



Pelham School Board Meeting Agenda

January 20, 2021

Meeting-6:30 pm

PES Library

AGENDA

I. PUBLIC SESSION

1. Opening/Call to Order

- a. Call to Order
- b. Pledge of Allegiance
- c. Public Input/Comment - The Board encourages public participation. Our approach is based on Policy BEDH. This includes these guidelines:
 - i. Please stay within the allotted three minutes per person.
 - ii. Please give their name, address, and the group, if any, that is represented.
 - iii. We welcome comments on our school operations and programs. In public session, however, the Board will not hear personal complaints of school personnel nor complaints against any person connected with the school system.
 - iv. We appreciate that speakers will conduct themselves in a civil manner.
- d. Opening Remarks: Superintendent and Student Representative

2. Presentations (If necessary)

- a. NEASC Report
 - i. Explanation: Pelham High School Principal Dawn Mead, Assistant Principal Adam Barriere, and Committee Chairperson David Gilcreast will share their summary of the NEASC's Commission of Public School's Final Report and the action plan, developed by the Pelham High School administration and staff, to continue on the school's path of improvement.
 - ii. Materials
 1. Memo: NEASC Final Report and Two and Five Year Plan
 2. NEASC's notification letter to Pelham High School following its recent Decennial Accreditation Visit (December 4, 2020)

3. Main Issues/Policy Update

- a. Pelham High School Program of Study for 2021-2022
 - i. Explanation: Principal Mead will share the revised 2021-22 Program of Study/ It contains (1) an addendum regarding a New Hampshire State Core Diploma, based on Board feedback from January 6, 2021, (2) a proposal to maintain the 4 by 4 block schedule through 2021-22 due to the unknown status of the

pandemic, and (3) the revisions that the Board approved in the Fall of 2020. The Superintendent seeks Board support for the revised Program of Study.

- ii. Materials:
 - 1. Memo regarding a proposal for a New Hampshire State Core Diploma
 - 2. Memo regarding scheduling model for the 2021-2022
 - 3. Proposed 2021-22 Pelham High School Program of Study

- b. Pandemic Response Update
 - i. Explanation: Superintendent McGee will update the Board regarding the district's ongoing response to the COVID-19 pandemic and the results of our first two days back to in school instruction on January 19 and 20.
 - ii. Materials:
 - 1. Memorandum regarding Pandemic Update 01.20.2021

- c. Warrant Article III Operating Budget
 - i. Explanation: The Budget Committee made a small adjustment to the School District Operating Budget which requires the School Board to revote on its recommendation for that warrant article.
 - ii. Materials:
 - 1. 2021 Pelham School District Warrant (revised for 01.20.2021)

- d. Deliberative Session Planning and 2021 Voters' Guide
 - i. Explanation: Superintendent McGee will ask the Board for a point person on the board to work with him to finalize the Deliberative Session Presentation and the 2021 Voter's Guide.
 - ii. Materials:
 - 1. 2020 Voters' Guide (as an example)

- e. Policy Revision
 - i. Explanation: The Policy Committee is presenting the following policies and changes.
 - ii. Materials:
 - 1. First Readings
 - a. JLCF - Wellness (Revision)
 - b. BEDG - Minutes (Revision)
 - c. EH - Public Access to School District Records (Revision)
 - d. BGAA - Policy Development, Adoption, and Review (New)
 - e. BG - Board Policy Process (Rescind)
 - f. BGA - Policy Development System (Rescind)
 - g. BGB - Policy Adoption (Rescind)
 - h. BGC - Policy Review and Evaluation/Manual Accuracy Check (Rescind)
 - i. BGE - Policy Dissemination (Rescind)
 - j. BHE - School Board Use of Email (New)
 - 2. Second Readings

- a. BDC-Appointed Board Officials (Revision)
 - b. BDE-Committees and Delegates (Revision)
 - c. BDF-Advisory Committees to the Board (Revision)
 - d. BEA-Regular Board Meetings (Revision)
 - e. BEB-Emergency Board Meetings (Revision)
 - f. BEC-Non-Public Sessions (Revision)
 - g. BEDA-Public Notification of School Board Meetings (Revision)
 - h. BEDB-Agenda Preparation and Dissemination (Revision)
4. **Board Member Reports** (Note the new title) – Committee reports, school activities and events, or other school related programs that board members have attended or participated in.
5. **Housekeeping**
- a. Adoption of Minutes
 - i. 1-6-21 Meeting Minutes
 - ii. 1-13-21 Public Bond Hearing Minutes
 - b. Vendor and Payroll Manifests
 - i. 116 \$569,375.88
 - ii. PAY116P \$256,491.80
 - iii. AP012021 \$158,980.46
 - c. Correspondence & Information
 - i. 20-21 MS-DS Default Budget for Board Signature (For Signature)
 - d. Enrollment Report
 - e. Staffing Updates
 - i. Nominations
 - a. Bethany St. Aubin-PES-Grade 3 Teacher (Temporary COVID)
 - b. Kathleen Moore-PES-Grade 2 Teacher (Temporary COVID)
 - c. Eva Quill-PMS-Grade 8 English/SS Teacher
 - i. Resignations
 - a. Jennifer Wrath-PMS-Grade 8 English/SS Teacher
 - ii. Leave of Absence
 - a. Sara-Jean Phillips-PHS-Guidance Counselor
6. **Future Agenda Planning**
7. **Future Meetings:**
- | | | |
|------------|------------------------------|-----|
| a. 2/3/21 | Deliberative Session 6:30 PM | PES |
| b. 2/17/21 | Board Meeting 6:30 PM | PES |
8. **Non-Public Session***
- a. 91-A:3 II (i) Emergency Functions

***Rules for a non-public session 91-A:3 Nonpublic Sessions.**

II. Only the following matters shall be considered or acted upon in nonpublic session:

- (a) The dismissal, promotion, or compensation of any public employee or 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 case the request shall be granted.

(b) The hiring of any person as a public employee.

(c) Matters which, if discussed in public, would likely affect adversely 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 waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.

(d) Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.

(e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.

(f) Consideration of applications by the adult parole board under RSA 651-A.

(g) Consideration of security-related issues bearing on the immediate safety of security personnel or inmates at the county or state correctional facilities by county correctional superintendents or the commissioner of the department of corrections, or their designees.

(h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.

(i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

(j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

(k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.

(l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

To: Dr. Chip McGee - Superintendent of Schools
From: Dawn Mead - Principal
Re: Memo: NEASC Final Report and Two and Five Year Plan
Date: November 4, 2020

The finalized Decennial Accreditation Report from the New England Association of Schools and Colleges (NEASC) for Pelham High School was sent to me on September 25, 2020. The report provided thoughtful feedback to the high school team. It aligns with the two and five year plan that the Principal had submitted to the committee (included at the end of this memo) and with the self evaluation completed on July 1, 2019.

The three common themes that were pervasive throughout the report were:

1. The need to develop a more formalized Professional Learning Community (PLC) model.
2. The need to continue our development of curriculum and assessment with rubrics. Specifically, the suggestion was to improve our work on Quality Performance Assessments (QPAs) and personalizing curriculum.
3. The need to develop school wide rubrics and a system for reporting out to students and parents.

There are also six areas that we have already addressed from the plan:

1. Review data on teacher preps and classroom size using PowerSchool and school data compiled by the Dean of Students. The Endicott Survey and the Self Evaluation completed by faculty and staff indicated that in the past, there was not equity amongst teacher preps and class size.
2. Extend and improve our existing Student Voice group by meeting bi-weekly during Friday Advisory Time. The Endicott Survey noted in the past, there was a lack of student input and voice to decisions made at the high school level. A triad of governance was implemented by the then superintendent. Pelham High School did not have a true student voice committee. They had relied on student government up until the fall of 2019.
3. Improve communication and collaboration with school leadership by meeting with Deans twice a month and the faculty once a month. In both the Endicott Survey and the PHS Self Reflection report, it was noted that teachers felt that in the past, decision making was top down. They did not have a part in the process.
4. Continue to send weekly email updates to faculty, staff, and parents. The Endicott Survey and the NEASC self reflection report noted that in the past, timely and consistent updates to internal or external stakeholders were not provided.
5. Improve on efforts to provide collaborative opportunities to faculty and staff through monthly meetings with PLCs and school wide faculty meetings. In the NEASC self reflection report, teachers noted that there was a lack of collaboration time available to them. Teachers noted that PLCs were task-oriented and used for programming and district initiatives.

6. Establish an 'on call' counselor and better process for scheduling appointments with school counselors. In the Endicott Survey, students and parents reported a lack of availability of the school counselors.

Areas where work had already begun:

1. We are currently using early release time, PLC, and department meetings to develop and implement course specific assessments and rubrics that align with district and school wide competencies supported by professional development opportunities offered by the Director of Curriculum and Assessment.
2. We are focusing our efforts in PLCs to develop instructional strategies, common assessment, and interdisciplinary learning opportunities. The Principal and Assistant Principal have provided professional development during the September early release day. They conduct weekly checks of PLC minutes, and simulated a data inquiry protocol during the October faculty meeting.
3. Pelham High School administration has established a timeline/calendar for observations and evaluations on a quarterly basis. It has been shared with the Director of Curriculum and Assessment.
4. The Director of Curriculum and Assessment has provided professional development to assist teachers in developing Quality Performance Assessments and rubrics during the 2019-2020 school year.

After conversations with building leadership, the Director of Curriculum and Assessment, and the Superintendent, there is consensus that we should begin by building a formalized and effective PLC model. An effective PLC with capacity and focus will be the platform and foundation for all other work moving forward. Curriculum development, review, and revision will be done through the PLC model. Assessments (including QPAs) and rubrics will be developed, reviewed, and revised through the PLC model. We need to focus on the development of effective and productive PLCs first. It will be our foundation for addressing the many of the areas identified/targeted in the Two and Five Year Plans.

Original Plan Two and Five Year Targeted Plan submitted to NEASC in July of 2019 by new Principal Dawn Mead after Pelham High School faculty and staff completed the self evaluation process and report was finalized for submission to NEASC.

Two Year Targeted Plan:

- Use early release time, PLC, and department meetings to develop and implement course specific assessments and rubrics that align with district and school wide competencies
- Provide professional development opportunities that support the development of rigorous and challenging recovery assessments/plans
- Provide professional development to assist teachers in developing Quality Performance Assessments and rubrics
- Provide professional development to assist teachers in moving from pacing guides to Understanding by Design (UbD) curriculum templates
- Focus efforts in PLCs to develop instructional strategies, common assessment, and interdisciplinary learning opportunities
- Improve our efforts in the area of horizontal and vertical alignment of curriculum
- Review data on teacher preps and classroom size using PowerSchool and school data compiled by the Dean of Students
- Extend and improve our existing Student Voice group by meeting bi-weekly during Friday Advisory Time.
- Improve communication and collaboration with school leadership by meeting with Deans twice a month and the faculty once a month
- Continue to send weekly email updates to faculty, staff, and parents
- Improve on efforts to provide collaborative opportunities to faculty and staff through monthly meetings with PLCs and school wide faculty meetings
- Establish a timeline/calendar for observations and evaluations on a quarterly basis ● Improve on communication and collaboration with faculty and union building representatives on early release professional development time.
- Establish an 'on call' counselor and better process for scheduling appointments with school counselors
- Explore extended learning opportunities that would support our communication through social media, offer support in the library, and encourage internships in the community
- Extend the mentor program to offer support to second year educators
- Work collaboratively with the SAU and School Board to create and promote a more attractive professional package to encourage recruitment and retainment of highly effective educators
- Establish school wide competencies that report out on 21st century citizenship

Five Year Targeted Plan:

- Complete the development and implementation of common assessments, QPA, and UbD curriculum templates
- Review 5 year data on teacher retention
- Provide further training in the development of UbD curriculum and assessments ● Have assigned Student Voice members as liaisons to departments and PLCs
- Share with community data on school achievement through data points that include:
Student Achievement on standardized tests
 - Student involvement in Extended Learning Opportunities (ELOs) and internships
 - Teacher Observations and Evaluations (numbers completed - not individual information)
- Provide students and parents with reports at the end of each semester on progress and performance of school wide rubrics

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Agenda



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December 4, 2020

Dawn M. Mead
Principal
Pelham High School
85 Marsh Road
Pelham, NH 03076

Dear Ms. Mead:

The Commission on Public Schools, at its October 27, 2020 meeting, reviewed the Decennial Accreditation Report from the visit to Pelham High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Commission was impressed with many of the programs and services and wishes to commend the following:

- the collaborative processes such as the PLCs which have developed some initial common assessments tied to the 21st century skills
- the climate of the school which reflects the respect and kindness students have for their community
- the clear vertical alignment of curriculum in core areas across the district
- the allotment of dedicated PLC time for teachers to review and ensure curriculum alignment
- the development of specific curriculum for use in the advisories over all four years of high school
- the many expended learning opportunities outside the regular classrooms
- the instructional practices in the art and music departments which has resulted in engagement of students
- the development and implementation of school-wide competencies
- the use of PLC time to analyze school-wide data in order to collaboratively improve curriculum and instructional practices
- the variety of assessment strategies for formative and summative assessments in conjunction with the universally applied reassessment process

As well, the Commission was pleased to note the following:

- the implementation of content-based Professional Learning Communities that allow teacher teams to collaborate and work on programmatic, curricular, instructional, and assessment related topics
- the celebration of student academic success at each school pep rally which illustrates that the school community values academic expectations for all
- the wide variety of course offerings which ensure access to challenging academic experiences for students
- the leadership and dedication exhibited by the principal to help the school achieve excellence
- the development of a comprehensive student assistance team for referrals to student support services and ongoing review of plans
- the impactful use of communication practices to keep students, parents, and the community informed about student support services
- the pride exhibited by all members of the school community in the clean and safe learning environment of the school
- the efforts of the community to fund programs in professional support and professional development

All accredited schools must submit a required Two-Year Progress Report, which in the case of Pelham High School is due on September 15, 2021. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <https://cpss.neasc.org> under the "Process" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial accreditation report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on accreditation report recommendations school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the accreditation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each accreditation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

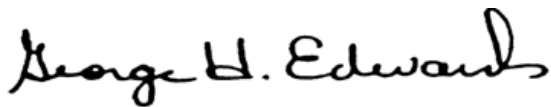
- develop and implement a plan to regularly review and revise the core values, beliefs about learning, and student learning expectations with all stakeholders to ensure that they meet the needs of the students, the school, and the community
- develop school-wide rubrics that assess all school-wide competencies
- develop and implement a plan to incorporate social and civic expectations into the academic assessment process
- develop and implement a plan for school-wide rubrics that assess all school-wide progress toward achieving 21st century learning
- develop and implement a plan to increase inquiry, problem solving, and higher order thinking throughout the curriculum for all classes
- develop a formal process for the continuous examination of instructional practices that will ensure the connection of those practices to the 21st century learning expectations.
- complete the development of shared course curricular documents such as syllabi, pacing guides, and rubrics for all areas

- develop and implement a plan to ensure teachers are strategically differentiating to meet the needs of all students
- develop and implement a plan to support teachers in the provision of quality feedback in a timely manner for students to revise and improve their work
- develop and implement a plan to increase the number of interdisciplinary activities
- implement frequent teacher observations and evaluations including a feedback loop that includes opportunities for recommendations for growth
- develop and implement a written developmental guidance curriculum
- develop and implement a plan to ensure PLC time for all Student Support Services

The Commission congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the accreditation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the accreditation report. The Commission's Follow-up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Commission's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Commission considers the Two-Year Progress Report. The school's Two-Year Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards

GHE/rm(mms)

cc: Eric McGee, Superintendent, SAU #28
Megan Larson, Chair, Pelham School Board
Nathaniel Greene, Bureau Administrator, School Approval Program,
New Hampshire Department of Education
Pamela M. Burke, Chair, Visiting Commission
Robert N. Baldwin, Chair, Commission on Public Schools

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Eric "Chip" McGee, Ed.D.
Superintendent

Deb Mahoney
Business Administrator



Sarah Marandos, Ed. D.
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Instruction & Assessment*

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Brendan Hoffman
*Interim Director of
Student Services*

To: Superintendent McGee
From: Principal Mead and Dr. Marandos, Director of Curriculum, Instruction and Assessment
RE: Proposal regarding a New Hampshire State Core Diploma
Date: January 8, 2021

Following up to the Pelham School Board discussion on January 6, 2021, the Pelham High School leadership team requests that the Pelham School Board add a twenty credit New Hampshire State Core Diploma in our 2021-2022 Program of Studies. This diploma would include the NH State Core requirements plus Pelham's Personal Finance Plan and Community Service requirement.

This diploma option will allow a group of Pelham students who in the past have had to choose between leaving for a Salem Adult Education Program diploma or staying for additional time to complete the Pelham High School Diploma to graduate with a Pelham High School Diploma and walk with their classmates at graduation. Many local districts have already adopted and implemented a twenty credit state core diploma. This includes Bedford, Bow, Exeter, Goffstown, Hollis-Brookline, Hudson, Londonderry, Manchester, Nashua, Salem, Sanborn, and Windham.

The request is also a result of the pandemic, which has exacerbated the challenges some students face in earning the credits required for a Pelham High School Diploma. We have current juniors and sophomores who have struggled with remote learning. Students with extenuating circumstances have found their academic progress and success further complicated by the global pandemic. In the school year 2019-2020, PHS students were enrolled in 8 courses (A/B schedule) and many were not successful in earning credits with the pivot to remote learning. This includes current juniors and sophomores. Due to the pandemic, the adult education programs that are traditionally accessed by Pelham High School students have limited their enrollment. In the past, students have enrolled in and paid for these courses to earn credit to graduate with a Pelham High School diploma or a Salem Adult Education

Diploma. The adult education diploma is equivalent to a New Hampshire State Core Standards Diploma (20 credits). These programs have only offered remote classes with a limited course offering since the spring of 2020.

The New Hampshire State Core Diploma:

[NH Education regulation ED 306.27 High School Curriculum, Credits, Graduation Requirements and Co-curricular Program](#) states, in part, that “The local school board of each high school shall award a regular high school diploma to those students who earn at least 20 credits for courses selected from the school’s program of studies, provided that the student meets the requirements for high school graduation.”

The table below compares the current requirements for a Pelham Diploma and the proposed requirements for the New Hampshire State Core Diploma with the changes suggested by the Pelham School Board at the 1/6/21 meeting. We recognize the importance of the Personal Financial Planning/Managing Your Money courses. They provide students with real life skills that benefit all students. This course would be a required elective for the Pelham NH State Standard Diploma. It is a .5 credit course. The course is a requirement for all diplomas. All Pelham High School students would be required to fulfill the 40 hours of community service as part of their graduation requirements. This would be consistent for all Pelham High School Diplomas. The changes to the Pelham NH State Standard Diploma requirements are highlighted in yellow.

