



## SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1

Pittsfield, New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

Bryan Lane – Superintendent of Schools

### **PITTSFIELD SCHOOL BOARD**

#### MEETING AGENDA

5:30 PM Thursday, March 17, 2022

PMHS Media Center

Pittsfield Middle High School

[meet.google.com/pem-wojn-ecr](https://meet.google.com/pem-wojn-ecr)

1. CALL TO ORDER – BRYAN LANE, SUPERINTENDENT OF SCHOOLS
2. PLEDGE OF ALLEGIANCE
3. NOMINATION/ELECTION OF BOARD CHAIR
4. NOMINATION/ELECTION OF VICE CHAIR
5. ACTION ON AMENDED AGENDA
6. APPROVAL OF MINUTES FROM February 3, 2022 & February 17, 2022
7. PUBLIC INPUT
8. STUDENT REPRESENTATIVE
9. PMHS PRINCIPAL
  - Information & Discussion
  - Action Items
    - Program of Studies
    - Senior Class Trip
10. DIRECTOR OF STUDENT SERVICES
  - Information & Discussion
    - Compliance and Indicator 13
  - Action Items
11. INTERIM SUPERINTENDENT OF SCHOOLS
  - Information & Discussion
  - Action Items
12. SCHOOL BOARD
  - Information & Discussion
    - Policy Review – First Reading:
      - JFABD, Homeless Students, Admission of
      - JFAA, Admission of Resident Students
      - JFAB, Non-Resident Students, Admission of
      - IHCD, Advanced Course Work / Advanced Placement Courses

#### Action Items

- Nominations:
  - 11/12 Special Education Teacher
  - Elementary Library Media Specialist
- Policy Review – Second Reading:
  - BEDB, Agenda Preparation and Dissemination
  - EBCE, School Closings
  - JH, Attendance, Absenteeism, and Truancy
  - JIA, Student Due Process Rights
  - JHC, Student Early Release Precautions
  - JI, Student Rights and Responsibilities
  - JIAA, Eighteen Year-Old Students
  - JICC, Student Conduct on School Buses

#### 13. COMMITTEE ASSIGNMENTS

BUDGET COMMITTEE - Mr. Clough  
DRAKE FIELD & FACILITIES - Mr. Gauthier  
NEGOTIATIONS - Ms. Goggin & Mr. Gauthier  
FOSS FAMILY SCHOLARSHIP - Ms. Rider

#### 14. PLAN AGENDA FOR NEXT MEETING

#### 15. PUBLIC INPUT

16. NON-PUBLIC SESSION - RSA 91-A 3 (a) the dismissal, promotion, or compensation of the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which the request shall be granted. (b)The hiring of any public employee. (c) Matters which, if discussed in public, would likely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or a waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. - Negotiations

#### 17. ADJOURNMENT

**STATE OF NEW HAMPSHIRE  
SCHOOL ADMINISTRATIVE UNIT #51  
PITTSFIELD SCHOOL BOARD**

---

**MINUTES**

Pittsfield School Board Meeting  
February 3, 2022  
Pittsfield Middle High School

**I. CALL TO ORDER**

Members Present: Adam Gauthier, Chairperson  
Justin Clough, Vice Chairperson  
Sandra Adams  
Molly Goggin  
Diane Rider

Others Present: Bryan Lane, Interim Superintendent  
Derek Hamilton, Principal, PMHS Principal  
Mike Wiley, Principal, PES  
Members of the Public

Chair Gauthier opened the meeting at 5:30 p.m.

**II. PLEDGE OF ALLEGIANCE**

The pledge of allegiance was led by Mr. Gauthier.

**III. AGENDA REVIEW**

The following items were added:

- March 3, 2022 Meeting (Mr. Gauthier)
- Dress Code JICA (Ms. Adams)
- Warrant Article Assignments (Ms. Adams)
- Policy JLCD (Ms. Adams)
- Nomination (Mr. Lane)
- Budget Presentation (Mr. Lane)

**IV. ACTION ON AMENDED AGENDA**

On a made by Mr. Clough and seconded by Ms. Adams, the Board unanimously approved the amended agenda.

#### V. APPROVAL OF PREVIOUS MEETING MINUTES

The minutes of the January 20, 2022 meeting were considered. The following changes were made: page two, paragraph three, line eleven, change “designed” to “designated”; beginning on page three, change Roman numeration to be consecutive; on page five, paragraph four, change “Adam” to “Adams”; on page five, paragraph seven, change to “Ms. Rider and Ms. Adams attended the Winter Showcase; they...”; and on page six, paragraph three, change spelling to “Schiferle” in two places. On a motion made by Mr. Clough and seconded by Ms. Rider, the Board voted unanimously to approve the minutes as amended.

#### VI. PUBLIC INPUT

Jaime Koladish stated that she believes someone who is not a certified educator will provide a broader perspective to the anticipated curriculum advisory committee. She thinks that the committee needs to have people represented from the curriculum.

Leah Adams stated that she thought community representatives should be included on the curriculum advisory committee to ensure transparency.

#### VII. STUDENT REPRESENTATIVE

Matthew Swenson thanked the School Board for the feedback that was provided at the last School Board meeting. He and Dalton Swenson will be bringing the information forward Tuesday, February 8, 2022 to the Site Council.

#### VIII. PES PRINCIPAL

##### A. Staffing Update

Mr. Wiley stated that PES is currently advertising for a Library Media / Technology position and four paraprofessionals.

##### B. Professional Development

Mr. Wiley reviewed the professional development plan for February. He provided an executive skill questionnaire form the book *Smart But Scattered*, which is being read by faculty.

##### C. SWIS Data

Mr. Wiley provided behavioral data that was requested at a previous Board meeting. There were a total of 288 referrals from August 30, 2021 to January 13, 2022. Mr. Gauthier asked for a breakdown of infractions that are mask-related. Mr. Clough asked if it would be possible to see data in comparison with a like period of time in a previous year; this data would help provide a reference point. Ms. Rider stated that she is aware that Responsive Classroom and Restorative Justice is used and wondered if the program, Reality Discipline has been considered. She also asked if the administration has heard about the Department of Education's sponsored program, Regulatory Classroom. Ms. Goggin asked that the topic be referred to as behavior management, rather than discipline systems.

#### D. Calendar of Upcoming Events

Mr. Wiley provided the Board with a calendar of upcoming events.

### IX. PMHS PRINCIPAL

#### A. Health Services Update

Mr. Hamilton announced that on-site COVID-19 testing is now available at both PES and PMHS for people who are symptomatic during the school day. Home testing kits are also available when requested.

#### B. Professional Learning Activities

Mr. Hamilton provided an overview of topics and objectives for professional learning over the month of January.

#### C. Winter Showcase

Mr. Hamilton stated that the January 19th Winter Showcase will be used as a building block for the spring Exhibition of Learning. Mr. Hamilton provided the Board with copies of two Learning Studio publications: The Panther Politic and Looseleaf Magazine. Mr. Gauthier asked about having these publications at local places for the community to access; Mr. Hamilton said he would do so.

#### D. Good to Great Team

Ms. Adams asked if the Good to Great Team was open to the public. Mr. Hamilton explained that the purpose of the Good to Great Team is to review current programs and develop recommendations for improvement. He said that the meetings are open to the public. The program being reviewed currently is the Flex Program. Ms. Chassie was asked to provide additional information about the Good to Great Team.

X. INTERIM SUPERINTENDENT OF SCHOOL

A. Weather Alert

Mr. Lane announced that school was canceled tonight for tomorrow, February 4, 2022, due to weather.

B. COVID-19

Mr. Lane reviewed the statistics relative to COVID-19. Currently, criteria require masks but that would likely change given the current trends.

C. Deliberative Session

Mr. Lane acknowledged Sara Zinn and Eric Anthony for their help in preparing for the Deliberative Session. A draft of the presentation to be given to the voters was shared. Mr. Lane provided the board with a draft script from which the Board members could begin their discussion of the warrant articles.

D. Assessment

Mr. Lane provided an overview of assessment practices used in the district. He explained that the assessments used at the beginning of the year are used to assist in measuring student progress.

E. Professional Growth and Evaluation Committee

Mr. Lane stated that he is meeting with the teachers who are finishing their three-year certification cycle. He is using the opportunity to talk with teachers about what is working and what is not working relative to professional development. Mr. Lane explained that the evaluation system is going to be reviewed under his direction.

F. Nomination

Mr. Lane recommended Payne Gould for a position of special education teacher for PES; he would be hired at Bachelor's Step 0, an annual salary of \$32,794 which will be prorated for the remainder of the year beginning on February 21, 2022. On a motion made by Mr. Gauthier and seconded by Mr. Clough the Board voted unanimously to approve hiring Mr. Gould as a special educator. Mr. Lane stated that he will be hired under Alternative IV, a program that allows a non-certified person to work over the next three years to become certified.

G. Presentation for Deliberative Session

Mr. Lane asked the Board for their feedback regarding the draft presentation. He will post the presentation on the website in advance of the meeting, providing the community the opportunity to plan questions they may want to ask at the meeting. Ms. Rider appreciated the level of detail that the presentation provided. The Board agreed to posting the presentation before the meeting. Ms. Rider asked if the presentation could be put in other locations, such as Facebook for people that do not visit the website, to which Mr. Lane agreed.

#### H. Team Design Harriman

According to Mr. Lane, the cost for a feasibility study to determine if the elementary school students could be housed at PMHS is \$26,500. Ms. Adams asked if the District should go out to bid. Mr. Lane said that there are no other vendors available in the area and this company is familiar with the building from previous work completed.

#### I. Policies

Mr. Lane presented for first reading: Policy JIC, Student Conduct; Policy JICD, Student Conduct, Discipline, and Due Process - Safe School Zone; Policy JICD-R, Memorandum of Understanding. These policies will be voted on by the Board at the next meeting.

### XI. SCHOOL BOARD

#### A. Policies

Mr. Lane presented for second reading: Policy JKAA, Use of Restraints and Seclusion. A spelling error was noted and no modifications were suggested. He presented Policy JLCD-R, Administering Medication to Students and no modifications were suggested. Mr. Lane presented Policy CA, Administration Goal. A grammatical error was noted and no modifications were suggested. He presented Policy DAF, Administration of Federal Grant Funds. A spelling error was noted and no modifications were suggested. Policy JFABD, Admission of Homeless Students was presented with no modifications warranted.

#### B. Team Design Harriman

Mr. Lane, upon request from Mr. Gauthier, determined where the money would come from if the Board decided to follow through with asking Team Design Harriman to do the study of viability to move students from PES to PMHS. He stated that the work would take approximately sixty days to complete. Mr. Gauthier stated that he thought the study was necessary to provide the Board with the information they need to make an informed decision. On a motion made by Mr. Gauthier and seconded by Ms. Adams, the Board voted to hire Harriman for \$26,500 to conduct a viability study, with Ms. Adams, Mr.

Clough, Mr. Gauthier, and Ms. Goggin voting in the affirmative and Ms. Rider abstaining from the vote.

#### C. Warrant Article Assignments

Mr. Gauthier reviewed the process previously used by the Board to present the warrant articles at the Deliberative Session and asked if changes were required. It was determined that a Board member would move the article, another would second the article, and the member moving the article would provide explanation. If there are questions that Mr. Lane should answer, he will be asked by the Board to respond. Assignments were made as follows: Warrant Article #1 - Gauthier / Clough; Warrant Article #2 - Goggin / Gauthier; Warrant Article #3 - Goggin / Gauthier; Warrant Article #4 - Clough / Adams; Warrant Article #5 - Rider / Clough; Warrant Article #6 - Adams / Rider; and Warrant Article #7 - Gauthier / Goggin.

Mr. Gauthier requested that the Board have a work session at 5:30 prior to the Deliberative Session to which the Board agreed.

#### D. Community Curriculum Review Committee Proposal

Ms. Rider reviewed a proposal for a Community Curriculum Review Committee. She proposed that this would be a non-voting, advisory committee with the intent of bringing in members of the community who are interested in providing feedback regarding programs and materials. Discussion ensued regarding the value of incorporating community voice in the curriculum process whether as a separate committee or as part of the standing Universal Design for Learning (UDL) teams. Further discussion ensued regarding the pros and cons of having a community curriculum review committee. Mr. Lane summarized the role of a community member if they were to become a part of the UDL teams at PES and PMHS. Discussion ensued regarding the committee's role relative to curriculum vs. materials. Ms. Adams asked Ms. Rider if she would be willing to consider the discussion and make some changes to the proposal for a future decision, to which she agreed.

### XII. COMMITTEE ASSIGNMENTS

- A. Budget Committee Representative - Mr. Clough
- B. Drake Field and Facilities - Mr. Gauthier
- C. Negotiating Team - Ms. Goggin & Mr. Gauthier
- D. Foss Family Scholarship - Ms. Rider

### XIII. NEXT MEETING



The Deliberative Session is scheduled for Thursday, February 10, 2022 at 6:30. A work session will be scheduled for 5:30.

The next meeting of the Board is scheduled for Thursday, February 17, 2022 at 5:30 p.m. in the Pittsfield Middle High School Media Center.

Mr. Gauthier is unable to attend the March 3, 2022 meeting; it is during vacation week. On a motion made by Mr. Clough and seconded by Ms. Goggin the Board voted to cancel the March 3, 2022 meeting with Ms. Adams, Mr. Clough, Ms. Goggin, and Ms. Rider voting in the affirmative and Mr. Gauthier abstaining from the vote.

#### XIV. PUBLIC INPUT

Clayton Wood stated his concern about the discussion regarding a curriculum advisory committee. He stated that Ms. Rider is asking the Board for what parents want - they want to know what curriculum is being implemented and what materials are being used. Mr. Wood said that the information on the website is not easily accessed by parents or community members. He reiterated that parents do not want to tell the teachers what to teach, they just want to know what is being taught and what materials are being used. He said there are avenues available for parents to “opt out” of curriculum and materials but they don’t know what those are and cannot make “opt out” decisions accordingly. According to Mr. Wood, people that want to help don’t want to tell the school what to do but want to meaningfully engage in their children’s education.

Ms. Koladish stated that she wants to know what her children are doing in school so she can have conversations with them. She wants to help and feels that there is no way in which she can do that. She does not feel that the school wants to hear or have the help from the community.

Leah Adams stated that she is concerned that after many years there is still a lack of information about the materials being used. She feels that there is a lack of information between the school and families.

#### XV. ADJOURNMENT

A motion was made by Mr. Clough and seconded by Ms. Rider to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 7:40 p.m.

Respectfully submitted,

Tobi Gray Chassie  
Recording Secretary

**STATE OF NEW HAMPSHIRE  
SCHOOL ADMINISTRATIVE UNIT #51  
PITTSFIELD SCHOOL BOARD**

---

**MINUTES**

Pittsfield School Board Meeting  
February 17, 2022  
Pittsfield Middle High School

**I. CALL TO ORDER**

Members Present: Adam Gauthier, Chairperson  
Justin Clough, Vice Chairperson  
Sandra Adams  
Molly Goggin

Others Present: Bryan Lane, Interim Superintendent  
Derek Hamilton, Principal, PMHS Principal  
Mike Wyley, Principal, PES  
Members of the Public

Chair Gauthier opened the meeting at 5:31 p.m.

**II. PLEDGE OF ALLEGIANCE**

The pledge of allegiance was led by Mr. Gauthier.

**III. AGENDA REVIEW**

The following items were added:

- Revision of Agenda (Ms. Adams)
- Dress Code (Ms. Adams)
- Mask Policy (Mr. Gauthier)
- District Website (Mr. Clough)
- Warrant Article Explainer (Mr. Clough)
- Non-Public Session (Mr. Lane)

**IV. ACTION ON AMENDED AGENDA**

On a motion made by Mr. Clough and seconded by Ms. Adams, the Board unanimously approved the amended agenda.

V. APPROVAL OF PREVIOUS MEETING MINUTES

The minutes of the February 3, 2022 meeting were considered. It was agreed that Ms. Chassie would work with Ms. Zinn to make sure the policies on page five were listed correctly. The approval of the minutes were deferred to the next meeting.

VI. PUBLIC INPUT

Jaime Koladish stated that in the last few weeks she has been receiving information about curriculum through a newly introduced technology platform. She expressed her appreciation to the Grade Five team.

VII. STUDENT REPRESENTATIVE

Matthew Swenson explained that the Site Council reviewed the School Board's questions and considerations. A letter was presented to the School Board outlining questions of the Site Council. Discussion ensued regarding specific items of clothing that are and are not allowed.

VIII. DIRECTOR OF STUDENT SERVICES

A. Compliance

Ms. Bickford explained that the NH Department of Education has been working this past year to overhaul the way in which districts are monitored for special education compliance. She indicated that the most significant change is that districts will be reviewed based on the amount of risk they demonstrate annually as measured by an established rubric, which Ms. Bickford shared.

IX. INTERIM SUPERINTENDENT OF SCHOOL

A. COVID-19

Mr. Lane reviewed the statistics that are used to determine Covid protocol. The COVID numbers are declining in school and the community numbers are the biggest concern at this time. The mask requirement has been lifted as of February 17, 2022, based on the data points dictated by the protocol.

B. Team Design - Harriman

Arrangements have been made with Team Design - Harriman to visit during the first week of March to determine if it is feasible for the elementary school students to move into the PMHS building. Mr. Lane explained the multiple steps that would need to occur before students can be tuitioned to another district(s).

#### C. PES Ventilation

Mr. Lane stated that he has met with EEI Services who is contracted with the District to look into the renovation of the ventilation system at PES. He explained that \$1,540,000 of the \$2,200,000 of the ARP ESSR grant and \$500,000 from the ESSER II grant would be used to complete this work. Mr. Lane stated that if PES is going to continue to be used, work on the ventilation system needs to be done and the grants would mean not using property tax revenue.

#### D. Warrant Articles

Mr. Lane explained how he will be informing the public about the Warrant Articles. Once text is finalized, he will submit them to the Concord Monitor.

#### E. Professional Certification

Mr. Lane has currently met with thirteen of the nineteen staff whose certification will need to be renewed by June 30, 2022. He is working with the Professional Growth and Evaluation Team to consider changes.

#### F. Student Information System

Mr. Lane stated that the district is considering replacing PowerSchool with another student information system. Conversations are taking place with ALMA, a company that provides an alternative program. Ms. Goggin cautioned that ALMA does not interface with Google Classroom. Mr. Lane stated that the NH Department of Education reports that are required are difficult to manage with PowerSchool, creating a motivator for this change.

#### G. Policies

Mr. Lane presented for the first reading Policy BEDB, Agenda Preparation and Dissemination; Policy EBCE, School Closings; Policy JH, Attendance, Absenteeism, and Truancy; Policy JHC, Student Early Release Precautions; Policy JIA, Student Due Process Rights; Policy JI, Student Rights and Responsibilities; Policy JIAA, Eighteen Year Old Students; and Policy JICC, Student Conduct on School Buses. A second reading of these policies will take place at the next meeting.

