Representation- Students will understand that the use of models and diagrams, the application of specific vocabulary and the organization of information help people to communicate more effectively. I can create and use original technical diagrams and models to represent abstract scientific concepts.

C2: Matter-Energy- Students will understand that matter and energy can neither be created nor destroyed, but can be stored, transferred, or transformed by physical, chemical, nuclear or biological means. I can identify and explain phase changes, chemical reactions, and heat transfer in terms of conservation of matter and energy.

C3: Types of Substances- Students will understand that substances have distinct physical and chemical properties, resulting from their atomic arrangements, which define how they interact with other substances. I can define, compare, contrast, classify, and diagram the following types of substances with respect to their atomic arrangements and properties: heterogeneous mixture, homogeneous mixture, suspension, solution, alloy, element, ionic compound, covalent compound.

C4: Periodic Table- Students will understand that substances have distinct physical and chemical properties, resulting from their atomic arrangements, which define how they interact with other substances. I can use a periodic table to describe the structure and properties of an element, and to identify an element given information about its structure and properties.

C5: Wave Device- Students will understand that the interaction of waves and matter causes many observable natural and human-made phenomena. I can develop and use a model to explain how a device uses principles of wave behavior and interactions to transmit and capture energy.

C6: Experimenting- Students will understand that people continually revise their understanding of their world by generating testable questions and hypotheses, planning and conducting careful investigations, and evaluating the validity of results for supporting conclusions. I can design, conduct, and analyze controlled experiments.

C7: Problem Solving- Students will understand that mathematics is crucial to identification of evidence, analysis of data, and communication of scientific ideas. I can clearly communicate and correctly solve problems related to given basic physics equations including identifying values with units,

choosing the correct equation, algebraically solving the equation for the unknown variable, converting units, and using a second method (graph, second equation, measurement technique, etc...) to obtain information as needed.

C8: Mechanical Energy- Students will understand that matter and energy can neither be created nor destroyed, but can be stored, transferred, or transformed by physical, chemical, nuclear or biological means. I can qualitatively and quantitatively describe how energy is transformed (especially related to gravitational potential, kinetic, and work) in a range of mechanical systems, including identifying unwanted forms of energy (inefficiency)

C9: Intro Mechanics- Students will understand that an unbalanced force acting on an object changes the motion of that object in predictable and explainable ways. I can apply kinematics, force diagrams, and Newton's Laws to describe, predict, and analyze the behavior of objects moving horizontally or vertically.

C10: EM- Students will understand that electricity and magnetism are two aspects of a single electromagnetic force, providing the basis for many modern technologies. I can apply concepts of static electricity, domain theory, electromagnetic induction, and electromagnetism to analyze observable phenomena.

Physics S1 (MRC)

(1307S1)

Credit: .5

Physics S2 (MRC)

(1307S2)

Credit: .5

Grade 11-12

Graduation Requirement: Science, SciLab

PREREQUISITE: Successful completion of Physical Science S2 or equivalent. Students in this full year course complete a semester or more of traditional physics coursework in mechanics and mechanical energy. They design, conduct, and analyze lab experiments, and they complete mathematical problem sets including application of vector mathematics and quadratics. In the second semester of this course, students complete a "Capstone" project demonstrating their ability to study a physics topic of their choice more independently. They present their projects at the June Exhibition. Note that physics tends to be a smaller class each year, and is tailored to suit the post-secondary goals of the students involved. Students who wish to take an AP Physics or a Physics II class should discuss this with the teacher in the spring of the prior year.

Competencies:

C1: Nature of Science- Students will understand that people continually revise their understanding of their world by asking relevant questions, seeking related research, forming testable hypotheses, conducting careful investigations, analyzing data, and evaluating the validity of results in open dialogue among peers.

C6: Mechanics- Students will understand that unbalanced forces on everyday objects cause predictable and explainable changes in their motion, in accordance with $F=ma$ and $T=\sum \alpha$.

C3: Energy- Students will understand that energy can neither be created nor destroyed, but can be stored, transferred, or transformed.

C7: Physics Capstone- Students will demonstrate the ability to investigate and apply physics concepts to make predictions, solve problems, and analyze results on a topic of personal interest.

Applied Physics I: Robotics (MRC)
Grade 11-12

(1315)

Credit: .5
Graduation Requirement: Science, SciLab

PREREQUISITE: Successful completion of Physical Science Segment 2 or equivalent Physical Science mechanics coursework. In this project-based STEM course, students will develop their engineering method, programming skills, and understanding of gears. Students will design, construct, program, and analyze Raspberry Pi robots. Students will be required to maintain engineering journals for all projects, and there are summative exams on programming and gears. Unlike most courses, this class will not be a stand-alone face-to-face course. It is offered in independent study, blended learning, ELO, and combined course formats depending on the needs of students requesting it and the availability of the teacher. Therefore, the specific competencies of the course can be adjusted to meet the post-secondary goals of the student. Credits and scheduled time for the course can also vary. Advanced students may take a second level of this course for additional credit.

Competencies:

C1: Engineering Method- Students will understand that engineers use a cyclical problem solving method, including definition of the task, testing the prototypes, and communication of the solution.

C2: Computer Programming- Students will understand that computer programming control structures include conditional statements, loops, and functions/subroutines.

C3: Gears- Students will understand that gear trains provide a calculable mechanical advantage.

C4: Rotary-Linear- Students will understand that mechanisms like cams and rack gears can be used to convert rotary to linear motion, and vice versa.

C5: Obstacle Avoidance- Students will understand that basic algorithms for obstacle avoidance are essential to independent motion for robots.

C6: Structural Design- Students will understand that structural designs must consider engineering stresses such as tension and compression, and properties of the construction materials, to avoid structural failure.

Intro to Earth Science
Grade 10-12

(1317)

Credit: .5
Graduation Requirement: Science, SciLab

PREREQUISITE: Successful completion of Biology segment 1 or instructor approval. The four basic areas of Earth science are: Geology, Meteorology, Oceanography, and Astronomy. Today we live in a time when the Earth and its inhabitants face many challenges. Earth's climate is changing, society is challenged to develop new sources of energy that will have minimal impact on climate and locate new sources of metals and other mineral resources as current sources are being depleted. Society must determine how Earth's increasing population can live and avoid serious threats such as volcanic activity, earthquakes, landslides, floods and more. These are just a sampling of the problems where solutions depend upon a deep understanding of Earth science.

Competencies:

C1: Students will understand that people continually review their understanding of their world by generating testable questions or defining problems, planning and constructing investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research process and conclusions. (PACE Nature of Science, NGSS Science and Engineering Practices) This is an open competency.

C2: Earth Systems- Students will analyze the interactions between the major systems (geosphere, atmosphere, hydrosphere, biosphere) that make up the Earth systems. This is a closed competency.

C3: The Solid Earth- Students will explain how scientists study and model the interior of the Earth and its dynamic nature. They will use the theory of plate tectonics, the unifying theory of geology, to explain a wide variety of Earth features and processes and how hazards resulting from these processes impact

society. This is a closed competency.

C4: The Fluid Earth- Students explain how the ocean and atmosphere move and transfer energy around the planet and how these movements affect climate and weather and how severe weather impacts society. This is a closed competency.

**Environmental Science
Grade 11-12**

(1302)

**Credit: .5
Graduation Requirement: Science, SciLab**

PREREQUISITE: Successful completion of Biology. This course is designed to introduce students to major ecological concepts and the environmental problems that affect the world in which we live. Topics include: biomes, ecosystems, the role of living things in ecosystems, pollution, overpopulation, and habitat destruction. Students will become aware of the interactions of people and their environment while investigating alternatives for protecting the environment and moving toward a sustainable future.

Competencies:

C1: Students will understand that people continually review their understanding of their world by generating testable questions or defining problems, planning and constructing investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research process and conclusions.

C2: Students will understand that ecosystems transfer energy and cycle matter.

C3: Students will understand that the interactions between biotic and abiotic factors will affect the survival of organisms and the ecosystem as a whole.

C4: Students will understand that the human species has an effect on the global ecosystem as well as the ability to support sustainability and manage current and future impacts.

**Chemistry Segment 1 (MRC)
Chemistry Segment 2 (MRC)
Grade 11-12**

**(1305S1)
(1305S2)**

**Credit: .5
Credit: .5
Graduation Requirement: Science, SciLab**

PREREQUISITE: Successful completion of Algebra I, Physical Science (Seg 1 and Seg 2). This course is designed to prepare students for a post-secondary chemistry course and to get students active in scientific inquiry. It will take place in the classroom and laboratory. Lab safety is the top priority in this course. Topics include: science processes, matter, periodic table, compounds, molecules, reactions, balancing equations, stoichiometry, and composing lab reports.

Competencies:

C1: Students will understand that people continually review their understanding of their world by generating testable questions or defining problems, planning and constructing investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research process and conclusions.

C2: Students will understand that the properties of matter and their interactions are a result of the structure of matter, and the elemental nature of matter is reflected on the periodic table.

C3: Students will demonstrate the ability to analyze the relationship among energy, chemical bonds, and chemical reactions.

C4: Students will understand that chemical processes are dynamic due to several factors including: the effects of temperature, concentration, and pressure on chemical reactions and the effects of the motions of atoms on chemical and physical processes.

Introduction to Engineering S2
Grade 11-12

(1309)

Credit: .5
Graduation Requirement: Elective, LabSci

PREREQUISITE: Successful completion of Physical Science S2. In this hands-on class, we will design and build various contraptions while learning about the engineering process. We will learn about different kinds of gearing, and basic circuit wiring and soldering. Do you want to design and race solar-powered and/or mousetrap-powered vehicles? Do you want to design and test trebuchets? Would you like to build a hovercraft or a pneumatic potato cannon?