Diploma Requirements

Pelham Diploma (26 Credits)			Pelham NH State Standard Diploma (20 Credits)	
Subject	Credits	Required Courses	Credits	Required Courses
English	4	<i>An English course must be taken each year of high school</i> Intro to Writing (.5) Freshman English (1) Sophomore English (1) Junior English Elective (1) Senior English Elective (1)	4	<i>An English course must be taken each year of high school</i> Freshman English (1) Sophomore English (1) Junior English (1) Additional English (1)
Social Studies	3	World Geography (.5) Civics (.5) Economics (.5) Western Civilizations (.5) U. S. History (1)	3	World Geography (.5) Civics (.5) Economics (.5) Elective (.5) US History (1)

Math	3.5	<i>A math or math intensive course must be taken each year of high school. All students must complete 3 math credits including Algebra I.</i>	3.5	<i>A math or math intensive course must be taken each year of high school. All students must complete 3 math credits including Algebra I.</i>
Science	3	Physical Science Biology Chemistry	2	Physical Science Biology
Fine Arts	.5		.5	
Health	.5		.5	
Physical Education	1		1	
Computer Applications	.5	Students must pass Computer Applications I or pass a computer technology test with a B- , which would allow them to enroll in an advanced computer course.	.5	
Personal Financial Plan/ Managing your Money	.5		.5	
Personal Choice Electives	9.5		4.5	
Community Service Learning		40 hours total or 10 hours per year of enrollment.		40 hours total or 10 hours per year of enrollment.
Total	26		20	

Process

If approved, Pelham High School will implement an application process. Students will submit an application to their school counselor. The application process is open to first semester juniors and beyond who cannot meet the Pelham High School graduation requirements by June of their senior year. Applications will need to be submitted for approval no later than January 31st of the student's senior year. Exceptions regarding the timeline can be made by the school principal in extenuating circumstances. The application will include a written description of reasons for request. Students and counselors will create a Plan of Action including how remaining credits will be earned. The application will include an up to date transcript and documentation (if for medical reasons, etc). An application review team made up of the

following will meet: student, parent/guardian, counselor and/or case manager (if applicable), and administration. When the paperwork is complete the student and parent will meet with the principal for approval.

We think this proposal will embrace the 'culture of grace' that we have adopted. We recognize that some students struggle with the transition to high school and the rigorous coursework. We want our students to be able to stay 'home' and graduate with their classmates. This diploma will provide students that have struggled with earning 26 credits another option/ opportunity to graduate with their class.

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Director of Curriculum,
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Human Resources Administrator

Brendan Hoffman
Interim Director of
Student Services

To: Superintendent Chip McGee
From: Principal Dawn Mead and Director of Curriculum, Instruction and Assessment,
Sarah Marandos
Re: Scheduling Model for the 2021-2022
Date: 01.13.2021

We are requesting to remain in the current 4 x 4 scheduling model for the 2021-2022 school year due to the possibility of continued need for a pandemic response in the fall of 2021 and the desire to provide students and families with the typical timeline to select courses for the 2021-2022 school year. This request is for 2021-2022 only.

Background

Due to the global pandemic and to support needed safety protocols, Pelham High School with the approval of the Pelham School Board made the decision to move from an A/B (classes meet every other day) schedule to a 4 x 4 (same courses meet everyday) block schedule for the school year 2020-2021. This decision was made to limit the number of contacts for students and staff. The Pelham School Board voted in August of 2020 to support this change for the current school year.

Rationale

We need to have our scheduling model/framework in place prior to opening course selection in March 2021 for the upcoming school year. We cannot be certain where we will be in the global pandemic at that time or in the fall of 2021. Your support of this decision will allow us to build a master schedule that reflects student choice. It will allow our students and counselors to have a clearer understanding of long term planning for course selection. This will allow us to commit a master schedule prior to the close of the 2020-2021 school year. Most importantly, it will allow us to continue to limit contact as much as possible. This is a one year extension and not a permanent change to the model.

Survey Results

We surveyed our three primary stakeholder groups in regards to the scheduling model for the 2021-2022 school year. The results showed that 71.1% of the parents preferred

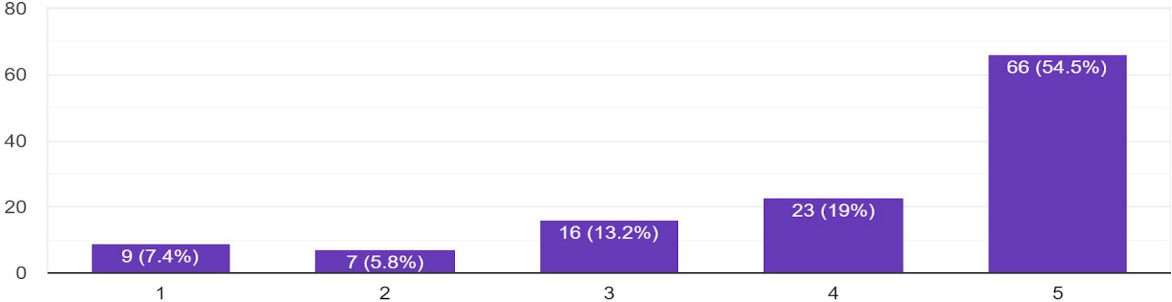
to stay with the 4 x 4 block schedule, 77.8% of the students, and 86% of staff. This support suggests to us that this is not only the practical but also the preferred schedule for 2021-2022.

Parent Response:

For the 2021-2022 school year, I prefer:
121 responses

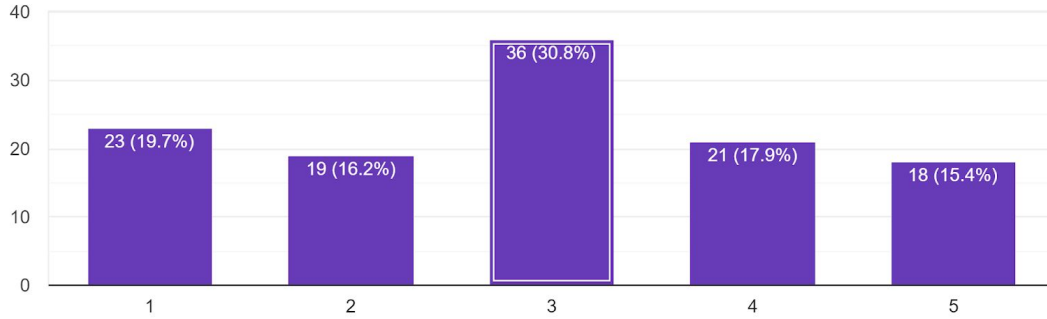


On a scale of 1-5 how much do you think the 4X4 schedule works for your child?
121 responses



On a scale of 1-5 how much do you think the blue/white alternating day schedule works for your child?

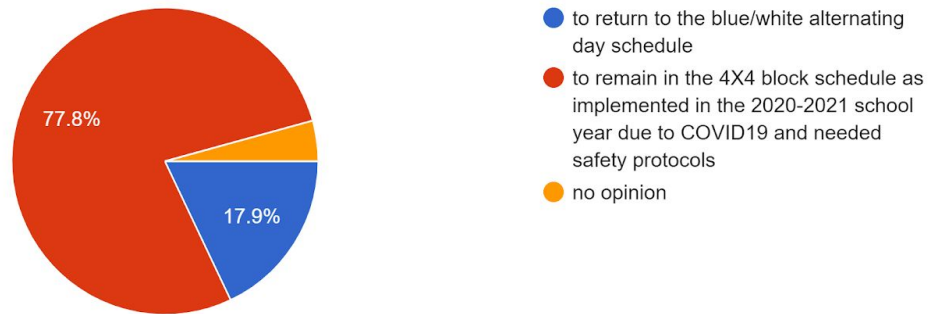
117 responses



Student Response:

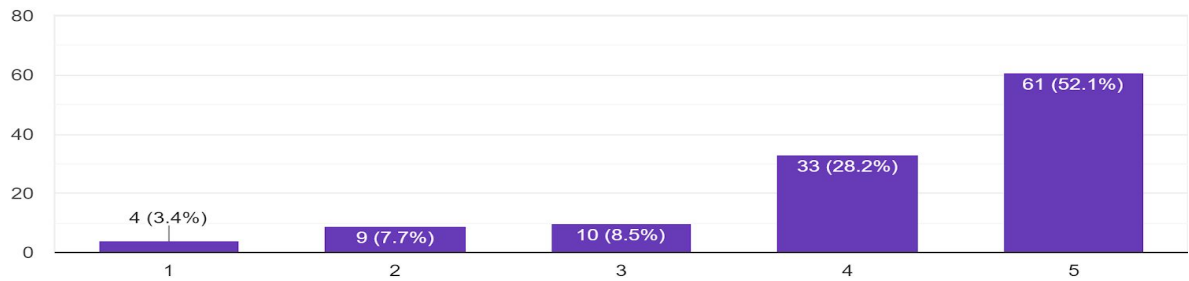
For the 2021-2022 school year, I prefer:

117 responses

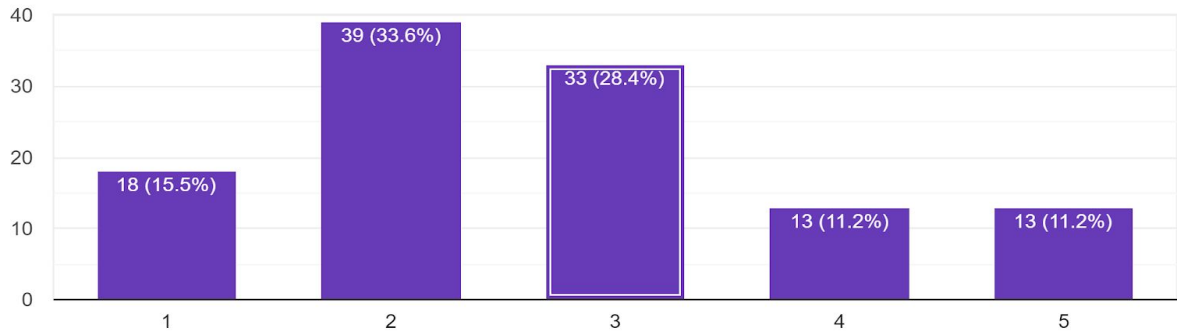


On a scale of 1-5 how much do you think the 4X4 schedule works for you?

117 responses

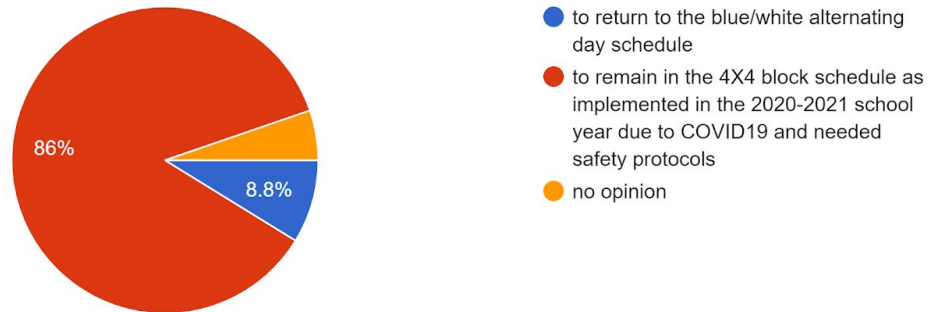


On a scale of 1-5 how much do you think the blue/white alternating day schedule works for you?
116 responses

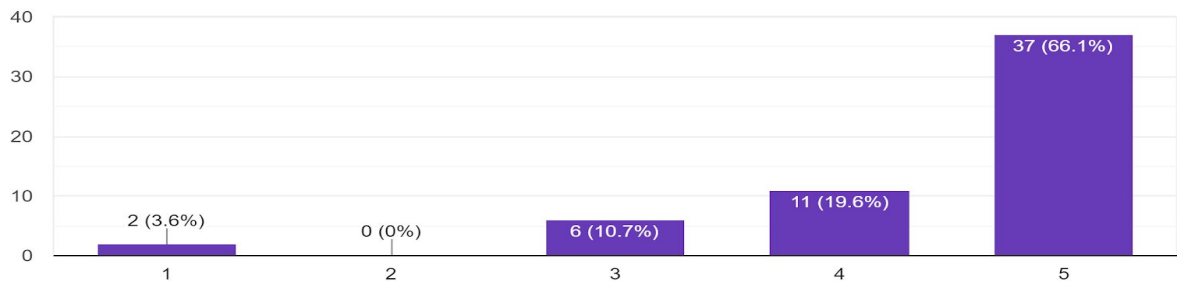


Faculty and staff:

For the 2021-2022 school year, I prefer:
57 responses

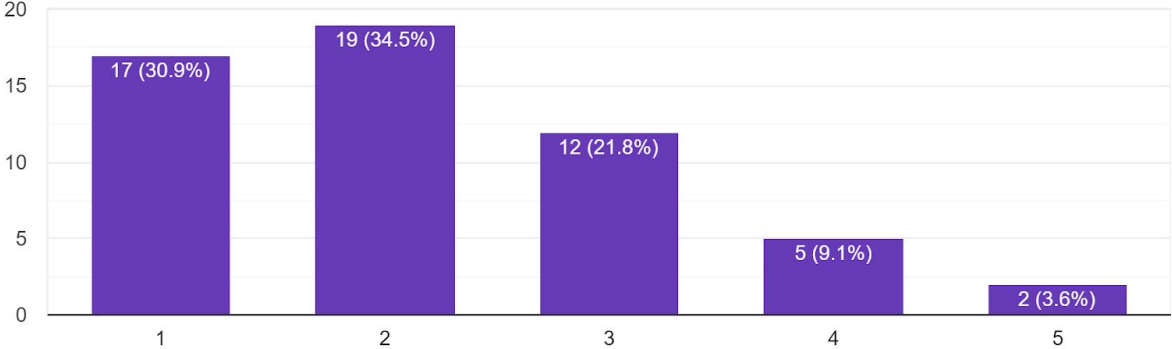


On a scale of 1-5 how much do you think the 4X4 schedule works for your students?
56 responses



On a scale of 1-5 how much do you think the blue/white alternating day schedule works for your students?

55 responses



[Return to Agenda](#)

Pelham High School



Program of Studies

2021-2022

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Dear Students, Parents, and Guardians,

Our 2021-2022 Program of Studies outlines the diverse opportunities offered at Pelham High School. Your commitment to planning your courses is vital to your academic success. Your choices and selections will allow for a more personalized and valuable education. I encourage you to take this process seriously and put effort into investigating the many learning experiences available here at Pelham High School.

Pelham High School provides students the opportunity to personalize their course schedule. The selection of courses available is designed to accommodate the many interests and diverse needs of our students. This plan of study should be a product of the collaboration between the student, parents, and the school counselor.

As a small school, the data collected during the course selection process is invaluable. We run courses based on student interest. Our master schedule and number of sections offered in each course are dependent on the accuracy and collection of this data.

Our overall goal is to develop a personalized education plan that supports the interests of the student. The Program of Studies is a valuable tool to use in the process. I encourage you to challenge yourself and be thoughtful in your selections

Dawn M Mead

Principal

Pelham High School

#Together #PythonPride

HISTORY OF PELHAM HIGH SCHOOL

Pelham High School, founded in 1973, offers a comprehensive program of studies that invites students to explore the connections between languages, math, science, history, music, and technology. The curriculum programs meet national, regional, state, and local standards. PHS is a member of the New England Association of Schools and Colleges (NEASC).

Beyond academics, our school offers a variety of clubs and other activities, as well as a full range of interscholastic sports. Our school is an active participant in the New Hampshire Interscholastic Athletic Association (NHIAA).

PHS MISSION

PELHAM HIGH SCHOOL MISSION and EXPECTATIONS FOR STUDENT LEARNING

Mission Statement

Pelham High School is a community of adult and student learners whose actions encourage a collegial atmosphere and whose approaches promote a safe and positive environment. We believe the following:

- Education is a pathway to productive and socially responsible citizenship.
- Students will rise to the levels of expectations that are appropriately challenging in academic, social, and civic settings.
- Students will identify their individual strengths in order to explore and pursue individual goals.
- All students can learn and do so in different ways.

In support of our beliefs, **the mission of Pelham High School is to educate our students as life-long learners to meet the challenges of the 21st century so that they may pursue life goals, participate fully as active citizens, and be socially responsible members of the global community.**

Learning Expectations

Academic Competencies:

- Students will demonstrate creative and critical thinking skills in the analysis of concepts, enabling them to address authentic problems in conventional or innovative ways.
- Students will demonstrate effective communication skills through rigorous and authentic activities and applications (reading, writing, speaking, listening, and viewing skills).
- Students will demonstrate the ability to interpret and identify connections that lead to conclusions or new understandings within the context of a rigorous and relevant curriculum.
- Students will address contemporary problems incorporating collaborative skills.

Social Competencies:

- Students will behave appropriately and responsibly with regard to others, to oneself, and to one's surroundings.
- Students will act with integrity and honesty within the school community.

Civic Competencies:

- Students will demonstrate a civic responsibility to work effectively and respectfully to improve the world around them.

ACCREDITATION STATEMENT

Pelham High School is accredited by the New England Association of Schools and Colleges (NEASC), a nongovernmental, nationally recognized organization, whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of the individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

NON-DISCRIMINATION STATEMENT

The District in accordance with the requirements of federal and state laws, and the regulations implementing those laws shall not discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, gender expression, gender transition, transgender status, gender nonconformity, marital or economic status, religion or disability, familial status or creed. The District will not discriminate against any employee who is the victim of domestic violence, harassment, sexual assault or stalking.

This Policy implements Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, RSA 354-A, RSA 275:71, and RSA 186:11, XXXIII.

Any person having inquiries concerning the District's compliance with this Policy and the applicable laws and regulations may contact the Superintendent of Schools.

COLLEGE AND CAREER COUNSELING DEPARTMENT

The College and Career Counseling Department serves all students in a variety of ways. Our services are designed to meet the academic, career, and personal counseling needs of PHS students at each grade level. Our goal is to assist students in achieving their maximum academic potential while encouraging social and extracurricular experiences that promote personal growth.

The school counseling program is available to assist students in making appropriate academic choices while also helping students cope with and manage challenging emotional and social situations. Services are delivered through individual counseling, group counseling, and classroom presentations. When necessary, referrals to outside therapeutic personnel and/or mental health counseling resources will be made.

College and career activities are conducted on a regular and planned basis with the goal of providing students with experiences to help them grow and develop to their fullest potential, and to become responsible, contributing members of their community. Department personnel will assist students and families in developing a comprehensive 4-year high school plan to meet individual college and career goals.

Each student is assigned to a school counselor who is available to students throughout the school day; however, to assure availability, students are encouraged to make an appointment by stopping by the College and Career Counseling Department or by emailing their school counselor. This practice also helps students develop emerging adult behavior that prepares them for responsible and self-managing skills necessary after high school.

School counselors also encourage team planning which includes the student, parent/guardian, and teachers to ensure optimum success. Parents and students are encouraged to contact the teacher directly with academic concerns while apprising their school counselor. School counselors are available to assist students and parents with possible solutions for academic concerns or if academic conflicts arise.