### X. SCHOOL BOARD

#### A. Default Budget

Mr. Lane stated that the Default Budget that was previously approved by the School Board was \$10,441,003. It was determined that there were items that should have been removed from the Default Budget as one time expenditures that was not were not in the original dollar figure. The accurate Default Budget amount, according to Mr. Lane is \$10,246,271, as reported to the public at the Deliberative Session held on February 10, 2022.

On a motion made by Mr. Gauthier and seconded by Ms. Adams, the Board unanimously approved changing the Default Budget to \$10,246,271 for the 2022-2023 School District Budget.

#### B. Policies

Mr. Lane presented Policy JLCD-R, Administering Medication to Students; no modifications were made by the Board. He presented Policy CA, Administrative Goals; no modifications were made. Policy DAF, Administration of Federal Grant Funds was presented; no modifications were made. Policy JFABD, Admission of Homeless Students was presented; no modifications were made.

#### C. Warrant Article Explainer

Mr. Clough stated appreciation for the work Mr. Lane will do to inform the public about the warrant articles. He asked if there might be additional information that would provide voters with the consequences of their vote. Mr. Clough also stated there needs to be information provided about what would happen if the Default Budget prevails.

#### D. District Website

Mr. Clough stated that the logo is illegible on the website and asked if it could be reworked. He also asked if the curriculum information could have its own link. Mr. Clough asked if there could be included on the website a question box that would go directly to the principal of the appropriate building. Ms. Goggin suggested having the classroom links (i.e. Class DoJo) could be included on the website

#### E. Mask Proposal

Mr. Gauthier read a proposal he has written relative to masks. He suggested repealing the current COVID policies and replace it with:

- Make masks recommended but not required district-wide.
- Support the school/community members who choose to wear masks; continue to supply masks.
- Continue the mask protocol for our buses required by tcDC order set to expire on March 18, 2022. Discontinue required masks if the CDC order is revoked.
- Continue to follow the isolation and exclusion protocols that are presently in place for those who are symptomatic or test positive. Continue to emphasize that people who are sick should stay home. Those coming off exclusion would be required to follow the mask protocols presently in place per NH Department Health and Human Services.
- Continue in school rapid testing.
- Continue to emphasize and support vaccination.
- Remove all cohorting and separating. Move breakfast and lunch back to cafeterias.
- Implement targeted masks in classrooms. If there are three or more positive cases per classroom, masks will be required for ten days following the latest positive case. If a student or staff member returns before the ten day isolation period, then a mask will be required for five days.

Discussion ensued regarding this proposal. Suggestions were made to reword the final bullet; wording was provided to Mr. Lane by Mr. Gauthier.

Mr. Gauthier made a motion to repeal the current COVID policies and replace it with making masks recommended but not required district-wide; supporting the school/community members who choose to wear masks; continue to supply masks; continuing the mask protocol for our buses required by the CDC order set to expire on March 18, 2022; discontinuing required masks if the CDC order is revoked; continuing to follow the isolation and exclusion protocols that are presently in place for those who are symptomatic or test positive; continuing to emphasize that people who are sick should stay home, for those coming off exclusion requiring to follow the mask protocols presently in place per NH Department Health and Human Services; continuing in school rapid testing; continuing to emphasize and support vaccination; removing all cohorting and separating; moving breakfast and lunch back to cafeterias; and if there is an active cluster, as defined by the NH Department of Health and Human Services, in a classroom or grade level, then targeted masking will be required for fourteen days for both students and staff. The motion was seconded by Ms. Adams and passed unanimously by the Board.

## XI. COMMITTEE ASSIGNMENTS

### A. Budget Committee Representative - Mr. Clough

B. Drake Field and Facilities - Mr. Gauthier

C. Negotiating Team - Ms. Goggin & Mr. Gauthier

D. Foss Family Scholarship - Ms. Rider

## XII. NEXT MEETING

The next meeting of the Board is scheduled for Thursday, March 17, 2022 at 5:30 p.m. in the Pittsfield Middle High School Media Center.

## XIII. PUBLIC INPUT

Robert Schiferly stated that the work on the Covid plan is commendable. He suggested that the Board consider keeping the policies in place for future

Clayton Wood stated that the policies should be eliminated. He stated his opposition to the fourteen day isolation period. He stated that in his opinion, there is no evidence to back up the practices that have been in place. He recommended not planning on this happening again.

Sarah Marston Duvall asked where the money is coming from for the \$26,000 to pay for the feasibility study expenses by Team Design - Harriman. Mr. Lane stated it was from money from vacant positions.

## XIV. NON-PUBLIC SESSION

At 7:04 p.m. a motion was made by Mr. Gauthier and seconded by Mr. Clough to enter into a non-public session under the authority of RSA 91-A:3 (a) to discuss personnel. The Board was polled and voted unanimously to enter into a non-public session (Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes).

At \_\_\_ p.m. a motion was made by \_\_\_ and seconded by \_\_\_ to exit from a non-public session. The Board was polled and voted unanimously to exit the non-public session (Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes).

## XV. ADJOURNMENT

A motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to adjourn the meeting. The Board voted unanimously to adjourn the meeting at \_\_\_ p.m.

Respectfully submitted,

Tobi Gray Chassie  
Recording Secretary

**Pittsfield School District**

**To:** Pittsfield School Board  
**From:** Derek Hamilton & Melissa Brown, PMHS Administration  
**Subject:** Board Meeting – March 17, 2022  
**Date:** March 11, 2022

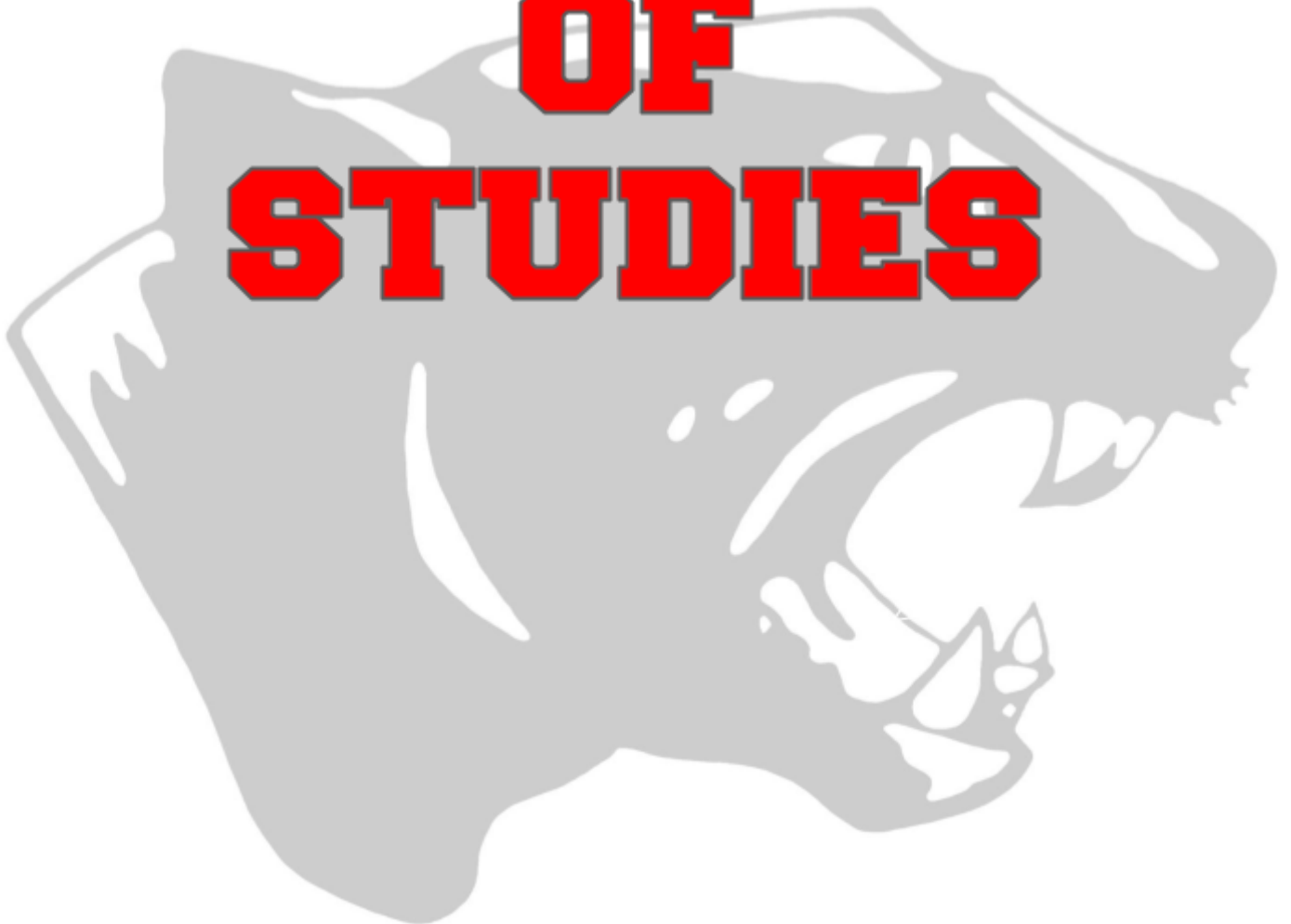
**ACTION**

1. Program of Studies. Enclosed is a copy of the 2022-2023 Program of Studies for your review and approval. The Program of Studies includes essential information and resources for students and families to plan for the 2022-2023 school year and beyond. It provides an overview of graduation requirements, suggested course sequence, and course descriptions. In this year's edition of the Program of Studies, the course competencies for each course are listed below the course description to provide students and families with more information about each course. Each course at Pittsfield Middle High School has a set of established competencies that describe what students are expected to know and be able to do as a result of completing the course competencies. The only other major changes of note to the Program of Studies include *The Power of Literature* replacing *The Struggle is Real* (which is offered every other year), *A Journey of Self Discovery* (semester one) and *Journalism or Literature in Media* (semester two) being offered in place of *Senior English*, and *Anatomy and Physiology* not being offered next year. Mrs. Brown and I will be available to answer any questions you have about the Program of Studies at the School Board meeting.
2. Senior Class Trip. Members of the Class of 2022 and their class advisers will be joining us at the Board meeting to seek approval for their class trip in accordance with School Board policy IJOA; Field Trips and Excursions. The seniors will review their plans for traveling to Lake George, New York on Thursday, May 12 to Saturday, May 14.



---

# **PROGRAM OF STUDIES**



## **2022-2023**

### **PITTSFIELD MIDDLE HIGH SCHOOL**

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

[www.pittsfieldnhschools.org](http://www.pittsfieldnhschools.org)

# LETTER FROM ASSISTANT PRINCIPAL

March 2022

Dear Pittsfield Middle High School Students and Families,

This *Pittsfield Middle High School Program of Studies* is intended to provide you with essential information for planning next year's academic schedule. The importance of careful planning and consideration cannot be stressed enough.

Please take time to study the course descriptions provided, and plan to discuss your thoughts about your options with your parents, advisor, classroom teachers, and Guidance Support Specialist. Make sure to give careful consideration to your academic needs and make use of the support and advice available to you. 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. Now is the time to begin to think about your future.

In this year's program of studies, course competencies have been 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 online through eStart courses offered through the Community College System of New Hampshire. This program includes the Virtual Learning Academy Charter School (VLACS), as well as updated information on new opportunities for juniors and seniors at Concord Regional Technical Center.

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 2022-23 school year.

Sincerely,

Melissa Brown, Assistant Principal

# TABLE OF CONTENTS

Letter From the Assistant Principal.....	1
Table of Contents.....	2
Pittsfield School District Mission and Vision.....	3
Graduation Requirements and Diploma Types.....	4
Suggested Course Sequence.....	5
Post-Secondary Education.....	7
Testing.....	8
Academic Programs.....	9
Academic Information.....	10
Course Information.....	13
Parent Questions and Concerns.....	16
<u>COURSE DESCRIPTIONS:</u>	
Advisory.....	17
Business/Information & Communication Technologies.....	17
English.....	20
Fine Arts Instruction	
Art.....	23
Music.....	27
Health and Wellness Education	
Health.....	28
Family and Consumer Sciences.....	29
Physical Education.....	30
Mathematics.....	32
Science.....	36
Social Studies.....	44
World Language .....	47
Other Courses.....	47
Driver Education.....	48
Statement of Non-Discrimination .....	49
Concord Regional Technical Center Course Descriptions.....	50

# Pittsfield School District



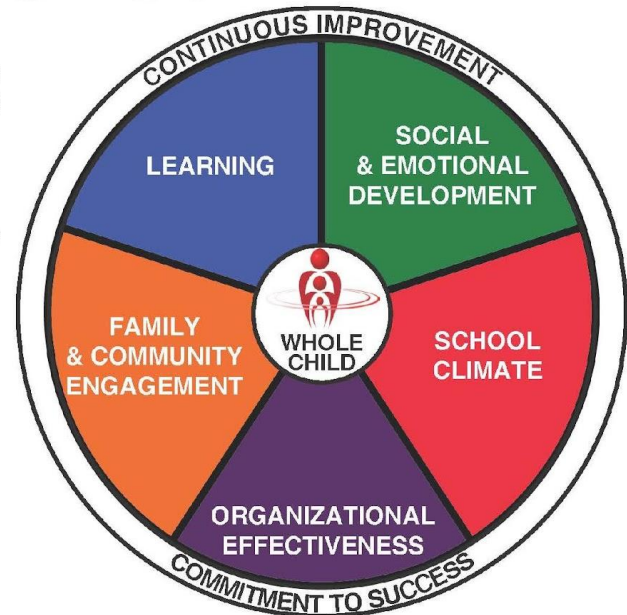
## VISION:

*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

**DIPLOMA TYPES:** Pittsfield Middle High School offers two diploma types. The PMHS diploma requires 21.25 credits, including community service. The district diploma requires 20 credits and reflects the courses mandated by the State of New Hampshire Department of Education. The major differences between the PMHS diploma and the district diploma are that the district diploma does not require a third year of science or any community service hours.

## PMHS Graduation Requirements

Credits	Curriculum Area	Prescribed Courses
4	English/Language Arts	English 9, 10, 11 and 12*
3	Mathematics***	Algebra, 2 Additional Math Courses*
3	Science	Biology, Physical Science, 1 Additional Science Credit
3	Social Studies	Geopolitical Studies, Economics, US History, American Government
1	Physical Education	Physical Education, Lifetime Fitness Activities, IPEP
0.5	Fine Arts	Band, Beginning Guitar, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Information & Communication Technology**	Desktop Publishing, Digital Art, Yearbook
5.5	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. All CRTC courses are approved Math-Related Courses (MRC).

\*Running Start (dual enrollment) courses are available for 11th & 12th grade English and College Algebra.

\*\*Graphic Design and Computer Engineering offered at the Concord Regional Technical Center are accepted ICT courses.

## District Diploma Requirements

Credits	Curriculum Area	Prescribed Courses
4	English/Language Arts	English 9, 10, 11*, and 12*
3	Mathematics***	Algebra, 2 Additional Math Courses*
2	Science	Biology, Intro to Physics, Intro to Chemistry & Waves
2.5	Social Studies	Geopolitical Studies, Economics, US History, American Government
1	Physical Education	Physical Education, Lifetime Fitness Activities, IPEP
0.5	Fine Arts	Band, Beginning Guitar, Chorus, Principles of Art & Design
0.5	Health	Health
0.5	Information & Communication Technology**	Desktop Publishing, Digital Art, Yearbook
6	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. All CRTC courses are approved Math-Related Courses (MRC).

\*Running Start (dual enrollment) courses are available for 11<sup>th</sup> & 12th grade English and College Algebra.

\*\*Graphic Design and Computer Engineering offered at the Concord Regional Technical Center are accepted as 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, Advanced Math
1	Biology	1	Physical Science
1	Geopolitical Studies	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, College Algebra, Advanced Math, Intro to Calculus	1	Senior Math, Algebra II, College Algebra, Advanced Math, Intro to Calculus or Math-Related Course
1	Chemistry OR (2) .5 credit science electives	0.5	American Government
1	US History	2	Open Elective
2	Open Elective	0.25	Community Service Hours
<b>NOTE: This is a suggested guideline; scheduling conflicts may not allow for all students to follow exact program.</b>			

### SUGGESTED COURSE SEQUENCE: COLLEGE PREP & NH SCHOLARS

GRADE 9		GRADE 10	
Credits	Courses	Credits	Courses
1	English 9	1	English 10
1	Algebra I, Geometry, Algebra II	1	Geometry, Algebra II, Advanced Math
1	Biology	1	Intro to Physics, Intro to Chemistry & Waves
1	Geopolitical Studies	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 (Dual Enrollment)
1	Algebra II, College Algebra, Advanced Math, Intro to Calculus	1	Algebra II, College Algebra, Adv. Math, Intro Calculus
1	Chemistry	1	Physics
1	US History	0.5	American Government
1	World Language III*	0.5	Global Issues
1	Open Elective	1.5	Open Elective
		0.25	Community Service
<p>*Students have the option to take a World Language through Rosetta Stone or Virtual Learning Charter School if desired.</p> <p>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.</p> <p>For specific NH Scholars requirements, review the NH Scholars program planner</p> <p><b>NOTE: This is a suggested guideline; scheduling conflicts may not allow for all students to follow exact program.</b></p>			

## 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, Advanced Math
1	Biology	1	Intro to Physics, Intro to Chemistry & Waves
1	Geopolitical Studies	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, College Algebra, Advanced Math, Intro to Calculus	1	Algebra II, College Algebra, Advanced Math, Intro to Calculus 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
		0.25	Community Service
<b>NOTE: This is a suggested guideline; Scheduling conflicts may not allow for all students to follow exact program.</b>			

## 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.nhhead.org](http://www.nhhead.org), [www.petersons.com](http://www.petersons.com), [www.princetonreview.com](http://www.princetonreview.com) and [www.collegeboard.com](http://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: 3 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): 4 years

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

Many colleges and universities are now "test optional", which means that you have the choice as to whether or not to submit your SAT scores. Speak with the Guidance Coordinator 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/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 grade 11 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	March/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
<b>Specific dates, locations, and fees will be announced.</b>		
<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, Computer Engineering, Construction Trades, Cosmetology, Criminal Justice, Culinary & Pastry Arts, Fire Science/EMT, Graphic Design & Creative Media, Health Science, Teacher Preparation, and Theater Technology & Design. CRTC course descriptions are included 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 [www.thecrtc.net](http://www.thecrtc.net) for more information.