Competencies:

C1: Engineering- I can apply and document the engineering process. Students will understand that people continually revise their understanding of their world by generating testable questions and hypotheses, planning and conducting careful investigations, and evaluating the validity of results for supporting conclusions.

C2: Physics Content- Students will demonstrate the ability to investigate and apply physics concepts to make predictions, solve problems, and analyze results on a topic of personal interest.

C3: Energy Conservation- I can qualitatively and quantitatively describe how energy is transformed in a range of systems, including identifying unwanted forms of energy (inefficiency). Students will understand that matter and energy can neither be created nor destroyed, but can be stored, transferred, or transformed by physical, chemical, nuclear or biological means.

3D Printing and Technical Drawing
Grade 10-12

(1005)

Credit: .5
Graduation Requirement: SciLab

Course Description:

Learn to create and print designs on a 3D printer! Bring your creativity, enthusiasm, and eye for detail! Students in this project-based semester course will learn how to construct designs in Computer-Aided Design (CAD) software, and how to print them on the school's 3D printer. We will learn:

- to work with positive and negative shapes, measurement, alignment, and drawing tools
- to sketch and dimension different "views" of a 3D shape on paper
- to work with different file types and USB drives
- to select appropriate filament and to "slice" 3D designs to prepare them for printing
- to physically work with build plates and different methods for "finishing" a 3D print
- how 3D printed "positives" are used to create molds for candle/soap/candy-making, ceramics/plaster, and metal casting

Competencies:

C1 (Tech Drawing)

Students will demonstrate the ability to draw and dimension 3D objects, including constructing 3D printable objects in technical drawing software (TinkerCad)

C2 (Physical Printing)

Students will demonstrate the ability to use a 3D printer

Anatomy S1
Grade 11-12

(1337)

Credit: .5
Graduation Requirement: SciLab

PREREQUISITE: Successful completion of Biology S2 and Introduction to Chemistry and Waves. Students will investigate the structure of the human body, including cells, tissue, and organs. Students will be required to complete dissections. This course is appropriate for students interested in becoming a massage therapist, butcher, nurse, x-ray technician, veterinary technician, doctor, etc.

Competencies:

C1: Students will understand that people continually review their understanding of their world by generating testable questions or defining problems, planning and constructing investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research process and conclusions.

C2: Students will understand that humans are multicellular organisms having a complex structural organization (anatomy) that leads to essential functions (physiology).

C3: Students will understand that the different organizational levels of the human body are specialized for the flow of energy and matter.

Physiology S2
Grade 11-12

(1338)

Credit: .5
Graduation Requirement: SciLab

PREREQUISITE: Successful completion of Anatomy. Students will investigate the physiology of the human body. Learning activities will include differential diagnoses, and case studies. This course is appropriate for students planning to enter a health-related field.

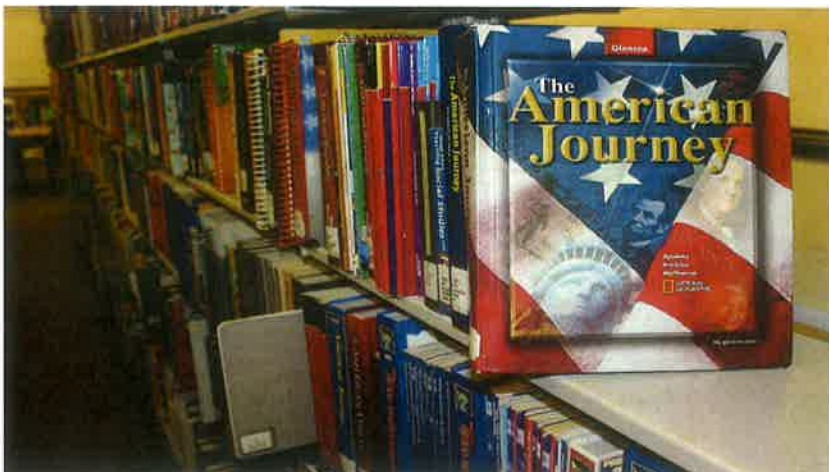
Competencies:

C1: Students will understand that people continually review their understanding of their world by generating testable questions or defining problems, planning and constructing investigations using a variety of research, analyzing and interpreting data, reasoning with evidence to construct explanations, and effectively communicating the research process and conclusions.

C2: Students will understand that humans are multicellular organisms having a complex structural organization (anatomy) that leads to essential functions (physiology).

C3: Students will understand that the different organizational levels of the human body are specialized for the flow of energy and matter.

C4: Students will understand that body systems must balance complex factors to remain alive and functional.



SOCIAL STUDIES

Students must successfully complete a minimum of 3 credits of social studies for graduation. **NOTE: Selected social studies courses are divided into half-year segments.**

(1512S1) World History Segment 1*
(1531) Economics*
(1532S1) US History Segment 1*
(1530) American Government*
*Required for graduation

(1512S2) World History Segment 2*
(1534) Government in Action
(1532S2) US History Segment 2*
(1514) Psychology (EC)

World History Segment 1
World History Segment 2
Grade 9

(1512S1)
(1512S2)

Credit: .5
Credit: .5

Graduation Requirement: World History

World History focuses on developing a foundational understanding and conceptualization of world history. This course will give students an understanding of modern world history (from the year 0 to today) and will help students develop their critical thinking skills to better interpret current events and the modern lived experience. These critical thinking skills will be encouraged and developed through understanding the role of primary and secondary sources, historical comparisons, chronological reasoning, and logical argumentation. Content delivery will incorporate discussions about global situational awareness, poverty and wealth, war and conflict, and migration.

Competencies:

C1: Students will be able to develop compelling questions related to various aspects of social studies that drive thoughtful and authentic inquiry.

C2: Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history in order to engage in thoughtful inquiry.

C3: Students will be able to use a variety of tools and resources to gather, evaluate and synthesize information from a variety of sources in order to make evidence-based claims in response to social studies related questions.

C4: Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.

C5: Students will be able to apply their knowledge of social studies related concepts and issues to take informed actions.

Economics
Grade 10

(1531)

Credit: .5

Graduation Requirement: Economics

Economics is designed to inform students about basic economic concepts and for them to understand how economics affects individuals, businesses and the government. Students will study how limited resources are used to meet society's unlimited needs and wants including how goods and services are produced and distributed. Students will learn their role in the economic system as they study concepts of microeconomics and macroeconomics. The overall aim of the course is for students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Competencies:

C1: Students will be able to develop compelling questions related to various aspects of social studies that drive thoughtful and authentic inquiry.

C2: Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history in order to engage in thoughtful inquiry.

C3: Students will be able to use a variety of tools and resources to gather, evaluate and synthesize information from a variety of sources in order to make evidence-based claims in response to social

studies related questions.

C4: Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.

C5: Students will be able to apply their knowledge of social studies related concepts and issues to take informed actions.

United States History S1
United States History S2
Grade 11

(1532S1)
(1532S2)

Credit: .5
Credit: .5

Graduation Requirement: US History

It is recommended that this course be taken in conjunction with English 11: American Literature. United States History is a program designed to help students develop academic/ and social skills needed for college while becoming more knowledgeable about our nation's past from the beginnings of democracy to the present. It will provide students with numerous opportunities to demonstrate an understanding and appreciation of our nation's history and heritage while clarifying and elaborating upon their understanding of significant historical concepts and information. Students will be expected to complete challenging reading, research, writing, and project assignments on time.

Competencies:

C1: Students will be able to develop compelling questions related to various aspects of social studies that drive thoughtful and authentic inquiry.

C2: Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history in order to engage in thoughtful inquiry.

C3: Students will be able to use a variety of tools and resources to gather, evaluate and synthesize information from a variety of sources in order to make evidence-based claims in response to social studies related questions.

C4: Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.

C5: Students will be able to apply their knowledge of social studies related concepts and issues to take informed actions.

American Government
Grade 12

(1530)

Credit: .5

Graduation Requirement: American Government

The American Government course is designed to enlighten students about our nation's government structure, functions, and processes. Students will learn what it means to be a responsible and knowledgeable citizen and understand the importance of participating in the political process. The course will focus on the purpose of government and principles which laid the foundation for the United States Constitution. In addition, students will learn the role of the branches of government and how they interact with the government system. The overall aim of the course is for students to gain a stronger understanding of the American government system and their role as citizens in public affairs.

Competencies:

C1: Students will be able to develop compelling questions related to various aspects of social studies that drive thoughtful and authentic inquiry.

C2: Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history in order to engage in thoughtful inquiry.

C3: Students will be able to use a variety of tools and resources to gather, evaluate and synthesize information from a variety of sources in order to make evidence-based claims in response to social studies related questions.

C4: Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.

C5: Students will be able to apply their knowledge of social studies related concepts and issues to take informed actions.

**Government in Action
Grade 12**

(1534)

**Credit: .5
Graduation Requirement: Elective**

Government in Action is an elective course designed for students with an interest in politics and deepening their understanding as citizens of the United States. The course will focus on analyzing presidencies of the past, prominent figures in American politics, as well as current happenings within the political sphere. The culmination of this course is an action civics project: Issues to Action.

Competencies:

Competencies:

C1: Students will be able to develop compelling questions related to various aspects of social studies that drive thoughtful and authentic inquiry.

C2: Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history in order to engage in thoughtful inquiry.

C3: Students will be able to use a variety of tools and resources to gather, evaluate and synthesize information from a variety of sources in order to make evidence-based claims in response to social studies related questions.