Throughout the school year, the College and Career Counseling Department provides additional services to students and parents including:

- Weekly Email Updates
- Freshmen Orientation
- Pelham High School Showcase
- PSATs (9th grade)
- PSAT/NMSQT (10th /11th grade)
- Club Fair
- Naviance Training (College and Career Planning Tools)
- College Visits
- College Fairs
- Sophomore College and Career Project
- Junior College Planning
- College Night for Juniors
- College Scholarship Opportunities
- Military Visits
- Financial Aid Workshop

ACADEMIC DIPLOMA OPTIONS

The Pelham School Board establishes the following as policy:

Every student who attends PHS will be given the opportunity and is expected to meet the graduation requirements necessary to receive a diploma.

A. PHS will issue an **Honors with Distinction Diploma** to students who have met the Standard Diploma requirements and who:

- Earn 32 credits and meet all Graduation Requirements
- Complete all Level 1 required core academic classes
- Complete three (3) credits of the same world language
- Complete four (4) credits of Level 1 or higher sciences
- Complete four (4) credits of Level 1 math or higher
- Complete five (5) Honors level, Advanced Placement, or PHS College Credit courses
- Graduate with a 3.67 GPA*

B. PHS will issue an **Honors with Merit Diploma** to students who have met the Standard Diploma requirements and who:

- Earn 32 credits and meet all Graduation Requirements
- Complete two (2) credits of the same world language
- Complete four (4) credits of sciences
- Complete Algebra II
- Graduate with a 3.33 GPA*

C. PHS will issue an **Honors Diploma** to students who have met the Standard Diploma requirements and who:

- Graduate with a 3.33 GPA*

D. PHS will issue a **Standard Diploma** to students who:

- Have successfully achieved the minimum number of credits (see Graduation Requirements)
- Meet specific course and community service requirements as stated in the PHS Program of Studies

**For new and transfer students, the class rank will be calculated after four (4) semesters of attendance at Pelham High School and GPA will be calculated when credit is awarded.*

Certificate of Achievement - PHS will issue a **Certificate of Achievement** to students who:

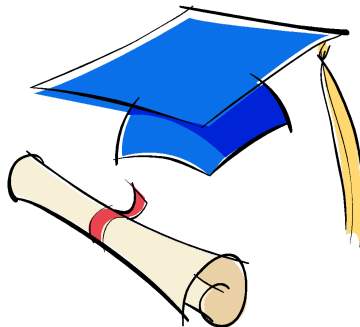
- Complete a minimum of four years of high school
- Are enrolled and in regular attendance at PHS for at least one semester in their final year
- Meet the requirements of their Individualized Education Programs and/or acquire those credits as defined by the Academic Review Committee (ARC)
- Are determined to be ineligible for the other academic diploma options by the Academic Review Committee (ARC)

A Certificate of Completion is not a diploma and is awarded to any student who has successfully completed an individual program of studies not leading to a standard diploma. Students eligible for special education and are pursuing a certificate of completion may participate in one graduation ceremony in the year determined most appropriate by the student's IEP team. For students eligible for special education, participation in graduation will not end the student's eligibility for a free appropriate public education. Students eligible for special education may continue in an approved program until such time as the student has earned a regular high school diploma or has attained the age of 21, whichever occurs first.

Application or referral for participation in the program is open to all students at PHS but is limited to students who are determined by the ARC to be unable to meet the requirements for the academic diploma options. Consideration of eligibility for the Certificate of Completion will be decided on a case-by-case basis, and is subject to review and recommendation by the Academic Review Committee, composed of the high school leadership team and the student's respective school counselor. Eligibility for participation will be based on the following factors:

- Academic performance including, but not limited to, standardized achievement tests, report card grades, diagnostic testing
- Academic Review Committee's recommendation relative to the student's ability to successfully complete graduation requirements for the standard diploma
- Parent or student written referral
- IEP requirements (for students with educational learning disabilities)

The Academic Review Committee will receive all recommendations in writing from the student's school counselor and will make all recommendations and final decisions.



GRADUATION REQUIREMENTS - 26 Credits

The time you, your parents, and your school counselor take to plan your course of study for the next four years will help you organize and focus your education as well as help you prepare for college or the world of work after high school. The time is well spent! **Please note:** All PHS graduation requirements pertain to transfer students as well, regardless of the year of transfer.

Subject	Credits	Required Courses
English	4 Credits <i>An English course must be taken each year of high school.</i>	Intro to Writing (.5 credits) - Freshman only Freshman English Sophomore English Junior English Elective Senior English Elective
Social Studies	3 Credits	World Geography (.5 credits) Civics (.5 credits) Economics (.5 credits) Western Civilization (.5 credits) U. S. History (1 credit)
Math	3.5 Credits <i>A math or math intensive course must be taken each year of high school.</i>	All students must complete 3 math credits, including Algebra I. See below for a list of Math Intensive courses.
Science	3 Credits	Physical Science, Biology and Chemistry
Fine Arts	.5 Credits	The Fine Arts Requirement may be met by taking any art or music course.
Health	.5 Credits	
Physical Education	1 Credit	
Computer Application	.5 Credits	Students must pass Computer Applications I or pass a computer technology test with a B- , which would allow them to enroll in an advanced computer course.
Personal Financial Planning or Managing Your Money	.5 Credits	
Personal Choice Electives	9.5 Credits	
Community Service Learning	40 hours	10 hours per year of enrollment

MATH INTENSIVE COURSES

In addition to any mathematics course, the following courses fulfill the Math Intensive requirement. (Note: Some CTE classes qualify as Math Intensive. Please check with your counselor for determination.)

Accounting I
CADD
Engineering and Design

Intro to Programming w/ Python
Managing Your Money
Personal Financial Planning

Physics
Spreadsheet: Excel

COMMUNITY SERVICE PROGRAM

In 1992, the Pelham School Board approved the Community Service Program in an effort to promote civic responsibility and to encourage Pelham youth to make a commitment to serve others. All students must perform and document 40 hours of service as a requirement for graduation. This requirement promotes service to society and enhances the quality of life for others. PHS seeks to guide students in meaningful community service and service learning. Parents and students are advised that college admissions and scholarship selection committees look most favorably on meaningful community service.

Community Service hours are required to be completed no later than March 15 of a student's senior year. To assist in obtaining community service hours, the College and Career Counseling office sends emails to students with volunteer opportunities available. Students can also volunteer in many other ways. There are many local and community events and the hours served must be for the benefit of the community, not for the benefit of a profit-making business. Activities such as babysitting, yard or housework to help a friend or neighbor does NOT count toward the requirement unless pre-approved. Upon completion of community service activities, students must complete a Community Service Completion form and submit it to their school counselor within 8 weeks. Forms submitted later than 8 weeks will receive only half credit provided the forms are presented within the academic year in which they were performed.

MINIMUM REQUIREMENTS

The yearly requirement for students is eight credits of courses. The principal, in consultation with the Academic Review Committee may make exceptions. **Please note:** Some courses may not be offered due to insufficient enrollment. If courses are dropped from the schedule, students affected will be given an opportunity to select alternate courses. Please refer to the course selection process for more information.

GRADE POINT AVERAGES AND CLASS RANK

Grade Point Averages (GPA's) are determined when credit is awarded. The GPA's for all students are placed in order from highest to lowest to determine each student's rank in class.

The class rank for transfers will be calculated after four (4) semesters of consecutive attendance at Pelham High School.

	Non-Leveled	Level 1	Honors/PHS College Credit	AP
A+ (97-100) =	4.33	4.67	4.84	5.0
A (93-96) =	4.0	4.33	4.5	4.67
A- (90-92) =	3.67	4.0	4.17	4.33
B+ (87-89) =	3.33	3.67	3.84	4.0
B (83-86) =	3.0	3.33	3.5	3.67
B- (80-82) =	2.67	3.0	3.17	3.33
C+ (77-79) =	2.33	2.67	2.84	3.0
C (73-76) =	2.0	2.33	2.5	2.67
C- (70-72) =	1.67	2.0	2.17	2.33
D (65-69) =	1.00	1.33	1.50	1.67

Note: Pass/Fail courses and alternative credit opportunities such as on-line courses, adult education courses and summer school courses are not calculated into the GPA.

GRADING SYSTEM

97 - 100 A+	87 - 89 B+	77 - 79 C+	65 – 69 D
93 - 96 A	83 - 86 B	73 - 76 C	below 65 - Failure
90 - 92 A-	80 - 82 B-	70 - 72 C-	

For more information on grading philosophy and academic protocols, please refer to the Student Handbook on Pelham High School's Website.

HIGH HONORS

Students must earn a minimum grade of **A-** in each of their courses.

HONOR ROLL

Students must earn a minimum grade of **B-** in each of their courses.

EXPLANATION OF COURSE LEVELS

Advanced Placement: Advanced Placement (AP) courses are designed to challenge highly motivated students who have demonstrated exceptional academic ability and who wish to study at the college level. The College Board provides tests for all Advanced Placement courses and these tests are administered during the month of May.

Students can register to take the AP exam in advance and pay the required fee. Information is available in the College and Career Counseling Department. Please note, if this fee will cause a financial hardship, students should contact their school counselor for information about financial assistance.

In order to be considered for college credit or college standing, students must satisfactorily complete these tests. Students enrolled in AP courses should check with the college of their choice to receive information concerning the college's policy regarding Advanced Placement credit.

Listed below you will find the AP courses which are offered at Pelham High School. Please be reminded that only courses which have adequate enrollment will run. However, students may take AP courses through the Virtual Learning Academy. Students are encouraged to discuss taking AP courses with their parents, school counselors and teachers.

- AP Biology
- AP Calculus
- AP Chemistry
- AP English Lit and Composition
- AP Environmental Science
- AP Macroeconomics
- AP Statistics
- AP Studio Art

Honors: An honors course provides a more rigorous program for the 4-year competitive college-bound student. Students who elect this option are expected to have strong communication, writing, and thinking skills. The student is expected to meet all expectations of Level 1, and is expected to:

- Complete all required assignments in a timely and independent manner
- Participate actively in class discussions and written assignments
- Read above grade level and complete significant independent readings
- Demonstrate the motivation to accomplish all assignments to the teacher's level of expectation
- Complete many types of research projects, including a variety of analytical and expository writings
- Write for a variety of purposes, in a variety of modes
- Demonstrate superior competence in reading, writing, listening and speaking

Depending on student requests, an Honors level to a course may be offered as a separate course. "Honors" will be cited on the student's transcript. (NOTE: Students may **not** opt out of an Honors Program once they have decided to participate in the honors program without permission of the principal and the Academic Review Committee.)

Level 1: A Level 1 course provides an accelerated program for the college-bound student. Students in Level 1 courses are expected to:

- Participate actively in the class discussions and written assignments
- Read at or above grade level and complete some independent reading
- Commit to independent outside readings
- Think, write, and discuss critically
- Engage fully in both individual and group activities

Non-Leveled: A course without a leveling designation is designed for the college-and-career-bound student. Students in these courses are expected to:

- Enhance their college readiness skills through writing, reading comprehension, and vocabulary
- Read at grade level and complete independent readings
- Participate actively in class discussions and written assignments
- Engage in research and analysis of specific topics

ACADEMIC SUPPORTS

Academic Center: The Academic Center is a quiet space used for students to work on alternative methods of earning academic credits and for testing purposes. Students who wish to take courses through an extended learning opportunity and/or online programs may do so after consultation with their school counselor and approval of the Academic Review Committee.

Advisory: During the school day, students will be provided an opportunity to seek academic support, participate in enrichment activities, or take advantage of the opportunity to work on classroom assignments. Advisory is designed to provide personalized and individualized opportunities for students and teachers to address concerns; to help students recover grades; and to enable students to enrich their learning by challenging themselves with academic or co-curricular activities. Academic departments will provide extra help to students by re-explaining concepts and providing time to make up work. Additional benefits include workshops and guest speakers hosted by the College and Career Counseling Department; peer tutoring and mentoring sessions; and school assemblies to lessen interruptions and loss of instructional time. All students will have an adult mentor for all four years of high school to help address concerns and schedule support.

Tutoring: Students experiencing academic difficulty should seek help from their teachers. Additionally, many academic departments routinely offer extra help after school to provide assistance and support to students for their academic studies. Students may also arrange for tutoring by other students through the Math Honor Society, English Honor Society, and National Honor Society.

Library Media Center: The Media Center's goal is to provide resources and materials that are supportive of students' intellectual freedom and to act as an extension to the classroom. The Media Center provides access to materials and information beyond traditional textbooks such as databases, magazines, eBooks, audio books, along with a wide variety of non-fiction and fiction books. Since many of these resources are available online, information can be accessed outside of school hours, allowing students to work at their own pace. These resources also allow students to develop their critical thinking skills, refine their depth of knowledge and further their academic interests. Students also use the Media Center as a peer-tutoring location before/after school hours.

ALTERNATIVE METHODS OF EARNING ACADEMIC CREDIT

Generally, courses required for graduation are taken at Pelham High School. However, it is the policy of the Pelham School Board (IHBH) to allow extended learning opportunities at the high school level as long as those opportunities are aligned with the school's educational goals and objectives. Extended learning means the primary acquisition of knowledge and skills through instruction or study which extends beyond the Pelham High School classroom and course requirements. **Please note: Alternative methods of earning academic credit cannot be a course offered at Pelham High School.**

Students who wish to take courses through an extended learning opportunity and/or online programs may do so in consultation with their school counselor and upon approval from the Academic Review Committee. If applicable students or their parents/guardians are responsible for all related expenses including tuition and textbooks. Alternative credit may be accepted toward requirements leading to a Pelham High diploma if approved by administration.

An Alternative Credit Application is available in the College and Career Counseling Department and must be completed and approved in advance of taking the course. Upon successful completion of the course, credit will be awarded and noted on the transcript, but grades will not be included in a student's GPA calculation.

Independent Study: Independent Study is intended to provide students with an opportunity to go beyond the classroom experience and to pursue and study a particular area of academic interest. Credit may be earned for projects that will be coordinated, supervised, and evaluated by a Pelham High School faculty member. Recognizing the value of self-discovery and self-teaching, the independent study will encourage responsibility and growth. Throughout the independent study, students will be asked to define goals regarding what they want to learn or accomplish. They will also refine their goals in an ongoing manner to make them specific and realistic. Students wanting to undertake an independent study will submit a proposal in writing to the Dean of Students who will present the proposal to the Academic Review Committee for final approval. In order to qualify for an Independent Study, students must be a junior or senior, maintain a B average in the chosen subject area and be in good academic standing. In no case will an independent study replace a course that is currently offered at Pelham High School.

Internships: The Internship is a supervised program, usually in a professional field, that affords students the opportunity to engage in a learning experience that augments classroom learning and extends beyond the traditional classroom walls. Working in conjunction with a worksite mentor and the school, the student develops a learning plan to coordinate academic and occupational skills that the student will learn and apply on the job. An internship is an excellent tool for testing out a career interest thus giving the student first-hand knowledge of a particular professional field. Importantly, students will gain real world experience while learning how to conduct themselves in a professional work-place environment. They observe first-hand how skills relating to decision-making, problem solving, teamwork, and technology are employed on the job. Students report that an internship helps them to value themselves and their abilities, gain confidence, and reflect on their future. Moreover, an internship experience can help when the time comes to apply to colleges or technical schools; select a college major; and provide opportunities for future employment. Students are encouraged to find their own work site and all interns must provide their own transportation. **Prerequisite:** Senior Status

Virtual Learning Academy: The Virtual Learning Academy (VLACS) is a state-funded high school. Any New Hampshire resident enrolled in middle or high school is allowed to take online courses for free at any time. With prior approval from the Academic Review Committee, credit may be earned by successfully completing online through the VLACS. There are also college courses available for a fee. For more information, please visit their website at VLACS.org. Students who wish to have these courses on their high school transcript must provide a VLACS official transcript to the registrar upon completion of the course. In no case will a VLACS course replace a course that is currently offered at Pelham High School unless permission was granted by the Academic Review Committee for extenuating circumstances.

Early College: Early college credit enables students to jump start their college education by earning college-level credits during their high school years by attending a regular college class on a college campus. With prior approval from the Academic Review Committee and from the local community college, students select courses from the general education program. Prior approval must be granted and a passing grade must be earned to transfer credits to fulfill high school graduation requirements. **Prerequisite:** Junior or Senior status. (**Note:** Students are responsible for any fees, transportation costs, and for assuring the transcript is sent to Pelham High School for credit.)

Credit Recovery: Students who have not successfully earned required course credits are provided the opportunity to get back on track through the Credit Recovery Program. The same rigorous competencies made available to students during a course at Pelham High are provided to students through the recovery program. Students needing remediation are provided with targeted resources to gain mastery and acquire course credits necessary to graduate on time. In order to participate in the Credit Recovery Program, students will need to have a reasonable foundation of the course material. The type of student successful in a credit recovery program is a strong independent worker motivated to complete the required work to earn credits. The Credit Recovery Program may require computer work and students will be expected to work independently and ask questions when needed.

CAREER PATHWAYS



The Career Pathways initiative is a series of courses designed to help students increase their knowledge about occupations and careers that may be of interest to them. By participating in a pathway, students will be better prepared academically for college and will acquire the skills needed to compete in the labor market.

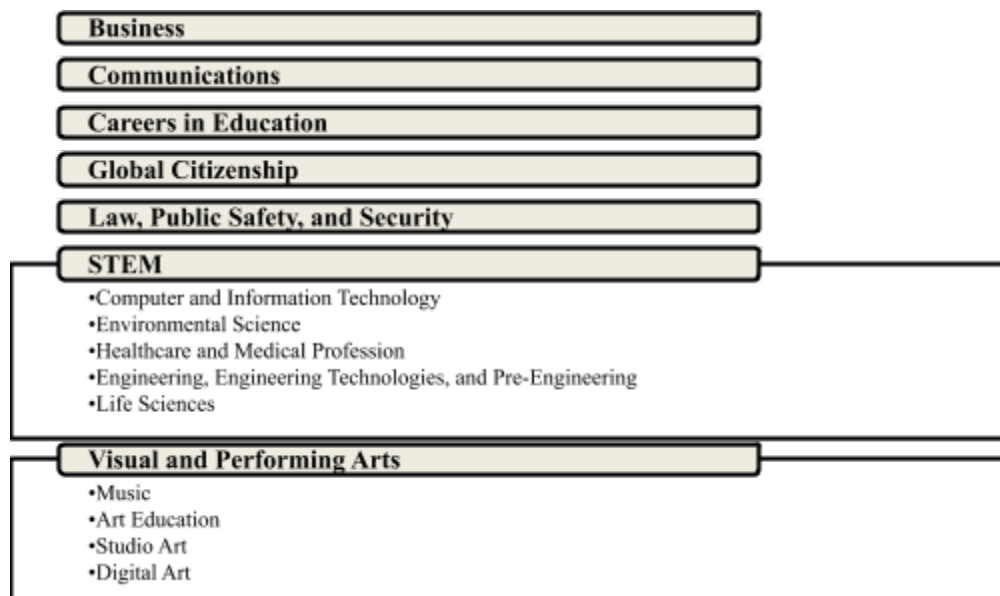
Many of the pathways provide an opportunity for students to earn college credit(s) through the Community College System of New Hampshire or with Southern New Hampshire University. Additionally, students in a pathway will be invited to participate in field trips, attend guest lectures, and other academic experiences geared specifically to their career interest.