**POLICIES:** The CRTC institutes a strict attendance policy (showing up to work every day), dress expectations (work place 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) Advisor and 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 of 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 three weeks after the last day of the previous marking period (i.e. end of the previous school 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.
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 never again 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 during the 2<sup>nd</sup> quarter.

## NEW HAMPSHIRE SCHOLARS

**OVERVIEW:** The State Scholars Initiative was established in 2006. It is a federally funded national program with twenty-four actively participating states. In 2007, the New Hampshire Scholars Initiative began with just six schools. Currently, there are over 70 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 four New Hampshire Scholars Pathways: Original Scholars, STEM, ARTS, and Career. The STEM and ARTS pathways require a minimum grade point average (GPA) as well as classes focused on each specific path.

NH Original Scholars	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)
<b>In addition to the Original Scholars curriculum, Career Pathway Scholars will:</b> <ul style="list-style-type: none"><li>• Successfully complete one of the following: Approved NH CTE Program, Industry- Aligned or Career-Driven Extended Learning Opportunity, All Sequence Components in Formal Career Pathway Program of Study, CCSNH Industry Certificate Sequence</li><li>• Successfully engage in a Work Based Learning Experience</li><li>• Successfully earn one of the following: College Credits, Industry Valued Recognized Certificate, or Postsecondary Hours</li></ul>		
<i>*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.</i>		

**PROCEDURE:** Students choosing to participate in the NH Scholars Program will need to meet with the Guidance Coordinator. 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 medallion at graduation. Information about the NH Scholars program is available at [www.nhscholars.org](http://www.nhscholars.org).

## ACADEMIC INFORMATION

**ALTERNATIVE LEARNING PLANS:** In an effort to reduce the number of students who do not complete the requirements necessary to graduate high school and earn a diploma, the Board established a program for alternative learning plans allowing students to obtain a high school diploma or its equivalent. Alternative learning plans may include, but are not limited to, alternative schedules, home- based learning, online courses/distance education, early graduation, late graduation, HiSET preparation or opportunities approved by the Superintendent or his/her designee in conjunction with Board policies. Alternative Learning Plan components will be determined through a team consisting of the Assistant Principal, student, parent/guardian, Advisor and other appropriate people based on the individual student need.

**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 7-12. 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.
- Seniors going on the senior class trip must complete all of their hours prior to the established date as determined by the Senior Class Advisors and Principal.
- The number of community service hours required for graduation and the number of hours a student has logged will be printed on the transcript.

**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 Baccalaureate (optional), 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. Students under the age of 18 must have the approval of a parent/guardian. Please see the Guidance Department 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.

<b>Final Course Score</b>	<b>Letter Grade</b>
3.66-4.0	A
3.5-3.65	A-
3.44-3.49	B+
3.22-3.43	B
3.0-3.21	B-
2.83-2.99	C+
2.5-2.82	C
0-2.49	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)

**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. After each semester, class members are ranked from highest to lowest. 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 senior year in order to be considered for Valedictorian and Salutatorian and other academic awards. 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 grades 7 and 8 have opportunities to earn high school credit that will count towards Pittsfield Middle High School graduation requirements. Any middle school student who wishes to enroll in a high school course must have prior approval by the Guidance Coordinator and course instructor. Middle school students who wish to enroll in a high school VLACS course must have prior approval by the Guidance Coordinator. 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 (A)
- **High Honors:** Minimum GPA of 3.7 (A-)
- **Honors:** Minimum GPA of 3.0 (B)

**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 Coordinator, 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 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 WITHDRAWAL:** 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.

- 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 tenth day and midpoint of the class, the student must complete a Schedule Change Request form, obtained from the Guidance Department. The midpoints are as follows:
  - Midpoint of fall semester course: End of first quarter
  - Midpoint of spring semester course: End of third quarter

The schedule change request must be approved by the Guidance Coordinator, as well as the 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" (withdrew passing) or "WF" (withdrew 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 midpoint 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, Running Start and eStart. These programs give students the opportunity to earn college credits while in high school. Running Start is a program where students take the course taught by a teacher at Pittsfield Middle High School. Pittsfield Middle High School currently offers two Running Start courses, English 12: Composition and College Algebra. Both English 12: Composition and College Algebra offer four college credits through NHTI and one high school credit. To receive 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 Running Start courses. Please see the Guidance Department for more information.

Virtual Learning Academy Charter School ([www.VLACS.org](http://www.VLACS.org)) offers eStart, 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. When college credit is awarded, the student will receive 0.1 PMHS credit for each college credit awarded for non-dual enrollment courses; such credits may be awarded for elective courses only. Additional information regarding alternative credit options is available in Pittsfield School District policy IMBC.



**GUIDED/INSTRUCTIONAL STUDY:** Guided Study is monitored by a teacher, and is available to students who have an Individualized Education Program (IEP) or Section 504 Plan who may need more focused assistance to help with their course work. Students will also learn organizational skills and research tools. Senior release will not be allowed during Guided Study. Students who enroll in an Instructional Study will be expected to utilize that period for academic purposes. Instructional Study is supervised by staff members.

**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](http://www.VLACS.org)

**POLICIES:** The Board encourages students to take full advantage of online learning as a means of enhancing and supporting their education. It also includes opportunities for additional educational options. These educational courses will fulfill curriculum requirements. Students must have online courses / distance education courses approved by the Guidance Coordinator ahead of time to receive credit. To graduate with a Pittsfield Middle High School diploma, online courses / distance education may include a maximum of 5 credits towards the 21.25 credits required for graduation. Courses not available at PMHS or that conflict with a student's schedule are considered non inclusive. Extenuating circumstances will require approval by the Guidance Coordinator. The written approval of the Guidance Coordinator is required before a Pittsfield School District student enrolls in online courses / distance education. In order to receive credit for an online course, students must take exams administered at Pittsfield Middle High School, proctored by a member of the faculty. Please refer to the PMHS Student/Family Handbook for the comprehensive online policy.

**Virtual Learning Academy Charter School** (refer to [www.VLACS.org](http://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 the PowerSchool student/parent portal (<http://powerschool.pittsfield.k12.nh.us/public/home.html>). PowerSchool usernames and passwords are provided at the beginning of each school year and at new student registrations. Parents should contact the Registrar with questions about their PowerSchool 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 the New Hampshire Higher Education Assistance Foundation (NHHEAF) Center for College Planning. Their website ([www.nhheaf.org](http://www.nhheaf.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. Parents are welcome to contact the Guidance Department with questions or concerns.

**GRADUATION PROGRESS**: Students will meet with the Guidance Coordinator 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, Guidance Coordinator, Advisor and/or Case Manager to develop an academic intervention plan.

# **COURSE DESCRIPTIONS**

## **ADVISORY**

The Advisory program, the foundation of PMHS, 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 community. Advisors nurture, advocate for, and guide each advisee through her or his 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.

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

Competencies:

C1: Competency 1: 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 an engaged and responsible member of their community.

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

## **BUSINESS AND INFORMATION & COMMUNICATION TECHNOLOGIES**

Business courses satisfy the elective credit requirement and are a math-related course (MRC).

### **BUSINESS**

(0304) Personal Finance (MRC)

(0306) Accounting I (MRC)

(0311) Business Math (MRC)

<b>Personal Finance</b>	<b>(0304)</b>	<b>Credit: .5</b>
<b>(MRC) Grade 9-12</b>		<b>Graduation Requirement: Elective</b>

This class teaches the importance of personal finance and how an understanding of control over

one's personal financial matters helps them in the preparedness 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– 4 Develop strategies to control and manage credit and debt.

C5– 5 Implement a diversified investment strategy that is compatible with personal financial goals.

C6– 6 Apply appropriate and cost-effective risk management strategies.

### **Accounting I (MRC) Grade 9-12**

**(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. Microsoft Excel and QuickBooks 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 fundamental concepts of entrepreneurship and how it influences the economy.

### **Business Math (MRC) Grade 9-12**

**(0311)**

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

This course offers mathematics within 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 Microsoft Excel 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 basic math skills and applying them to real life purchasing decisions.

C3 (Business and Financial Management) - Students will demonstrate that an understanding of business 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 Technology 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 Art (Fine Arts).

## **INFORMATION & COMMUNICATION TECHNOLOGIES**

(0314) Desktop Publishing & Marketing (ICT)

(0316) Yearbook Production S1 & S2 (ICT)

**Desktop Publishing/Marketing  
Grade 9-12**

**(0314)**

**Credit: .5**

**Graduation Requirement: ICT**

PREREQUISITE: *Computer Literacy or demonstrated competency.*

Students will learn the basic principles of electronic layout and design. Importing text and graphics will be introduced. Basic photography will be used. Microsoft Publisher and Photoshop as well as other software will be used in design. Students will also learn the basics of promotion and marketing.

Competencies:

C1- Students will use and apply design principle basics practiced and learned in Desktop Publishing I to create enhanced designs and publishings to present products using industry technology resources that communicate real-world community projects to audiences inside and outside the classroom.

Publishing and Design

C2- Students will apply marketing and promotion principles practiced and learned in Desktop Publishing I in their enhanced designs to promote products. Marketing Promotion

**Yearbook Production Segment 1**

**(0316S1)**

**Credit: .5**

**Yearbook Production Segment 2**

**(0316S2)**

**Credit: .5**

**Grade 11 & 12**

**Graduation Requirement: ICT**

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

PREREQUISITE: *Teacher approval is required to sign up for this course. Students must pass segment 1 of the course before moving onto 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 throughout 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 sales 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.**

(0502FW) English 9/10: Words Without Borders S1	(0502SW) English 9/10: Words Without Borders S2
(0502FP) English 9/10: Power InLiterature S1	(0502SP) English 9/10: Power InLiterature S2
(0561S1) English 11: American Literature S1	(0561S2) English 11: American Literature S2
(0562FJ) English 12: A Journey of Self Discovery	(0567) English 12: Composition S1 (RS)*
(0562SM) English 12: Literature in Media	(0562SJ) English 12: Journalism
(1701) English 9: Individualized (Skills)*	(1702) English 10: Individualized (Skills)*
(1703) English 11: Individualized (Skills)*	(1704) English 12: Individualized (Skills)*

*\*RS= Running Start 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*

<b>English 9-10 Words Without Borders I S1</b>	<b>(0502FW)</b>	<b>Credit: .5</b>
<b>English 9-10 Words Without Borders I S2</b>	<b>(0502SW)</b>	<b>Credit: .5</b>
<b>Grades 9 &amp; 10</b>		<b>Graduation Requirement: English</b>
<b>Words Without Borders I S1 &amp; S2</b>		

No prerequisites

These courses explore 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. There will be an increased emphasis on effective communication, presentation skills, and the use of technology.

<b>English 9-10 Power In Literature S1</b>	<b>(0502FP)</b>	<b>Credit: .5</b>
<b>English 9-10 Power In Literature S2</b>	<b>(0502SP)</b>	<b>Credit: .5</b>
<b>Grades 9 &amp; 10</b>		<b>Graduation Requirement: English 9 &amp; 10</b>
<b>Power In Literature S1 &amp; S2</b>		

No prerequisites

This course investigates this question by taking apart some literature genres—short stories, nonfiction, and web reading—to figure out what makes them go. Students will be introduced to multicultural texts as we explore the power that lies within them. This will require extensive reading, vocabulary study, regular composition writing, synthesis of various texts, and an in-depth focus on the analysis of literature. There will be an increased emphasis on effective communication, presentation skills, and the use of technology.

<b>English 11: American Literature S1</b>	<b>(0561S1)</b>	<b>Credit: .5</b>
<b>English 11: American Literature S2</b>	<b>(0561S2)</b>	<b>Credit: .5</b>
<b>Grades 11</b>		<b>Graduation Requirement: English 11</b>
<b>American Literature S1 &amp; S2</b>		

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 the 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 - RS**

**(0567)**

**Credit: .5**

**Grade 12**

**Graduation Requirements: English 12**

PREREQUISITE: Successful completion of all preceding English courses AND with instructor approval. **All seniors should enroll in this course or A Journey of Self Discovery during the first semester. This is a dual-credit option class through NHTI's Running Start program. Students will be required to pay \$150 for a 3 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. This course is reading and writing intensive. **This is a college-level class.**

**English 12 - A Journey of Self Discovery**

**(0562FJ)**

**Credit: .5**

**Grade 12**

**Graduation Requirements: 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 - Journalism**

**(0562SJ)**

**Credit: .5**

**Grade 12**

**Graduation Requirements: English 12**

PREREQUISITE: Successful completion of all preceding English courses or with instructor approval.

This course begins by providing a historical context for the study of American journalism. Students will read about the history, traditions, and culture of American journalism as well as its legal foundation (the First Amendment, freedom of speech, and freedom of the press). They'll also learn what kind of speech those rights don't cover. Students will discuss claims the authors make, will examine real-life news stories that illustrate the elements and principles from the textbook, and will complete the course by tracking the development of one of the book's main ideas. 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 - Literature in Media**

**(0562SM)**

**Credit: .5**

## Grade 12

## Graduation Requirements: 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.

English

Competencies:

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

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

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

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

C5 (Speaking and Listening)- Student will demonstrate the ability to listen and view critically, and to speak purposefully and effectively.

C6 (Research and MLA Format)- Student 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**

<b>English 9</b>	<b>(Individualized)</b>	<b>(1701)</b>	<b>Credit: 1</b>	<b>Graduation Requirement: English 9</b>
<b>English 10</b>	<b>(Individualized)</b>	<b>(1702)</b>	<b>Credit: 1</b>	<b>Graduation Requirement: English 10</b>
<b>English 11</b>	<b>(Individualized)</b>	<b>(1703)</b>	<b>Credit: 1</b>	<b>Graduation Requirement: English 11</b>
<b>English 12</b>	<b>(Individualized)</b>	<b>(1704)</b>	<b>Credit: 1</b>	<b>Graduation Requirement: English 12</b>

**PREREQUISITE:** *Preceding English course and recommendation by the Special Education Department*

Description: The Pittsfield Middle High Schools 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.

## Not Being Offered in 2022-23

**English 12: Senior English** (0562) **Credit: 1**

**Grade 12** **Graduation Requirements: English 12**

~~PREREQUISITE: Successful completion of all preceding English courses or with instructor approval~~

~~This course is designed to study humanity on a global scale in order to learn more about oneself. The intentions of this course are to prepare students for life in the modern global society by examining and discussing the concept of "classic" world literature and its effects on modern society. During the course of studies students will be exposed to literature from various world cultures and time periods, while also focusing on practical language skills. With an emphasis on oratory skills, dialogue, writing skills, and critical reading and thinking, students will be able to demonstrate an understanding of other societies and viewpoints. This course is designed to engage students and arm them with practical tools and skills for a smooth transition into our competitive world.~~

## **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 Art fulfills the NH state graduation requirement of 0.5 credit for Information and Communication Technologies (ICT).**

### **ART**

(0201) Principles of Art and Design	(0204) Drawing & Painting
(0202) Ceramics	(0209) Ceramics II
(0251) Digital Art I (ICT)	(0252) Digital Art II (ICT)
(0205) Studio Art I	(0221) Studio Art II

<b>Principles of Art and Design</b>	<b>(0201)</b>	<b>Credit: .5</b>
<b>Grade 9-12</b>		<b>Graduation Requirement: Fine Arts</b>

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 techniques, 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 or 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 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 they 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**

**(0204)**

**Credit: .5**

**Grade 9-12****Graduation Requirement: Fine Arts, Elective**

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 Arts, Elective**

PREREQUISITE: *Successful completion of Principles of Art and Design and one other art elective or 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. Students can choose to also work in the medium presented each week by 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**

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, water colors, 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 Art I Grade 9-12**

**(0251)**

**Credit: .5**

**Graduation Requirement: Fine Arts, ICT**

PREREQUISITE: *Principles of Art and Design, demonstrated competency, or instructor approval for ITC credit with no prior art classes*

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 art will be introduced. Ownership of a digital camera is recommended but not required. Students will have the opportunity to exhibit their work in the community through art 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 Art II Grade 9-12**

**(0252)**

**Credit: .5**

**Graduation Requirement: Fine Arts, ICT**

PREREQUISITE: *Successful completion of Digital Art I with a minimum numerical grade of 3.0*

Skills developed in Digital Art 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.

**Independent study courses in Art are available on a "space available" basis with instructor approval,**

**provided prerequisites have been met.**

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

(1203) Beginning Guitar

(1202) Chorus

**Band**

**(1201)**

**Credit: .5**

**Grade 9-12**

**Graduation Requirement: Fine Arts**

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**

**(1202)**

**Credit: .5**

**Grade 9-12**

**Graduation Requirement: Fine Arts**

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.

## **Beginning Guitar**

**(1203)**

**Credit: .5**

### **Grade 9-12**

### **Graduation Requirement: Fine Arts**

This course will teach the basic techniques for reading music and playing simple chords and melodies on guitar. It will also teach the basics of music theory, as it relates to the guitar. If you have no guitar experience, or play, but want to learn how to read music and understand chords, this class is for you. The class will be limited to 16 students, due to number of guitars available.

#### **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**

**(0820)**

**Credit: .5**

### **Grade 9-12**

### **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.

## **FAMILY AND CONSUMER SCIENCES**

(0901) Creative Sewing

(0905) Child Development for Parenting

(0907) Food and Nutrition

(0903) Human Relations

**Creative Sewing I**  
**Grade 9 and above**

**(0901)**

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

In this lab course, students will learn basics of clothing, sizing, pattern layout, and various stitching techniques. A minimum of two completed projects will be required of each student. Students will be required to provide patterns and fabric. Students will investigate career opportunities and issues in the textile industry.

Competencies:

C1- Students will investigate pathways within the textile and apparel industries.

C2- Students will demonstrate fashion, apparel and textile design skills.

C3- Students will demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

**Child Development for Parenting**  
**Grade 10-12**

**(0905)**

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

This course will focus on understanding parenting through the eyes of the child. Students will examine the child's physical, social, emotional, and intellectual development from conception through year 6. Students will understand the importance of prenatal care. Students will address parenting issues and responsibilities. During the semester students will be involved in various cooperative learning activities and projects, including observing children at a local child care facility.

Competencies:

C1- Students will understand that various conditions will influence child growth and development from conception to middle childhood.

C2- Students will understand that child development theories have implications for working with children.

C3- Students will demonstrate the knowledge and skills necessary to work with children, birth to middle childhood.

**Food and Nutrition**  
**Grade 10-12**

**(0907)**

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

This course provides an in-depth study of nutritional science, safe and sanitary food preparation, and skills needed by students to manage their individual and family nutritional needs throughout their lifespan. A large part of the course is laboratory experience. Students will be required to complete food demonstrations during the course. This course also introduces students to other aspects of culinary arts such as history, culture, and environmental issues. Students may not take this course if they are enrolled in the Culinary Arts I or II at Concord Regional Technology Center. Successful completion of the high school health graduation requirement is a prerequisite for this course.