C4: Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.

C5: Students will be able to apply their knowledge of social studies related concepts and issues to take informed actions.

**Psychology (EC)
Grade 11-12**

(1514)

**Credit: .5
Graduation Requirement: Elective**

Psychology is an elective course designed to introduce students to the subject of psychology. Topics covered will include the history of psychology, psychology as a profession, research and experimental design, personality development, learning theory, sensation and perception, clinical psychology, and social psychology. There will be a great deal of reading and completion of various study guides and seminar discussions on these topics. For those with an interest in the behavioral sciences and are not afraid to work, this class is for you.

Competencies:

C1: Developing Questions and Planning Inquiries- Students will be able to develop compelling and supporting questions related to various aspects of social studies that drive thoughtful and authentic inquiry.

C2: Applying Disciplinary Concepts and Tools- Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history in order to engage in thoughtful inquiry.

C3: Evaluating Sources and Using Evidence- Students will be able to use a variety of tools and

resources to gather, evaluate and synthesize information from a variety of sources in order to make evidence-based claims in response to social studies related questions.

C4: Communicating Conclusions- Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.

C5: Taking Informed Action- Students will be able to apply their knowledge of social studies related concepts and issues to take informed actions.

C6: Speaking and Listening- Students will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

Vocational Education Electives:

Introduction to Criminal Justice and Emergency Services

(1009)

Credit: .5

Grades 9-11

**Graduation Requirement:
Elective**

This course provides an introduction to the Criminal Justice system, including law enforcement, court systems, juvenile justice, and the corrections system. Professionals from across the Criminal Justice field and local emergency services (fire department) will visit and enhance the student experience and understanding. The course is intended to help students who have an interest in Criminal Justice and/or Emergency Services determine if they want to commit to more significant study, such as at the CRTC or after graduation. *Limit 12 students per semester*

Competencies:

C1: Applying ethical, legal and behavioral principles

C2: Foundational skills in first response, medical emergency management and community safety

C3: Understanding and applying criminal procedures, constitutional law (4th, 5th, 6th, 8th Amendments, and case studies

C4: Skills in crime scene investigation, evidence handling, polygraphs and ballistics analysis

Introduction to Woodworking

(1013)

Credit: .5

Grades 9-11

Graduation Requirement: Elective

This course is designed to give all students a wide variety of woodworking experiences through the making of several individual projects. Students will use woodworking tools, equipment, and materials to follow specifications and express creative design in a welcoming classroom environment. This class is heavily hands-on and project based. Intro to Woodworking foremost instructs students in safe woodworking techniques and habits resulting in meaningful projects that will be enjoyed for years to come. *Limit 12 students per semester. \$50.00 course materials fee*

Competencies:

C1: Safety and professionalism- Develops, applies, and manages, time-effective, and safe work strategies applicable to industry standards.

C2: Accurately calculates and marks materials using rulers, levels, squares, and fractional measurements.

C3: Safely sets up and operates stationary power tools (table saws, jointers, planners, sanders) and portable hand tools.

C4: Applies techniques to join, assemble, and finish woodworking projects.

C5: Identifies, selects, and prepares softwoods, hardwoods, plywoods, and engineered lumber based on project needs.

Introduction to Coding and IT Tech
Grades 9-11

(1007)

Credit: 1.0
Graduation requirement: Elective

This course provides an introduction to the technical and social aspects of Information Technology. Topics include problem solving as a team, computer hardware and software, ethics, cybersecurity and web page design using HTML and CSS. This course is also an introduction to Python and Java, two of the world's most popular and widely used programming languages. This class is heavily hands-on and project based. *This is a year-long course limited to 16 students.*

Competencies:

C1: Evaluating the ethical, social, and legal implications of technology.

C2: Developing, debugging, and testing algorithms and software using languages like Python or Java.

C3: Assembling, upgrading, and troubleshooting PC hardware; maintaining and optimizing operating systems.

C4: Understanding LAN/WAN technologies, IP addressing, and network security protocols.

C5: Demonstrating effective workplace communication and digital citizenship.

Extended Learning Opportunity with Head Start
Grades 10-12

Credit 1.0-2.0
Graduation Requirement: Elective

Students who are accepted into this ELO will have the opportunity to work with the child care professionals at the Head Start program in either a 1 or 2 credit extended learning opportunity. Students will understand the expectations of a professional child care facility, learn about the stages and benchmarks in the growth and development of a child, and help to manage the physical, social, emotional, intellectual development and direct care of pre-school children. Students will be involved in various learning activities and projects with the children and staff. Students may repeat this ELO for a second year (if accepted). Second year students may work with professionals to plan activities and earn a greater level of responsibility.

WORLD LANGUAGE

Introduction to Spanish
Grades 9-11

(0705)

.5 credit
Graduation Requirement: Elective

Introduction to Spanish seeks to provide a linguistic foundation for students new to Spanish in an immersive environment, but can also serve as conversational application for those who already have a beginning understanding of the language. Emphasis is placed on building a solid foundation for language acquisition in general and will thus devote more time to keen observation (listening and watching) than a traditional or more fast-paced foreign language course.

Competencies:

C1 Cultural Study:

The student uses Spanish to investigate, explain, and understand sociological, political, and cultural facets of Spanish-speaking geographical areas.

C2 Listening:

The student hears and understands basic spoken Spanish, and can respond effectively.

C3 Reading:

The student reads and understands basic texts in written Spanish.

C4 Speaking:

The student can verbally express basic concepts and events clearly and accurately in Spanish.

C5 Writing:

The student can express simple ideas in grammatically correct written Spanish, following appropriate spelling and punctuation rules.

VLACS World Languages

Variable Graduation Requirement: Elective

Students can enroll in a world language course through the Virtual Learning Academy Charter School (www.vlacs.org). They will work through their online lessons with a VLACS instructor with support from the Online Learning Coordinator at PMHS. Available languages through VLACS include French, German, Latin, Mandarin, Chinese, and Spanish. Through the completion of VLACS coursework students will be able to earn up to two World Language credits in their chosen language.

OTHER COURSES and PROGRAMS

Academic Support Grade 9-12

(1784)

.5 for full year

Academic Support is available to students who have an IEP and require focused, structured time to meet the Goals and Benchmarks of their IEP. The curriculum is individualized to meet each student's needs. Academic Support is supervised by special education teachers who will guide and assist students. Students will learn executive functioning and organizational skills. Senior release will not be allowed during Academic Support.

Life Skills S1 (MRC) Life Skills S2 (MRC) Grade 9-12

**(1800F)
(1800)**

**Credit: .5
Credit: .5**

Graduation Requirement: MRC, Elective

PREREQUISITE: Recommendation by the Special Education Department. The Pittsfield Middle High School Life Skills program is designed specifically for students with moderate to severe disabilities. The program focuses on the development of transitional skills as well as developing connections with the community for future volunteer and or job opportunities after leaving high school. Academic skills will be incorporated along with community skills, self-management skills, daily living skills, cooking skills, and employment skills for students. The Life Skills program will utilize the community, school, and kitchen setting.

PITTSFIELD ACADEMY (ALTERNATIVE PROGRAM)

The Pittsfield Academy is an alternative learning program providing a personalized, competency-based environment and education, with individualized support for students needing a different approach to the traditional classroom. Students are provided with a structured environment where program expectations, objectives and goals are clearly stated. The primary objective is for students to earn credits toward graduation with a NH Minimum Standards diploma.

Eligible students- Both identified and non-identified students in their 3rd, 4th or even 5th year of school who have previously been unable to succeed in the traditional setting and would likely benefit from a non-traditional approach.

Students are enrolled in Pittsfield Academy by recommendation of an admissions team, including PMHS administration, guidance, regular and special educators, and with the consent of their parents/guardians.

Pittsfield Academy helps students build the foundation upon which academic success is built, reinforcing self-concept, self-image, self-confidence, and the establishment and maintenance of positive relationships. In addition to their core academics students will experience internships, community service, and field experiences outside the school.

Driver Education

(0600)

Credit: .25

Graduation Requirement: Elective

It is the responsibility of each student to submit a copy of their certificate of completion to the Guidance Administrative Assistant in order to receive credit.

STATEMENT OF NON DISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreement with the Pittsfield School District are hereby notified that the district does not discriminate on the basis of race, creed, color, national origin, disability, sex, marital status, age and/or sexual orientation in admission or access to, or treatment of employment in its programs and activities. Any person having inquiries or complaints concerning the school district's compliance with the district's Non-Discrimination policy or written regulations implementing Title VI (discrimination on the basis of race, color or national origin), Title IX (sex discrimination), or Section 504 (discrimination on the basis of disability) and/or the Americans with Disabilities Act is directed to contact the Director of Student Services, Pittsfield Middle High School, 23 Oneida Street, Pittsfield, NH 03263. The Director of Student Services coordinates the District's efforts to comply with the District's above-stated Non-Discrimination policy and regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and State Law.



The Concord Regional Technical Center (CRTC) is a regional career and technical education (CTE) school serving students from 30 New Hampshire towns, 12 partner high schools, and home-educated learners. CTE blends academic knowledge with technical training and professional skill development to prepare students for both college and career success. At CRTC, students follow organized career pathways that help them explore interests, develop hands-on skills, and prepare for a wide range of career opportunities.

A CRTC student can expect to:

- Acquire industry-ready technical skills in simulated work environments
- Demonstrate professionalism and workplace skills
- Earn nationally recognized certifications or licenses
- Earn college credits at little to no cost
- Engage with employers and colleges through guest speakers, field trips, and internships

Application Process

Unlike high school courses, students are required to apply to the CRTC program. The application will open **February 2nd, 2026** and is available at theCRTC.org. We will review attendance, transcripts, and other information as part of this process.