It is never too early to think about your future. A pathway will allow you to take a series of courses to help you decide about your career choice *prior* to the expense of college. The benefits to students include:

- ✓ Increases academic motivation by taking courses relevant to future plans
- ✓ Allows students to have the opportunity to explore career interests while in high school
- ✓ Prepares students for the transition to college and/or a career
- ✓ Provide students with the opportunity to take college courses while in high school

Students are required to complete a commitment form in order to enroll in a pathway and entry requirements will vary. Ideally, students should apply in the second semester of their freshman year to benefit fully.

We invite you to explore one of the career paths below. By doing so you will be connected to related courses and develop the skills needed to be successful in a career.



Business Pathway

The Business Pathway focuses on preparing students for a wide range of career options in business including accounting, advertising, finance, human resources, marketing, market research, retail, and sales. Most students trained in business understand a variety of business functions and have developed quantitative and reasoning skills. Students trained in business will find that their skills are highly marketable if they earn a bachelor's degree.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire:

Three (3) Required Courses

Business Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Applications I (.5 credit)	X	X		
Accounting I		X	X	X
Principles of Marketing (<i>College Credits Available</i>)			X	X

□ Three (3) Elective Courses - Choose 1 from each Column

Select One (1) Below	College Credits	Select One (1) Below	College Credits	Select One (1) Below	College Credits
Computer Applications II	3.0*	Entrepreneurship (.5 credit)	---	Personal Financial Planning	3.0
Excel	3.0	Principles of Management (.5 credit)	---	Managing Your Money (.5 credit)	---
		Retail Management (.5 credit)	---		

** Indicates that students have the option to sign up for either the college course or the non-leveled course.*

According to the U.S. Department of Labor (2016), long-term projections for business careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Financial Clerks	10%	High School Diploma
Meeting, Convention, and Event Planners	10%	Bachelor Degree
Market Research Analyst	23%	Bachelor Degree
Personal Financial Advisors	14%	Bachelor Degree
Financial Analyst	11%	Bachelor Degree
Human Resources Specialists	7%	Bachelor Degree
Accountants and Auditors	10%	Bachelor Degree
Advertising, Promotions, and Marketing	6%	Bachelor Degree
Sales Managers	7%	Bachelor Degree



FBLA – Future Business Leaders of America is an organization dedicated to helping students explore and experience the American enterprise system. The purpose of FBLA is to bring business and education together in a positive working relationship through innovative leadership development programs. FBLA is a non-profit educational organization that tries to teach students about the business world and prepare them for college through a wide range of competitions and workshops.

Honor Cord Requirements for the Business Pathway

An honor cord signifying your academic achievement in the Business Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the Business Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Successful completion of an internship or approved job shadowing experience
- Active participation in FBLA (75% attendance and 1 conference) or a pre-approved activity

Communications Pathway

The Communications Pathway is for students who have an interest in learning how to communicate information effectively. Communication is applied to careers in journalism, business, public relations, marketing, news broadcasting, intercultural communications, education, public administration and much more.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire or through Southern New Hampshire University.

Seven (7) Required Courses

Communications Pathway Requirements	Recommended Year			
	9	10	11	12
Oral Communication (.5 credit)	X	X		
Essay Writing (.5 credit)		X		
Media Literacy (.5 credit)			X	X
Sociology (.5 credit)			X	X
College Composition (<i>College Credits Available</i>)			X	X
Foreign Language (2 years)	X	X	X	X

Choose One (1) Elective Course

Select One (1) Below	Recommended Year			
	9	10	11	12
Introduction to Digital Art (.5 credit)	X	X		
Introduction to Digital Photography (.5 credit)	X	X		
Creative Writing (<i>College Credits Available</i>)		X	X	X

According to the U.S. Department of Labor (2016), long-term projections for communication careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Media & Communication Equipment	8%	High School Diploma
Public Relations Specialists	9%	Bachelor Degree
Public Relations & Fundraising Specialist	10%	Bachelor Degree
Marketing Managers	10%	Bachelor Degree
Advertising & Promotions Managers	6%	Bachelor Degree
Communications Teachers Postsecondary	10%	Doctoral or Professional Degree

Honor Cord Requirements for the Communications Pathway

An honor cord signifying your academic achievement in the Communications Pathway will be awarded to students who complete the following requirements:



- Complete required and elective courses in the Communications Pathway with an overall 3.0 GPA
- Maintain a minimum overall 2.5 GPA in all high school courses
- Submit a piece of work to Ethereal Patter

Careers in Education Pathway

The Careers in Education Pathway is for students who have an interest in exploring a career in early childhood, elementary, secondary, or postsecondary teaching and counseling related services. Students trained in education will find that their skills are highly marketable.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire or through Southern New Hampshire University:



Three (3) Required Courses

Careers in Education Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Applications I (.5 credit)	X	X		
Essay Writing (.5 credit)		X	X	X
Foundations of Education (<i>College Credits Available</i>)			X	X

Four (4) Elective Courses - Choose from each Column

Select One (1) Below	College Credits	Select Two (2) Below	College Credits	Select One (1) Below	College Credits
Internship (Senior Year)	---	Creative Writing	3.0	Computer Applications II	3.0*
Careers in Education (Pinkerton CTE Program)	---	College Composition	3.0	Psychology	3.0*
		Oral Communication (.5 credit)	---	Trigonometry, Applied Algebra, Statistics*, or Pre-Calculus	3.0*

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

According to the U.S. Department of Labor (2016), long-term projections for education careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Teaching Assistants	8%	High School Diploma
Preschool Teachers	11%	Associate Degree
Special Education Teacher	10%	Bachelor Degree
Kindergarten and Elementary Teacher	7%	Bachelor Degree
Middle School Teacher	7%	Bachelor Degree
High School Teacher	7%	Bachelor Degree
Postsecondary Teacher	9%	Masters or Doctoral Degree

Honor Cord Requirements for the Careers in Education Pathway

An honor cord signifying your academic achievement in the Careers in Education Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the Careers in Education Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Successful completion of an internship or approved job shadowing experience
- Membership in Educators Rising

Global Citizenship Pathway

The Global Citizenship Pathway is for students who wish to incorporate global awareness and citizenship in their curriculum. The pathway is designed to foster students' greater awareness of their global imprint, satisfy their curiosity about the global community and its issues, and provide a vibrant forum for their examination of culture, language, and contemporary issues. Participation in the pathway will empower students to meet the challenges of the 21st century to participate fully as active citizens and to be socially responsible members of the global community.

Students involved in the pathway will achieve personal growth through the examination and reflection of global issues. This pathway provides students with the opportunity to realize their potential as thoughtful leaders of humanity in the 21st century.

Option #1

Six (6) Required Courses

Global Citizenship Pathway Requirements	Recommended Year			
	9	10	11	12
World Geography (.5 credit)	X			
Western Civilization (.5 credit)		X		
Foreign Language (2 years)	X	X	X	X
Current Social & Political Issues (<i>College Credits Available</i>)			X	X
World Lit Classics <i>or</i> World Lit Contemporaries (.5 credit)				X

Option #2

Six (6) Required Courses

Global Citizenship Pathway Requirements	Recommended Year			
	9	10	11	12
World Geography (.5 credit)	X			
Western Civilization (.5 credit)		X		
Foreign Language (3 years)	X	X	X	X
Current Social & Political Issues (<i>College Credits Available</i>)			X	X

The Global Citizenship Pathway is also co-curricular. Designed with a global focus, students will actively participate in relevant activities; promote global understanding and peaceful resolution of conflicts and perform community service.

If you are sensitive to cultural differences, committed to making a difference in the world, and willing to develop the knowledge needed for personal and professional success in the 21st century, you are encouraged to participate in the Global Citizenship Pathway.

Upon successful completion of the requirements for honors distinction of the Global Citizenship Pathway, students will receive the global citizen distinction at the awards banquet and receive an honor cord to wear at graduation.

Honor Cord Requirements for the Global Citizenship Pathway

An honor cord signifying your academic achievement in the Global Citizenship Pathway will be awarded to students who complete the following requirements:



- Complete required and elective courses in the Global Citizenship Pathway with an overall 3.0 GPA
- Maintain a minimum overall 2.5 GPA in all high school courses
- Provide community service with an international dimension/purpose
- Complete a personal choice research project in Current Social & Political Issues class
- Write a reflection essay about the personal growth over the years as a global citizen participant
- Prepare a global resume
- Submit a global portfolio documenting all formal requirements of the program, including final capstone reflection essay

Law, Public Safety, and Security Pathway



The Law, Public Safety & Security Pathway is for students interested in the broad career areas of law, public safety, and security. This pathway is opened to students who are interested in police work, firefighting, law, EMT, paralegal, officers of the court, FBI, criminal psychologist, judges, correction officers, criminal justice, and homeland security.

Students will follow a sequence of required courses. Some of these are college-level, which will provide the opportunity to earn college credits through the Community College System of New Hampshire:

Six (6) Required Courses

Law, Public Safety, and Security Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Applications I (.5 credit)	X	X		
Oral Communication (.5 credit)	X	X	X	X
Essay Writing (.5 credit)		X		
College Composition (<i>College Credits Available</i>)			X	X
Forensic Science (.5 credit)		X	X	X
Criminology (.5 credit)			X	X

Choose One (1) Elective Course

Select One (1) Below	Recommended Year			
	9	10	11	12
Psychology* (<i>College Credits Available</i>)			X	X
Sociology (.5 credit)			X	X

* *Indicates that students have the option to sign up for either the college course or the non-leveled course.*

According to the U.S. Department of Labor (2016), long-term projections for law, public safety and security careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Security Guards	6%	High School Diploma
Detective and Criminal Investigator	4%	High School Diploma
Police and Sheriff's Patrol Offices	7%	High School Diploma
Paralegal or Legal Assistant	15%	Associate Degree
EMTs and Paramedics	15%	Postsecondary Education
Private Detectives and Investigators	11%	Postsecondary Education
Firefighter	7%	Postsecondary Education
Lawyers	9%	Doctoral or Professional Degree

Honor Cord Requirements for the Law, Public Safety, and Security Pathway

An honor cord signifying your academic achievement in the Law, Public Safety, and Security Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the Law, Public Safety, and Security Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Participation in the Police Explorer Program with the Pelham Police Department or other approved extended learning opportunity

Science, Technology, Engineering, and Math (STEM) Pathways



The STEM Pathways are designed to engage students in wide-ranging careers in science, technology, engineering, and math. Most STEM occupations require study beyond high school leading to a certificate, associate, or bachelor degree.

Students who pursue the STEM Pathway will graduate with an impressive academic record that will make them competitive applicants at a number of colleges and universities. Please ***choose one*** of the following areas of concentration:

- ◆ Computer and Information Technology
- ◆ Environmental Science
- ◆ Healthcare and Medical Professions
- ◆ Engineering, Engineering Technologies, and Pre-Engineering
- ◆ Life Sciences

Computer and Information Technology Pathway

Steve Jobs once said, “I think everyone should learn how to program a computer because it teaches you how to think.” The field of computer and information technology makes use of computers to solve problems, including hardware and software. However, computer and information technology is very broad and includes programming languages, computer system design, network architecture, website design, computer animation, robotics, technical support, and many more disciplines.

The objective of the Computer and Information Technology Pathway is to provide students with general information and coursework to assist students in determining a specific career path within the broad field of computers. In addition to the three (3) required STEM academic courses, students will be introduced to the concepts of problem solving through a variety of courses. They may choose a programming class where they will learn the fields of application programming and software development or students may choose to study the design of computers including hardware components and networking concepts. Students may also learn spreadsheets and how to work with logical functions; maintain data tables; and record tasks with macros, or students may choose to solve technology issues in an authentic work environment. In any case, the IT industry is rapidly changing and we invite you to take full advantage of our course offerings below.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel (<i>College Credits Available</i>)			X	X
Statistics (<i>College Credits Available</i>)*			X	X
Pre-Calculus			X	X
Physics			X	X

** Indicates that students have the option to sign up for either the college course or the non-leveled course.*

Option #1

Computer and Information Technology Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Information Systems 1 (Pinkerton CTE Program)			X	
Computer Information Systems 2 (Pinkerton CTE Program)				X

Option #2

Computer and Information Technology Pathway Requirements	Recommended Year			
	9	10	11	12
Computer Technology and Applications		X	X	X
Technology Solutions and Connections (PHS Help Desk)			X	X
Intro to Programming with Python (.5 credit)			X	X

According to the U.S. Department of Labor (2016), long-term projections for Computer and Information Technology careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Computer Support Specialists	11%	Some College or Associate Degree
Web Developers	13%	Associate Degree
Database Administrators	12%	Bachelor Degree
Application Software Developers	31%	Bachelor Degree
Network Administrators	6%	Bachelor Degree
Computer Systems Analyst	9%	Bachelor Degree
Information Security Analysts	28%	Bachelor Degree
Computer Network Architects	6%	Bachelor Degree

Computer Support Specialists—Computer Support Specialists provide help and assistance to people and organizations using computer software or equipment. Sometimes called technical support specialists, computer support specialists provide information technology (IT) support to employees within organizations. Others, called help-desk technicians, assist non-IT users who are having computer problems.

Database Administrators—Database Administrators use software to store and organize data. They make sure that data are available to users and are secure from unauthorized access.

Software Developers—Software Developers are the creative minds behind computer programs. Some develop the applications that allow people to do specific tasks on a computer or other device. Others develop the underlying systems that run the devices or control networks.

Network Administrators—Network Administrators are responsible for the day-to-day operation of an organization’s computer networks. They organize, install, and support an organization’s computer systems, including local area networks (LANs), wide area networks (WANs), network segments, intranets, and other data communication systems.

Computer Systems Analysts—Computer Systems Analysts study an organization's current computer systems and make recommendations to management to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both.

Information Security Analysts, Web Developers, and Computer Network Architects—All use information technology (IT) to advance their organization’s goals. Security analysts ensure a firm’s information stays safe from cyber-attacks. Web developers create websites to help firms have a public face. Computer network architects create the internal networks all workers within organizations use.

Honor Cord Requirements for the Computer and Information Technology Pathway

An honor cord signifying your academic achievement in the Computer and Information Technology STEM Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Participate in an approved extended learning opportunity

Environmental Science Pathway

Students should participate in the Environmental Science Career Pathway if they have an interest in careers related to the environment and if they intend to pursue a degree in environmental studies, environmental science, environmental engineering, ecology, or other related fields.

The Environmental Science Pathway will provide students with concepts to understand the interrelationships of the natural world and analyze environmental problems both natural and human-made. In addition to the three (3) required STEM core courses, students will study the major environmental problems and issues facing society today. Topics include earth systems and resources, the living world, population biology and human population, land and water use, energy resources and consumption, impacts on the environment and human health, and global changes.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel (<i>College Credits Available</i>)			X	X
Statistics (<i>College Credits Available</i>)*			X	X
Pre-Calculus			X	X
Physics			X	X

Option #1

Environmental Science Pathway Requirements	Recommended Year			
	9	10	11	12
Biochemistry			X	X
Statistics (<i>College Credits Available</i>)*			X	X
CP Biology			X	X
Environmental Science (AP)			X	X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

Option #2

Environmental Science Pathway Requirements	Recommended Year			
	9	10	11	12
Environmental Science and Natural Resources 1 (Pinkerton CTE Program)			X	
Environmental Science and Natural Resources 2 (Pinkerton CTE Program) or AP Environmental Science				X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

According to the U.S. Department of Labor (2016), long-term projections for Environmental Science careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Environmental Science Protection Technicians	12%	Associate Degree
Environmental Engineers	8%	Bachelor Degree
Environmental Scientists and Specialists	11%	Bachelor Degree

Environmental Science Protection Technicians—Environmental science and protection technicians conduct laboratory and field tests to monitor the environment and investigate sources of pollution, including those affecting health. Many work under the supervision of environmental scientists and specialists, who direct their work and evaluate their results.

Environmental Engineers—Environmental engineers use the principles of engineering, soil science, biology, and chemistry to develop solutions to environmental problems. They are involved in efforts to improve recycling, waste disposal, public health, and control of water and air pollution.

Environmental Scientists and Specialists—Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment. They identify problems and find solutions that minimize hazards to the health of the environment and the population.

Honor Cord Requirements for the Environmental Science Pathway

An honor cord signifying your academic achievement in the Environmental Science STEM Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Active participation in the Recycling Club and/or Hiking Club or other approved extended learning opportunity

Healthcare and Medical Profession Pathway

Students should participate in the Healthcare and Medical Profession Pathway if they have an interest in healthcare careers. The healthcare industry is one of the largest providers of jobs in the United States and according to the U.S. Bureau of Labor Statistics; occupations related to healthcare are projected to have one of the fastest job growths to 2026.

To work in the healthcare industry, you must have special training. Therefore, in addition to the three (3) required STEM core courses, students will be studying either the certificate and associate degree pathway **or** the bachelor, masters and doctorate degree pathway. Each pathway is designed to provide students with experience in courses that are typically required in college.

Certificate and 2-Year Associate Degree Pathway

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel <i>(College Credits Available)</i>			X	X
Statistics <i>(College Credits Available)*</i>			X	X
Pre-Calculus			X	X
Physics			X	X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

Option #1

Certificate and 2-Year Associate Degree Pathway	Recommended Year			
	9	10	11	12
Oral Communication (.5 credit)	X	X	X	X
Sociology (.5 credit)			X	X
Anatomy & Physiology			X	X

Option #2

Certificate and 2-Year Associate Degree Pathway	Recommended Year			
	9	10	11	12
Oral Communication (.5 credit)	X	X	X	X
Sociology (.5 credit)			X	X
Health Science I & II (Pinkerton CTE Program)			X	X

According to the U.S. Department of Labor (2016), projections for Healthcare and Medical Profession careers to 2026 are:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Home Health Aides Certificate	47%	High School Diploma or
Diagnostic Medical Sonographers	23%	Associate Degree
Physical Therapist Assistants	31%	Associate Degree
Medical Assistants	29%	Associate Degree
Dental Assistants	20%	Associate Degree
Respiratory Therapists	23%	Associate Degree
Registered Nurses	15%	Associate Degree
Nursing Aides	11%	Associate Degree
Radiologic Technologists and Technicians	12%	Associate Degree
Licensed Practical Nurses	12%	Associate Degree
Medical Records and Health Technicians	14%	Associate Degree

4-Year Bachelor, Masters, or Doctorate Pathway

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel (<i>College Credits Available</i>)			X	X
Statistics (<i>College Credits Available</i>)*			X	X
Pre-Calculus			X	X
Physics			X	X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

Four (4) Required Courses

4-Year Bachelor, Masters, or Doctorate Pathway	Recommended Year			
	9	10	11	12
Biochemistry			X	X
Biology (AP)			X	X
Calculus (<i>College Credits Available</i>)			X	X
Anatomy & Physiology			X	X

According to the U.S. Department of Labor (2016), projections for Healthcare and Medical Profession careers to 2026 are:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Athletic Trainers	22%	Bachelor Degree
Occupational Therapists	21%	Master's Degree
Physician Assistants	37%	Master's Degree
Epidemiologist	9%	Master's Degree
Physical Therapists	25%	Doctorate Degree
Audiologists	20%	Doctorate Degree
Medical Scientists	13%	Doctorate Degree
Optometrists	17%	Doctorate Degree

Honor Cord Requirements for the Healthcare and Medical Profession Pathway

An honor cord signifying your academic achievement in the Healthcare and Medical Profession STEM Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Participate in an approved extended learning opportunity

Engineering, Engineering Technologies, and Pre-Engineering Pathway

Students should participate in the Engineering, Engineering Technologies and Pre-engineering Pathway if they like to design products and systems and have an interest in solving problems. The pathway is designed to place a focus on science, math, and engineering-related course work. In addition, students are encouraged to participate on the Robotics Team. Students should select one of the following engineering pathways to increase their knowledge in courses that are typically required in college:

Engineering: Engineers apply the principles of science and mathematics to develop solutions to problems. Engineers will need a bachelor degree for employment and can choose from a variety of specialties including electrical, mechanical, chemical, civil, computer hardware, materials, industrial, and many more.