Competencies:

C1- Students will understand that multiple factors influence nutrition and wellness practices

C2- Students will demonstrate the knowledge and skills needed to meet the nutritional needs of individuals and families

C3- Students will demonstrate the knowledge and skills needed to promote food safety and sanitation practices

C4- Students will understand that science and technology influence the development, production, and consumption of foods and related issues

C5- Students will demonstrate the knowledge and skills to acquire, handle and use food to meet nutrition standards for individuals and families

Course Description: Students will study how people relate to themselves and to others. We will develop an understanding of what makes interpersonal relationships work well and deteriorate. We will build strategies for healthy relationships and for ending unhealthy ones. Skills developed will also include effective verbal and nonverbal communication and conflict resolution strategies. The class format consists of multiple individual and group research projects. Students will also be required to choose, read, and report on the biography of a historical figure known for conflict resolution.

Competencies:

- C1- Students will analyze functions and expectations of various types of relationships.
- C2- Students will demonstrate communication skills that contribute to positive relationships.
- C3- Students will demonstrate effective conflict resolution strategies for a variety of situations.

## **PHYSICAL EDUCATION**

**One credit of Physical Education is required for graduation.**

- |                                    |   |
|------------------------------------|---|
| (0801) Physical Education          | (0802) Physical Education II                            |
| (0804) Lifetime Fitness Activities | (0805) Individual Physical Education Program (I.P.E.P.) |

<b>Physical Education</b>	<b>(0801)</b>	<b>Credit: .5</b>
<b>Grade 9-12</b>		<b>Graduation Requirement: Physical Education</b>

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 pattern, 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.

<b>Physical Education II</b>	<b>(0802)</b>	<b>Credit: .5</b>
<b>Grade 9-12</b>		<b>Graduation Requirement: Physical Education</b>

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

**Lifetime Fitness Activities**  
**Grade 9-12**

**(0804)**

**Credit: .5**

**Graduation Requirement: Physical Education**

**PREREQUISITE:** Completion of 2 semesters of Physical Education & 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

**I.P.E.P. (Individual Physical Education Program)**

**(0805)**

**Credit: .5**

**Grade 9-12**

**Graduation Requirement: Physical Education**

**PREREQUISITE:** Successful completion of ½ credit of PMHS Physical Education I 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 complete 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 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.

## **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  
 (1112S1) Algebra I S1  
 (1131S1) Geometry S1  
 (1133S1) Senior Math S1  
 (1132S1) Algebra II S1  
 (1117S1) Advanced Math S1  
 (1123S1) College Algebra S1 (RS)\*  
 (1119S1) Intro to Calculus S1  
 (1107) Individual Math (Skills)\*

(1101S2) Math Foundations S2  
 (1112S2) Algebra I Spring S2  
 (1131S2) Geometry S2  
 (1133S2) Senior Math S2  
 (1132) Algebra II S2  
 (1117) Advanced Math S2  
 (1123) College Algebra S2 (RS)\*  
 (1119) Intro to Calculus S2

\*RS= Running Start 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

<b>Math Foundations S1</b>	<b>(1101S1)</b>	<b>Credit: .5</b>
<b>Math Foundations S2</b>	<b>(1101S2)</b>	<b>Credit: .5</b>
<b>Grade: 9</b>		<b>Graduation Requirement: Mathematics</b>
<b><u>PREREQUISITE:</u></b> Recommendation of grade 8 math teacher		

This course follows the completion of grade 8 math, and prepares students for Algebra I. 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.

<b>Algebra I S1</b>	<b>(1112S1)</b>	<b>Credit: .5</b>
<b>Algebra I S2</b>	<b>(1112S2)</b>	<b>Credit: .5</b>
<b>Grade: 9-12(Grades 7 &amp; 8 with instructor approval)</b>		<b>Graduation Requirement: Algebra</b>
<b><u>PREREQUISITE:</u></b> Recommendation by current math teacher		

This course meets the NH state requirement for 1 credit in algebraic concepts (Algebra I). 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, 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.

Competencies:

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

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 Segment 1** (1131S1) **Credit: .5**  
**Grade 9-12** **Graduation Requirement: Mathematics**  
PREREQUISITE: Successful completion of Algebra 1

**Geometry Segment 2** (1131S2) **Credit: .5**  
**Grade 9-12** **Graduation Requirement: Mathematics**  
PREREQUISITE: Successful completion of Segment 1.

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 can be applied to model and solve problems involving various geometric scenarios.

C5 (Volume and Surfaces)- 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 instructor approval)** **Graduation Requirement: Algebra, Mathematics**

PREREQUISITE: Successful completion of Algebra I

This course follows 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 I 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, production/manufacturing, biology, engineering, & physics.

C4 (LINEAR PROGRAMMING)- Students will understand that Linear Programming can be used to model situations, make predictions, & show relationships involving economics, production/manufacturing, 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.

**Advanced Math S1**

**(1117S1)**

**Credit: .5**

**Advanced Math S2**

**(1117S2)**

**Credit: .5**

**Grade 11 & 12**

**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 (FUNCTIONS & GRAPHS)- Students will understand that Functions & graphs can be used to model situations, make predictions, & show relationships involving economics, production/manufacturing, biology, engineering, & physics.

C2 (TRIGONOMETRY, PART 1)- Students will understand that Trigonometry can be used to find areas, distances, lengths, and angles. and to model, make predictions about, & describe phenomena which repeat on regular intervals.

C3 (TRIGONOMETRY, PART 2)- Students will understand that Trigonometry can be used to model, make predictions about, & describe phenomena which repeat on regular intervals.

C4 (TRIGONOMETRY, PART 3)- Students will understand that Trigonometry can be used to find areas, distances, lengths, angles and to model, make predictions about, & describe phenomena which repeat on regular intervals.

C5 (EXPONENTIAL & LOGARITHMIC FUNCTIONS)- Students will understand how logarithmic & exponential functions can be used to describe & predict phenomena relating to the spread of contagions, population growth, and other applications.

**Senior Math S1**

**(1133S1)**

**Credit: .5**

**Senior Math S2**

**(1133S2)**

**Credit: .5**

**Grade 12 (Grade 11 with instructor approval)**

**Graduation Requirement: Mathematics**

PREREQUISITE: Successful completion of Algebra I and Geometry/Statistics This is a survey course, focusing primarily on the algebra skills needed to enter the workforce or community colleges. The rules and properties of algebra will be reviewed. Students will develop facility in simplifying and evaluating polynomial expressions, as well as solve linear equations and inequalities, quadratic equations, and systems of linear equations. Emphasis will be placed on conceptual understanding of the rules of algebra, and developing a “number sense.”

### Competencies:

- C1- Students will understand that the manipulation & use of Real Numbers are governed by mathematical properties & rules, & that common English words can be translated into mathematical symbols.
- C2- Students will understand that the properties of algebra can be used to write & solve equations & inequalities
- C3- Students will understand the relationship between a linear equation & its graph; & how to determine if the relationship between 2 variables is a function.
- C4- Students will understand that systems of equations & inequalities can be used to find the solutions to problems when limited information is known.
- C5- Students will understand that the rules of algebra can be used to simplify, evaluate & rewrite polynomial expressions & equations with different exponents.
- C6- Students will understand that factoring can be used to find the solutions to polynomial equations.
- C7- Students will understand that rational expressions & equations can be used to solve problems involving work completed, distance travelled, etc.
- C8- Students will understand that radical expressions & equations can be used to evaluate formulae & solve problems involving distance, length, etc.
- C9- Students will understand quadratic functions can be used to solve problems involving projectile and economic situations.

<b>College Algebra S1 (RS)</b>	<b>(1123S1)</b>	<b>Credit: .5 (for PMHS)</b>
<b>College Algebra S2 (RS)</b>	<b>(1123S2)</b>	<b>Credit: .5 (for PMHS)</b>
<b>Grade 12 (Grade 11 with instructor approval)</b>	<b>Graduation Requirement: Mathematics</b>	

**There is an option for students to take this course as a dual-credit class through NHTI's Running Start program. Students will sign up in September for a 4 credit college course.**

**PREREQUISITE:** Final grade of "B" or higher in Algebra II

This course provides students with the option of dual enrollment through college, thus earning college credit. College Algebra is the standard math course taken by many college freshmen, 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.

<b>Intro to Calculus S1</b>	<b>(1119S1)</b>	<b>Credit: .5</b>
<b>Intro to Calculus S2</b>	<b>(1119S2)</b>	<b>Credit: .5</b>
<b>Grade 12</b>	<b>Graduation Requirement: Mathematics</b>	

**PREREQUISITE:** Final grade of “B” or higher in Advanced Math (or instructor approval) This course explores many concepts necessary for the standard calculus sequence including the following topics: prerequisites for calculus, limits and continuity, derivatives, applications for derivatives, integration, application of definite integrals, calculus of transcendental functions, techniques of integration, infinite series, planes, curves, and analytic geometry in space. Graphing calculators will be integrated.

#### Competencies:

C1 (LIMITS)- Students will understand how limits are used to evaluate functions for continuity and discontinuities.

C2 (DERIVATIVES)- Students will understand that Differential calculus can be used to solve problems in physics, engineering, etc.

C3 (OPTIMIZATION)- Students will understand that the critical points of a polynomial function can be used to solve problems in manufacturing, engineering, etc.

C4 (SUMMATION)- Students will understand that summation of sequences and series forms the basis of integral calculus.

C5 (INTEGRATION)- Students will understand that Integral calculus can be used to solve problems in physics, engineering, etc.

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

<b>Individual Math</b>	<b>(1107)</b>	<b>Credit: 1</b>
<b>Grade 9-12</b>	<b>Graduation Requirement: Mathematics</b>	

**PREREQUISITE:** *Recommendation by current math instructor and Special Education Department*

The Pittsfield Middle High Schools 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 mathematic 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) Introduction to Chemistry and Waves S1 (MRC)
(1303S2) Biology S2 (SciLab)	(1330S2) Introduction to Physics - Mechanics and EM (MRC, SciLab)
(1305S1) Chemistry S1 (MRC, SciLab)	(1305S2) Chemistry S2 (MRC, SciLab)
(1317) Intro to Earth Science (SciLab)	(1332) Technical Chemistry (SciLab)
(1302) Environmental Science (SciLab)	(1315) Applied Physics I: Robotics (MRC, SciLab)
(1307S1) Physics S1 (MRC, SciLab)	(1307) Physics S2 (MRC, SciLab)

<b>Biology Segment 1</b>	<b>(1303S1)</b>	<b>Credit: .5</b>
<b>Biology Segment 2</b>	<b>(1303S2)</b>	<b>Credit: .5</b>
<b>Grade 9-12</b>	<b>Graduation Requirement: Biology</b>	

## Science Lab

PREREQUISITE: Students must pass segment 1 of the course before moving onto segment 2

*This course 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 Structures 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, experimentation, 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 the 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 function of elastic tissue and smooth muscle to regulate and deliver 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.]*

LS1-4 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 of 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 processes 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.

**Introduction to Chemistry and Waves (MRC)**  
**Grade 10-12**

**(1330S1)**

**Credit: 0.5**

**Graduation Requirement: Physical Science**

PREREQUISITE: None

This course meets one semester (0.5 credit) of the 1.0 credit graduation requirement for Physical Science. It addresses many of the core state and national science standards related to chemistry and waves. It prepares students to take the PMHS chemistry, technical chemistry, and physics courses. Chemistry is an expected high school course for most college admissions. The core chemistry concepts from this course are often fundamental to many trade school programs as well.

Students in this course will develop and manipulate scientific diagrams and models. They will write logical classification arguments to describe the nature of substances. They will investigate patterns in the periodic table. They will research, model, and present how a technological device uses wave behaviors and interactions with matter to transmit and capture information and energy.

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 (Wave-Particle) – Students will understand that the interaction of waves and matter causes many observable natural and human-made phenomena. *I can cite and discuss evidence that electromagnetic radiation can be described by either a wave or a particle model*

**Introduction to Physics - Mechanics and EM (MRC, SciLab)(1330S1)**

**Credit: 0.5**

**Grade 10-12**

**Graduation Requirement: Physical Science**

PREREQUISITE: Successful completion of Algebra 9-10 (Algebra I)

This course meets one semester (0.5 credit) of the 1.0 credit graduation requirement for Physical Science. It addresses many of the core state and national science standards related to physics,

specifically mechanics and electromagnetism. It prepares students to take the PMHS chemistry and physics courses. The core physics and math application concepts from this course are often fundamental to many trade school programs as well.

Students in this course will develop, conduct and analyze lab experiments. They will apply the engineering cycle and the course concepts to design, construct, and improve a vehicle powered by a falling weight and a simple DC electric motor or AC generator. They will learn to communicate and solve problems involving mechanics and electricity equations, including changing units when needed.

Competencies:

C1 (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*

C2 (Problem Solving) -- Students will understand that mathematics is crucial to the 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.*

C3 (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)*

C4 (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.*

C5 (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)**

**(1307)**

**Credit: .5**

**Grade 11-12**

**Graduation Requirement: Science, Science Lab**

PREREQUISITES: Successful completion of Physical Science S2 or equivalent. (VLACS physical science is not sufficient.) Successful completion or concurrently enrolled in Advanced Math. (College Algebra is NOT sufficient.)

Students in this full year course complete a semester of more 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 these 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  $T=I\alpha$

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)**

**(1315)**

**Credit: 0.5**

**Grade 10-12**

**Graduation Requirement: Science, Science Lab**

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 of 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**

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 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) 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 and explain, using specific examples, how a change in one system affects other 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.

**Technical Chemistry**  
**Grade: 11 & 12**

**(1332)**

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

Prerequisite: Successful completion of Physical Science

This course is designed to introduce students to chemistry. 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, and bonding. Basic math, graphing, and writing skills are needed for problem solving and labs.

Competencies:

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.

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.

**Environmental Science**

**(1302)**

**Credit: .5**

**Grade: 11 & 12**

**Graduation Requirement: Science**

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 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.

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 affect on the global ecosystem as well as the ability to support sustainability and manage current and future impacts.

**Chemistry Segment 1(MRC)**

**(1305S1)**

**Credit: .5**

**Chemistry Segment 1 (MRC)**

**(1305S2)**

**Credit: .5**

**Grade: 11 & 12**

**Graduation Requirement: Science & Science Lab**

Prerequisite: Successful completion of Algebra I, Physical Science (Seg. 1 and 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 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.

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.

## Not Being Offered in 2022-23

**Anatomy and Physiology S1** \_\_\_\_\_ **(1336S1)** \_\_\_\_\_ **Credit: .5**

**Anatomy and Physiology S2** \_\_\_\_\_ **(1336S2)** \_\_\_\_\_ **Credit: .5**

**Grade 11 & 12** \_\_\_\_\_ **Graduation Requirement: Elective**

### **Science Lab**

~~PREREQUISITE: Successful completion of Biology and Chemistry. Students must pass segment 1 of the course before moving onto segment 2.~~

~~This course is designed to prepare students for a post-secondary medical or biological science course. Students will investigate the structure and function of the human body from the cellular level to the organism level. Topics include: cells, tissues, organs, and systems of the human body; homeostasis; disease; and conducting investigations. Students will have the opportunity to dissect organisms to enhance their knowledge and experience.~~

## **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.**

(1502S1) Geopolitical Studies Segment 1\*

(1533A) Global Issues A

(1502S2) Geopolitical Studies Segment 2\*

(1531) Economics\*

(1532) US History\*

(1530) American Government\*

(1514) Psychology

*\*Required for graduation*

**Geopolitical Studies Segment 1**

**(1502S1)**

**Credit: .5**

**Geopolitical Studies Segment 2**  
**Grade 9**  
**Studies**

**(1502S2)**

**Credit: .5**  
**Graduation Requirement: Geo-Political**

PREREQUISITE: *Students must pass segment 1 of the course before moving onto segment 2*

Geopolitical Studies is designed to provide students with an understanding of physical and human systems and how people interact with the environment. Students will learn how to use geographic tools as they explore the physical and political landscape of the world's land regions. The course will provide students with an understanding of cultural elements and social, political, and economic challenges of the past and present. The overall aim of the course is to expand students' knowledge of the world around them and to gain a better understanding of human development.

Competencies:

C1- Students will be able to develop compelling and supporting 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 and supporting 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 Segment 1**  
**United States History Segment 2**  
**Grade 11**

**(1532S1)**

**Credit: .5**

**(1532S2)**

**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 and supporting 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 be 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.

**Global Issues A**  
**Grade 10-12**

**(1533A)**

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

Global Issues is a program for students who are fine-tuning their academic and social skills for admission to the college of their choice. Students will be expected to complete challenging reading, writing, research, problem solving, and project assignments each quarter. Students will complete inquiry based on learning projects, will research weekly current events, and will participate in group discussions about issues that are impacting the world around us.

Competencies:

C1- Students will be able to develop compelling and supporting 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 be 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**

American Government 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 the 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 within 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 and supporting 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 be 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**

**(1514)**

**Credit: .5**

**Grade 11 & 12**

**Graduation Requirement: Elective**

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

## WORLD LANGUAGE

**HS World Language:**

**(0700)**

**Credit: .5 - 2.0**

**Rosetta Stone Grades 9-12**

**Variable Graduation Requirement: Elective**

Students can enroll in a world language that Rosetta Stone offers ([www.rosettastone.com](http://www.rosettastone.com)) and work through the course materials with the support of the online learning coordinator at PMHS. Available languages in Rosetta Stone include Spanish, French & German.

**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](http://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 at VLACS include French, Latin, Mandarin Chinese and Spanish.

Through the completion of Rosetta Stone units or VLACS coursework students will be able to earn up to two World Language Credits in their chosen language.

**Independent study courses in World Language can be arranged with instructor approval, provided prerequisites have been met. All independent study courses must be organized as Extended Learning Opportunities through the ELO Coordinator.**

## OTHER COURSES

**Guided Study  
Issued 9-12**

**(1784)**

**No Credit**

Guided Study is available to students who require a focused and monitored study period. Guided Study is supervised by teachers who will assist the student with classes they need extra help with. Students will also learn organizational skills and research tools. Senior release will not be allowed during Guided Study.

**Life Skills S1 (MRC)**

**(1800F)**

**Credit: .5**

**Life Skills S2 (MRC)**

**(1800)**

**Credit: .5**

**Grade 9-12**

**Graduation Requirement: MRC, Elective**

PREREQUISITE: *Recommendation by the Special Education Department*

The Pittsfield Middle High Schools Life Skills program is designed specifically for students with moderate to severe disabilities. This program focuses on the development of transition 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.

**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 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 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 had been designated by the Pittsfield School District to coordinate 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.