Frequently Asked Questions (FAQs)

Should I let my school know I am interested in the programs offered at the CRTC?

Students should make their school counselor aware of their intent to apply and review their plans accordingly.

What grade should I be in to apply to the CRTC?

Most students apply to the CRTC during their sophomore year to begin the program as juniors. The CRTC program meets every school day for two years, rather than on an alternating schedule. Because it represents a significant portion of a student's schedule, participation should be planned thoughtfully. Freshmen may apply; however, acceptance is based on space availability. Students interested in applying as freshmen should outline a purposeful three-year plan that includes participation in CRTC+ (see below for details).

How can I find out more information before applying?

Enrolling in the CRTC is a significant commitment and we want to help students make the right personal decision. There are many formal opportunities to learn about the CRTC, especially during January and February. Events include informational assemblies, an Open House event, and CRTC Preview Days. All information, including a calendar of events and an overview brochure, are available online at theCRTC.org. Our job is to help students and parents learn about the CRTC. In most cases this involves meeting current students, alumni, industry partners and, of course, our industry-proven teachers.

What do students need to know about the application and enrollment process?

Students can only enroll in one program, although they are encouraged to enter a second program choice on their applications, as popular programs fill up quickly. We review a student's grades, attendance, and disciplinary record as part of our selection process. We value strong attendance. Year II enrollment is based on Year I performance and is not guaranteed.

How much does it cost?

Students attend the CRTC tuition free with no cost for transportation. Some programs suggest students purchase personal equipment (e.g., uniforms) or have other related costs. Financial assistance is available for these expenses. Career-aligned, college credit courses, are offered at a highly discounted rate or may be free.

CRTC Programs/Classes

Year I	Year II*	Year III
--------	----------	----------

Automotive Technology I	Automotive Technology II	Customized CRTC+ program
Business I	Business II	
Computer Engineering I	Computer Engineering II	
Construction Trades I	Construction Trades II	
Cosmetology I	Cosmetology II	
Criminal Justice I	Criminal Justice II	
Culinary and Pastry Arts I	Culinary and Pastry Arts II	
Digital Media and Production Technology I	Theater and Film: Production and Design II	
Education and Behavioral Science I	Education and Behavioral Science II (2 Strands): Education or Behavioral Science	
Emergency Services I	Emergency Services II - EMT (Fire I off site)	
Graphic Design and Creative Media I	Graphic Design and Creative Media II	
Health Science I	Health Science II (3 strands): LNA, Sports Medicine, or ELO	
Welding I	Welding II (2027-2028 School Year)	

*Acceptance to Year II is competitive and students are invited to return based on their Year I performance.

If you start as a sophomore, you will have the opportunity to customize your 3rd year through our CRTC+ program (see p. 93).

College Credit Opportunities

Many of the CRTC's programs offer the option to earn college credits while in high school through partnerships with the Community College System of NH (CCSNH). With these programs, students earn college credit and get a jump start on college requirements. These opportunities can mean savings for students' post-high school career preparation. These include:

Early College At Your High School courses are CCSNH courses taught by high school teachers with college-level credentials using a college syllabus and course materials. These courses are taken as a part of the student's daily CRTC class schedule and successful students earn both college and high school credits.

Early College On a College Campus enables high school students to take on-campus CCSNH courses at half the regular tuition rate. Much like Early College At Your High School, students can earn both high school and college credit, which saves them money by giving them a jumpstart on college graduation requirements.

Early College Online is an online dual credit program that enables high school students to take community college courses for dual high school AND college credit. Courses offered through the Early College Online program are 100% online college courses.

Early College Scholarships allow sophomores, juniors and seniors (as well as home educated students age 15 and older) to be engaged in Early College At Your High School and Early College On a College Campus to take up to two college courses per academic year tuition free (although there may be additional costs for books and course materials).

Articulation Agreements for a CRTC course mean that the partnering postsecondary school has determined that the high school course is comparable to one of its own courses. This allows completing students to get college credit either for the course or for an independent study, and/or to go directly into the more advanced courses when they reach college.

Industry Recognized Credentials

CRTC programs provide students with a competitive edge by weaving college and career readiness activities into the curriculum, and by connecting most students to opportunities to earn industry-recognized certifications and professional licensure. These certifications help our students enter the workforce a step ahead of the competition and more prepared for their chosen jobs and careers.

Work-Based Learning

As part of their CRTC program, students will have the opportunity to participate in various work-based learning activities. These will range from guest speakers and presenters to job shadows and tiered internship opportunities that may lead to certifications and employment. Each Year II student will have a sustained applied experience that will expose them to authentic work environments and expand their knowledge about career pathways. CRTC teachers and staff have established relationships with industry partners and will support students to identify and connect with new businesses as well. CRTC+ students can build in-depth experiences that often incorporate advanced work-based learning.

Professional Skills

CRTC focuses on helping students develop and improve both professional (employability) and technical skills. We take pride in establishing performance targets that are valued by our industry and post-secondary educational partners. CRTC specifically defines and measures the following professional skills for every student: Collaboration, Communication, Innovation, and Self-Direction.

All students are expected to demonstrate the best of these skills. Many of our students earn the opportunity to complete an internship or job shadow experience, where possessing effective professional skills is a non-negotiable requirement, given that students will be interacting with the partner's valued customers, clients, and employees. Students succeed at CRTC when they understand these expectations and strive for success.

Course Descriptions

Note: Some courses cover common and accepted competencies associated with national and state-based standards for certain subject areas. In courses that meet these standards, students could

EDUCATION & BEHAVIORAL SCIENCE I – CT1004

90-minute classes **5 Days/Week, Full Year**

2 Credits

This course is for students interested in pursuing a career in one of the following pathways: education, behavioral science, and special education or related services. The Education & Behavioral Science (EBS) program is designed to prepare students for careers in education or mental health. Students will learn how to help others grow academically, socially, and emotionally. Students will become familiar with how individuals develop and learn. They will also gain essential skills including how to manage behaviors, create a positive environment and communicate effectively. Students have the opportunity to have a fieldwork experience in a classroom.

CRTC Application Required

Suggested Prerequisite Skills and Traits: *Ability to communicate, collaborate with peers, work independently, organization, critical thinking, adaptability, and a passion to help children and families.*

College Credits (Through partnership with NHTI): Foundations of Education, The Helping Relationship: Interpersonal Communication Skills for Today's Professional, Human Growth and Development (working with Education Department), Introduction to Psychology

Certifications: Connect Youth Leader Training, FERPA 101 for Local Agencies, HIPAA

Membership: Educators Rising

EDUCATION & BEHAVIORAL SCIENCE II– CT1014

90-minute classes **5 Days/Week, Full Year**

2 Credits

In this course, students will take a deep dive into the career pathway that aligns with their future goals by choosing to participate in either the **(1) Education Strand** or **(2) Behavioral Science Strand**. In both strands, students will participate in fieldwork at sites aligned with their career interest.

(1) Education Strand includes careers in education and special education & related services like occupational therapy and speech and language pathology. Students in the education strand will further their understanding of how educators plan for and instruct diverse populations of students effectively. The Education strand focuses on Universal Design for Learning and students learn about special education laws and practices and the impact of family and culture on individuals. Class units include exceptionalities in children, Individual Education Plans, instructional strategies, culture, the impact of poverty, and family dynamics. The EBS II Education strand is an approved pre-apprenticeship program for the Educator Apprenticeship through the US Department of Labor.

(2) Behavioral Science Strand includes careers in the fields of psychology, social work, and counseling. Education & Behavioral Science II students in the behavioral science strand will further their understanding of how those in the mental health field support diverse populations of people effectively. EBS II behavioral science strand focuses on the neuroscience of mental and behavioral health, including disorders and diagnoses. Class units include four stages of mental health recovery, the history of mental and behavioral health, the meaning of and importance of cultural competence in supporting individuals and families.

Required Prerequisite: *Successful completion of Education and Behavioral Science I and teacher recommendation.*

College Credits (Through partnership with NHTI): Intro to Exceptionalities (Education Strand), Cross Cultural Education Seminar (Education Strand), Psychological Disorders and Mental Health (Behavioral Science Strand), Social Psychology (Behavioral Science Strand)

CRTC Application Required

Suggested Prerequisite Courses: *Art (Color Theory), Computer Courses, Geometry*

College Courses (through partnership with Manchester Community College and NHTI): Digital Imaging (MCC), Introduction to Photoshop (NHTI)

GRAPHIC DESIGN & CREATIVE MEDIA II – CT1053

90-minute classes 5 Days/Week, Full Year

2 Credits

In this course, students deepen the understanding of design systems, brand strategy, and multimedia storytelling. Building on the foundations from Year 1, students tackle real-world design briefs that simulate professional creative challenges, from developing a full brand identity to designing motion graphics for actual customers. Students refine their skills across print, digital, video, and emerging media, integrating photography, illustration, and animation to create cohesive visual narratives. They collaborate with peers, apply client feedback, and learn project management, marketing, and presentation strategies relevant to creative careers.

Students will prepare for and complete internationally recognized Adobe Associate Certifications in Photoshop, Illustrator, InDesign, and Premiere. Opportunities for internships, freelance work and job shadows are provided as a necessary pathway for career development and success. Students complete the program with a professional digital portfolio, strong creative and technical skills, and a clear understanding of the pathways available in graphic design, digital media, advertising, and communication arts.