Engineering Technologies: Engineering technicians may assist engineers in research and development or work in quality control, inspecting products and processes, conducting tests, and collecting data. Some engineering technicians work in manufacturing, sales, construction, and maintenance. A two-year associate degree is required to work as an engineering technician.

Pre-Engineering: Pre-Engineering degrees are intended to introduce students to the engineering profession and are two-year programs designed to transfer into a four-year degree. If you study pre-engineering, you will begin taking courses in math, physics, chemistry, and engineering aimed to provide you with a strong foundation for a career as an engineer.

In addition to the three (3) required STEM core courses, students will be studying either the associate degree pathway *or* the bachelor degree pathway. Each pathway is designed to provide students with experience in courses that are typically required in college.

Pre-Engineering or 2-Year Associate Degree

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel (<i>College Credits Available</i>)			X	X
Statistics (<i>College Credits Available</i>)*			X	X
Pre-Calculus			X	X
Physics			X	X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

Four (4) Required Courses

2-Year Associate Degree Pathway	Recommended Year			
	9	10	11	12
Engineering and Design I (.5 credit)		X	X	X
Manufacturing Processes (<i>College Credits Available</i>)		X	X	X
CADD I (<i>College Credits Available</i>)			X	X
Physics			X	X

According to the U.S. Department of Labor (2016), projections for engineering technologies and pre-engineering careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Medical Equipment Repairers	5%	Associate Degree
Environmental Engineering Technicians	13%	Associate Degree
Civil Engineering Technicians	9%	Associate Degree
Mechanical Engineering Technician	5%	Associate Degree

Mechanical and Electrical Engineering

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel (<i>College Credits Available</i>)			X	X
Statistics (<i>College Credits Available</i>)*			X	X
Pre-Calculus			X	X
Physics			X	X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

Five (5) Required Courses

4-Year Bachelor Degree Pathway	Recommended Year			
	9	10	11	12
Engineering and Design I (.5 credit)		X	X	X
Manufacturing Processes (<i>College Credits Available</i>)		X	X	X
CADD (<i>College Credits Available</i>)			X	X
Physics (Level 1)			X	X
Calculus (<i>College Credits Available</i>)			X	X

According to the U.S. Department of Labor (2016), long-term projections for engineering careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Computer Hardware Engineers	6%	Bachelor Degree
Electrical Engineers	9%	Bachelor Degree
Electronics Engineers	4%	Bachelor Degree
Mechanical Engineers	9%	Bachelor Degree

Chemical and Biomedical Engineering

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel (<i>College Credits Available</i>)			X	X
Statistics (<i>College Credits Available</i>)*			X	X
Pre-Calculus			X	X
Physics			X	X

* Indicates that students have the option to sign up for either the college course or the non-leveled course.

Choose Four (4) Elective Courses

4-Year Bachelor Degree Pathway	Recommended Year			
	9	10	11	12
Engineering and Design I (.5 credit)		X	X	X
Manufacturing Processes (<i>College Credits Available</i>)		X	X	X
Physics (Level 1)			X	X
Calculus (<i>College Credits Available</i>)			X	X
AP Chemistry or Biochemistry			X	X

According to the U.S. Department of Labor (2016), long-term projections for engineering careers to 2026 are as follows:

Career Path	Rate of Growth	Educational Experience
Biomedical Engineers	7%	Bachelor Degree
Chemical Engineers	8%	Bachelor Degree
Industrial Engineers	10%	Bachelor Degree
Materials Engineers	2%	Bachelor Degree

Honor Cord Requirements for the Engineering, Engineering Technologies, and Pre-Engineering Pathway

An honor cord signifying your academic achievement in the Engineering, Engineering Technologies, and Pre-Engineering STEM Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Active participation on the PHS FIRST Robotics Team or participate in an approved extended learning opportunity

Life Sciences

Life sciences or biological sciences is a branch of science that involves the study of life and organisms. The life sciences pathway is designed to prepare students for a career focusing in field and laboratory research. In addition to three (3) required STEM academic courses, students will learn the basic molecular, biological, and chemical concepts related to organisms and that are used in different career opportunities. Through a hands-on laboratory approach using equipment, specimens, and research students will study that classification of life, ecology, the structure of organism, DNA, and animal and plant biology.

Choose Three (3) Required Courses

STEM Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to STEAM (.5 credit)	X	X		
Excel <i>(College Credits Available)</i>			X	X
Statistics <i>(College Credits Available)*</i>			X	X
Pre-Calculus			X	X
Physics			X	X

** Indicates that students have the option to sign up for either the college course or the non-leveled course.*

Option #1

Choose Four (4) Elective Courses

Choose Four (4) Elective Courses	Recommended Year			
	9	10	11	12
Biochemistry			X	X
Marine Biology (.5 credit)			X	X
Zoology (.5 credit)			X	X
Anatomy and Physiology			X	X
AP Biology			X	X
AP Environmental Science			X	X

Option #2

Three (3) Required Courses	Recommended Year			
	9	10	11	12
Marine Biology (.5 credit)			X	X
Zoology (.5 credit)			X	X
Anatomy and Physiology			X	X
+ CTE Program at Pinkerton Academy				
Introduction to Animal Science (Pinkerton CTE Program)			X	
Animal Management (Pinkerton CTE Program)			X	
Animal Health and Veterinary Technology (Pinkerton CTE Program)				X
Or + CTE Program at Alvirne High School				
Veterinary Science I (Alvirne CTE Program)			X	
Veterinary Science II (Alvirne CTE Program)				X

According to the U.S. Department of Labor (2016), long-term projections for Life Science careers to 2026 are as follows:

<u>Career Path</u>	<u>Rate of Growth</u>	<u>Educational Experience</u>
Veterinary Assistants	19%	High School Diploma
Veterinary Technologist & Technician	20%	Associate Degree
Athletic Trainer	23%	Bachelor Degree
Biological Technician	10%	Bachelor Degree
Biology Teacher	8%	Bachelor Degree
Ecologist	6%	Bachelor Degree
Nutritionist	15%	Bachelor Degree
Geneticist	29%	Master's Degree
Biochemist	12%	Doctoral or Professional Degree
Veterinarian	19%	Doctoral or Professional Degree

Honor Cord Requirements for the Life Sciences STEM Pathway

An honor cord signifying your academic achievement in the Life Sciences STEM Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the STEM Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Participate in an approved extended learning opportunity

Visual and Performing Arts Pathway

The Visual and Performing Arts Pathways are for students who wish to unlock their creative potential or enjoy taking a hands-on learning approach developing their artistic spirit. If you are creative and talented and have a passion for music or art, consider one of the pathways in Visual and Performing Arts. By following the coursework in a pathway, you will improve your technique and skill.

Most students trained in Visual and Performing Arts are persistent, disciplined, and hard working. They have passion and are determined to achieve their best. Students who pursue the Visual and Performing Arts Pathway can **choose one** of the following areas of concentration:

- Music**
- Art Education**
- Studio Art**
- Digital Art**

Music Pathway

The Music Pathway is designed to prepare students to play instruments or sing for live audiences and in recording studios. Musicians and singers often perform in settings such as concert halls, arenas, and clubs. They perform in a variety of styles such as Pop, Rock, Jazz, Classical, Hip-Hop, etc. Students in the Music Pathway should choose one of the following options:

Option #1

Music Pathway Requirements	Recommended Year			
	9	10	11	12
Marching/Concert Band (4 years)	X	X	X	X

Option #2

Music Pathway Requirements Choose Three (3) Courses Below	Recommended Year			
	9	10	11	12
Guitar 2 (.5 credit)		X	X	X
Piano 2 (.5 credit)		X	X	X
Percussion 2 (.5 credit)		X	X	X
Singing and Songwriting (.5 credit)		X	X	X
Music Theory (.5 credit) <i>(College Credits Available)</i>			X	X
Required				
Music Combo (1 credit required)		X	X	X

Students of music performance practice their skills as musicians. Classes and live performances will help you develop a personal style and prepare you for performing as soloists, ensemble players, and accompanists.

Honor Cord Requirements for the Performing Arts Pathway

An honor cord signifying your academic achievement in the Performing Arts Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the Performing Arts Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Marching/Concert Band students are expected to perform at all home football games and march in the Pelham Old Home Day parade in the fall during marching season. During concert season, students are expected to participate in performances such as the annual NHMEA large group music festival, spring concert, and PHS commencement ceremony.

Art Education Pathway

The Art Education Pathway focuses on preparing students who are interested in exploring a career in the visual arts education field. Students will be exposed to instruction and experiences to develop competencies in teaching and grading in art education. In addition, students will be required to complete observation hours in an art classroom environment through our job shadowing program. These hours will be completed at a local school.

Art Education Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Oral Communications (.5 credit)	X	X	X	
Ceramics I (.5 credit)	X	X	X	X
Intro to Digital Art (.5 credit)	X	X	X	X
Drawing and Painting I		X	X	X
Foundations of Education (<i>College Credits Available</i>)			X	X
(+) Choose One (1) Below:				
Ceramics II (.5 credit) <i>and</i> Advanced Ceramics (.5 credit)		X	X	X
Graphic Design (.5 credit) <i>and</i> Digital Illustration (.5 credit)		X	X	X
Modern Art			X	X
Drawing and Painting II			X	X
Advanced Art			X	X

Studio Art Pathway

The Studio Art Pathway aims progressively to provide students with the means to undertake self-direction work within a broad range of disciplines. The structure of the Studio Art Pathway provides a means by which students can contextualize their work while forming a knowledge and understanding of fine art practice.

Option #1 – 2D Studio Art

2D Studio Art Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Drawing and Painting I		X	X	
(+) Choose Two (2) Below:				
Advanced Art			X	X
Modern Art			X	X
Drawing and Painting II			X	X
AP Studio Art			X	X

Option #2 – 3D Studio Art

3D Studio Art Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Ceramics I (.5 credit)	X	X	X	
Ceramics II (.5 credit)	X	X	X	
Drawing and Painting I		X	X	
Advanced Ceramics (.5 credit)		X	X	X

Digital Art Pathway

The Digital Art Pathway focuses on preparing students for 21st century career options in the visual arts. Students will be trained in traditional media, digital photography, digital editing, and design/animation programs based on industry trends and standards. Students who pursue a degree in these creative fields will be developing a professional portfolio in support of a career in design, advertisement, digital/multimedia, photography, or web design. Choices within the elective course options allow for students to shift the focus of their learning toward digital photography/editing or graphic design based learning.

Digital Art Pathway Requirements	Recommended Year			
	9	10	11	12
Introduction to Art	X			
Introduction to Digital Art (.5 credit)	X			
Introduction to Digital Photography (.5 credit)	X	X		
Drawing and Painting I		X	X	
Graphic Design (.5 credit)		X	X	X
Digital Illustration (.5 credit)		X	X	X

Honor Cord Requirements for the Visual Arts Pathway

An honor cord signifying your academic achievement in the Visual Arts Pathway will be awarded to students who complete the following requirements:



- Completion of required and elective courses in the Visual Arts Pathway with an overall 3.0 GPA
- Minimum overall 2.5 GPA in all high school courses
- Portfolio composed of a culmination of artwork created throughout the pathway
- Art Education Pathway students are required to submit a written teaching philosophy statement and complete observation hours
- Studio Art and Digital Art students are required to submit a written artist's statement

College Credit Opportunities

Pelham High School has developed partnerships with the Community College System of New Hampshire (CCSNH) and Southern New Hampshire University (SNHU) providing students with the opportunity to earn college credits *prior* to high school graduation.

These courses are taught at the college level by Pelham High School teachers who have met or exceeded the hiring qualifications for adjunct faculty (usually a Master's Degree) and have agreed to meet the college level standards set forth by both the CCSNH and SNHU.

Running Start – The Running Start program is offered through the Community College System of New Hampshire (CCSNH) and allows for high school students with junior and senior status to enroll in select college courses. The CCSNH sets all required fees, currently \$150 per course and tuition is paid directly to the college.

SNHU in the High School - In collaboration with Southern New Hampshire University (SNHU), qualified high school sophomores, juniors and seniors may participate in college credit opportunities. SNHU sets all required fees, currently \$100 per course (plus \$25 for science lab credits) and tuition is paid directly to the college.

Dual-Enrollment College Credit Opportunities have several advantages:

- ✓ Reduces cost of a college education
- ✓ Prepares students for the academic transition from high school to college
- ✓ Encourages more students to pursue a college education
- ✓ Demonstrates to college admission offices a willingness to take rigorous courses

The college credits earned through these programs may be used toward completion of a degree, diploma, or certificate at the college(s) in which they were earned or may be used to transfer credit to other colleges or universities throughout the country. **Please note that the determination of transfer credit is at the discretion of the receiving institution.**

2021-2022
College Credit Opportunities
At Pelham High School

Pelham High Course	College Course	Credits	College Partner
American Literature Classics	LIT100 Intro to Literature	3	SNHU
Calculus - CC	MATH210N Calculus I	4	Nashua CC
Chemistry College Credit	CHM101 Fundamentals of Chemistry CHM101L Foundations of Chemistry Lab	3 1	SNHU
College Composition	ENGL101N College Composition	4	Nashua CC
Computer-Aided Design I (CADD)	CAD111N CADD I	5	Nashua CC
Computer Applications II College Credit	BCPT119N Software Applications	3	Nashua CC
Creative Writing	ENG226 Introduction to Creative Writing	3	SNHU
Current Social and Political Issues	POLS2220L Current Social & Political Issues	3	Lakes Region CC
Foundations of Education	EDU102 Foundations of Education EDU102L Foundations of Education Lab	3 1	SNHU
Manufacturing Processes	MTTN101N Manufacturing Processes	3	Nashua CC
Music Theory	MUS211 Music Theory and Aural Skills I	3	SNHU
Personal Financial Planning	FIN120M Personal Financial Management	3	Manchester CC
Principles of Marketing	BUS104N Principles of Marketing	3	Nashua CC
Psychology College Credit	PSYC101N Introduction to Psychology	3	Nashua CC
Spanish IV	LSP211 Intermediate Spanish I	3	SNHU
Spreadsheet: Excel	BCPT208N Spreadsheet: Excel	3	Nashua CC
Statistics - CC	MATH106N Statistics I	4	Nashua CC
U.S. Government and Politics	POLS2310L American Government	3	Lakes Region CC
U.S. History College Credit	HIS114 U.S. History II: 1865 - Present	3	SNHU

Please Note: For your convenience, we have identified courses available for college credit with a “CC” along with their course descriptions in the Program of Studies Guide. Course offerings may vary and not all sections of classes will be designated as a college credit opportunity. Students should also be aware that college courses have attendance policies as defined by the respective college.



New Hampshire Scholars Program



New Hampshire Scholars is part of the State Scholars Initiative, a national program that encourages students to complete a rigorous course of study in high school—one that will give students a boost on college applications while preparing them for a successful transition to college or a career.

To be recognized as a NH Scholar, students must complete the course requirements below and achieve a minimum GPA of 3.33*. Students who successfully complete the program will be publicly recognized as a New Hampshire Scholar. Additionally, gold medallions will be given to students who participate in the program and a New Hampshire State Scholar seal will be placed on the high school diploma.

*Note: The GPA is calculated after semester 1 of the student’s senior year and only includes courses where credit has been earned.

NH Scholars Requirements

- 4 years of English
- 4 years of Math
- 3 credits of Lab-Science
- 3.5 Credits of Social Science
- 2 Credits of a Foreign Language (*Must be the same*)
- Minimum 3.33 GPA (*determined end of semester 1 of senior year*)

New Hampshire Scholars 4 Year Planner

Student Name: _____

Year of Graduation: _____

Grad Req.	Course	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Credits
4 yr.	English					
4 yr.	Mathematics					
3 cr.	Lab-Science					
3.5 cr.	Social Studies					
2 cr.	Foreign Language (same)					

By signing this planner, the student agrees to complete the NH Scholars Core Course of Study listed above. This curriculum supplements the minimum graduation requirements of Pelham High School. The parent/guardian agrees to support their student’s efforts. Please return to the College and Career Counseling Department.

Student Signature

Date

Parent/Legal Guardian Signature

Date

COURSE SELECTION PROCESS

Scheduling Statement

The master schedule is developed to maximize each student's opportunity to take the courses (at the appropriate level) each year. Seniors are given priority in the scheduling process followed in order by juniors, sophomores, and freshmen. In some cases, students will not be able to be scheduled for every course, which they would like to take. This situation may occur when students are trying to take courses out of the typical sequence or if courses are offered at the same time.



Students, make the effort to talk about your course selection with your parents, teachers, and/or your school counselor. Think about which courses will help you the most; which ones you need to prepare for college and your future career, how much time and energy you need for other responsibilities such as family, sports, work, or other extracurricular activities. Make the most of the opportunities provided for you at PHS.

Students need to select their classes and their alternate selections carefully during the scheduling period. Because classes are determined based on student interest, it is essential that we get an accurate count for each class. Once registration is complete, the courses will be scheduled for the student. When all of the students are scheduled, decisions will be made regarding the number of teachers needed to staff our high school. **Therefore, students and parents should treat the course selection sheet as a contract.** Parents indicate that they support the classes selected by signing the course selection sheet.

Schedule Changes

The master schedule and staff allocations are determined based on student course selections. The College and Career Counseling Department strives to create a balanced schedule in order to maintain class sizes which best promote learning. In certain extreme situations, approval may be granted for a schedule change. Students need to review the following criteria prior to requesting a schedule change:

- Graduation requirements are missing
- Prerequisite requirements have not been met
- Duplication of courses
- Student wants to add an available elective in place of an open block
- College is requesting a specific course
- Student was placed in a course they did not request

Please Note: All requests for schedule changes should be made prior to the start of the academic year through the College and Career Counseling Department and in accordance with deadlines published by the high school.