## CAREER & TECHNICAL EDUCATION/CRTC



## CRTC: BE PREPARED TO STAND OUT

Since 1980, the Concord Regional Technical Center (CRTC), has helped tens of thousands of students from nine Concord-area high schools earn a tremendous head start towards developing and implementing their college and career plan. CRTC graduates stand out to college and military recruiters, employers, and career professionals, due to the high level of preparation and competitive edge provided to students. As part of our mission, vision and core beliefs, the CRTC utilizes a robust Career Pathway model to help students reach their goals in the most strategic manner possible. The advantages in attending the CRTC are including but not limited to:

- Engaging in meetings, internships, and job shadows with career professionals
- Earning nationally recognized industry certificates and/or licensure
- Completing numerous college classes (with transcripts) discounted or at no cost
- Acquiring (with evidence) industry-ready technical skills
- Demonstrating (with evidence) employability/workplace-ready professional skills
- Attaining targeted, career-specific writing, presentation, and math skills
- Working in an entry-level position in the industry
- Developing the beginnings of a professional network

## APPLICATION PROCESS

Unlike most courses in high school, students are required to apply to their desired CRTC program. The application, available at [theCRTC.org](http://theCRTC.org), involves students telling us a bit about themselves. We also review attendance, transcripts, and other information as part of this process.

### Timelines

<b>January 2022</b>	Application process begins online
<b>Late February</b>	Majority (95%+ of current enrollment) of CRTC applicants apply
<b>Mid-April</b>	Students are notified of their status

## 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?

Many new applicants are current sophomores (who will be juniors when they start at the CRTC in September). With regards to freshman, unfortunately CRTC seats are limited and a few of our partner schools limit applications to current sophomores and juniors. We encourage you to talk to your school counselor for more information. The few students who do start with us as a sophomore, who have demonstrated maturity, can fully take advantage of our CRTC+ program (see below). We always have a handful of seats available for seniors and freshmen in our Year I classes.

### 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, CRTC Preview Days, lunch informational tables, classroom visits and meetings with teachers. All information, including a calendar of events and an overview brochure, are available online at [theCRTC.org](http://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 deeply discounted rate or may be free.

## PROGRAMS/CLASSES

Year I	Year II	Year III
Automotive Technology I	Automotive Technology II	Customized CRTC+ program
Business I	Business II (Starts Sept. 2023)	
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	
Education and Behavioral Science I	Education and Behavioral Science II	
Emergency Services I	Emergency Services II (off-site)	
Graphic Design and Creative Media I	Graphic Design and Creative Media II	
Health Science I	Health Science II (3 strands): *LNA                      *EMT                      *ELO	
Theater and Film: Acting I	Theater and Film: Acting II	
Theater and Film: Production & Design I	Theater and Film: Production & Design II	

Program completers must finish both years in good standing. Acceptance to Year II is competitive and students are invited to return based on their Year I performance. Additionally, most students start with the CRTC as juniors, while some start as sophomores. By starting early, students can map out a CRTC+ Year III to accelerate the start of their post-secondary college and career pathway while still enrolled in high school. Some students even add CRTC+ to their Year II experience as seniors.

**Note: All CRTC programs except Education and Behavioral Science meet the state standard for the senior year embedded math.**

### CRTC+

CRTC+ puts you in charge of building the kind of senior year that will give you a head start on your college and career plans. While you remain a full-time high school student (with all associated privileges), we work with you to create a customized schedule that goes beyond your mainstream high school classes by attending on-campus college classes and/or engaging in deep work-based learning experiences. CRTC+ students gain an unmistakable sense of pride, purpose, and maturity by taking control of their education and career development. CRTC+ includes:

- Replace regular high school class(es) with on-campus “Early College” Community College System of New Hampshire (CCSNH) class(es) specifically in your career pathway.
- Work an expanded internship or pre-apprenticeship.
- Pursue an advanced industry-recognized certificate.
- Assume an expanded role in our in-house businesses: Automotive Technology Shop (Auto Tech+), Crimson Tide Preschool (Education and Behavioral Science +) and Crimson Cafe (Culinary & Pastry Arts +) by doubling class time in your senior year.
- Enroll in our customized CRTC Career Communication English class for one-half or one English credit.

### CRTC ENGLISH

If you’ve enjoyed the relevance and real-world aspects of your CRTC classes, then why not carry that into a customized English class that targets your specific career interests and ambitions. Upgrade your literacy

skills to be more workplace-ready, and in doing so, further enhance your college and career readiness. The CRTC's English class is available to all CRTC students for high school English credit after they've completed one semester with us.

### **COLLEGE CREDIT OPPORTUNITIES**

Many of the CRTC's programs offer the option to earn college credits while in high school. 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:

**Running Start\*** - With Running Start, we formalize a relationship between our programs and community college courses. Students register for the college course in September and, upon satisfactory completion, earn college credit, as well as high school credit. Once satisfactorily completed, the course and grade are listed on a college transcript, which students receive in addition to their high school transcript. In most cases, the college course expectations are fully integrated into the class and no additional work is expected.

**SNHU in the High School** - Our collaborative partnership with Southern New Hampshire University (SNHU) enables our students to earn early college credits while taking their high school class at a reduced cost of \$100 for a three-credit course and \$25 if a lab is part of the course. The college course is fully integrated into the high school course and no additional work is expected. Once satisfactorily completed, the course and grade are listed on a college transcript.

**Early College\*** - Another option made available to students in CRTC+ is the Early College program. The Early College program enables high school students to take courses on the campus of a NH Community College at a discount of half the "regular" college cost for each course.

\*Eligible high school students taking college credit courses through Running Start, Early College and eStart can take up to 2 STEM (science, technology, engineering, and math)/CTE (Career and Technical Education) courses per academic year for free.

## COLLEGE CONNECTIONS AND INDUSTRY RECOGNIZED CREDENTIALS

### AUTOMOTIVE TECHNOLOGY

<b>College Credits:</b>	AUTO1011-Introduction to Automotive Services
<b>Certifications:</b>	8 ASE (Automotive Service Excellence) Snap-On Solus Pro Scan Tool Snap-On 504 Electrical Meter S/P2 Mechanical Safety and Pollution Control Certificates

### BUSINESS (NEW)

<b>Certifications:</b>	Microsoft Office Specialist: Excel Associate QuickBooks Certified User (QBCU)
------------------------	--

### COMPUTER ENGINEERING (IT)

<b>Advanced Placement (AP):</b>	AP Computer Science Principles
<b>College Credits:</b>	ROBO211M Robotic Design ADMT110M Manufacturing Processes ADMT115M Engineering Printing Reading IST110C Programming Fundamentals
<b>Other:</b>	OSHA-10 Hour Card

### CONSTRUCTION TRADES

<b>Articulation Agreement:</b>	Manchester Community College
<b>Certifications:</b>	S/P2 Welding OSHA-10 Hour Card

### COSMETOLOGY

<b>College Credits:</b>	Cosmetology students do not earn dual enrollment credit due to the structure of post-secondary cosmetology programs; but, upon successful completion of a competency exam (taken before starting a post-secondary program), students from our program are credited 360 of the 1,500 hours required to earn their NH State Cosmetology License. Most post-secondary cosmetology schools, but not all, embrace this opportunity.
<b>Certifications:</b>	Paul Mitchell Color Application, Long Hair Styling and Product Knowledge S/P2 Cosmetology 21st Century Skills Human Resources Safety and Environment Cuccio Gel Veneer Nail

### CRIMINAL JUSTICE

<b>College Credits:</b>	CJ101-Introduction to Criminal Justice CJ121-Criminal Procedure CJ123-Criminal Law CJ101-Introduction to Criminal Justice
-------------------------	--

**Certifications:** Healthcare Provider CPR & AED  
National Incident Management System (NIMS)

### **CULINARY & PASTRY ARTS**

**Articulation Agreements:** Culinary Institute of America  
UNH Thompson School

**College Credits:** LCUL1460-Bakery Production  
LCUL1510-Culinary Fundamentals  
LCUL1520-Sanitation and Safety  
LHOS2160-Catering

**Certifications:** ServSafe National Restaurant Education Foundation Sanitation ProStart  
National Restaurant Education Foundation

### **EDUCATION & BEHAVIORAL SCIENCE**

**Articulation Agreement:** NHTI

**College Credits:** EDU102 & Lab- Foundations of Education  
DEV106- Learner Development  
DEV260- Culturally Responsive Citizen  
SPED106- Children with Exceptionalities  
SPED206- Interventions in Early Childhood

**Certifications:** Mental Health First Aid  
Universal Design for Learning, Level 1

### **EMERGENCY SERVICES**

**Articulation Agreement:** Lakes Region Community College: Firefighter I and/or EMT-Basic

**Certifications:** First Aid/CPR  
Firefighter I (second year)  
EMT-B (second year)  
EMT-A (second year)

### **GRAPHIC DESIGN & CREATIVE MEDIA**

**College Credits:** GDES110-Page Layout & Design  
GDES115-Digital Imaging  
GDES155-Computer Illustration  
VRTS193-Introduction to Photoshop

**Certifications:** Adobe Photoshop  
Adobe Illustrator  
Adobe InDesign  
Adobe Premiere



## HEALTH SCIENCE

<b>College Credits:</b>	Emergency Medical Technician Medical Terminology Nursing Assistant
<b>Certifications:</b>	Healthcare Provider CPR & AED EMT
<b>License:</b>	LNA

## THEATER & FILM: ACTING PATHWAY AND PRODUCTION & DESIGN PATHWAY

<b>Articulation Agreement:</b>	University of New Hampshire: Production & Design
<b>College Credits:</b>	THTR101C: Acting 1
<b>Certifications:</b>	OSHA 10 Adobe Certified Associate in Premiere ETC EOS Essentials Level I & II, A2 Sound Certification

## PROFESSIONAL SKILLS

Our organization focuses upon helping students develop and improve both professional (employability) skills and technical (competency) skills. We take pride in establishing performance targets that are valued by our industry and post-secondary educational partners. The CRTC specifically defines and measures the following professional skills for every student: Collaboration, Communication, Inventiveness 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 the CRTC when they understand these expectations and strive for success.

## PROGRAMS/COURSE DESCRIPTIONS

### AUTOMOTIVE TECHNOLOGY I – CT1023

90-minute classes	5 Days/Week, Full Year	2 Credits
-------------------	------------------------	-----------

This course covers the fundamentals of automotive Brakes, Engine Repair, and Steering & Suspension. Students will start the program learning about shop mechanical safety and pollution control where they will earn certifications from SP2. Next, they will learn proper usage of industry-standard tools, equipment, and precision measuring instruments. Students learn the theory and science behind the Brakes, Engine, and Steering & Suspension systems. Students will apply theory in practical lab experiences. Upon completing each unit, students will have the opportunity to take ASE tests.

**Suggested Prerequisite Courses:** Algebra, Geometry

**Suggested Simultaneous Courses:** Physics, Technical Writing, Business Management, Accounting



### **AUTOMOTIVE TECHNOLOGY II – CT1033**

90-minute classes

5 Days/Week, Full Year

2 Credits

This course emphasizes diagnosis of electrical systems, engine management & emission systems. Students will also perform maintenance and repairs to the brake, engine, heating & air conditioning, and steering & suspension systems in a live shop environment. All Automotive Technology II students are required to participate in an internship based on shadowing a technician at a local dealership. Students will have the opportunity to take 5 ASE tests: Automatic Transmission, Manual Transmission, Engine Performance, Electrical, Heating & Air Conditioning. After completing the Automotive Technology II program, the student will have all the basic skills required to start working as an entry-level automotive technician or enter a post-secondary school's Automotive Technology Program. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Algebra, Geometry

**Suggested Simultaneous Courses:** Physics, Technical Writing, Business Management, Accounting



### **BUSINESS I - CT1751**

90-minute classes

5 Days/Week, Full Year

2 Credits

This course is designed to increase your understanding of the principles and practices of accounting, management, finance, entrepreneurship, business law and marketing. A key foundation of this program is to regularly apply newly developed business skills and understandings to analyze and/or solve complex, real-world business problems. Students will have the opportunity to meet industry leaders, as well as pursue off-site work-based learning opportunities. Exploring postsecondary business educational opportunities will be a core component of this program. Students will participate in academic competitions through Future Business Leaders of America (FBLA), engage in leadership development, and will immerse themselves in business-level expectations from presentation skills to dress. This is the first year of this program and we welcome all levels of students, including seniors, to launch this program. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college, Business Intro Classes

**Suggested Simultaneous Courses:** Statistics, Technical Writing, Other Business Courses

**COMPUTER ENGINEERING I CT1187**  
**COMPUTER ENGINEERING II CT1197**

90-minute classes

5 Days/Week, Full Year

2 Credits



The CTE curriculum for Computer Engineering I and II each cover competency associated with national and state-based Digital Technology and STEM standards. Currently, Computer Engineering I and II students are in combined classes. CHS students who successfully complete both courses earn credit towards Digital Education. Sending school students can petition their home school to seek a similar structure. Some are already approved.

Computer Engineering represents a shift from the traditional Information Technology Program. Curriculum includes one year of Advanced Placement (AP) level Computer Science Principles and one year of Engineering for Robotics and Automation (including design, build, program, and test). There is significant emphasis on programming logic and strategies for computer applications, as well as engineering processes and programming applied to industrial robots and automated machinery (CNC). This program combines skills and competencies related to computer science such as advanced manufacturing, machining, mechatronics, and information technology into one a more robust comprehensive program.

For Computer Science Principles, we emphasize ethics, global impacts of computing, abstraction, algorithm development, big data, the Internet, cyber security, and programming languages (Python, C, C#, HTML5, CSS, JavaScript, and explore SQL and PHP). The Project Lead The Way (PLTW) curriculum structure is approved by the College Board for the Advanced Placement Computer Science Principles exam and is enhanced with additional hardware, networking, and cyber security activities and/or projects.

During the Engineering year, we focus on engineering automated industrial systems to manufacture products using robotic arms and CNC milling. This is supported by applying related engineering processes (safety, design concepts, print reading, metrology, electronics, pneumatics, mechanics, and quality assurance concepts) following the PLTW Computer Integrated Manufacturing curriculum. Students develop CAD/CAM programs through solid modeling software that rely on geometric modeling to post 3D printing files and CNC programs that rely on G&M geometry code.

The classroom is set in a computer lab and fabrication lab that houses industrial equipment including: a CNC milling machine, material, cutting tools, hand and power tools, 3D printers, and robotic equipment (motors, sensors, pneumatic and electrical components) so that students can practice design engineering, create/analyze programs, and convert those designs into actual industrial parts. These processes provide a foundation for numerous certificates, two-to-four-year college opportunities, as well as high-demand, high-paying employment careers. The program balances a strong foundation of theory and practice around the world of computing and its global impact across industries. All students can benefit from a strong foundation in Computer Engineering, where the concepts learned can be applied to nearly every career field. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Algebra I & II, Basic Computer Class, Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Computer Programming Courses, Advanced Math Courses, Project Lead the Way (or similar)

**CONSTRUCTION TRADES I – CT1083**

90-minute classes

5 Days/Week, Full Year

2 Credits

This program is designed to teach students a variety of skills in the construction trades that lead to high paying high demand jobs in the construction industry. This includes a focus on welding, electrical, plumbing, masonry, and carpentry. To build and foundation, the first focus in Construction Trades I is core construction and safety skills. Students learn both residential home construction and, to some degree, commercial construction standards. When focusing on electrical or plumbing students will learn theory and then engage in extensive hands-on activities related to the specific discipline.

**Suggested Prerequisite Courses:** Algebra, Geometry

**Suggested Simultaneous Courses:** Physics, Technical Writing, Business Management, Accounting

**CONSTRUCTION TRADES II – CT1093**

90-minute classes

5 Days/Week, Full Year

2 Credits

This course will continue to sharpen student's skills in the construction trades. Students will participate in OSHA training and receive a ten-hour OSHA card. Students will also further their studies in other specific trades which they did not learn in their first year including welding and masonry. They will also learn "Green Building" techniques and its impact on the building industry. Students gain exposure to a wealth of post-secondary opportunities including college, apprenticeship programs and work opportunities including union affiliated training. Students will hear from experts in the field and engage in complex jobs related to the trades. Students will also develop the professional skills sought in the industry including dealing with customers, employees, and co-workers around such areas as working safely, displaying job-seeking and job retention skills, and demonstrating leadership ability. Some students choose to supplement this class with our CRTC+ model and start college/trade classes at Manchester Community College (MCC).

**Suggested Prerequisite Courses:** Algebra, Geometry

**Suggested Simultaneous Courses:** Physics, Technical Writing, Business Management, Accounting

### **COSMETOLOGY I – CT1403**

90-minute classes

5 Days/Week, Full Year

2 Credits

Cosmetology, Esthetics, and Barbering are major components of this multi-billion-dollar industry. In this program, you will learn how to apply the art and science of Cosmetology to all aspects of the trades, ranging from nail care to men's grooming. Our program explores a variety of careers in this large and diverse field of study. The employment opportunities range from an esthetician to a master barber or becoming a stylist on a major film production. The possibilities are endless.

In Cosmetology I, students are exposed to a blend of classroom instruction and hands-on learning experiences using human hair manikins in a simulated salon environment. Students learn a variety of hairstyling techniques, shampooing and scalp massage, nail care, and proper sanitation. Students will need to purchase an Internship License; and it is recommended they purchase a personal cosmetology tools/supplies kit.

**Suggested Prerequisite Courses:** Biology, Art (Color Theory)

**Suggested Simultaneous Courses:** Business Math, Technical Math, Business Management, Accounting

### **COSMETOLOGY II – CT1413**

90-minute classes

5 Days/Week, Full Year

2 Credits

The CTE Curriculum for Cosmetology Program covers common and accepted competencies associated with national and state-based Art standards. Students who complete Cosmetology II can appeal to earn .5 elective credit towards graduation expectations associated with art.

Students gain new skills in the areas of skin care, hair cutting, barbering skills, and hair chemical services. In addition, students are exposed to the business side of cosmetology and will gain knowledge with industry experts through our mentoring program and will have the opportunity to work directly with customers in our salon. Upon successful completion of this two-year program and the State competency exam, students will be able to transfer their hours to a post-secondary school. It is recommended that second-year students purchase additional tools and supplies. We are exploring options for a small set of students to pursue an outside barbering school in year two. This option is not yet determined.