Required Prerequisite: Successful completion of Graphic Design and Creative Media I and teacher recommendation

Suggested Prerequisite Courses: *Art (Color Theory), Computer Courses, Geometry*

College Courses (through partnership with Manchester Community College and NHTI): Page Layout & Design (MCC), Computer Illustration (MCC)

Certifications: Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Premiere

HEALTH SCIENCE I – CT1123

90-minute classes 5 Days/Week, Full Year

2 Credits

In this course students will learn about job opportunities in the health profession and explore topics in anatomy and physiology, medical terminology, infection control, safety and blood borne pathogen training and how healthcare systems work. Students will have hands-on experiences with medical equipment in the classroom. Classroom activities will include some dissection. Students will be able to perform vision screenings, take vital signs (blood pressure, temperature, pulse, and respirations), and demonstrate gown-and-gloving technique and proper use of body mechanics. Students successfully completing Health Science I will demonstrate competencies in accordance with National Health Care Skills Standards. Students considering any career in the healthcare field such as physician, nurse, physical therapist, athletic trainer, dental hygienist, veterinarian, or pharmacist would greatly benefit from this course.

CRTC Application Required

College Credits (through partnership with NHTI): *Medical Terminology*

Certifications: Healthcare Provider CPR & AED

Membership: Health Occupations Students of America (HOSA) – Future Health Professional

HEALTH SCIENCE II – CT1133

90-minute classes 5 Days/Week, Full Year

2 Credits

Health Science II continues with the completion of studies in anatomy and physiology. Students will then begin training for their chosen pathway: **(1) Licensed Nursing Assistant (LNA), (2) Sports Medicine,** or

(3) Extended Learning Opportunity (ELO).

(1) LNA Pathway: Students may be required to attend some evening and weekend clinical experiences to earn licensure. Students earn a license when they demonstrate all competencies outlined for the program in the Standard Competency Profile and those in accordance with National Health Care Skills Standards and pass the National Licensure Exam.

(2) Sports Medicine Pathway: In this pathway, students will build on their knowledge of anatomy and physiology by applying it to human movement, exercise performance, and injury prevention. The course emphasizes an overview of professions in exercise science, biomechanics, and common orthopedic injuries.

(3) ELO Pathway: Students will build a customized learning plan that aligns with their specific career goals in the medical field and participate in Early College coursework and work-based learning experiences that support those goals. Students do not attend class each day instead they participate in ELO experiences and keep a weekly log to reflect on their work.

The State of New Hampshire may require an annual Mantoux T.B. test, physical exam and criminal background check for all students entering a clinical setting during the program.

Suggested Prerequisite Courses: *Completion of Health Science I and teacher recommendation*

College Credits (through partnership with NHTI and MCC): Nursing Assistant, Essentials of Exercise Science

Certifications: Stop the Bleed

License: LNA

Membership: Health Occupations Students of America (HOSA) – Future Health Professionals

Theater & Film: Production and Design II

90-minute classes 5 Days/Week, Full Year 2 Credits

In this course, students will learn the “behind the scenes” professional skills related to creating theater, film, and digital media productions. Technical skills emphasized include video and theatrical lighting, sound design for video and theater, editing, and audio recording. Students also develop core artistic and management skills related to professional filmmaking, including lighting, sound and camera techniques, and use of video editing software.

Required Prerequisite: Completion of Theater & Film: Production and Design I and teacher recommendation

Certificates: Adobe Premiere Pro, Adobe After Effects

WELDING TECHNOLOGY I – CT20XX *New Course for 2026-27 School Year*****

90-minute classes 5 Days/Week, Full Year 2 Credits

This course introduces students to the fundamentals of welding, metal fabrication, and industrial safety. Students begin with OSHA-aligned shop safety practices, personal protective equipment, and proper use of hand tools, power tools, and fabrication equipment.

Students then move into hands-on training using a variety of welding processes and techniques. Instruction includes welding in multiple positions: flat, horizontal, vertical, and overhead and working with various metals and joint types to build a broad foundational skill set. Students also develop essential competencies in blueprint reading, measurement, layout, and basic fabrication.

Throughout the year, students apply theory through extensive lab work designed to build confidence and prepare them for advanced coursework or entry-level opportunities in welding and metal fabrication. Employability and industry-standard work habits, such as teamwork, shop communication, and project documentation, are emphasized in all units. Career-path exploration within the welding and manufacturing fields is also incorporated.

CRTC Application Required

Suggested Prerequisite Courses: Algebra, Geometry

Certifications: OSHA-10

CRTC+

As part of CRTC+ students will build an individualized learning experience that correlates with their CRTC program and will include deeper learning experiences, work-based learning, and college credit opportunities. CRTC Year II students who show initiative can receive credit for CRTC+ experiences. Students who complete their CRTC program as juniors can begin building their CRTC+ plan in the second semester of their junior year and complete it in their senior year as a third-year option. This is a way to continue their career pathway planning and keep their connection to CRTC.

The following courses can be taken separately or combined, they are semester based and can be worth up to .5 credit based on the experience. Students will be responsible for submitting a plan, completing a weekly reflection log, and a culminating presentation. When relevant we will seek feedback from business and post-secondary partners who the students are working with. Prior to enrolling in CRTC+, students will need to complete a contract that outlines the terms of their CRTC+ plan that all necessary parties will sign. CRTC+ will rely heavily on the students' own professional skills with emphasis on self-direction.

CRTC + Teaching Assistant ELO

Students will serve as an assistant to the teacher in the first-year class of their respective program. They will outline a schedule that will work for the student as well as make them available at necessary times to the program teacher. Students will support the teacher by preparing materials and overseeing activities.

Students must complete one year of their CRTC program in good standing, be recommended by their teacher, and approved by the CRTC principal.

CRTC+ Apprenticeship Training Hours and Related Instruction

In programs that have pre-apprenticeship and apprenticeship models in place, students will receive credit for their apprenticeship training hours (paid or unpaid) and related instruction, whether it be college courses or online industry approved training. Students must submit a request for approval to their teacher and the CRTC principal. Students must complete any prerequisite activities such as job shadows and unpaid internships as outlined by the business partner.

CRTC+ Internship/Advanced Work Based Learning

Students who wish to have a more in-depth work-based learning experience with a CRTC approved industry partner, can receive credit for the advanced internship. Students will submit a contract for approval by their CRTC teacher and the CRTC Program Coordinator. Students will be required to submit a plan, weekly log, and a culminating presentation.

CRTC+ Early College

Students who choose to supplement their high school coursework with early college credits either through online courses or on-campus college classes can receive credit for their coursework. Credit is awarded for the extended learning effort made by the student to further their academic growth. Prior to participating, approval is required by the student's home school. There is no log or presentation required for CRTC+ Early College as assessments are embedded in the curriculum of the college course. Proof of completion of the course must be provided to attain high school credit.



SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald- Superintendent of Schools

PITTSFIELD SCHOOL BOARD POLICY COMMITTEE MINUTES March 12, 2026, 4:15 P.M. SAU Office

CALL TO ORDER – Sandie called the meeting to order at 4:23 p.m.

PRESENT – Supt. Dr. Sandie MacDonald, PMHS Principal Dr. Erik Anderson, PES Principal Kristen White, PMHS Assistant Principal Melissa Brown, and School Board Chair Sandra Adams

AGENDA – add policies JIAA, JICA, IHBAB, IHBH, IHBI, IKC, IKF, and AB for review and/or discussion, as well as proposed policies brought forward by the Site Council on March 5, 2026, at the School Board Meeting.

Minutes from January 22, 2026, committee meeting – Sandra made the motion, seconded by Erik, to approve the January 22, 2026, minutes. Vote 5-0.

Discussion and review of the following NH School Board Association (Required/Priority) Instructional Policies as compared to our existing policies:

IK – Earning of High School Credit – Achievement of Competencies – Update/modify to match NHSBA, last revised 06/10/2025. Our last review was October 4, 2018. First Reading – April 2 school board meeting

IMBC- Alternative Credit Options – rescind (rescinded June 2025 by NHSBA) – our last amendment was May 5, 2022 – vote on April 2 school board meeting

IKFG – Career Exploration, Readiness, Pathways, and Credentials- Motion made by Sandie and seconded by Erik to approve. Vote 5-0. First Reading at the April 2 school board meeting

Added policies:

JIAA – First Reading - rescind at the April 2 school board meeting

JICA – hold until April 9 for review

IHBAB – Special Education Evaluations (recommended by NHSBA)- to review with student Services Administrator

IHBH- review NHSBA 2025 NHSBA revision at April meeting

IHBI - Alternative Learning Programs and Individual Plans – replace current policy last reviewed in 2022. NHSBA sample policy was last reviewed 06/20/2025. First Reading April 2, 2026.

Optional Policy IKC – Academic Honors, Class Ranking, Valedictorian and Salutatorian - Update to incorporate NHSBA policy, last reviewed 09/01/2009. First Reading at the April 2 school board meeting

IKF – Graduation Requirements - Erik to update Handbook and policy will be First Reading at the April 2 school board meeting.

IHBH – Extended Learning Opportunities - hold until April for review and revision - last reviewed by NHSBA 06/10/2025. Our policy was last reviewed in 2023.

AB- Parental Bill of Rights – amended March 6 via House Bill 266. First Reading will be at the April 2 school board meeting.

Review of the Site Council proposed policies re: putting conduct and effort back on the report cards and a 3-tiered diploma system – standard diploma – 21 ¼ credits

22.25 credits (dual enrollment) with Distinction

3.0 or better GPA Diploma – Honors with Distinction

Updating Policy IKC will reflect the policy committee’s suggested levels of diplomas. First Reading on April 2

Next meeting to be held at 4:15 p.m. on April 9, 2026.