To request a change, students need to obtain a *Schedule Change Request Form* from the College and Career Counseling Department Office, fill it out, have it signed by a parent, the teachers involved (if required), and return it to the school counselor. The College and Career Counseling Department will advise the student if or when the new schedule will take effect.

Policy Regarding Failed Classes and Make Ups

Many courses at PHS follow a sequence. Therefore, students cannot advance to the next course until they have successfully completed the prerequisite. In many cases, it is impossible to reschedule make-up courses during the school year. We strongly recommend that students who fail courses, especially required courses, enroll in a summer, night, online, or credit recovery program. This will not only ensure a timely progression through courses but also ensure that graduation target dates will be maintained. Under no circumstance will students enroll in a course where the required prerequisite has not been met. The College and Career Counseling Department will provide listings of **pre-approved summer or night school courses** available in the surrounding area. Results from summer or night courses are not configured into the student's GPA. Only courses taken at PHS are configured into the GPA.

Transfer Students

High school students who live in Pelham or who move to Pelham and wish to transfer to PHS should contact the PHS College and Career Counseling Department to obtain a New Student Information Packet. This packet contains registration information as well as a list of essential records and other documents required for enrollment in PHS. New students should also schedule an appointment with a school counselor to complete the scheduling process. During this appointment, the school counselor will review the transcript(s) from the other school(s), discuss the remaining graduation requirements, and make recommendations and suggestions regarding a course schedule.

The administration will make a determination on transfer of credit on all courses taken, grades earned, and equivalent credits earned by the student to a PHS transcript. All courses, grades, and credits earned at PHS will be added to the transcript thereafter. High school curricula and course leveling systems differ greatly from school to school. Due to such complexity, it is difficult to obtain an accurate assessment of grades from previous schools; therefore, only classes taken at PHS will be included in a student's grade point average (GPA). Students will not receive a rank in class until they have completed four (4) semesters at PHS.

All prospective students and their parents should feel free to contact the PHS College and Career Counseling Department to obtain additional information regarding the transfer of a student.

Early Graduation

PHS offers a comprehensive program of studies that requires all students to attend school for eight semesters. In the event that a student and their parents seek to graduate early, consideration will be decided on a case-by-case basis, and is subject to review and recommendation by the Academic Review Committee, composed of the high school leadership team and the student's respective school counselor. Under no circumstances will an exception be made for less than seven (7) semesters of attendance. All early graduation requests shall be related to career and/or educational plans of the student making the request.

Students need to meet the requirements listed below.

- The student has successfully completed all required courses and has maintained an overall GPA of 2.0.
- The student has achieved the minimum number of credits for graduation eligibility.
- The student has presented an Application for Early Graduation and a letter stating the extenuating circumstances and/or reasons for the exception to their school counselor no later than the end of their junior year.
- The student has discussed and reviewed the plan with a school counselor prior to the formal request.
- The student has completed the Community Service Program requirements prior to making the request for early graduation.

COURSE DESCRIPTIONS

BUSINESS PROGRAM

601-COMPUTER APPLICATIONS I

(½ credit)

Students will be introduced to Microsoft Office including Word, Excel and PowerPoint. Microsoft Office is considered the language of colleges and corporate America. Learn what Microsoft Office can do for you. This course satisfies the graduation requirement for computer technology.

610-SPREADSHEET: EXCEL

CC (1 credit)

This course provides students with knowledge of Excel, a spreadsheet program for managing and presenting data in the Microsoft® Windows environment. Excel offers spreadsheets, charting, drawing, scenario, data maps, and macros. This course helps prepare students to take the Microsoft Expert Level Certification Exam. **This course qualifies as a Math Intensive course.**

Prerequisite: Sophomore, Junior or Senior; Algebra I and Computer Applications I or equivalent

611CC-COMPUTER APPLICATIONS II COLLEGE CREDIT

CC (1 credit)

This course covers several components of the Microsoft® Office. Students will complete a college level Microsoft® Office (Word, Excel, Access, and PowerPoint) textbook. The skills acquired in this course will prepare students for the MOUS (Microsoft® Office User Specialist) Certification. Students must be able to work independently. **Students must sign up for College Credit; otherwise, they take Computer Applications II (617).**

Prerequisite: Sophomore, Junior or Senior; Computer Applications I or equivalent

617-COMPUTER APPLICATIONS II

(½ credit)

This course covers several components of the Microsoft® Office, but is not part of the college credit program. Students will create Word, Excel, PowerPoint, and Access documents using introductory to intermediate functions. The skills acquired in this course prepare students to enter the work force or college with excellent computer skills.

Prerequisite: Computer Applications I or equivalent

616-COMPUTER TECHNOLOGY AND APPLICATIONS

CC (1 credit)

This course promotes a working knowledge and understanding of computers while developing computer-related skills to support your high school studies, college, and career. Upon completion of the course, students will be able to identify the major hardware components of a computer system, will be familiar with networking concepts, and will learn how to protect digital devices from viruses and cybercrime. Different categories of operating systems and the most widely used software applications will be reviewed. Students will learn about digital citizenship including how to use technology safely, legally, and ethically. Responsible, respectful, and appropriate online behavior will be discussed, as well as an understanding of the risks and personal implications of one's actions in a digital society. Students will learn Microsoft® Word and the Windows operating system.

Prerequisite: Sophomore, Junior or Senior; Computer Applications I or equivalent

651-ACCOUNTING I

(1 credit)

In this course, students study the complete accounting cycle for a service and a merchandising type of business. They will explore careers in accounting, learn accounting terms, prepare financial reports, and be exposed to several financial ratios. Students will participate in the Stock Market Game by analyzing and reporting on a company using financial ratios learned. Students will use Word, Excel, and PowerPoint. A calculator is strongly recommended for this course. **This course qualifies as a Math Intensive course.**

Prerequisite: Sophomore, Junior or Senior; Computer Applications I or equivalent

672-PRINCIPLES OF MARKETING

CC (1 credit)

This college credit course is designed to provide students with an understanding of marketing's role in the American economy and the individual firm. The components of an organization's strategic marketing program including how to plan, price, promote, and distribute goods and services will be covered. Students will be able to apply skills learned by creating a survey, a marketing plan, and an advertising campaign through hands-on activities. Students will use Word, Excel, and PowerPoint. This is a college-level course and a college-level textbook will be used.

Prerequisite: Junior or Senior; Computer Applications I or equivalent

673-PRINCIPLES OF MANAGEMENT

(½ credit)

This course is designed to expose students to the nature of the organizational environment and the major activities performed by its managers. Such as, planning, organizing, leading, and controlling. Students will learn the personal and leadership skills necessary to be an effective manager. Students will be exposed to issues faced by managers including supervision of a workforce, making financial decisions, and developing & implementing quality improvement systems. The course is designed with a skills based approach and focuses on: communication (oral, written, non-verbal, and listening), problem solving, teamwork, decision making, conflict resolution, critical analysis and ethical reasoning.

Prerequisites: Sophomore, Junior or Senior; Computer Apps I. It is highly recommended that students have previous/current experience in the workforce.

674-RETAIL MANAGEMENT

Level 1 (½ credit)

Students will examine contemporary management issues in the retail environment through the management of the school store, with a focus on problem-solving techniques and decision-making processes. Students will discuss and demonstrate a range of retail management topics, including inventory planning and control, location assessment and store design, merchandising and retail promotion, product and brand management, human resources administration, legal and ethical concerns, information technology resources, financial and accounting needs and sales and trend forecasting. Students may be asked to work in the school store outside of class time.

Prerequisite: Principles of Marketing or taking concurrently; Junior or Senior

926-MANAGING YOUR MONEY

(½ credit)

This course provides the student with a foundation in personal money management. Students will learn how to manage their money, build financial security and make sound financial decisions. Course topics include creating a budget, using credit, saving, calculating discounts, computing the amount you will be taxed, planning for the future, investing and other topics that will help you with your finances now and in the future. **This course qualifies as a Math Intensive course and a personal finance course as required for graduation.**

Prerequisite: Junior or Senior

941-PERSONAL FINANCIAL PLANNING

CC (1 credit)

This college credit course provides students with an effective learning experience in personal finance. Emphasis is on helping students make sound financial decisions in the area of careers, budgeting, insurance, credit, stock and other investments, risk management, real estate, government taxes, and retirement planning. Students will calculate and analyze the future/present value of an investment, ratio formulas, home affordability and amortization, income taxes, percent increase/decrease, and unit pricing. Students will explore different careers and analyze how income from these careers affects lifestyle. Outside reading and knowledge of PowerPoint and Excel is expected. A calculator is needed for this class. **This course qualifies as a Math Intensive course and a personal finance course as required for graduation.**

Prerequisite: Junior or Senior; Computer Applications I or equivalent

946-ENTREPRENEURSHIP

(½ credit)

This course is designed to introduce students to the basic concepts of Entrepreneurship including developing the personal skills necessary to succeed. Students will explore the steps necessary to starting a business including, but not limited to, analyzing opportunities in the market, obtaining financing, and developing marketing & pricing strategies. They will also learn about the operational issues that new businesses face such as protecting intellectual property and managing financial risks. This course meets requirements for the business pathway.

Prerequisite: Sophomore, Junior or Senior

ENGLISH PROGRAM

All students are required to take 4 credits of English for graduation (Freshman English, Sophomore English and 2 credits of elective English). An English class must be taken each year of high school. Listed below are suggested sequences for students. Students will have the option of changing as their academic plans change.

Grade	Career Path	2 yr. College & Some 4 yr. Colleges	4 yr. College	4 yr. Competitive College
9	Freshman English <i>and</i> Introduction to Writing	Freshman English <i>or</i> Freshman English L1 <i>and</i> Introduction to Writing	Freshman English L1 <i>or</i> Freshman English Honors <i>and</i> Introduction to Writing	Freshman English Honors <i>and</i> Introduction to Writing
10	Sophomore English	Sophomore English <i>or</i> Sophomore English L1	Sophomore English L1 <i>or</i> Sophomore English Honors	Sophomore English Honors
11*	American Literature Contemporaries <i>or</i> Electives*	American Literature Contemporaries <i>or</i> American Literature Contemporaries L1 <i>or</i> Electives*	American Literature Contemporaries L1 <i>or</i> American Literature Classics <i>or</i> Electives* (CC)	American Literature Classics <i>or</i> Electives* (CC or AP)
12*	World Literature Contemporaries I & II <i>or</i> Electives*	World Literature Contemporaries I & II <i>or</i> World Literature Contemporaries I & II, L1 <i>or</i> Electives*	World Literature Contemporaries I & II, L1 <i>or</i> World Literature Classics-Honors <i>or</i> Electives* (CC)	World Literature Classics-Honors <i>or</i> Electives* (CC or AP)
*Electives That Meet Graduation Requirements			Electives That Do NOT Meet Graduation Requirements	
AP English Literature & Composition (AP)			Advanced Research Methods	
Best Shorts			Foundations of Education (CC)	
College Composition (CC)			Yearbook	
Creative Writing (CC)				
Essay Writing				
Film Analysis				
Heroes and Villains				
Media Literacy				
Oral Communication				

100-FRESHMAN ENGLISH HONORS (1 credit)

110-FRESHMAN ENGLISH Level 1 (1 credit)

120-FRESHMAN ENGLISH (1 credit)

Honors is strongly recommended if considering AP Literature & Composition.

Students develop a working knowledge of the use of language. Students expand their vocabulary and develop their speaking, listening, and writing skills. The students critically read, view, and interpret short stories, novels, plays, and nonfiction selections. Students are expected to develop comprehension skills through independent reading. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class.**

122 - INTRODUCTION TO WRITING

(½ credit)

Incoming students develop their essay writing ability by improving their grammar, mechanics, and word choice skills. They extend their writing opportunity by using all steps of the writing process from prewriting to publishing. Students will practice writing skills applicable across the curriculum. Specific skills will include applying MLA formatting, developing thesis statements supported by evidence, introducing and concluding essays, developing unified paragraphs, and expressing an original voice while avoiding plagiarism.

This course is required for all freshmen.

123-ESSAY WRITING

(½ credit)

Students develop their essay writing ability by improving their grammar, mechanics, and word choice skills. They extend their writing opportunities by using the writing process and word processing. Students develop a variety of essays, which may include narration, description, demonstration, cause/effect, persuasion, and a multigenre research paper. Students can conference on essays from other content areas.

Prerequisite: Freshman English or Introduction to Writing

124-FILM ANALYSIS

(½ credit)

Students will learn about the formal elements of film (narrative, mise-en-scene, cinematography, sound and editing). Students will watch a variety of films, from Classic Hollywood to modern blockbusters, writing analysis essays and examining how the medium of film differs from that of literature. A strong emphasis on writing, reading, and visual analysis will be evaluated.

Prerequisite: Junior or Senior

125-SOPHOMORE ENGLISH HONORS (1 credit)

130-SOPHOMORE ENGLISH Level 1 (1 credit)

140-SOPHOMORE ENGLISH (1 credit)

Honors is strongly recommended if considering AP Literature & Composition.

Students study grammar, composition, and literature. They apply grammar usage concepts in written and oral assignments and learn to write a formal essay and a research paper. They read and analyze novels as well as works of nonfiction, poetry, mythology, and drama. They also complete vocabulary units. They learn study skill techniques for reading, note taking, and test taking. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class.**

Prerequisite: Freshman English

For students to select Honors or Level 1, they need to earn a B- or better in the current Honors or L1 English course.

129-HEROES AND VILLAINS Level 1

131-HEROES AND VILLAINS

(½ credit)

Students study the characteristics of heroes and villains from the Classical Age to modern media. They take into consideration what the creator of the character had in mind, what circumstances affected this person's actions, and what culture or society produced this character. They discuss how their own principles, prejudices, and associations influence people's perceptions. They read stories that seem to have an obvious hero and an obvious villain and learn how character development, sentiment, and tone can blur the line between hero and villain.

Prerequisite: Junior or Senior; Sophomore English

132-BEST SHORTS

(½ credit)

Students will be introduced to a range of short texts written in various styles and forms. The course aims to broaden students' understanding and appreciation of the range of writing in short forms, as well as increase students' skills in short writing assignments. Best Shorts is particularly appropriate for encouraging comparative analysis in literary cultures, societal issues, and global media. Students will read, write, think and discuss critically the material covered in class.

Prerequisite: Junior or Senior, Sophomore English

136-ORAL COMMUNICATION

(½ credit)

Students prepare to assume an active part in those phases of professional and social life requiring effective oral communication. They improve skills in public speaking, self-confidence, and self-awareness. Students learn to speak clearly and pointedly, and to plan and organize thought before delivery. Along with formal and impromptu speechmaking, students critically analyze, research, and argue topics of interest.

147-CREATIVE WRITING

CC (1 credit)

Students develop their skills in writing poetry, prose, fiction, and drama, while working on specific exercises in a supportive critical environment. Because of the strong emphasis on peer editing, students must be mature enough to give and receive constructive criticism regarding sensitive, often personal, work. Some exercises expose students to the protocols, as well as the problems associated with particular genres of writing; others assist the writer in mastering specific writing skills. Students read texts by various published authors for instructional support. Grammar and punctuation skills are reinforced as needed. **Summer writing requirements must be met.**

Prerequisite: Sophomore, Junior or Senior; Essay Writing

151-COLLEGE COMPOSITION

CC (1 credit)

Students develop a mastery of the writing process, particularly an ability to reconsider and revise their own work. Students practice writing effectively for college courses across the curriculum areas and for their own personal and professional lives. Students practice narrative, informational and research writing. They review Standard English grammar and MLA documentation. The writing assignments include SAT writing samples, college application and scholarship essays, a range of college writing assignments, and a persuasive research paper.

Prerequisite: Junior or Senior; Essay Writing or SAT EBRW score of at least 550

152-MEDIA LITERACY

(½ credit)

This course will provide a 21st century look at the media of American culture and the cultures in the rest of the world. It will provide a critical lens through which to view all forms of media, including those in print, on video, and web-based. Through this class, students will learn the skills necessary to evaluate and closely analyze ideas on social media, objectively critique advertisements for possible hidden meaning and propaganda, and learn how to produce valid creations of their own that are both meaningful and timely to members of a democratic nation.

Prerequisite: Junior or Senior; Intro to Writing or Essay Writing

155-AMERICAN LITERATURE CLASSICS

CC (1 credit)

American Literature focuses on the classics and requires students to read notable works throughout American History spanning from the 1700s to the 1950s in various genres: short story, novel, poetry, drama and essay. Students read both fiction and nonfiction works written by authors from the United States. Students analyze the importance of the readings and specific issues and literary trends. They learn by reading, writing, speaking, listening, and viewing print sources, the arts, and media. Students expand vocabulary skills. Students also explore the college application process. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class. This course is recommended for any students interested in taking AP Literature and Composition.**

Prerequisite: Sophomore English

For students to select CC, they need to earn a B- or better in a current Level 1 English course.

**156-AMERICAN LITERATURE CONTEMPORARIES Level 1
(1 credit)**

**157-AMERICAN LITERATURE CONTEMPORARIES
(1 credit)**

American Literature Contemporaries requires students to read notable, contemporary, American works spanning from the 1950s to the present day in various genres: short story, novel, poetry, drama and essay. Students read both fiction and nonfiction works written by authors from the United States. Students analyze the importance of the readings and specific issues and literary trends. They learn by reading, writing, speaking, listening, and viewing print sources, the arts, and media. Students expand vocabulary skills. Students also explore the college application process. Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class. This course is recommended for any students interested in taking AP Literature and Composition.

Prerequisite: Sophomore English

For students to select Level 1, they need to earn a B- or better in a current Honors or Level 1 English course.

**166-WORLD LITERATURE CONTEMPORARIES I Level 1
(½ credit)**

**167-WORLD LITERATURE CONTEMPORARIES I
(½ credit)**

World Literature Contemporaries emphasizes the themes prevalent in works characteristic of different countries. In fictional and nonfiction works, students learn how authors reflect the times, ideas, and social issues of the period. Students analyze world literature by reading, writing, speaking, listening, and critical viewing. Students expand vocabulary and writing skills.

Prerequisite: Senior

For students to select Level 1, they need to earn a B- or better in the current Level 1 English course.

**168-WORLD LITERATURE CONTEMPORARIES II Level 1
(½ credit)**

**169-WORLD LITERATURE CONTEMPORARIES II
(½ credit)**

World Literature Contemporaries continues the emphasis on the themes prevalent in works characteristic of different countries. In fictional and nonfiction works, students learn how authors reflect the times, ideas, and social issues of the period. Students analyze world literature by reading, writing, speaking, listening, and critical viewing. Students expand vocabulary and writing skills.

Prerequisite: Senior; World Literature Contemporaries I

For students to select Level 1, they need to earn a B- or better in the current Level 1 course.

183-AP ENGLISH LITERATURE AND COMPOSITION AP (1 credit)

The AP Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit from the sixteenth to the twenty-first century. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays (APcentral.collegeboard.com). Students will be able to take the AP Literature and Composition exam as administered by the College Board. Test fees are the responsibility of the student. **Students must meet all AP reading requirements, including outside reading assignments.**

Prerequisite: Junior or Senior; American Literature Classics or American Literature Contemporaries L1 or World Literature Classics or World Literature Contemporaries II L1; may be taken concurrently. For a student to take this course, they need to earn a B- or better in Sophomore English Honors or Level 1.