**Suggested Prerequisite Courses:** Biology, Art (Color Theory)

**Suggested Simultaneous Courses:** Business Math, Technical Math, Business Management, Accounting

### **CRIMINAL JUSTICE I: Intro to Criminal Justice – CT1225**

90-minute classes

5 Days/Week, Full Year

2 Credits

The Criminal Justice I course is designed to provide an overall understanding of the Criminal Justice system, including law enforcement, court systems, juvenile justice, and the corrections system. Students learn the history and theory of criminology and the historical origins and development of criminal law, as well as the constitutional issues. Students will have regular contact with professionals from law enforcement, the court system, juvenile justice, and corrections. In addition to classroom work, students will receive practical experience through crime scene investigation, role-playing, mock trials, hiring boards, background investigations, and field trips to local criminal justice agencies and correctional facilities. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Law, Sociology, Psychology, Fitness



### **CRIMINAL JUSTICE II: Criminal Law - CT1226**

90-minute classes

5 Days/Week, Full Year

2 Credits

Criminal Justice II focuses on all aspects of the criminal justice system including legislative, law enforcement, courts, and corrections. Students study case law for major historical court cases and see them through the lens of the entire system and in the context of current events. Students will continue with practical learning around criminal procedures and processes including crime scenes, forensics, investigation, arrests, and trial preparation. The course will also explore the complex themes related to criminal justice. Regular guest speakers from the industry and colleges will provide authentic information about the many pathways available to students in this field. Students will engage in tactical and fitness training.

**Note:** The CTE Curriculum for Criminal Justice Program covers common and accepted competencies associated with national and state-based Social Studies standards. Students who complete Criminal Justice II can appeal to earn .5 elective credit towards graduation expectations associated with Social Studies. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Law, Sociology, Psychology, Fitness

### **CULINARY & PASTRY ARTS I – CT1144**

90-minute classes

5 Days/Week, Full Year

2 Credits



This course is designed to educate students to meet the ever-increasing demands of the food service industry. Culinary & Pastry Arts I will provide realistic hands-on experience in the principals of working in and operating a kitchen/dining room through the operation of our own Crimson Café restaurant. In the first year of the program students will learn: safety and sanitation, Health & Science, use and care of the equipment, recipe terminology, measurements and equivalents, and customer service techniques. The course also covers quantity preparation techniques for pantry station, short-order station, stock, soup, and sauce station, vegetable station and bakery station. Food service computer experiences are incorporated throughout the year. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Algebra, Business Math

**Suggested Simultaneous Courses:** Chemistry, Technical Writing, Business Management, Accounting

### **CULINARY & PASTRY ARTS II – CT1154**

90-minute classes

5 Days/Week, Full Year

2 Credits



Students gain advanced training in food service skills with an emphasis on management skills. Culinary & Pastry Arts II provides the opportunity to obtain knowledge and experience needed for entry into post-secondary education courses or jobs within the food service industry. This ProStart certified course emphasizes safety procedures and introduces menu design and nutrition; Health & Chemistry; food service math skills; recordkeeping; purchasing and receiving; quantity and cost controls; poultry, meats, fish, and international cuisines. Second-year students undertake the management responsibilities of kitchen supervisor, dining room supervisor, storeroom supervisor, menu planner and buyer. Extensive use of computers and research are incorporated into the class.

Students in Culinary & Pastry Arts II receive instruction in the Servsafe Food Safety Sanitation course, sponsored by National Restaurant Association. Students have the option to take a certified Servsafe test and receive a nationally recognized certification from the National Restaurant Association Education Foundation. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Suggested Prerequisite Courses:** Algebra, Business Math

**Suggested Simultaneous Courses:** Chemistry, Technical Writing, Business Management, Accounting

## 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 which will help others grow academically, socially, and emotionally. In Education & Behavioral Science I students will become familiar with the science of how children develop, learn, and function in school. They also gain essential classroom skills such as how to manage behaviors, create a positive learning environment, communicate effectively, and provide instruction. Classroom instruction includes projects, lectures, notes, handouts, hands-on activities, and unit tests. Education & Behavioral Science I units include Instructional Practices, Curriculum Planning, Behavior Management, Educational Psychology, and Growth and Development.

One week per quarter, a licensed counselor teaches mini units on counseling techniques such as trauma, informed care, and cognitive behavioral therapy. During their field work, students apply their knowledge working with professional mentors in early childhood, elementary, middle, and high school classrooms.

This course is aligned to Southern New Hampshire University's dual enrollment program. Students can elect to earn 7 SNHU credits for the following courses: EDU 102- Foundations of Education, EDU 102 Lab, and DEV 106- Learner Development, approved annually.

Educators Rising is the co-curricular organization for the Education & Behavioral Science program. Through this organization, students participate in state and national conferences and competitions and have the opportunity for leadership positions at various levels.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Psychology

## EDUCATION & BEHAVIORAL SCIENCE II– CT1014

90-minute classes

5 Days/Week, Full Year

2 Credits

Students entering Education & Behavioral Science II are expected to have mastered or be proficient in the skills learned in Education & Behavioral Science I. Education & Behavioral Science II takes a deep dive into Universal Design for Learning as students learn about special education and family and culture. Class units include exceptionalities, differentiated instruction, impact of poverty, and family dynamics.

One week per quarter, a licensed counselor is a guest teacher and teaches mini units on counseling techniques such as trauma informed care and cognitive behavior therapy.

During the second year, students will choose to join the education strand or the behavioral science strand. Students in the education strand will apply their knowledge working with professional mentors in elementary, middle, and high school classrooms twice a week. Students in the behavioral science strand will learn from a licensed social worker twice a week, combining readings, discussions, guest speakers, and field trips.



This course is aligned to Southern New Hampshire University's dual enrollment program and students can elect to earn 9 SNHU credits for the following courses: DEV 260- Culturally Responsive Citizen, SPED 106- Children with Exceptionalities, and SPED 206- Interventions in Early Childhood, approved annually.

Educators Rising is the co-curricular organization for the Education & Behavioral Science program. Through this organization, students participate in state and national conferences and competitions and have the opportunity for leadership positions at various levels.

**Note:** The CTE Curriculum for Education and Behavioral Science Program covers common and accepted competencies associated with national and state-based Social Studies standards. Students who complete Education and Behavioral Science II can appeal to earn .5 elective credit towards graduation expectations associated with social studies.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Psychology



### **EMERGENCY SERVICES I – CT1135**

90-minute classes

5 Days/Week, Full Year

2 Credits

In our Emergency Services (ES) program, students build the foundation for a career as a first responder to medical, fire and other emergency situations. In their first year of this two-year program, students dive into both emergency medical and fire response training, learning daily from active career-professionals.

ES1 students receive training and get tested on actual NH Firefighter I and EMT-Basics units. The goal is for students to prepare themselves, and gain an understanding of their readiness, for our year II program which involves taking off-site classes to earn EMT-Basic, EMT-Advanced and/or Firefighter I through outside agencies.

The Emergency Services (ES) program is unique. It is not taught by one teacher, rather by a set of active working paramedics, EMTs and firefighter instructors. While this arrangement gives the class an unmatched degree of authenticity, it does push students to adapt to having different instructors and their styles. It is also our intention to embed LRCC's Introduction to Emergency Services (FIRE124L) as part of the program.

Beyond the curriculum, students also get a feel of all aspects of the industry. This includes ride-alongs and regular visits from professionals in the field. By the time year one ends, students will have gained a clear understanding of the profession and in doing so, developed their own personal pathway.

Our second year, Emergency Services II (ES2), is for students who want to return and who have demonstrated the necessary readiness. The high-level performance expectations necessary to be invited back are made clear to call students.

**Note:** The CTE Curriculum for the Emergency Services Program covers common and accepted competencies associated with national and state-based PE/Health standards. Students who complete Emergency Services I can earn elective credit towards graduation expectations associated with PE/health. Students can petition their home school to do so.

**Suggested Prerequisite Courses:** Algebra, Geometry  
**Suggested Simultaneous Courses:** Chemistry, Physics



### **EMERGENCY SERVICES II – CT1137**

90-minute classes

5 Days/Week, Full Year

2 Credits

Emergency Services II gives students the opportunity to pursue industry recognized certificates including EMT-Basic, EMT-Advanced, and Firefighter I. We sponsor some, if not, all costs, associated with tuition. We provide mentoring throughout the process.

Some students choose to take EMT-B through our on-site Health Science II Program, but most take it off-site at either LRCC or Granite State EMS. One pathway is to take EMT-Basic in the fall and then EMT-Advance in the spring.

Some students choose to pursue earning their Firefighter I certificate at the NH State Fire Academy or through a local department. This is generally done in the spring and is very time consuming. Students must become affiliated with a local fire department to be eligible for our sponsorship. We assist students to prepare during ES1.

Overall ES2 is a very different program requiring students to show incredible independence. Students often front load high school courses to gain the flexibility necessary. Some students going to LRCC elect to use our extended learning opportunity (ELO) to take English Composition through the Early College Program where they earn high school and college credit. In addition, our instructors provide mentoring and support while the students are enrolled in these off-site programs.

**Note:** The CTE Curriculum for the Emergency Services Program covers common and accepted competencies associated with national and state-based PE/Health standards. Students who complete Emergency Services I can earn elective credit towards graduation expectations associated with PE/health. Students can petition their home school to do so.

**Suggested Prerequisite Courses:** Algebra, Geometry  
**Suggested Simultaneous Courses:** Chemistry, Physics



### **GRAPHIC DESIGN & CREATIVE MEDIA I – CT1043**

90-minute classes

5 Days/Week, Full Year

2 Credits

This course is a broad-based curriculum designed to include a range of activities associated with the graphic design and creative media industry. Students work in a professional, cutting-edge design lab with state-of-the-art computers, digital drawing tablets (Cintiqs), 3D printer, an embroidery machine, and the states only high school CTE program with a direct-to-garment printer. All graphic design projects are industry standard and relevant to career success. Skills developed include learning correct technical

composition, graphic design principles, graphic design codes, vector/photo manipulations, color theory, digital illustration, and typography. Students learn these graphic design skills using software applications found in the Adobe CS products such as Photoshop, Illustrator, InDesign, Premier and will learn how to create professional files in different formats. In addition to print media, students will also be exposed to creative media avenues which includes video production, motion graphics, 3D sculpting and website design. We offer a variety of hands-on projects including direct-to-garment printing, mounting, professional critiques and more. Students will explore and identify career opportunities in the graphic design field as well as engage in portfolio preparation. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Note:** The CTE curriculum for Graphic Design and Creative Media I and II each cover common and accepted competencies associated with national and state-based Art standards. CHS students who successfully complete Graphic Design and Creative Media I or II earn .5 elective credit towards graduation expectations related to art. Sending school students can petition their home school to seek a similar structure. Some are already approved.

**Suggested Prerequisite Courses:** Art (Color Theory), Computer Courses, Geometry

**Suggested Simultaneous Courses:** Advanced Art, Business Management, Accounting



## **GRAPHIC DESIGN & CREATIVE MEDIA II – CT1053**

90-minute classes

5 Days/Week, Full Year

2 Credits

Students continue to expand professional skills for producing print-ready, media-ready communications from Graphic Design and Creative Media I. Graphic design principles, creative expression, professional industry-based solutions, portfolio creation, web development, shared project management skills, as well as interviewing and project scheduling, peer review, and redesign are given refined and focused attention. Students develop further direct-to-garment printing skills by helping run our in-house t-shirt printing and embroidery business. The key skills emphasized in this semester are mix of technical and professional skills, and real-life working experiences as students learn how to adapt and meet customer needs, work in teams, and generally accept critique.

During the second portion of this course, students prepare for internationally recognized Adobe Associate Certifications in Photoshop, Illustrator, InDesign, and Premiere. Opportunities for extra learning internships, freelance gigs and job shadows are provided as a necessary pathway for career development and success. Students work to develop richer projects based on these key skill areas: project management and collaboration, design, research, and communication. Students will continue portfolio development begun in Graphic Design and Creative Media I. Students also have an opportunity to develop the technical skills and knowledge necessary to obtain entry level employment in the graphic design industry, as well as be prepared for post-secondary training. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

**Note:** The CTE curriculum for Graphic Design and Creative Media I and II each cover common and accepted competencies associated with national and state-based Art standards. CHS students who successfully complete Graphic Design and Creative Media I or II earn .5 elective credit towards graduation expectations related to art. Sending school students can petition their home school to seek a similar structure. Some are already approved.

**Suggested Prerequisite Courses:** Art (Color Theory), Computer Courses, Geometry

**Suggested Simultaneous Courses:** Advanced Art, Business Management, Accounting



### HEALTH SCIENCE I – CT1123

90-minute classes

5 Days/Week, Full Year

2 Credits

Students in this course will learn about job opportunities in the health profession and explore career options through research, self-assessment, and guest speakers from following areas: Anatomy and Physiology, Medical Terminology, Infection Control, Safety and Blood Borne Pathogen training and how health care systems work. Students will have hands-on experiences with medical equipment in the classroom. Classroom activities will include lectures, discussions, poster/PowerPoint presentations and research projects. Anatomy labs include some dissection, competitive games and audiovisual learning related to diagnosis, treatment, and prevention of disease. 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 in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

HOSA *future health professionals* (Health Occupations Students of America) is an integral part of the program. Through HOSA, students develop leadership and teambuilding skills. It encourages both civic and social responsibility. Students involved with HOSA activities can become more involved with the state and national levels and attend the annual leadership conventions.

Financial aid and/or payment plans are available for program fees.

Students considering any career in the healthcare field such as physician, nurse, physical therapist, dental hygienist, veterinarian, or pharmacist would greatly benefit from this course.

**Note:** Health Science I covers all competencies associated with CHS Health II course. Students who successfully complete Health Science I are exempt from Health II. Overall the CTE curriculum for Health Science I and II each cover common and accepted competencies associated with national and state-based Health and Science curriculum. Students can petition their home school to seek elective credit. Some are already approved.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Advanced Chemistry, Anatomy & Physiology, Microbiology/AP Biology, Psychology, Human Growth & Development

## HEALTH SCIENCE II – CT1133

90-minute classes

5 Days/Week, Full Year

2 Credits

**(Additional hours are required to complete clinical experiences outside the school day to fulfill licensure requirements)**

Health Science II continues with the completion of studies in anatomy and physiology. Beginning in the second semester, students will elect to participate in the Licensed Nursing Assistant (LNA) program, Emergency Medical Technician (EMT) program, or design a healthcare focused Extended Learning Opportunity (ELO). Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

Students are 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.

Financial aid and/or payment plans are available for program fees and certification.

***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.***

**Note:** Overall, the CTE curriculum for Health Science program covers common and accepted competencies associated with national and state-based Health and Science curriculum. Students who completed Health Science II can petition their home school to seek elective credit towards graduation. Some are already approved.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Advanced Chemistry, Anatomy & Physiology, Microbiology/AP Biology, Psychology, Human Growth & Development

## THEATER & FILM: ACTING I - CT1731

## THEATER & FILM: ACTING II - CT1741

## THEATER & FILM: PRODUCTION & DESIGN I - CT1701

## THEATER & FILM: PRODUCTION & DESIGN II - CT1711

90-minute classes

5 Days/Week, Full Year

2 Credits



As a Theater and Film student, Students will develop creative expression and technical skills in performances and digital recorded media. This innovative program is designed for the new generation of storytellers, providing a hands-on, interactive approach to entertainment and performance. Students in this course may have the opportunity to earn college credits through the Running Start program, approved annually.

As a **Production and Design Pathway** student: Students will learn the “behind the scenes” professional skills related to creating theater, film, and digital media productions. Technical skills emphasized include set design, digital audio and lighting, props and costuming. Students also develop core artistic and management skills related to professional filmmaking, including lighting, sound and camera techniques, and use of video editing software (Adobe Premiere Pro CC).

As an **Acting Pathway** student: Students learn stage and acting techniques while working with different types of scripts and settings and receive constant feedback on their performances in accordance with industry expectations. Students will also learn script-writing techniques, Improv, and develop basic professional film editing skills (using Adobe Premiere Pro CC), that will be vital in building a college and career-ready portfolio.

**Note:** The CTE curriculum for Theater and Film: Production and Design I and II each cover common and accepted competencies associated with national and state-based Art standards. CHS students who successfully complete Theater and Film: Production and Design I and II earn .5 elective credit towards graduation expectations related to art. Sending school students can petition their home school to seek a similar structure. Some are already approved.

**Suggested Prerequisite Courses:** Full course load aligned to preparing for a 4-year college

**Suggested Simultaneous Courses:** Physics, Construction Trades, Electronics, Sewing, CAD, Drafting

### **CRTC+: OFFERINGS BEYOND CORE CRTC PROGRAMS**

CRTC+ puts you in charge of building a senior year that will give you a head start on your college and career plans. While you remain a full-time student, we will work with you to create a customized schedule that goes beyond your mainstream high school classes by blending advanced coursework with deep work-based learning experiences. CRTC+ students gain an unmistakable sense of pride, purpose, and maturity by gaining control of their education and career development.

Your CRTC+ experience can be a mix of any of the following options:

- Replace regular high school class(es) with on-campus “Early College” Community College System of New Hampshire (CCSNH) class(es) specifically in your career pathway.
- Work an expanded internship or pre-apprenticeship.
- Pursue an advanced industry-recognized certificate.
- Assume an expanded role in our in-house businesses: Automotive Technology Shop (Auto Tech+), Crimson Tide Preschool (Education and Behavioral Science +) and Crimson Cafe (Culinary & Pastry Arts +) by doubling class time in your senior year.

Enroll in our customized CRTC Career Communication English class for one-half or one English credit

For students who are interested in CRTC+ options, Concord High School has Extended Learning Opportunity (ELO) guidelines that are already established which provide a structure for most activities. Here are some credit-bearing examples:

- A student wants to complete a job shadow or internship beyond what is offered in our program. The student would complete a blog to track the experience and do some sort of formal reflection on what they learned.
- A student wants to innovate and engage in some sort of industry-based activity or even start their own business. The student would complete a blog to track the experience and formally reflect on their learning outcomes.

- A student engages in a formal, contained outside learning activity. For example, he/she takes a certificate program training related to their CRTC program. Student would solely need to demonstrate completion of the program (certificate).
- A student takes a course at local community college, or an online course related to their CRTC career program. The student would solely need to demonstrate successful completion of the program (transcript).
- A student is actively working in their chosen industry and is engaged in activities related to program competencies (often called a co-op). The student would complete a blog to track the experience and do some sort of formal reflection on learning.

Stop by, call, or email the CRTC Office at 603-717-7654 or email [info@thecrtc.org](mailto:info@thecrtc.org) to learn more.

### **CRTC ENGLISH– EN1291**

.5 English Credits, Semester Course

1.0 English credits with ELO

CRTC English goes beyond punctuation, prepositions and parts of speech and connects you directly into the professional reading, writing, and speaking tasks you will be doing once you get on the job. You will learn everything from how to give constructive criticism to how to run meetings, read trade journals, and write work orders, job evaluations, and professional emails. The course is customized to the students' program; for example, an Auto Tech student would focus on writing, presentation and communicating in the context of the automotive industry; otherwise, projects and presentations would not be the same for all students. For example, an accident report in Criminal Justice is very different than a work proposal in the Construction Trades field.