ADJOURNMENT – Sandie made the motion to adjourn, seconded by Erik at 5:48 p.m. Vote 5-0.



SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
Phone: (603) 435-5526 • Fax (603) 435-5331
Dr. Sandie MacDonald- Superintendent of Schools

Facilities Committee Meeting Minutes

Date: March 25, 2026

Time Called to Order: 4:28 PM

Present:

- Erik Anderson
- Kristen White
- Rheana Anderson
- Adam Gauthier
- Sandra Adams
- Melissa Brown
- Sandie MacDonald
- Peter Marston

1. Call to Order

The Facilities Committee meeting was called to order at 4:28 PM.

2. Approval of Minutes

Rheana Anderson made a motion to approve the minutes of the November 26, 2025 meeting.

Seconded by Sandie MacDonald.

Motion passed.

3. Purpose of Committee

The committee reviewed the purpose of the Facilities Committee and discussed prioritization of projects aligned with the district budget.

4. Fall Facilities Wish List Review

The committee reviewed the Fall 2025 facilities wish list, including:

- Completed items
- Projects currently in progress
- Pending items

Discussion included shifting priorities, with particular attention to the heating system at the SAU building.

5. Safety Grant Projects (\$300,000)

The committee reviewed the status of approved safety grant projects, including:

- Overview of project scope
- Confirmation of RFP/quote timelines
- Identification of any immediate barriers to implementation

6. Priority Focus: Asset Inventory

The primary focus of the meeting was the development of a districtwide asset inventory system.

Discussion included:

- Creation of a comprehensive asset list (major systems only)
- Identification of required data elements for each asset:
 - Installation date / age
 - Last upgrade or major repair
 - Useful life and replacement cycle
 - Service contracts and vendor information
- Agreement on the need for a centralized tracking system
- Initial discussion of ownership and responsibility for maintaining the inventory

7. System Failures & Risk Review

The committee reviewed recent system failures, including:

- SAU heating system failure over the winter

Discussion included root causes, response, and the need to identify any additional systems requiring immediate attention or redundancy planning.

8. Next Steps

- Assign responsibilities for development of the asset inventory
- Establish a timeline for an initial draft
- Determine tracking method (shared document/system)

9. Adjournment

The meeting adjourned at 5:59 PM.

PITTSFIELD SCHOOL DISTRICT

Public Agenda Additions

District Financial Outlook

Budget status, projections, and stabilization planning.

Unpaid Student Lunch Debt (Aggregate)

73 students; total balance \$12,228.95. Overview of approach and next steps.

Preschool Program – 2026–2027 (Programmatic Discussion)

Program structure, enrollment, and model considerations.

Policy JICJ R: Regulation and Procedures Document

First Reading Policy Packet

Policy JH: Attendance

First Reading Policy Packet

Student Attendance, Absenteeism, and Truancy

Purpose

The Pittsfield School Board requires that all school-aged children enrolled in the District attend school in accordance with RSA 193:1–7, Board policy, and administrative procedures. Regular attendance is essential to academic success, continuity of instruction, and student engagement.

Attendance Requirement

Attendance is required of all students enrolled in the District during the days and hours that school is in session unless excused in accordance with this policy.

Key Definitions

All absences (excused and unexcused) count toward attendance monitoring and intervention thresholds, while legal truancy determinations are based solely on unexcused absences.

Chronic Absenteeism

Missing 10% or more of enrolled school days for any reason.

Truancy (Legal Definition)

Ten (10) half-days of unexcused absence constitutes habitual truancy under RSA 193:1–7.

Half-Day Definition

A half-day absence is defined as missing more than two (2) hours of instructional time.

Excused Absences (Administrative Determination)

The Principal or designee shall determine whether an absence is excused based on satisfactory evidence of a legitimate reason. The District retains sole authority to approve or deny all absences.

The following may be considered excused absences:

1. Documented illness or medical condition
2. Recovery from an accident
3. Required court attendance
4. Medical or dental appointments
5. Death in the immediate family
6. Observation of a bona fide religious holiday
7. Other reasons approved in advance by the Principal

Conditions and Limitations

- Parent notification alone does not constitute an excused absence.
- All absences are subject to verification and approval by the District.
- The District may require documentation for any absence at any time.
- Absences lacking sufficient documentation may be classified as unexcused.

Medical Absences

- Parent-reported illness may be accepted for up to three (3) consecutive days or five (5) cumulative days per semester.
- Absences exceeding these thresholds require verification from a licensed medical provider.
- Failure to provide requested medical documentation may result in absences being classified as unexcused.
- The District may require medical documentation at any time when a pattern of absences is identified, regardless of the number of days reported.
- Documentation of an ongoing medical condition does not exempt a student from attendance expectations. Excessive absences related to any condition remain subject to administrative review and intervention.

Unexcused Absences and Truancy

Absences not approved under this policy shall be considered unexcused.

Truancy is defined as absence from school or class without approval or justification as determined by the District.

Ten (10) half-days of unexcused absence during a school year shall constitute habitual truancy.

Truancy determinations and legal enforcement under RSA 193:1–7 are based on unexcused absences.

Chronic Absenteeism

Chronic absenteeism is defined as missing ten percent (10%) or more of a student’s enrolled school days for any reason, including excused and unexcused absences and suspensions.

Chronic absenteeism is an educational concern requiring intervention.

Truancy is a legal violation based on unexcused absences and may result in law enforcement involvement.

Monitoring and Early Intervention (Non-Discretionary)

All absences, whether excused or unexcused, shall be recorded and counted toward attendance thresholds.

The District shall implement a uniform, threshold-based attendance monitoring and notification system. These actions are mandatory and shall not be subject to staff discretion.

At established thresholds, including but not limited to:

- Five (5) absences – notification
- Ten (10) absences – administrative review
- Fifteen (15) absences – mandatory intervention

These actions are not discretionary.

the District shall:

- Notify the parent/guardian in writing
- Initiate administrative review
- Implement appropriate intervention strategies

These notifications are intended to address attendance concerns and ensure student access to education and are not, in themselves, determinations of truancy.

Pattern-Based Intervention

A pattern of absences, regardless of designation, shall result in mandatory administrative review and may require intervention, documentation, and/or parent engagement to ensure regular attendance and access to education.

The District may:

- Re-evaluate previously excused absences
- Require additional documentation
- Require parent/guardian meetings
- Develop and implement attendance intervention plans

Excessive absences, regardless of designation, may be determined to be unjustified if sufficient documentation or compliance is not provided.

Administrative Authority

The Principal is designated as the attendance officer and is responsible for:

- Determines excused/unexcused status
- Requires documentation
- Initiates intervention and enforcement

Health office staff may document reported reasons for absences but shall not determine whether an absence is excused for enforcement purposes.

The determination of the Principal or designee shall be final.

Intervention and Enforcement

When a student:

- Meets habitual truancy thresholds,
- Is chronically absent, or
- Fails to respond to intervention efforts,

the District shall take appropriate action, which may include:

- Mandatory parent/guardian meetings
- Attendance intervention plans
- Referral to outside agencies

Failure to demonstrate improvement in attendance may result in:

- Referral to law enforcement
- Referral to DCYF for educational neglect
- Court action under RSA 193:1–7

Family Vacations / Educational Opportunities

Absences for family travel or educational opportunities require prior written approval from the Principal. Approval is not guaranteed.

Communication

This policy shall be published annually in the student handbook and made available to parents/guardians at the beginning of each school year.

District Policy History:

- Reading:* September 3, 2009, September 22, 2010
- Adopted:* September 17, 2009 September 9, 2010
- Revised:* January 15, 2015, March 17, 2022, September 11, 2025, May 7, 2026
- Reviewed:* December 20, 2018, August 15, 2024, September 4, 2025, April 2, 2026

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Statutes

- RSA 189:34, [Appointment](#)
- RSA 189:35-a [Truancy Defined](#)
- RSA 193:1 [Duty of Parent; Compulsory Attendance by Pupil](#)
- RSA 193:16 [Bylaws as to Nonattendance](#)
- RSA 193:7 [Penalty](#)
- RSA 193:8 [Notice Requirements](#)

NH Dept of Ed Regulation

- N.H. Code Admin. Rules Ed 306.04(b)(1) [Attendance and Absenteeism](#)

Student Attendance, Absenteeism, and Truancy: Processes

Purpose

The following process establishes a clear, consistent framework for monitoring student attendance, communicating with families, and enforcing compulsory attendance requirements in accordance with Board Policy and RSA 193:1–7.

I. Foundational Expectations

1. Student attendance is the legal responsibility of the parent/guardian and the student.
2. The District is responsible for:
 - Accurate attendance tracking
 - Timely communication with families
 - Implementation of interventions
 - Enforcement of compulsory attendance laws
3. Definition Authority:
 - “Excused absences” are defined by District Policy JEA.
 - “Unexcused absences” (truancy) are subject to enforcement under RSA 193:1–7.

All absences (excused and unexcused) count toward attendance monitoring and intervention thresholds. Legal truancy determinations and enforcement actions are based solely on unexcused absences.

II. Daily Attendance Monitoring

- Attendance shall be taken daily in all schools.
- For each absence, the District will issue an automated phone call and/or email notification to the parent/guardian.