186-WORLD LITERATURE CLASSICS HONORS Honors (1 credit)

World Literature focuses on the classics and requires students to read notable works throughout the centuries in various genres: short story, novel, poetry, epic, drama, and essay. Students read both fictional and nonfiction works written by authors from countries other than the United States. Students analyze the importance of the readings and their influence on modern retellings. They connect ancient classic literature to contemporary literature. They learn by reading, writing, speaking, listening, and viewing print sources, the arts, and media. **Outside/summer reading requirements must be met in order for students to complete MLA reading/writing activities within the first weeks of class.**

Prerequisite: American Literature Classics or American Literature Contemporaries L1
For students to select the Honors level, they need to earn a B- or better in the current L1, Honors or College Credit English course.

ENGLISH ELECTIVES

(Note: These courses do not meet graduation requirements for English credits.)

148-YEARBOOK (1 credit) 148L1-YEARBOOK L1 (1 credit) 148H-YEARBOOK HON (1 credit)

In this course, students will be challenged with real world projects and assignments, such as newsletters and the Pelham High School yearbook, which is an archival, heirloom product that must meet publication guidelines. Students will gain skills in the following areas: interviewing, pre-writing, copywriting, editing, photography, record keeping, time management, teamwork, page design, publishing techniques, marketing, and leadership skills. High quality work is expected at all times. Note: This course can be taken as unlevleled, Level 1, or Honors.

Requirements: Two recommendations from teachers before the end of the previous school year. Plus, the ability to work independently, collaborate with a team, meet after school, attend various school activities, pay attention to detail, and have a firm grasp of the English language.

Prerequisite: Junior or Senior

Prerequisite: Sophomore, Junior or Senior

159-ADVANCED RESEARCH METHODS Level 1 (½ credit)

In this course, students will embark on a semester-long inquiry based research assignment, allowing students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students will design, plan, and implement their investigation to address a research question. Through this inquiry they will further develop research skills, utilize the information search process (Carol Kuhlthau), and understand the legal and ethical uses of information including economic and social issues that affect that use. Students will synthesize the information landscape of the 20th and 21st centuries to reflect upon how it impacts their life. Sample of research from another course and interview may be requested. **This course does NOT meet the English graduation requirement.**

Prerequisite: Freshman English, Sophomore English.

189-FOUNDATIONS OF EDUCATION COLLEGE CREDIT CC (1 credit)

High school juniors and seniors explore the art of teaching through classroom-based lessons coupled with school-to-career activities. Students examine the philosophical, historical, legal, and social/cultural aspects of education in the United States. Students formulate a beginning philosophy of education and “practice teach” a sample lesson plan. They keep a reflective journal and portfolio to document their level of progress and examine resources needed to become highly qualified teachers. They will participate in classroom observations. The course content will set a foundation for a career in education. **This course does not meet English credit requirements for graduation.**

Prerequisite: Junior or Senior; Essay Writing

FAMILY AND CONSUMER SCIENCE PROGRAM

901-CHEFS

(½ credit)

This course provides students with the fundamentals of cooking across a lifespan. Students will study and practice4 various cooking skills and techniques leading to more difficult and challenging recipes. Students will be able to identify nutritional requirements of food throughout a lifespan using the My Plate® guidelines. Additional topics that will be covered will include, but are not limited to, food safety and sanitation, quick breads, soups, fruit and vegetable preparation, lunch and dinner items, and desserts.

906-WORLD CUISINE AND CULTURE

(½ credit)

Grab your suitcase and let's take a trip through many different regions of the world, with food!—Western Europe, Southeast Asia, Caribbean. One week we might stop by Italy for some coffee and Biscotti and the next travel to China for some Dun Dun noodles. There are so many amazing world cuisines that we will be cooking and tasting. In addition to cuisine, we will be looking at their culture and customs—music, dancing, and etiquette. Do you know what Ghana and St. Lucia have in common? Hint: What's your favorite sweet?

Prerequisite: Chefs

915-BAKING

(½ credit)

When your sweet tooth just won't quit, bake! Do you have a sweet tooth? Do you just love to bake? Do you wish you knew more about baking? Well, Baking 101 is a great way to help you develop the advanced skills you need to bake. Whether you know you want to have a career in baking or you would just like more experience in the kitchen, Baking 101 can help. Throughout this course we take a look at the science of baking and how to create the best sweet treats. We will cover everything from cookies to pies. We will be using advanced techniques for decorations and flare.

Prerequisite: Chefs

FINE ARTS PROGRAM

ART

700-INTRODUCTION TO ART

(1 credit)

This course is an introduction to drawing, painting, printmaking, and three-dimensional concepts, materials, and techniques. Students who have had limited prior visual arts experience will be able to develop drawing skill, brush technique, and sculpting/building ability in ceramics (clay) to improve their confidence and ability in the visual arts. Students who enter Introduction to Art with a more developed artistic background will be able to perfect the skills needed in higher-level 2-D and 3-D art courses. Line quality, shading, perspective, scale, texture, and an understanding of value/contrast will be emphasized. Some assignments may require artwork and materials to be brought home for completion.

703-CERAMICS I (PINCH, COIL & SURFACE DESIGN)

(½ credit)

Students learn to design and create 3D pieces of art using ceramic hand building techniques. Students will explore the following introductory building methods and surface design techniques; pinch pots, coil pots, sgraffito and glazing. A strong emphasis will be placed on creative problem solving, artisanship, and productivity. Concepts such as form, balance, texture, and space will be looked at. Students are expected to have the ability to plan and execute projects once they have learned the basic ceramic construction methods. Students are also expected to participate in the care and management of the ceramic studio. Glazing and firing procedures will be covered.

704-CERAMICS II (SLAB, STAMPS & SCULPTURE)

(½ credit)

Students learn to design and create 3D pieces of art using ceramic hand building techniques. Students will explore the following building methods and surface design techniques; slab construction, stamp creating, and sculpture. Opportunities to learn how to throw pottery on the wheel will be given. A strong emphasis will be placed on creative problem solving, artisanship, and productivity. Concepts such as form, balance, texture, and space will be looked at. Students are expected to have the ability to plan and execute projects once they have learned the basic ceramic construction methods. Students are also expected to participate in the care and management of the ceramic studio. Glaze combinations and alternative surface finishing techniques will be experimented with.

Prerequisites: Ceramics I

705-DRAWING/PAINTING I (2-DIMENSIONAL DESIGN)

(1 credit)

Students develop the ability to produce realistic and abstract drawings and paintings by building on skills, techniques, and concepts covered in Introduction to Art (Intro to Drawing & Painting). In addition, this course's objective is for students to expand and apply the principles of 2-dimensional design to drawing, painting and design works through creative expression and problem solving. Students will work in various materials including pencil, charcoal, acrylics, mixed media collage and have the opportunity to build and stretch their own canvases. They will also develop research skills during their projects on historical figures in painting.

Prerequisite: Introduction to Art (Intro to Drawing and Painting)

708-INTRODUCTION TO DIGITAL ART

(½ credit)

This course is designed as an overview of basic art concepts, media, and techniques with both traditional media as well as digital media. Drawing skills, planning, and digital skills will be emphasized. Students will be exposed to the major techniques used in several art disciplines such as drawing, painting, and printmaking, and how they can be incorporated into digital design. Students are expected to build on skills already covered at the middle and elementary level. Written critiques and research papers will be assigned.

709-ADVANCED CERAMICS

Level 1 (½ credit)

Students will apply knowledge acquired in Ceramics I & II to further develop their 3D thinking skills and ability to create unique ceramic work that possesses a high level of integrity in surface and form. A heightened focus will be placed on craftsmanship and the independent development and execution of ideas. Students will be expected to plan, execute, and present finished work at a more independent level than in Ceramics I & II. Students will be expected to participate in the care and management of the ceramics studio. Students will be expected to assist in the firing and clay recycling processes allowing greater insight into the workspace of the functioning studio potter or ceramic artist. Written critiques and reflections will be required.

Prerequisites: Ceramics I & II

713-DIGITAL ILLUSTRATION

(½ credit)

This course is designed to expand upon fundamental skills and concepts gained at the introductory level through exploration and production of digital artwork. Students are provided a drawing tablet for the duration of the course and develop confidence and skill with digital drawing and painting techniques. Students will learn about illustration, cartooning, and animation through a variety of media including print and film sources. Class discussions and critiques will complement class projects.

Using Adobe Photoshop and Illustrator, students will create original artwork incorporating the elements of art and principles of design. A heavy emphasis on creative expression and personal voice will take place in the form of an individual digital portfolio. Exposure to introductory drawing skills will enhance work.

Prerequisite: Introduction to Art (Intro to Drawing and Painting) or Introduction to Digital Art; Sophomore, Junior or Senior.

714-ART HISTORY

(½ credit)

This course is designed for intermediate and advanced art students and expands upon an understanding of the Elements of Art & Principles of Design within the context of Art History. Students will learn specific concepts relating to individual movements within Art History through presentations, discussions, and class critiques and demonstrate their knowledge through student-proposed projects. This course will cover a variety of media such as clay, paint, pastel, and charcoal. Students are expected to plan and execute independent projects and discuss their work within the wider context of Art History and theory.

Prerequisite: Introduction to Art (or Introduction to Drawing & Painting); junior or senior status.

717-DRAWING/PAINTING II (2-DIMENSIONAL DESIGN)

Level 1 (1 credit)

Students build on skills, approaches, and concepts covered in Drawing/Painting I while learning advanced color theory, design principles and developing personal techniques and imagery. The objective of this course is for students to participate in a studio atmosphere that allows them to explore their ideas, develop creative thinking skills, and begin to define their interests and goals as 2-dimensional artists through working on individual and group projects. Students will work in various materials such as watercolor, acrylic, pastel, charcoal etc. The course will allow the students to create several artworks that can be used for college portfolio admissions. The ability to plan and work independently on creative problems will be encouraged and independent and class research will be expected.

Prerequisite: Introduction to Art (Intro to Drawing and Painting) and Drawing/Painting I (2-Dimensional Design)

720-ADVANCED ART

Level 1 (1 credit)

Advanced art is for the student dedicated to developing their skills and artistic vision. This class is designed to let the students explore the principles and elements of art further. In this class, students will create 2D and 3D pieces in a variety of media that exemplify the elements and principles of design only on a higher level than they experienced in general art courses. This course will also offer advanced ceramic techniques when dealing with slab construction and thrown pottery. Each student will be expected to produce many art pieces and each will be critiqued. Students must be self-motivated and productive in a studio environment. Students will be expected to maintain a sketch journal, work outside of class time, and attend a local art function. A portfolio of work must be completed by the conclusion of the course.

Prerequisite: Junior or Senior; Introduction to Art (Intro to Drawing and Painting); Drawing/Painting I; a portfolio must be viewed and approved by the instructor.

Note: Students who plan to take AP Studio Art 2-D will satisfy the breadth area of the AP portfolio requirements in Advanced Art.

722-MODERN ART

Level 1 (1 credit)

This course is designed for advanced art students as an exploration into various media beyond drawing, painting, and traditional ceramic techniques. Students will explore the concepts of both two dimensional and three dimensional design using various processes and materials. Visual art forms such as printmaking, mixed media, mosaic construction, glass slumping (high temperature melted glass molds), ceramic tile and relief molds, spray paint art, book and paper making, large scale sculpture, computer applied arts, and film making will be explored throughout the course. Collaborative work will be encouraged and required for some assignments. Students are expected to have the ability to plan and execute independent projects once they have learned the basic techniques and processes for each unit. Artist research and writing assignments will be assigned. **This is an advanced course.**

Prerequisites: Introduction to Art (Intro to Drawing and Painting) and Drawing/Painting I

725-AP STUDIO ART (2-DIMENSIONAL DESIGN) AP (1 credit)

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The instructional goals of the course are to encourage creative as well as systematic investigation of formal and conceptual issues and to emphasize making art as an ongoing process that involves the student in informed and critical decision-making. Further, the course helps students to develop technical skills and familiarize them with the functions of the visual elements and to encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. The AP portfolio should reflect three areas of concern: quality, concentration, and in addition, breadth (APcentral.collegeboard.com). Participation in the AP exam/portfolio is available. Test fees are the responsibility of the student.

Prerequisite: Junior or Senior; Advanced Art. The instructor must view a portfolio.

885-GRAPHIC DESIGN (½ credit)

Students will learn how the elements of art and principles of design come together to present information in a visually compelling manner. At the fruition of this course, students will be able to skillfully incorporate type and graphics into a document with a singular cohesive message. Students will look at historical and contemporary graphic arts as references to guide their growth.

Using Adobe Photoshop, In Design, and Illustrator to create logos and layouts, students will learn how to color, shape, line, and texture come together to make compelling graphics and how to incorporate their designs into websites. As a project based course, students will work to create real world examples of business cards, logos, magazine layouts, posters and websites on their journey to become successful graphic artists.

Prerequisite: Introduction to Digital Photography, Introduction to Art (Intro to Drawing and Painting) or Introduction to Digital Art.

887-INTRODUCTION TO DIGITAL PHOTOGRAPHY (½ credit)

Students will learn to use a DSLR camera to create meaningful photographic images that reflect an understanding of modern visual aesthetics. A great deal of this course will address the elements of art and principles of design as well as understanding light and composition.

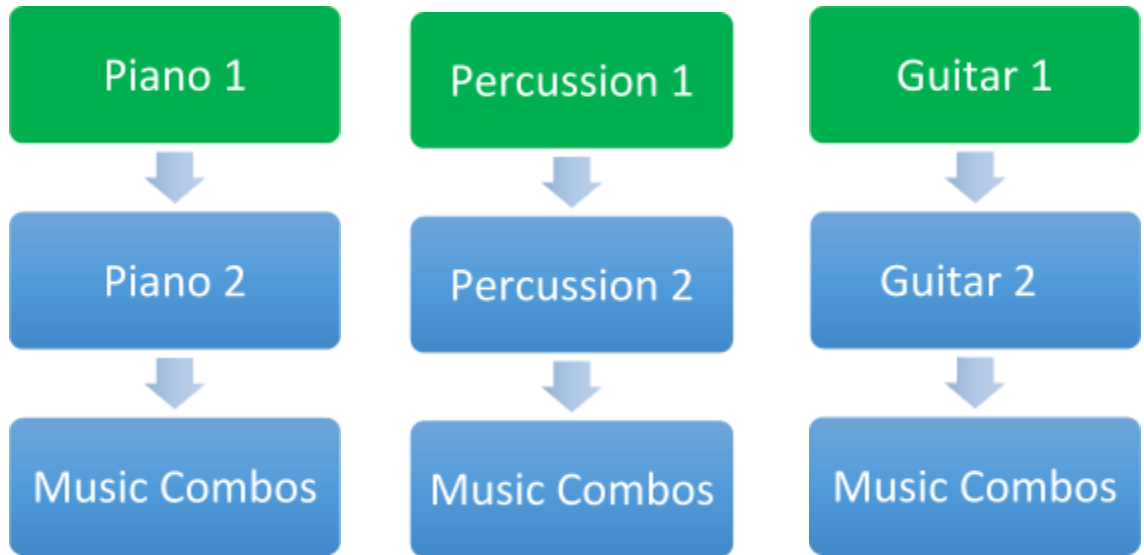
Students will come away from this course with a strong understanding of how the elements of art and principles of design come together with sound technical skills to create powerful images reflecting the intent of the photographer. Exploration of people, landscapes and action photography will help build students visual and technical skills. Images will be captured digitally and modified with Adobe Photoshop CS6.

Please Note: Access to a DSLR camera at home is recommended.

MUSIC

(All Music courses are part of the Music Pathway.)

The music department suggested flow chart for general music classes is as follows:



812-MARCHING/CONCERT BAND FALL HONORS (1 credit)

811-MARCHING/CONCERT BAND FALL Level 1 (1 credit)

810-MARCHING/CONCERT BAND FALL (1 credit)

The above courses run every day during Semester 1.

815-MARCHING/CONCERT BAND SPRING HONORS (1 credit)

814-MARCHING/CONCERT BAND SPRING Level 1 (1 credit)

813-MARCHING/CONCERT BAND SPRING (1 credit)

The above courses run every day during Semester 2.

833-MARCHING/CONCERT BAND HONORS (1 credit)

836-MARCHING/CONCERT BAND Level 1 (1 credit)

843-MARCHING/CONCERT BAND (1 credit)

The above courses run every other day for a full year.

This course is designed for students with previous experience in school band. In marching/concert band, students will continue to develop and hone their instrumental playing skills and music literacy. Marching/concert band runs for a full year. The first part of the fall semester is devoted to athletic/marching band; all band members are expected to perform at all home football games, as well as march in the Pelham Old Home Day parade. After football season (usually late October), the band rehearses and performs as a concert (indoor) ensemble.

During the spring semester, the band continues to function as a concert group. Performances will include the annual NHMEA large group music festival, spring concert, and PHS commencement ceremony.

Community service hours are available for band members participating in certain community events. This course can be repeated.

A typical year consists of the following performances (events for which community service hours are available are italicized):

September - Home football games (usually two), Pelham Old Home Day Parade

October - Home football games (usually two), PMS Pops Concert

December - Southern NH Festival of the Trees, PHS Winter Concert

March - NHMEA Large Group Festival

April - Pelham School District Fine Arts Night

May - Bi-annual trip, PHS Spring Concert, Pelham Memorial Day Parade

June - PHS Commencement Ceremony

Students are encouraged to enroll in Marching/Concert Band for all four years of high school. The success of the group is dependent on consistent membership and participation.

Students may enroll in Marching/Concert Band with a level 1 or honors option during their third or fourth year of membership.

Level 1: Third or fourth year students enrolled in level one marching/concert band will be required to prepare for NHMEA classical all state auditions in the fall, as well as participate in a chamber ensemble to perform in the spring concert in May.

Honors: Fourth year students enrolled in honors marching/concert band will be required to prepare for NHMEA classical all state auditions in the fall, as well as perform in a chamber ensemble on the winter concert in December. These students will be required to prepare and perform a solo work on the spring concert in May.

Prerequisite: Band members must have previous school band experience.

820-GUITAR 1

(½ credit)

This course is designed for students with no prior musical experience. Students will learn the fundamentals of playing the guitar. Students will focus primarily on rhythm and accompaniment style playing, with some time devoted to lead style as well. Students will learn the basics of formal music notation, guitar tablature, and reading lead sheets. Regular practice at home is vital for individuals to develop their musicianship.

Student Note: Pelham High School owns a limited number of acoustic guitars, which are available for student use. It is helpful, though, if students own their own instrument.

822- PERCUSSION 1

(½ credit)

This course is designed for students with no prior musical experience, although is open to anyone with an interest in the material. Students will learn the fundamentals of drumming technique through playing on percussion instruments. Students will focus primarily on reading formal music notation as well as the basics of using lead sheets and chord charts. With the development of instrument technique, students will also spend time learning about the wide variety of percussion instruments and ensembles in the world. Basic music composition and music literacy will be covered as well.