This personalized course, available to all CRTC students (CHS and sending schools) can be taken any time AFTER completing one semester of a CRTC program (most students take it in their senior year). The student must be in good standing and have demonstrated solid soft skills as there is a significant degree of independence and maturity required, by the nature of the course.

Students may also choose the ELO option for an additional .5 credits. The ELO project would involve outside research. Additional support would be provided by the student's CRTC program teacher, in addition to the English teacher for this course.

Students who complete this course further ready themselves for college and career success. They develop specific career communication skills to enhance their resume and general readiness. CRTC English ultimately gives students a leg up and prepares them to stand out as they pursue (and compete for) career-related opportunities.

## DIGITAL EDUCATION

Grade	Courses
Grade 9	Computer Science I~ Computer Science II~*
Grade 10	Computer Science I~ Computer Science II~* Student Help Desk (ELO) Computer Engineering I (CTRC)~*
Grade 11	Computer Science I~ Computer Science II~* Student Help Desk (ELO) Computer Engineering I (CTRC)~* Computer Engineering II (CTRC)~*
Grade 12	Computer Science I~ Computer Science II~* Student Help Desk (ELO) Computer Engineering I (CTRC)~* Computer Engineering II (CTRC)~*

~ Indicates a course that meets includes the State of N.H.'s "4 years of math" embedded requirement.

\* Indicates an Advanced Placement option. Successful completion of Algebra I highly suggested.

### COMPUTER SCIENCE I: INTRO TO PROGRAMMING - DE1041

Grades 9, 10, 11, 12

Semester

1/2 Credit

This course is designed to introduce students to the "Big Ideas" of Creativity, Abstraction, Data and Information, Algorithms and Programming, The Internet, and Global Impact. Students will understand how computers are used across all industries to solve problems and meet specific needs. The goal of this course is to develop critical and analytical thinking skills, learn computational practices, and improve problem-solving abilities through a variety of lessons, activities, and project challenges done individually and in small groups.

Computer science is about how the technologies and devices we use in today's world work. Students will learn the fundamentals of the JavaScript programming language (used in nearly all interactive websites), following the CodeHS curriculum. This course meets the CS and ICT state requirements.



## COMPUTER SCIENCE II & INTRO TO MOBILE APPLICATIONS (AP option) - DE1051

Grades 9, 10, 11, 12

Semester

1/2 Credit

This course expands upon the “Big Ideas” of computer science and the skills learned in Computer Science I. This course introduces a focus on Mobile Applications for Android smartphones and tablets. Accessing ‘big data’ is introduced, as is applying graphical user interfaces, object-oriented and event handling programming, modeling and animations, Internet transmission and data encryption concepts. Students will design and program algorithms for a variety of apps, learn binary, hexadecimal, ASCII, research computational innovations, and design and program their own unique app for a capstone project.

Students demonstrate their mastery of concepts through daily lessons, hands-on activities, and programming mobile apps as artifacts organized on a personal digital portfolio. Strong math and logic skills are required for application development. The pace is rigorous, often incorporating the ‘flipped classroom’ concept, and the curriculum (MobileCSP) is aligned to and approved by the College Board for their Advanced Placement Computer Science Principles exam. Students may opt to register (early in the semester) and take the exam, but it’s not required. Note: The AP-CSP exam assesses the student’s conceptual understanding of the “Big Ideas” of CS and is not a programming language-specific exam.

**Prerequisite:** Demonstrated proficiency on programming-related competencies from Computer Science I; Successful completion of Algebra I (or taken concurrently); and/or CRTC Computer Engineering I (or taken concurrently).

## STUDENT HELP DESK – DE1032

Grades 11, 12

Semester

1/2 Credit

This course is a hands-on study of technology in both a school and real-world setting. Students will provide advice and support for their fellow classmates on what’s new and effective in educational technology, as well as troubleshoot technology issues for the CHS/CRTC community.

Our goal is to help students develop an ability to find, investigate, and determine the usefulness of any new software or application. Instead, students will be encouraged to research and become an expert on any software they think might help make learning a more exciting, engaging, and creative process.

Students will also improve their interpersonal and presentation skills as they share what they know and have discovered with the CHS community - both students and staff. The course will focus on students enhancing their problem solving, teamwork, and communication skills through service as help desk leaders. Video app reviews, blogging, face to face support sessions, and hosting social media events are just a few examples of how students will share with, and support others. Throughout the course, each student will have a chance to develop a positive digital footprint for themselves as they will be maintaining a portfolio of their work and ideas. As part of that work, they will also have the opportunity to pursue an independent learning pathway in one of four areas: innovation, design, entrepreneurship or applications and develop a project which positively impacts their community.

*It is the policy of the Concord School District not to discriminate on the basis of age, sex, sexual orientation, race, color, marital status, disability, religious creed or national origin in its educational programs, activities and services or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990 (ADA), and New Hampshire RSA 354-A:7. Inquiries or complaints regarding compliance with Title IX, Section 504, ADA and RSA 354-A:7 are to be directed to the Safety Compliance Officer Karen Fischer-Anderson [kfisher-anderson@sau8.org](mailto:kfisher-anderson@sau8.org)*

Pittsfield School District

To: Pittsfield School Board  
From: Jess Bickford  
Subject: Board Meeting – March 17, 2022  
Date: March 10, 2022

**INFORMATION**

1. Compliance and Indicator 13:

The New Hampshire Department of Education (DOE) every year has to report how they comply with the federal laws for special education, as stated by the Individuals with Disabilities Education Act (IDEA). Part of those laws require states to monitor and report how Local Education Agencies (LEA's), or school districts, develop and monitor transition planning for students with disabilities starting at the age of fourteen. This is called Indicator 13.

There are seven components that The State uses to monitor Indicator 13. The seven components include: Annual age-appropriate transition assessment, Measurable postsecondary goals based upon student interests & preferences, Appropriate transition services, Course of study identified, Annual IEP goals, Student being invited to the IEP team meetings, and Participating outside agencies invited to the team meeting.

Historically the DOE would monitor districts on a roughly six year cycle. However, as presented to the School Board last month, moving forward the DOE will be monitoring districts annually for every Indicator. Indicator 13 is of particular importance, as there is no wiggle room for districts to have a partial compliance. Districts are either 0% compliant or 100% compliant. If one of the seven components is not met, The District will receive a 0% and be out of compliance.

The DOE will review a set number of files for each district based on the number of identified students that are sixteen and older. Pittsfield will have roughly four files to be reviewed by the DOE that will include students in foster placements or out of district placements. The Director of Student Services recently attended an initial workshop hosted by the DOE and will also have each special education teacher attend a training between now and the end of the summer in order to help prepare for compliance review. This review will be happening in the fall of 2022.



## **SCHOOL ADMINISTRATIVE UNIT #51**

23 Oneida Street, Unit 1

Pittsfield, New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

Bryan Lane – Superintendent of Schools

### **SUPERINTENDENT'S REPORT MARCH 17, 2022**

As of the writing of this report, COVID-19 requirements for mask wearing has been eliminated throughout the School District. The CDC changed the recommendations for mask wearing on buses and that restriction ended when the students returned from February break. I have communicated with the legal counsel at the DOE regarding the requiring of masks if we have a “cluster” as identified in the District’s protocol. If a cluster is identified in one of our school buildings, the District can impose a targeted mask protocol if the Department of Public Health recommends that the District do so.

The first meeting with Team Design Harriman took place on Wednesday, March 9. This kick off meeting was to help create a time table of interactions between Harriman and the staff here in the District and to define the scope of work to be done. I will keep the Board updated on progress as information come to my attention.

With the passing of the budget and the Education Association of Pittsfield CBA, I will be working with the Business Manager and my Administrative Assistant to produce all contracts for administrative staff, teachers, school nurses, library media specialists and school counselors. The District is required to inform all professional staff of their contract status by April 15. It is our intention to have contracts in the hands of these staff people by April 15. Contracts will be required to be returned to my office no later than Wednesday, May 4, 2022. If a teacher is applying for positions and request an extension, they will be able to request that. Contracts for non-professional staff will be issue by June 1, 2022.

I am meeting with the administration for the District to have a better understanding of the responsibilities of all non-teaching positions. This conversation may lead to some organizational changes the will still meet the need of the District. Changes will be brought to the attention of the Board and any changes will not create any increase to the budget without Board approval.

The school calendar has been extended for two days with snow days to date. The last day of school is now scheduled to be June 21. Seniors must attend school for a minimum of 175 days. This makes the last day for seniors June 14 with graduation being schedule the days following.

By the March 25<sup>th</sup>, I will have scheduled meeting for those teachers who will need to be recommended for certification for renewal of professional credentials. I am working to schedule the last meeting. This experience has been helpful in meeting the staff as well as having a better understanding of the professional development opportunities made available to our staff

Pittsfield School District

**ADMISSION OF HOMELESS STUDENTS**

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Are migratory children living in conditions described in previous examples

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be

requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.

Legal Reference:

No Child Left behind Act, 2002

RSA 193:12, Legal Residence Required

1<sup>st</sup> Reading: June 5, 2008

2<sup>nd</sup> Reading: June 19, 2008

Adopted: June 19, 2008

Pittsfield School District

**ADMISSION OF RESIDENT STUDENTS**

Admission of resident students shall be in accord with RSA 193:12.

All new resident students, accompanied by a parent or guardian, should register at school before opening day of school or as early as possible. The parent or guardian of each resident student will be required to present a birth certificate for each child to be admitted, and, where appropriate, official documents relating to the guardianship of any minor child. In the latter case, the parent or guardian shall be required to provide written proof of any legal restriction of a natural parent's access to a minor child or their school records.

Prospective students seeking admission to the schools of the District must provide proof of residency, current physical examination by a licensed physician, and current immunization records. Principals or their designee will meet with parents and new students to explain the school programs.

1 <sup>st</sup> Reading:	January 10, 2002
2 <sup>nd</sup> Reading:	January 24, 2002

Pittsfield School District

**ADMISSION OF NON-RESIDENT STUDENTS**

The School Board will accept non-resident tuition students until such time as facilities and conditions make it impracticable. Tuition will be at a rate established annually by the Board.

**CRITERIA**

The following criteria will be applied to all non-resident students who seek to attend Pittsfield High School:

1. The Principal will possess written authorization from the Sending School District indicating that that District will pay the tuition as established by the Pittsfield School Board;
2. The Principal will receive authorization from the parents to receive all academic, disciplinary, medical, and other student records from the student's preceding school;
3. Students will be accepted on the basis of space available by program and by course;
4. The Principal will determine that the acceptance of the student will not cause additional cost to the Pittsfield School District;
5. The Principal will determine that, based on an examination of the student's records, the student can be expected to follow the rules of the school;
6. The Principal will not admit any child whose record demonstrates any evidence of involvement with drugs;
7. The Principal will determine that the past attendance practices of the student demonstrate a genuine interest in succeeding in school.

Adopted: March 1, 1980  
Amended: April 24, 1985  
Revised: August 17, 1988  
Revised: June 2, 1997

Pittsfield School District

**ADVANCED COURSE WORK / ADVANCED PLACEMENT COURSES**

Any student who is capable of and wishes to do advanced course work or take advanced placement courses while in high school should be permitted to do so. District Administrators and Guidance Counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the District, Administrators or Guidance Counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or private school, or through distance education courses or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her Counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be held responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses without prior approval.

Reading: July 16, 2009  
Adopted: August 20, 2009





**SCHOOL ADMINISTRATIVE UNIT #51**

23 Oneida Street, Unit 1  
Pittsfield, New Hampshire 03263  
Phone: (603) 435-5526 • Fax (603) 435-5331  
Bryan Lane – Superintendent of Schools

TO: The Pittsfield School Board  
FROM: Bryan Lane  
DATE: 3/10/22  
RE: Nomination for Library Media Specialist

Please accept this as the nomination for Melissa O' Leary as the Library Media Specialist at Pittsfield Elementary School. Ms. O'Leary has a Bachelor of Arts Degree from Rivier University in English and is enrolled in a Master's program at Plymouth State University in Library Science. She is certified as a Library Media Specialist by the New Hampshire Department of Education.

Library Media Specialist is a position on the Critical Shortage list in New Hampshire. Ms. O'Leary is currently working as an assistant in the library at Paul Smith Elementary School in Franklin. Attaining this position has been a goal of Ms. O'Leary for several years now as she has been taking course work to become certified. She has a good background in the use of the technology that we have and she will be able to enhance the program for all students at PES.

We have been searching for qualified candidates for this position since September. The budgeted salary for this position is \$41,819. I recommend a motion to approve the nomination of Melissa O'Leary at an annual salary of \$32,794 to be prorated for the remaining days of the school year beginning March 21, 2022, Bachelor's step 0

# Melissa O'Leary

---

108A Smith Ave, Pembroke, NH 03275  
(603) 233-5386  
melissa.oleary78@gmail.com

Dear Principal Wiley,

As a recently certified Library Media Specialist, I read of the opening at Pittsfield Elementary School with great interest. My education, experience and drive align well with the qualifications you are seeking. School librarianship is a second career for me and my true calling. I bring with me the enthusiasm of a new teacher, but also a history of proven dedication to my work.

I have the title of "Library Assistant" at my current position, but I independently run the library, create the curriculum and implement the lessons. Although I have been in the position for a short time I feel I have made many positive changes to the library.

- Moved the average age of the collection from 1991 to 1997 and I continue to work on moving it into the 21st century.
- Increased the 2021 Scholastic Book Fair sales by 98.4% as compared to the 2019 book fair. This increased the annual library budget by 124%.
- Created a more accessible library by lowering shelf height for our young elementary students.
- Significantly increased size and depth of the library's graphic novel collection with high quality and age appropriate titles. (Now the most popular section of the library!)
- Created library curriculum with a focus on diverse literature, library basics, STEM activities, digital literacy and primary sources.
- Collaborate with classroom teachers on literacy based projects.
- In the process of creating a library website to serve students, teachers and families.
- Use Class Dojo regularly to share library happenings and advocate for library programming.

In addition, I have learned much about teaching and classroom management in the time I have been in my current position. I have been privileged to work with many experienced teachers and paraeducators who have helped me to learn and grow alongside the students. I have been energized by the new challenges I encounter each day. My goal is to instill that same love of learning and willingness to grow in my students by creating a dynamic and welcoming library.

I would enjoy discussing the position at Pittsfield Elementary with you. I hope to find a Library Media Specialist position where I can settle in, contribute to the community, continue to grow my skills and make a positive impact on students.

Please reach out to me if you have any questions or if any further information is needed.

Sincerely,  
Melissa O'Leary

# Melissa O'Leary

108A Smith Ave, Pembroke, NH 03275 ♦ (603) 233-5386 ♦ melissa.oleary78@gmail.com

---

## Certified Library Media Specialist (K-12)

Seeking a long term career as a Library Media Specialist that will allow me to share my passion for reading, while creating a dynamic and equitable space for students to engage in inquiry based learning.

---

### Skills

- |                               |                                   |
|-------------------------------|-----------------------------------|
| - Creative lesson planning    | - Follett Destiny Library Manager |
| - Curriculum development      | - Google and MS Office            |
| - Collection development      | - Relationship development        |
| - Flexible and welcome change | - Website creation                |
- 

### Experience

**Library Assistant**, 08/2021 to present

**Paul Smith Elementary School** - Franklin, NH

- Create and implement library curriculum for grades K-3 with focus on incorporating library skills, STEM activities, primary sources, and digital literacy.
- Collaborate with classroom teachers for lessons focused on literacy promotion.
- Elevate library collection through selected weeding, targeted displays and digital promotion.
- Collection development with a focus on diversity and increasing student interest.
- Plan, promote and implement the annual book fair.
- Advocate for library programs on school-based social media and through creation of a library website.
- Creation of collection development and challenged book policy in collaboration with the district librarian.
- Assist in orienting new district library employees.

**Physical Therapist Assistant**, 07/2007 to 08/2021

Concord, NH

- Provided physical therapy services to patients in both long term care and home settings. Worked with the therapy team, nursing, doctors and social work to create and implement patient centered treatment plans. Worked towards patient independence and adjusted goals and interventions as needed.
- 

### Education

**Licensure:** NH Beginner Educator License awarded 02/2022

**Endorsement:** Library Media Specialist

**Master of Education in Library Media:** (Anticipated 2023)

Plymouth State University - Plymouth, NH

**Bachelor of Arts:** English, 05/2000

Rivier University - Nashua, NH

**Associate of Science:** Physical Therapist Assistant, 05/2007

Hesser College - Manchester, NH

---

## **Volunteer Work**

### **Concord Christian Academy**

Concord, NH - 2020 to 2021

- Volunteer in CCA library with various tasks to assist the librarian.
- Researched OPAC for CCA and presented options to administration, which ultimately led to a decision on a system.

### **Next Level Church**

Greater Concord, NH - 2016 to 2020

- Teacher in children's program at Next Level Church in Concord, NH. 2016 to 2020.
- Lead teacher for both the Sprout (birth to 2 years) and Quest (2 years to Kindergarten) classes.
- Implement the church provided lesson plans.
- Assist church leadership in planning and facilitating large family-focused events for the community.

### **Special Olympics**

Maine and New Hampshire - 2007 and 2014

- Volunteered in FUNfitness physical therapy screening program to perform testing on athletes and assist them in establishing an exercise program to reach their athletic goals.
- Provided objective time, measurement and general encouragement to athletes during competitive events.

To Whom It May Concern,

April 11, 2021

This letter of recommendation is written for Melissa O'Leary based on her volunteer work in our school library. In September of 2020 I had no idea who Melissa was. Then she sent me an email. She was enrolled in a Library Media Specialist program (Master's level). She desired 'hands on' experience in a library - any library- but Covid -19 was making that impossible. Most public and school libraries were closed. Were we open and would we allow her to volunteer?

I was impressed with her tenacity and sincerity. That was nine months ago. Our school and our library have remained open this entire time, with some changes!

Melissa has been consistent and dependable. She has willingly done any job that needed to be done, and done them cheerfully! She thinks about what she is doing and is confident enough to ask questions and even make suggestions.

Her interaction with the students has been limited, due to Covid, but she is quite personable with them. She seems very comfortable with them and they are very comfortable with her!

Our library is not computerized. It has certainly been our desire and our goal. We weren't sure how to begin. Melissa has been instrumental in guiding us. She did the research for us and presented a multi-page report with two very good options. Our school administration was impressed with her work. They took her recommendation and we have recently subscribed to OPALS - Open Source Automated Library System. This will certainly be a learning situation for us! We have asked Melissa to please stay close. We will need the 'hands on' experience this time! She is quite willing to assist us.

Melissa has been an asset to us. She will definitely be an asset wherever she works.