III. Attendance Intervention Protocol

A. Tier A (5 absences)

5 Total Absences (Excused or Unexcused) – Early Intervention

- An auto-generated letter will be mailed to the parent/guardian.
- The letter will include:
 - Notification of attendance concern
 - Reference to District Policy JEA
 - Reference to RSA 193:1–7

B. Tier B (10 absences)

10 Total Absences – Pattern Identified

- A letter will be hand-delivered to the parent/guardian residence.
- The building administrator and designated support staff will be formally notified.
- The communication will:
 - Identify the student as demonstrating a concerning pattern of attendance
 - Reference RSA 193:1–7
 - Require immediate improvement in attendance

Note: Habitual truancy is defined separately as 10 half-days of unexcused absence under RSA 193:1–7.

Policy JH-R: Attendance, Absenteeism and Truancy: Process

C. Tier C (15 absences)

15 Total Absences – Mandatory Intervention

- A mandatory meeting will be scheduled with the parent/guardian and building principal.
- The District will develop and issue a written Attendance Intervention Plan.
- The written notice will include:
 - District Policy JEA
 - RSA 193:1–7
 - Required corrective actions and expectations
- Failure to Participate:
If the parent/guardian fails to attend the required meeting:
 - The District will notify the Police Department for truancy enforcement.

Police notification at this stage is for welfare/truancy support and does not constitute formal legal enforcement.

D. Tier D (20 absences)

20+ Total Absences and/or Continued Noncompliance – Enforcement

This threshold applies to continued noncompliance following intervention and may include cases of unexcused absences meeting truancy criteria.

- The District will initiate formal enforcement actions, including:
 - Requesting a police home visit
 - Submitting a referral to DCYF for educational neglect/truancy
- Additional legal action may be pursued under RSA 193:1–7.

IV. Administrative Authority

- The District may advance interventions at any stage based on severity or pattern of absences.
- Failure of a parent/guardian to respond or participate does not delay or prevent:
 - Implementation of an attendance plan
 - Advancement to the next intervention level
 - Legal enforcement actions

V. Documentation Requirements

At each stage, the District shall maintain:

- Copies of all communications
- Attendance records
- Notes from meetings and interventions
- Documentation of attempted contacts

VI. Non-Exclusivity

This procedure does not limit the District's authority to:

- Address attendance concerns through additional supports
- Refer cases earlier when warranted
- Ensure compliance with all applicable laws and regulations

VII. Alignment with Law and Policy

This procedure is intended to operate in conjunction with District Policy JH and RSA 193:1-7

Policy JH-R: Attendance, Absenteeism and Truancy: Process

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Student Attendance, Absenteeism, and Truancy: Procedure

I. Purpose

The following procedures will support the processes for monitoring student attendance, communicating with families, and implementing intervention and enforcement in alignment with Board Policy and RSA 193:1-7.

II. Foundational Requirements

1. All student absences shall be recorded daily.
2. All absences-whether excused or unexcused-shall count toward attendance thresholds.
3. Attendance notifications and interventions at defined thresholds are mandatory and shall not be subject to staff discretion.

III. Daily Notification

- For each absence, the District shall issue:
 - Automated phone call and/or
 - Email notification to the parent/guardian

IV. Attendance Intervention Framework

Non-Negotiable Rule

All intervention thresholds are based on total absences (excused and unexcused combined).

Legal truancy determinations and enforcement actions are based solely on unexcused absences in accordance with RSA 193:1-7.

Tier 1: Early Concern (5 Absences)

Action Required:

- Auto-generated attendance letter sent to parent/guardian
- Student flagged for attendance monitoring

Purpose:

- Early awareness
- Prevent escalation

Tier 2: Pattern Identified (10 Absences)

Action Required:

- Written notice sent (hand-delivered or certified when feasible)
- Administrator review initiated

May Include:

- Request for documentation

Policy JH-R1: Attendance, Absenteeism, and Truancy: Procedure

- Notification of attendance concern
- Warning of further intervention

Tier 3: Mandatory Intervention (15 Absences)

Action Required:

- Mandatory parent/guardian meeting with Principal or designee
- Development of an Attendance Intervention Plan

Plan May Include:

- Attendance expectations
- Required documentation moving forward
- Academic or schedule supports

Non-Compliance:

- Failure to attend the meeting may result in escalation, including referral to the Police Department.

Tier 4: Chronic Absenteeism (10% Threshold/18 days)

Action Required:

- Formal identification as chronically absent
- Intensified intervention

May Include:

- Additional meetings
- Program adjustments
- Increased monitoring

Tier 5: Truancy (Unexcused Absence Threshold)

- Ten (10) half-days of unexcused absence = habitual truancy

Action Required:

- Formal truancy process initiated
- Documentation of interventions
- Parent notification of legal implications

Tier 6: Legal Enforcement (20+ Absences or Continued Noncompliance)

Action May Include:

- Police Department home visit
- Referral to DCYF for educational neglect
- Court action under RSA 193:1–7

V. Documentation Requirements

At each stage, the District shall maintain:

- Attendance records
- Copies of all correspondence
- Meeting notes
- Intervention plans
- Documentation of parent contact attempts

VI. Administrative Authority

- The Principal serves as the attendance officer.
- The Principal or designee:
 - Determines whether absences are excused
 - May require documentation at any time
 - May re-evaluate absences based on patterns
 - May advance interventions at any stage
- Health office staff:
 - May document reported reasons for absence
 - Shall not determine whether an absence is excused for enforcement purposes

VII. Non-Discretionary Enforcement Clause

Failure of staff to implement required notifications and interventions at each threshold is not permitted.

All attendance actions outlined in this procedure are mandatory and shall be implemented consistently across all schools.

VIII. Non-Participation Clause

Failure of a parent/guardian to:

- Respond to communication
- Provide requested documentation
- Attend required meetings

shall not delay or prevent the District from:

- Advancing interventions
- Implementing attendance plans
- Initiating enforcement actions

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Policy JH-R2: Attendance Roles Policy

Attendance Implementation Tree: Roles & Responsibilities

TIMELINE SUMMARY (WHO + WHEN)

Threshold	Action	Who Leads
Daily	Record + notify	Front Office
5 absences	Automated Letter	Front Office
10 absences	Principal Letter + review	Principal/Designee
15 absences	Principal Meeting + plan	Principal
10% missed	Chronic intervention	Principal/Designee
Truancy threshold	Legal process	Principal
20+ / no improvement	Enforcement	Principal / Police

All absences (excused and unexcused) count toward attendance monitoring and intervention thresholds. Legal truancy determinations and enforcement actions are based solely on unexcused absences in accordance with RSA 193:1–7.

DAILY ATTENDANCE (ALL STUDENTS)

Front Office / Attendance Clerk

- Record all absences in SIS daily
- Trigger automated call/email

Nurse

- Document reported reason (if illness)
- Does NOT determine excused status

Principal / Designee

- Oversight only (no action unless threshold reached)

TIER 1 – 5 ABSENCES (EARLY CONCERN)

Front Office

- Generate and send 5-day attendance letter

Principal / Designee

- Ensure student is flagged for monitoring
- No meeting required yet

TIER 2 – 10 ABSENCES (PATTERN IDENTIFIED)

Front Office

- Generate and send 10-day letter
 - Hand-delivered or certified (when feasible)

Principal / Designee

- Conduct **administrative review**
- Determine if documentation is required
- Flag for possible intervention

Nurse

- Provide attendance/health pattern info if requested

TIER 3 – 15 ABSENCES (MANDATORY INTERVENTION)

Principal / Designee (LEAD ROLE)

- Schedule and conduct mandatory parent meeting
- Develop Attendance Intervention Plan
- Require documentation moving forward

Front Office

- Send 15-day letter + meeting notice
- Track parent response

If Parent Does NOT Attend

- **Principal initiates escalation (Police notification)**

TIER 4 – CHRONIC ABSENTEEISM (10%)

Principal / Designee

- Identify student as chronically absent
- Review and adjust attendance plan
- Implement additional supports

Support Staff (as needed)

- Counselor / SPED / MTSS involvement

TIER 5 – TRUANCY (LEGAL THRESHOLD)

Trigger:

10 half-days of unexcused absence without sufficient justification

Principal / Designee (LEAD ROLE)

- Officially identify student as habitually truant
- Initiate formal truancy process
- Notify parent of legal status

Front Office

- Document all prior interventions
- Maintain attendance records

Principal

- Request Police home visit

TIER 6 – ENFORCEMENT / NONCOMPLIANCE

Principal / Superintendent (as needed)

- Determine escalation based on:
 - Continued absence
 - Failure to comply

Actions May Include:

- DCYF referral
- Court filing under RSA 193:1–7

Front Office

- Compile full documentation packet

NON-NEGOTIABLE ROLE CLARITY

Chronic absenteeism (10%) is an educational concern requiring intervention.

Truancy is a legal violation based on unexcused absences and may result in law enforcement involvement.

Principal = Decision Maker

- Determines justification
- Leads all interventions
- Initiates enforcement

Front Office = Compliance

- Sends all letters
- Tracks thresholds
- Maintains documentation

Nurse = Information Only

- Documents health info
- Provides input if requested
- Does NOT excuse absences

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Pittsfield School District

Attendance Intervention Tree

Daily Attendance

Every absence

- Absence recorded
- Automated call/email sent to parent/guardian
- All absences count toward attendance thresholds, whether excused or unexcused

Tier 1: Early Concern

5 total absences

- Auto-generated attendance letter sent home
- Student flagged for attendance monitoring
- Administrative review may begin

Purpose: early notice and early intervention

Tier 2: Pattern Identified

10 total absences

- Second attendance letter sent home (hand delivered or certified w/return receipt)
- Administrative review required
- Parent/guardian notified that a pattern of absences has emerged
- Additional documentation may be required

Purpose: formal notice that attendance is becoming a concern

Tier 3: Mandatory Intervention

15 total absences

- Mandatory parent/guardian meeting with principal or designee
- Attendance Intervention Plan developed
- Documentation required for all absences going forward
- Failure to participate results in escalation to police

Purpose: active intervention before further decline

Policy JH-R3: Attendance Intervention Tree

Tier 4: Chronic Absenteeism

10% of enrolled school days missed

- Student identified as chronically absent
- Intensified administrative review and intervention
- Attendance plan reviewed and adjusted as needed
- Additional supports and monitoring implemented

Purpose: address significant impact on access to education

Tier 5: Truancy

10 half-days of unexcused absence (missing more than 2 hours in a day)

- Student identified as habitually truant
- Formal truancy process initiated
- Parent/guardian notified of legal implications
- District documents interventions and next steps
- Police home visit

Purpose: shift from attendance concern to legal truancy enforcement

Tier 6: Enforcement / Noncompliance

20+ total absences and/or continued failure to improve

- Further administrative action
- Possible DCYF referral for educational neglect
- Possible court action under RSA 193:1–7

Purpose: enforce compulsory attendance when intervention has not worked

Key Rules

1. All absences count for intervention

Excused and unexcused absences both count toward the 5 / 10 / 15 attendance intervention thresholds.

2. Truancy is defined as ten (10) half-days of unexcused absence in accordance with RSA 193:1–7.

Habitual truancy shall be identified when a student accumulates ten (10) half-days of absence without sufficient justification during a school year.

3. No staff discretion on thresholds

Attendance letters and interventions at each threshold are mandatory.

4. Parent-reported illness is limited

Parent-reported illness may be accepted for:

- up to **3 consecutive days**, or
- up to **5 cumulative days per semester**

After that, medical documentation may be required.

5. Pattern overrides designation

A pattern of absences, **regardless of designation**, triggers administrative review and may require documentation, meetings, and intervention.

6. Chronic Absenteeism

Chronic absenteeism is an educational concern requiring intervention.

Truancy is a legal violation and may result in law enforcement involvement.

Simple Visual Version

Every absence

- record absence + notify family

5 absences

- send first letter

10 absences

- send second letter + admin review

15 absences

- mandatory meeting + attendance plan

10% of enrolled days missed

- chronic absenteeism intervention

10 half-days unexcused (2 hours equivalent to half day)

- habitual truancy process/police home visit

20 absences / no improvement

- DCYF/court escalation

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Amended: January 15, 2015; November 15, 2018

Personal Device & Network Use for External Coursework

(ELO, CRTC, VLACS Access Protocol Packet)

Administrative Protocol Memo

Purpose

The purpose of this protocol is to ensure that students participating in Extended Learning Opportunities (ELO), Career and Technical Center (CRTC) programs, and Virtual Learning Academy Charter School (VLACS) coursework are able to access required instructional materials when district network limitations restrict access.

This protocol establishes a **controlled, permission-based exception** allowing the use of personal devices and personal internet connections under defined conditions.

Rationale

The district recognizes that certain approved educational platforms are not fully accessible through the district network. In order to ensure continuity of instruction and equitable access to coursework, a structured process has been established.

This is not an open-use policy. It is a **limited instructional accommodation**.

Authorization Requirements

Students may only participate if:

- Parent/Guardian Consent Form is signed and on file
- Student Agreement is signed
- Principal approval is granted
- Student is identified as participating in ELO, CRTC, or VLACS coursework

Permitted Use

Students may:

- Use personal devices
- Use personal mobile hotspots
- Access approved instructional platforms only

Restrictions

- Use is limited to academic purposes only
- Use must occur in designated locations and times
- Students may not access unrelated content (social media, streaming, etc.)

Critical Network Security Rule

Students are strictly prohibited from:

- Sharing their personal hotspot or internet connection with any other student
- Allowing other devices to connect to their personal network
- Providing passwords or access to their hotspot

Violation will result in:

- Immediate revocation of privilege
- Administrative review
- Possible disciplinary action

Supervision Expectations

- Staff are not responsible for monitoring personal devices or networks
- Staff may redirect behavior if misuse is observed
- Concerns should be reported to administration

District Position

- The district does not manage, monitor, or secure personal devices or personal networks
- The district cannot ensure content filtering on non-district networks
- This access is provided solely to support participation in approved educational programs

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Parent/Guardian Consent Form

**PITTSFIELD SCHOOL DISTRICT
Personal Device & Hotspot Use Authorization**

Student Name: _____

Program (check all that apply):

- ELO
- CRTC
- VLACS

Purpose

Your child is requesting permission to use a personal device and personal internet connection (hotspot) while at school to access required coursework that is not fully accessible on the district network.

Acknowledgment of Conditions

By signing below, I acknowledge and agree:

- My child may use a personal device and personal hotspot for instructional purposes only
- This use occurs outside the district’s filtered network
- The district cannot monitor or filter content accessed through personal networks
- The district is not responsible for the security or use of personal devices or internet connections
- I assume responsibility for my child’s use of their personal device and internet access

Personal Network Use Restriction

I understand that:

- My child is **not permitted to share their hotspot or internet connection with any other student**
- This includes allowing others to connect or providing passwords
- Violations will result in loss of privileges and possible disciplinary action

Parent/Guardian Signature: _____

Date: _____

Student Agreement

PITTSFIELD SCHOOL DISTRICT

Student Agreement for Personal Device & Hotspot Use

I understand that I have been given permission to use my personal device and hotspot for schoolwork under specific conditions.

I agree to the following:

Academic Use Only

- I will only use my device and hotspot for ELO, CRTS, or VLACS coursework

Behavior Expectations

- I will follow all school rules and expectations
- I will stop use immediately if directed by staff

Network Security Rule (Non-Negotiable)

- I will not share my hotspot or internet connection with any other student
- I will not allow other devices to connect to my network
- I will not give out my hotspot password

Understanding Consequences

- If I violate these rules, I will lose this privilege
- I may face additional disciplinary action

Student Signature: _____

Date: _____

Personal Device & Network Use for External Coursework

(ELO, CRTC, VLACS Access Protocol Packet)

Purpose

The purpose of this protocol is to ensure that students participating in Extended Learning Opportunities (ELO), Career and Technical Center (CRTC) programs, and Virtual Learning Academy Charter School (VLACS) coursework are able to access required instructional materials when district network limitations restrict access.

This protocol establishes a **controlled, permission-based exception** allowing the use of personal devices and personal internet connections under defined conditions.

Rationale

The district recognizes that certain approved educational platforms are not fully accessible through the district network. In order to ensure continuity of instruction and equitable access to coursework, a structured process has been established.

This is not an open-use policy. It is a **limited instructional accommodation**.

Authorization Requirements

Students may only participate if:

- Parent/Guardian Consent Form is signed and on file
- Student Agreement is signed
- Principal approval is granted
- Student is identified as participating in ELO, CRTC, or VLACS coursework

Permitted Use

Students may:

- Use personal devices
- Use personal mobile hotspots
- Access approved instructional platforms only

Restrictions

- Use is limited to academic purposes only
- Use must occur in designated locations and times
- Students may not access unrelated content (social media, streaming, etc.)

Network Security Rule

Students are strictly prohibited from:

- Sharing their personal hotspot or internet connection with any other student
- Allowing other devices to connect to their personal network
- Providing passwords or access to their hotspot

Violation will result in:

- Immediate revocation of privilege
- Administrative review
- Possible disciplinary action

Supervision Expectations

- Staff are not responsible for monitoring personal devices or networks
- Staff may redirect behavior if misuse is observed
- Concerns should be reported to administration

District Position

- The district does not manage, monitor, or secure personal devices or personal networks
- The district cannot ensure content filtering on non-district networks
- This access is provided solely to support participation in approved educational programs

District Policy History:

First reading: April 2, 2026

Second reading/adopted: May 7, 2026

District revision history:

Parent/Guardian Consent Form

**PITTSFIELD SCHOOL DISTRICT
Personal Device & Hotspot Use Authorization**

Student Name: _____

Program (check all that apply):

- ELO
- CRTC
- VLACS

Purpose

Your child is requesting permission to use a personal device and personal internet connection (hotspot) while at school to access required coursework that is not fully accessible on the district network.

Acknowledgment of Conditions

By signing below, I acknowledge and agree:

- My child may use a personal device and personal hotspot for instructional purposes only
- This use occurs outside the district's filtered network
- The district cannot monitor or filter content accessed through personal networks
- The district is not responsible for the security or use of personal devices or internet connections
- I assume responsibility for my child's use of their personal device and internet access

Personal Network Use Restriction

I understand that:

- My child is **not permitted to share their hotspot or internet connection with any other student**
- This includes allowing others to connect or providing passwords
- Violations will result in loss of privileges and possible disciplinary action

Parent/Guardian Signature: _____

Date: _____

Student Agreement

PITTSFIELD SCHOOL DISTRICT

Student Agreement for Personal Device & Hotspot Use

I understand that I have been given permission to use my personal device and hotspot for schoolwork under specific conditions.

I agree to the following:

Academic Use Only

- I will only use my device and hotspot for ELO, CRTC, or VLACS coursework

Behavior Expectations

- I will follow all school rules and expectations
- I will stop use immediately if directed by staff

Network Security Rule (Non-Negotiable)

- I will not share my hotspot or internet connection with any other student
- I will not allow other devices to connect to my network
- I will not give out my hotspot password

Understanding Consequences

- If I violate these rules, I will lose this privilege
- I may face additional disciplinary action

Student Signature: _____

Date: _____