Joanne Frediani

Librarian

Concord Christian Academy

P: 603.228.8888

A: 37 Regional Drive,

Concord, NH 03301

W: [www.concordchristian.org](http://www.concordchristian.org)

E: [jfrediani@concordchristian.org](mailto:jfrediani@concordchristian.org)

To Whom It May Concern:

I am writing to you regarding MELISSA O'LEARY who has applied for a position as Library Media Specialist with you.

I had worked as a team member with Melissa for approximately 10 years. She was my Physical Therapy Assistant and I, one of her supervising Physical Therapists on the team. Without a doubt she was the finest team member I've ever worked beside, with talents that include her ability to assess, to teach, to adapt to her client, her computer skills, ability to work with multiple team members smoothly and her solid, grounded maturity and wisdom.

Melissa easily works with all people, respecting their goals and needs and learning styles. There is a wisdom about her that grounds her and expresses joy. She listens to her client's words and honors the unspoken in their communication, their body language, their questions, hesitations, excitement.

Melissa is gifted at working towards outlined goals, assessing how her student presents today, adapting this day's interventions to meet those goals. She gives excellent input regarding goals, changing them as needed.

Teaching was a large part of her role as a Physical Therapy Assistant, as it will be as a Library Media Specialist. She thrives on teaching, finding a way to lead her client to independence and success. She knows how a tweak in today's approach can make all the difference to her student's success, those "Ah-Ha" moments of learning. She can adapt to a student's learning style.

Melissa's computer skills are excellent. She certainly is able to adapt to changes that occur in our systems, diving into the new approaches, and fully utilizes technical resources.

As a team member she is excellent! Melissa is able to work with multiple mini-teams ~ quite a skill! She gives valuable feedback to team members, valuable insight and updates so that goals and interventions can be progressed. She is able to accommodate the quirks of other team members and make it all run smoothly. She is solid and dependable. I never worried about how she might interpret goals or interventions and I was always eager to hear her insight into our clients ~ she is excellent!

I would never hesitate to hire Melissa. She would be an outstanding and dedicated member of your staff! How fortunate you are!

Should you have any additional questions for me, please feel free to contact me. And may I say how much it pleases me that you consider Melissa to join your staff!

Sincerely,

Virginia Lyder  
603-494-3540  
lydgin@yahoo.com

Donna Peters DNP RN  
6 Red Fox Road, North Hampton NH 03862  
603 918 2313

To whom it may concern:

Please accept this letter of recommendation for Melissa O'Leary as an applicant for Library Media Specialist. Melissa and I worked collaboratively together for many years at Concord Regional VNA (CRVNA). It is a pleasure that I write this letter of recommendation/reference for Melissa.

Melissa has been an integral part of the team at CRVNA. As her Director I have been fully aware of her ability to work in a team environment, assist and educate her clients for improved outcomes and manage the day-day changes in a seamless manner. A large part of her role is educating clients on a regular basis. Melissa demonstrated a caring, non-judgmental approach in her teaching style, looking at ways the client learns and adapting her delivery. She collaborates with her team to ensure that the education being delivered is consistent and meeting the needs of the client. I am confident that these skills will be utilized in the role of Media Specialist in working with students.

Melissa has been able to adapt to change, maintain a positive attitude and complete her work timely and efficiently. Her attendance has been exemplary, she has been a very reliable, responsible employee. She goes above and beyond to ensure that client needs are met. Melissa is organized, plans according to the needs of the day and executes them in a professional manner.

In addition to her daily work, Melissa has volunteered to be on agency committees to assist in improvement and overall efficiencies of work flow. She has been an integral part of working on the implementation of the Ipad project, learning new technology and evaluating the adaptiveness to the roles in the agency. She is independent in the use of technology and has been an asset to those around her for guidance and education as needed.

While Melissa is an autonomous employee who is accountable for her actions, she is also a very involved team member. She participates in team meetings, attends visits with other professionals for brain storming on client needs, and completes follow through timely.

It has been a pleasure to write this recommendation for Melissa. I know that she will be an asset to anyone she works for and she will certainly be a respected employee. I wish her the best as she embarks on this journey.

Sincerely,

Dr. Donna Peters RN

Student No: 000378370

Date of Birth: 23-FEB-1978

Date Issued: 15-NOV-2021

AEEE

Record of: Melissa Marquis O'Leary  
Current Name: Melissa Marquis O'Leary  
108A Smith Avenue  
Pembroke, NH 03275-1302  
United States of America

Page: 1

Issued To: Melissa O'Leary  
Parchment DocumentID: 36698487

Course Level: Graduate

Current Program

Program : Educ, Deso, & Soc Change - MED

Major : Library Media

Maj/Concentration : K-12 Certification

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

INSTITUTION CREDIT:

Fall 2020

LM 5010	Leadership & Management	3.00 A	12.00
LM 5020	Cataloging and Curation	3.00 A	12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00			

Spring 2021

LM 5030	Resource Selection & Instruct	3.00 A	12.00
LM 5040	Technology & Innovation	3.00 A	12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00			

Summer 2021

LM 5300	Adv Children & Young Adult Lit	3.00 A	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00			

Fall 2021

IN PROGRESS WORK

LM 5210	Practicum in School Media	3.00 IN PROGRESS	
In Progress Credits 3.00			

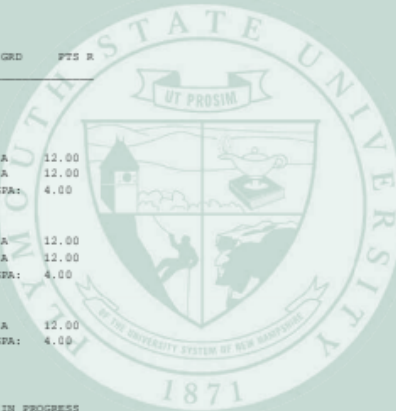
\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	15.00	15.00	60.00	4.00

TOTAL TRANSFER	0.00	0.00	0.00	0.00
----------------	------	------	------	------

OVERALL	15.00	15.00	60.00	4.00
---------	-------	-------	-------	------

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*



Plymouth State  
UNIVERSITY

*Tonya B. LaBrosse*  
Tonya B. LaBrosse  
Registrar

THIS TRANSCRIPT IS PRINTED ON GREEN PAPER AND DOES NOT REQUIRE A RAISED SEAL





**SCHOOL ADMINISTRATIVE UNIT #51**

23 Oneida Street, Unit 1

Pittsfield, New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

Bryan Lane – Superintendent of Schools

TO: The Pittsfield School Board  
FROM: Bryan Lane  
DATE: 3/10/22  
RE: Nomination for Special Education Teacher

Please accept this as the nomination for Ashley Blum to fill the open position of Special Education teacher at PMHS. This position has been open for some time and we feel fortunate to have found a candidate who has the skills for this position. Ms. Blum has a Bachelor of Arts Degree from the University of New Hampshire in Anthropology and has a Statement of Eligibility from the Department of Education which makes her eligible for this position.

Ms. Bickford feels that with the background in working as an ABA therapist with students who have educational handicaps and the course work she is taking that Ms. Blum will fit nicely into the position at the middle high school. Her background in behavioral health and creating plans for individuals fits well into the process for implementing and creating IEP's for students. As an Alternative 4 candidate, Ms. Blum will be assigned a mentor and we will create a plan for her to attain her full certification.

We have interviewed several candidate over the past couple of months for this position and Ms. Bickford feels that this will be a good long term fit for the building. The budgeted salary for this position is \$40,799. I recommend a motion to approve the nomination of Ashley Blum as a Special Education teacher at an annual salary of \$32,794, prorated for the remaining days of the school year beginning March 14, 2022, Bachelor's step 0,

# Ashley Blum

Rollinsford, NH 03869

[ashleyblum23\\_j58@indeedemail.com](mailto:ashleyblum23_j58@indeedemail.com)

+1 978 828 3807

Willing to relocate: Anywhere

Authorized to work in the US for any employer

## Work Experience

---

### Caregiver

Atlantic Homelife Senior Care - Dover, NH

December 2020 to Present

Providing care to the elderly following the providers, families and nurses guidelines. Cleaning the house, washing dishes, laundry, medication reminders, assisting with ADLs.

### ABA Therapist

Behavioral concepts inc - Tewksbury, MA

February 2019 to December 2020

Data analysis, working with children ages 2 and up with behavioral backgrounds. Following BCBA's guidelines.

### Behavioral Health Professional

Pathways of Maine - Springvale, ME

June 2018 to January 2019

- Connected clients with community service and resource agencies.
- Conducted therapeutic individual and family therapy sessions.
- Utilized strong communication skills to coordinate behavioral plans with team of clinicians.

### Take Out and Catering Specialist

Olive Garden - Newington, NH

May 2017 to May 2018

- Used database to input orders.
- Guided guests through menus, demonstrating thorough knowledge of the available options.

### Event Coordinator Intern

Strawbery Banke Museum - Portsmouth, NH

August 2017 to October 2017

- Face to face interactions with local businesses for potential advertisement.
- Organized and maintained events and details in Microsoft Excel and Word documents.
- Contacted clients, through email or phone, to secure vendors for Vine and Vintage.
- Checked in venues for vendors, set up and worked booths at events.

### President

Anthropology Club

2017 to 2017

- Coordinated, advertised and hosted community events to promote awareness of anthropology club.
- Organized and conducted weekly meetings.

## Education

---

### **Bachelor of Arts in Anthropology**

University of New Hampshire - Durham, NH

2018

## Skills

---

- Customer service
- Active listening
- Detail-oriented
- Ability to multi-task
- Experience with Children
- Applied Behavior Analysis
- Behavioral Therapy
- Autism Experience
- Sales (2 years)
- Home Care
- Caregiving
- Meal Preparation
- Senior Care
- Childcare
- Data collection

## Certifications and Licenses

---

### **First Aid and CPR**

July 2018 to July 2020

## **BEDB**

### **Pittsfield School District**

#### **AGENDA PREPARATION AND DISSEMINATION**

The superintendent shall prepare all agendas for meetings of the Board. In doing so, the superintendent may consult with the Board chairperson.

Items to be placed on the agenda should be received by the superintendent at least seven days prior to the meeting. Every Board member has the right to place items on the agenda. Matters not included in the agenda may be presented during the meeting provided that the Board agrees to discuss the matter. The Board may choose not to address every agenda item.

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

Any Board member, staff member, student, or citizen of the District may suggest items of business. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Board Chairperson.

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

The agenda and supporting materials should be distributed to Board members at least five days prior to the Board meeting. Board members shall be expected to read the information provided them and to contact the superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities.

When the final agenda has been established, it will be made available to the public upon request. Members of the public who wish to speak at Board meetings are encouraged to contact the superintendent prior to the Board meeting. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of this information, shall be clearly marked as confidential. Board

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

Notices of meetings shall be consistently posted on the district's website in a reasonably accessible manner.

Adopted: November 2, 2017

## **EBCE**

### **Pittsfield School District**

## **SCHOOL CLOSINGS**

No school, office, or system event cancellation or delay will be made without the direct authorization of the superintendent of schools. In the event the superintendent is unavailable, such decisions will be made by the dean of operations or School Board chairperson for district-level situations and activities or the dean of operations for school-level situations and activities.

**Announcements:** When the superintendent or designee determines it is necessary to delay opening or close any facility or school or cancel any school event, he/she will initiate all related communications to the public by radio, television, website, voicemail, email, or other available means.

**Delayed Opening of Schools:** The superintendent may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of preschool and morning kindergarten, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.

**Closing of Schools Only for the Entire Day:** When the superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated via the media specified above shall state that the school district is closed. If school is closed for the entire day, all evening programs will be cancelled.

**Early Closing of Schools:** The superintendent may determine that weather conditions or other significant event makes it prudent to close school earlier than the scheduled dismissal time. The public announcement will report the early closing, including the cancellation of after-school and evening programs.

**Afternoon and Evening Program Cancellations:** When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the superintendent may determine to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.

**Weekend Closings:** When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the superintendent is responsible for decisions regarding cancellations and for notifying the appropriate media.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with district policy in reporting for work.

Reading: October 15, 2009  
Adopted: November 5, 2009  
Amended: February 13, 2014  
Amended: April 5, 2018

Pittsfield School District

**ATTENDANCE, ABSENTEEISM, AND TRUANCY**

Absences. The Board requires that school-aged children enrolled in the district attend school in accordance with all applicable state laws and Board policies. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the district during the days and hours that school is in session, except that the dean of operations may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness;
2. Recovery from an accident;
3. Required court attendance;
4. Medical and dental appointments;
5. Death in the immediate family;
6. Observation or celebration of a bona fide religious holiday;
7. Such other good cause as may be acceptable to the dean of operations or permitted by law.

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents/guardians must call the school and inform the district of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of the above reasons for non-attendance. The dean of operations may require parents to provide additional documentation in support of their written notice including, but not limited to, doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The dean of operations will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the dean of operations determines that good cause does not exist, the parents may request a conference with the dean of operations to again explain the reasons for non-attendance. The dean of operations may then reconsider his/her initial determination. However, at this juncture, the dean of operation's decision shall be final.



Family Vacations / Educational Opportunities. Generally, absences other than for illness during the school year are discouraged. The dean of operations or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to submit a family vacation / educational opportunity request form to the dean of operations at least two weeks prior to the planned trip for absence(s) to be considered excused. This advance communication will allow teachers enough time to work with parents and the student regarding homework completion.

Truancy. Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitute habitual truancy. A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time. Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The dean of operations is hereby designated as the district employee responsible for overseeing truancy issues.

Chronic Absenteeism. Chronic absenteeism is defined as being absent from school for ten percent or greater of the academic year for any reason, including both excused and unexcused absences, suspensions, and time missed due to changing schools. Based on a 180-day school year, being absent for eighteen or more days in a school year is considered chronic absenteeism.

The dean of operations is designated as the district employee responsible for overseeing chronic absenteeism issues.

Intervention Process to Address Truancy and Chronic Absenteeism. The dean of operations shall ensure that the administrative guidelines on attendance properly address the matter of truancy and chronic absenteeism by including a process that identifies students who are habitually truant or chronically absent, as defined above.

When the dean of operations identifies a student who is habitually truant is in danger of becoming habitually truant, chronically absent, or in danger of becoming chronically absent, he/she shall commence an intervention with the student, the student's parents / guardians, and other staff members as may be deemed necessary. The intervention shall include the processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;

2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy or chronic absenteeism;
3. Involves the parents in the development of a plan designed to reduce the truancy or chronic absenteeism; and
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the district's policies and administrative guidelines on student discipline.

Parental Involvement in Truancy Intervention and Chronic Absenteeism. When a student reaches habitual truancy status, ~~or~~ is in danger of reaching habitual truancy status, has reached chronically absent status, or is in danger of reaching chronically absent status, the dean of operations will send the student's parent/guardian a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant or chronically absent;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents/guardians and the dean of operations and/or his/her designee(s) to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction and Chronic Absenteeism. The Board encourages the administration to seek truancy-prevention, ~~and~~ truancy-reduction, chronic absenteeism-prevention, and chronic absenteeism-reduction strategies along with the recommendations listed below. However, these guidelines shall be advisory only. The superintendent is authorized to develop and utilize other means, guidelines, and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention and chronic absenteeism-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents/guardians.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.

Parental Notification of Truancy and Chronic Absenteeism Policy. Prior to adopting this policy, the Board will place the item on the agenda of a public School Board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board.

**JH**

Additionally, the dean of operations shall also ensure that this policy is included in or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

Reading:	September 3, 2009
Adopted:	September 17, 2009
Reading:	September 9, 2010
Revised:	September 22, 2010
Reviewed:	January 15, 2015
Amended:	December 20, 2018

**JIA**

Pittsfield School District

**STUDENT DUE PROCESS RIGHTS**

Students facing discipline will be afforded all due process rights given by law. The superintendent or his/her written designee is authorized to suspend any student for ten days or less for violations of school rules or policies. Should the superintendent desire to suspend a student for more than ten days, such student will be afforded a hearing before the school board. In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

Student due process rights shall be printed in the school handbooks and will be made available in another language or presented orally upon request.

Adopted: November 15, 2018

Pittsfield School District

**STUDENT EARLY RELEASE PRECAUTIONS**

School district staff will not permit a student to leave school during the school day unless the student is accompanied by the student's parent/guardian, or other person so authorized by the school district and the student's parents/guardians. In addition to these circumstances, school district staff may permit a middle high school student to leave school during the school day with written permission of the student's parents/guardians. In all situations, the dean of operations or his/her designee shall approve the early release.

School officials will presume that each parent has equal authority to exercise rights of visitation, removal of the student from school, the right to inspect and review educational records, and all other rights and privileges extended to parents. Requests from parents asking the school to restrict the release of a student to the other parent will not be honored unless accompanied by a court order or other legally binding document which corroborates the request.

The dean of operations is authorized to establish additional procedures necessary to ensure the proper and safe release of students. Such procedures must adhere to the following rules:

1. Students will only be released to the parent, guardian, or written designee of the parent or guardian, or to other individuals or agencies as permitted or required by law.
2. The district will release a student to either parent unless the district has a valid court order directing otherwise or unless the parent requesting the release is only entitled to supervised visitation. If district staff have concerns about releasing the student to a parent, the student may be held while additional precautions are taken, including but not limited to, verifying court orders, contacting the other parent, or contacting appropriate authorities.
3. Students who are seventeen years old and living independently and students eighteen years old or older must validate their own attendance and dismissal.
4. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. The parent or guardian of elementary school students will still be required to enter the school building to sign the student out.
5. If it is determined that a student who is ill or sick should be taken home, the school nurse will contact the student's parent or guardian to arrange for an early release. The school nurse will also notify the dean of operations.

**JHC**

Reading: September 3, 2009  
Adopted: September 17, 2009  
Reading: September 9, 2010  
Revised: September 22, 2010  
Reviewed: January 15, 2015  
Reviewed: November 15, 2018

Pittsfield School District

**STUDENT RIGHTS AND RESPONSIBILITIES**

Student rights and responsibilities shall be published in the Student-Parent Handbook and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to the provision of School Board policies.

Adopted: March 1, 1980  
Reading: August 23, 2010  
Amended: September 9, 2010  
Reviewed: January 15, 2015  
Reviewed: November 15, 2018

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



## **JICC**

Pittsfield School District

### **STUDENT CONDUCT ON SCHOOL BUSES**

Students using district transportation must understand that they are under the jurisdiction of the school from the time they board the bus until they exit the bus.

Students transported in a school bus shall be under the authority of the district and under control of the bus driver. The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus.

Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the Board. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

The dean of operations will develop rules and regulations for conduct on buses, and these shall be printed in the school handbooks, and made available in another language or presented orally upon request.

Adopted: November 15, 2018