823-PIANO 1

(½ credit)

This course is designed for students with no prior musical experience. Students will learn the fundamentals of playing the piano and other keyboard instruments. Students will focus primarily on reading formal music notation, as well as the basics of lead sheets and chord charts. Literature will include the genres of folk, classical, jazz, and modern pop/rock. Students work primarily on electronic keyboards with headphones, so each individual can focus on material that interests him/her. This course is designed for beginners, but because of the individualized nature of it, students with any amount of experience are encouraged to enroll to continue to develop their musicianship.

821-GUITAR 2

(½ credit)

This course is designed as a continuation of the Guitar 1 class. Students will continue to develop their musicianship on the guitar by reading some formally notated music, playing from lead sheets/chord charts, and learning through tablature. Students will be reading more difficult music, playing more complex chords, and learning more substantial literature through reading tablature. In this course, students will also begin to study improvisation and musical creativity.

Prerequisite: Guitar 1

827-PERCUSSION 2

(½ credit)

This course is designed as a continuation of the Percussion 1 class. Students will continue to develop their musicianship on various percussion instruments by reading formally notated music, playing from lead sheets/chord charts, and playing by ear. A stronger focus will be placed on melodic percussion instruments and the reading of melodic music notation. Students will continue to develop their music literacy and understanding of music composition.

Prerequisite: Percussion 1

824-PIANO 2 **(½ credit)**

This course is designed as a continuation of the Piano 1 class. Students will continue to develop their musicianship on the piano by reading formally notated music, playing from lead sheets/chord charts, and playing by ear. Musical creativity and improvisation will be covered further. Students will learn more challenging music and will work primarily independently so each individual can focus on material that interests him/her.

Prerequisite: Piano 1

826-SINGING AND SONGWRITING **(½ credit)**

This course is designed for any student who has at least a rudimentary amount of experience with music. Students will develop their singing technique, and basic music literacy, through the study of songwriting. Personal expression and creativity will also be a focus of the course. Various song forms will be studied and students will write songs using a number of different stylistic and formal considerations. The singing and song-writing students will perform an end of course concert, attendance at which is mandatory.

Prerequisite: Piano 1 or Guitar 1

819-MUSIC COMBOS-FALL **(½ credit)**

This is an advanced music course for students who have an interest in working with other players in the setting of small bands or combos during the fall semester. Groups will be formed based on enrollment and will be structured based on interest/instrumentation. Possible ensembles include, but are not limited to, rock bands, jazz combos, instrumental chamber groups, etc. Students will spend their time working within their group preparing songs or pieces of music. Music written by others, as well as original compositions will be prepared. The combo's class will perform a concert at the end of the course, featuring all the various groups. This course may be repeated for credit.

Prerequisite: Piano 2 or Percussion 2 or Guitar 2 or taking Marching/Concert Band concurrently.

825-MUSIC COMBOS-SPRING **(½ credit)**

This is an advanced music course for students who have an interest in working with other players in the setting of small bands or combos during the spring semester. Groups will be formed based on enrollment and will be structured based on interest/instrumentation. Possible ensembles include, but are not limited to, rock bands, jazz combos, instrumental chamber groups, etc. Students will spend their time working within their group preparing songs or pieces of music. Music written by others, as well as original compositions will be prepared. The combo's class will perform a concert at the end of the course, featuring all the various groups. This course may be repeated for credit.

Prerequisite: Piano 2 or Percussion 2 or Guitar 2 or taking Marching/Concert Band concurrently.

866-MUSIC THEORY

CC (½ credit)

Music Theory introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Prerequisite: Level 2 music course OR 2 years of band; junior or senior status.

HEALTH AND PHYSICAL EDUCATION PROGRAM

(One Physical Education credit and ½ Health credit are required for graduation)

13-INTRODUCTION TO PHYSICAL EDUCATION **(1 credit)**

This is a beginner physical education course. Students will focus on individual skills needed to be successful in playing a team or individual sport. This course will also explore many ways of attaining and maintaining an appropriate level of fitness through walking, jogging, flexibility, and nutrition.

18-INTRODUCTION TO TEAM SPORTS **(½ credit)**

In this course, students will take the individual sport skills learned in Introduction to Physical Education and apply them to the team-sport concept. Students will learn the rules and regulations of each sport played and play in competitive daily games.

Prerequisite: Introduction to Physical Education

19-CONDITIONING AND MOVEMENT **(½ credit)**

In this elective course, students are encouraged to develop strategies to work toward a lifetime enjoyment of fitness through weight training, aerobics, walking, running, and other health-enhancing physical activities.

Prerequisite: Sophomore, Junior or Senior

32-HEALTH **(½ credit)**

In this **required** course, students learn the fundamental concepts of health promotion and disease prevention in the following content areas: nutrition, physical activity, mental health, alcohol and other drugs, family life and sexuality, injury prevention, tobacco, personal and consumer health. Health will provide the opportunity to learn how to make healthy choices, and to live a better and longer life.

Prerequisite: Sophomore, Junior or Senior

34-YOGA **(½ credit)**

In this yoga course, students will begin to develop and implement yoga practice in their personal lives. Students will work on improving their stamina and increasing their flexibility through several different yoga techniques. We will cover a wide range of topics including the history of yoga, meditation, mindfulness, breathing exercises, and yoga benefits. In addition, students will learn how to implement a lifestyle with relaxation techniques enabling them to learn how to create a balance in their personal day-to-day lives. **This does not count as a Physical Education credit**

35-MANAGING YOUR MIND

(½ credit)

Managing Your Mind is a course that helps individuals identify stress in one's life and the impact it has on one's quality of life. Students will learn the impact stress has on the body and the correlation with disease. Additionally, students will be exposed to holistic stress management strategies to implement into their daily life in order to gain control over their physical and emotional responses to stress. In the end, this course will provide a better understanding of the major stress sources in one's life, allow students to gain control of their stress levels, and experience a more effective approach to optimal lifelong health.

36-CARDIO-FIT

(½ credit)

Cardio-Fit is a physical education department option if individual and team games are not for you. This class combines cardiovascular activity with strength and body core exercise. The objectives will be to focus on the components of physical fitness.

38-BEGINNER WEIGHT TRAINING

(½ credit)

This course is designed to give students the opportunity to learn weight training concepts and techniques used for building muscular strength. Students will also learn the appropriate skills necessary to maintain a safe and sanitary environment.

39-ADVANCED WEIGHT TRAINING

(½ credit)

This course is designed as a continuation of the Beginner Weight Training course. Students will learn more complex movements and training styles, as well as nutrition. The objectives of this course will be to maximize the students total strength and power.

Prerequisite: Beginner Weight Training

53-UNIFIED PHYSICAL EDUCATION

(½ credit)

This course is designed for the student who wants to enjoy physical fitness while helping to support a student with special needs. Students will work in one on one peer relations with a student with special needs in a comprehensive physical education program. Students will support the student with special needs with social skills and participate in fitness activities, individual sports, and team sports. The course will focus on age appropriate leisure and fitness activities that all students can enjoy for a lifetime. Students in this course will also reflect on their experiences in a variety of ways.

Prerequisite: Successful completion of 1 physical education credit. Enrollments are limited and Dean of Students approval is required. Seniors will have priority.

MATHEMATICS PROGRAM

Graduation Requirements: A math or math intensive course must be taken each year in high school, including Algebra I.

Career Path	2 Year College +some 4 Year Colleges	4 Year College	4 Year College	4 Year Competitive College
Pre-Algebra	Algebra I	Algebra I, L1	Algebra I, L1	Algebra I, Honors
Algebra I	Geometry	Geometry, L1	Geometry, L1 & Algebra II, L1	Geometry, Honors & Algebra II, Honors
Geometry	Algebra II	Algebra II, L1		
Algebra II	Select from Below: Trigonometry Applied Algebra Statistics	Trigonometry Or Statistics AP/CC	Pre-Calculus	Pre-Calculus, Honors
			Calculus AP/CC	Calculus AP/CC
				Statistics AP/CC

Please remember to use the teacher's recommendation when choosing a math course.

396-FOUNDATIONS OF MATHEMATICS

(1 credit)

Students will review basic math skills and concepts to prepare students for Pre-Algebra. Topics include operations of whole numbers, decimals, fractions, divisibility rules, factors and multiples, prime and composite numbers, prime factorization, place value, percentages, and graphing basics.

Enrollment in this course will be determined by the math placement process. This course meets every day for half a year. Students must also choose Pre-Algebra (394).

394-PRE-ALGEBRA

(1 credit)

This course is a continuation of the half year Foundations of Mathematics course. It meets every day for half a year. Students will study algebraic expressions, integers, one and two step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, and percents, slope, linear functions, graphing, data analysis and probability.

Enrollment in this course will be determined by the math placement process. This course meets every day for half a year. Students must also choose Foundations of Mathematics (396).

398-PRE-ALGEBRA

(1 credit)

Students will study algebraic expressions, integers, one and two step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, and percents, slope, linear functions, graphing, data analysis and probability.

Enrollment in this course will be determined by the math placement process.

**405-ALGEBRA I
(1 credit)**

Students will study how to simplify algebraic expressions, translate verbal expressions to algebraic expressions, properties, relations, functions, literal equations, weighted averages slope, systems of equations and inequalities, exponents, quadratics, graphing, factoring, descriptive statistics, and polynomial operations.

Enrollment in this course will be determined by the math placement process.

**414-ALGEBRA I
(2 credits)**

Students will study how to simplify algebraic expressions, translate verbal expressions to algebraic expressions, properties, relations, functions, literal equations, weighted averages slope, systems of equations and inequalities, exponents, quadratics, graphing, factoring, descriptive statistics, and polynomial operations.

The pacing at which students explore the content has been adapted to allow remediation of core skills. Upon successful completion of the course, 2 credits will be awarded, and the second credit meets the PHS Algebra I graduation requirement.

Enrollment in this course will be determined by the math placement process.

**400-ALGEBRA I Level 1
(1 credit)**

This course is designed for students who have demonstrated strong mathematical abilities. The content standards in this class are the same as Algebra I. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Level 1 Algebra I are expected to demonstrate the work habits and mindsets associated with Level 1 work.

Enrollment in this course will be determined by the math placement process.

**404-ALGEBRA I Honors
(1 credit)**

This course is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Algebra I. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Honors Algebra I are expected to demonstrate the work habits and mindsets associated with honors-level work.

Enrollment in this course will be determined by the math placement process.

**425-GEOMETRY
(1 credit)**

This course begins by developing the tools of Geometry, including technical vocabulary and proofs. Students will explore geometric concepts and applications through a variety of approaches including discovery and inductive/deductive reasoning. Students develop the geometric structure through theorems, postulates, properties, and definitions. Topics include proofs, congruence, similarity, trigonometry, coordinate geometry, probability, circles and extending shapes into three dimensions.

Prerequisite: Algebra I

**420-GEOMETRY Level 1
(1 credit)**

This course is designed for students who have demonstrated strong mathematical abilities. The content standards in this class are the same as Geometry. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Geometry Level 1 are expected to demonstrate the work habits and mindsets associated with Level 1 work.

Prerequisite: Grade of B- or better in Algebra I L1

**421-GEOMETRY Honors
(1 credit)**

Honors Geometry is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Geometry. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Honors Geometry are expected to demonstrate the work habits and mindsets associated with honors-level work.

Prerequisite: Grade of B- or better in Honors Algebra I

**435-ALGEBRA II
(1 credit)**

Students review and expand the essential content of Algebra I including properties of real numbers, solving and graphing equations and inequalities (including absolute value), and solving linear systems. Students will then explore linear programming, behaviors of graphs, quadratics, radical expressions, relations, functions, factoring, polynomials, rational expressions, exponential and logarithmic functions.

Prerequisite: Algebra I and Geometry

430-ALGEBRA II Level 1
(1 credit)

Algebra II L1 is designed for those students who have demonstrated strong mathematical ability. The content standards in this class are the same as Algebra II. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Algebra II L1 are expected to demonstrate the work habits and mindsets associated with level one work.

Prerequisite: Grade of B- or better in Algebra I L1 and a B- or better in Geometry L1
Geometry L1 can be taken concurrently with Algebra II L1

431-ALGEBRA II Honors
(1 credit)

Honors Algebra II is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Algebra II. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Honors Algebra II are expected to demonstrate the work habits and mindsets associated with honors-level work.

Prerequisite: Grade of B- or better in Algebra I Honors and B- or better in Geometry Honors
Geometry Honors can be taken concurrently with Algebra II Honors

438-APPLIED ALGEBRA
(1 credit)

Applied Algebra is a survey course, focusing primarily on Algebra skills and emphasis will be placed on applying these skills in real world situations. Students will develop ease in simplifying and evaluating polynomial and rational expressions, as well as solve linear equations and inequalities, quadratic equations and systems of linear equations. This is a full-year course.

Prerequisite: Junior or Senior; Algebra II

443-TRIGONOMETRY
(1 credit)

In this course students study trigonometric properties, applications, and they apply these skills and concepts to practical applications. Students solve triangular problems, and they learn trigonometric functions, convert radian measures, prove trigonometric identities, graph trigonometric functions, and apply Heron's Formula.

Prerequisite: Algebra II and Geometry

447-PRE-CALCULUS Level 1
(1 credit)

Students will explore the twelve basic functions and their algebraic properties which reinforce connections among algebraic, graphical, and numeric representations. Students connect the algebra of functions to the visualization of their graphs, introduce parametric equations, limit notation, continuity, boundedness, end behavior, domain, and range. This course integrates graphing technology throughout the course, not an additional topic, but rather as an essential tool for both mathematical discovery and effective problem solving.

Prerequisite: Grade of B- or better in Algebra II Level 1 and B- or better in Geometry Level 1

448-PRE-CALCULUS Honors
(1 credit)

Precalculus Honors is designed for students who have demonstrated exceptional mathematical abilities. The content standards in this class are the same as Precalculus. Students are expected to work at an increased pace and engage with the content at a deeper level. Students enrolling in Precalculus Honors are expected to demonstrate the work habits and mindsets associated with honors-level work.

Prerequisite: Grade of B- or better in Algebra II Honors and B- or better in Geometry Honors

450-CALCULUS CC
(1 credit)

Students will explore broad concepts and focus on understanding and manipulating functions, curves, theorems, and problem types. Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation and should be able to use derivatives to solve a variety of problems. With the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, students should be able to communicate mathematics in well-written sentences and should be able to explain solutions to problems (APcentral.collegeboard.com). Students learn to use the graphing calculator. It is recommended that students purchase their own graphing calculator for home use.

Prerequisite: Grade of B- or better in Precalculus

455-CALCULUS AP
(1 credit)

The AP Calculus part of the course engages students to be able to work with functions represented in various ways, understand the meaning of derivatives and integrals to solve a variety of problems, communicate mathematics and explain solutions, model written descriptions of physical situations with a function, a differential equation, or an integral, use technology, and develop an appreciation of Calculus as a coherent body of knowledge (APcentral.collegeboard.com). Students are able to take the AP Calculus exam as administered by the College Board. Test fees are the responsibility of the student.

Prerequisite: Grade of B- or better in Precalculus Honors

462-STATISTICS

(½ credit)

Students learn the fundamental concepts of probability: graphs and tables, random sampling, measures of central tendency, probability and probability distributions, confidence interval, linear correlation, regression analysis and prediction. This course is for the student who plans to enter such fields as biology, business, economics, education, medicine, psychology, and sociology and is not yet ready for the college Statistics course. This is a half-year course.

Prerequisite: Algebra II and Geometry

463-STATISTICS CC

(1 credit)

Students learn the fundamental concepts of probability: graphs and tables, random sampling, measures of central tendency, probability and probability distributions, confidence interval, error and sample size estimation, hypothesis testing, linear correlation, regression analysis and prediction. Statistics is a course for the student who plans to enter such fields as biology, business, economics, education, medicine, psychology, and sociology. It is recommended that students purchase their own graphing calculator for home use.

Prerequisite: Grade of B- or better in Algebra II

456-STATISTICS AP

(1 credit)

The course introduces students to the major concepts and tools for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI 84+ graphing calculator to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analysis of real data. Students are able to take the AP Statistics exam as administered by the College Board. Test fees are the responsibility of the student.

Prerequisite: Grade of B- or better in Algebra II

467-INTRODUCTION TO PROGRAMMING WITH PYTHON

(½ credit)

This course is intended as an introduction to programming which will provide students with a strong foundation using the programming language Python, as well as general computer science theory. It is assumed that students taking this course have no formal programming experience. Therefore, the course focuses on basic programming concepts such as commands for performing calculations, receiving input and displaying output, basic flow control structures, and functions / methods. The class will also begin looking at the object-oriented programming concepts of classes and objects. This course requires mathematical problem solving skills, as students will be examining complex problems that computers can solve more effectively than humans can. This is a half-year course.

This course qualifies as a Math Intensive course.

Prerequisite: Junior or Senior; Algebra II or taking concurrently

SCIENCE PROGRAM

All students are required to take 3 credits of science for graduation (Physical Science, Chemistry and Biology). Many colleges require 3-4 years of high school lab science courses. Listed below are suggested sequences for students. Students will have the option of changing as their academic plans change.

Grade	Career Path	2 yr. College & Some 4 yr. Colleges	4 yr. College	4 yr. Competitive College
9th	Physical Science	Physical Science <i>or</i> Physical Science L1	Physical Science L1 <i>or</i> Physical Science Honors	Physical Science Honors
10th <i>or</i> 11th	Chemistry <i>and</i> Biology	Chemistry <i>or</i> Chemistry L1 <i>and</i> Biology <i>or</i> CP Biology L1	Chemistry <i>or</i> Chemistry L1 <i>or</i> Chemistry CC <i>and</i> CP Biology L1 <i>or</i> CP Biology Honors	Chemistry CC <i>and</i> CP Biology Honors
12th		Science Elective	Science Elective(s)	Science Elective(s)
Non-Leveled Science Electives			Advanced Science Electives	
Forensic Science			Anatomy & Physiology	
Introduction to Green Technology			AP Biology	
Marine Biology			AP Chemistry	
Zoology			AP Environmental Science	
			Biochemistry	
			Physics	

508-PHYSICAL SCIENCE HONORS (1 credit)

506-PHYSICAL SCIENCE Level 1 (1 credit)

507-PHYSICAL SCIENCE (1 credit)

This course enables students to develop an understanding and experience an introduction to physical science. Fundamentals of physics and chemistry including study of motion, forces, matter, and energy are experienced through laboratory experience. Earth science principles are addressed including the Big Bang Theory, origin of the universe, and the five interacting systems of earth and human impact on those systems.

Note: Incoming freshmen recommended for Physical Science L1 or Honors will be able to test out of the Physical Science requirement. They may test-out of the earth science portion of the course but must complete a physics course before their senior year. If a student who tested out of the freshman course does not complete a physics course by the end of their junior year, they must take the Physical Science course to fulfill that requirement.

570-CHEMISTRY

(1 credit)

In this course, students investigate chemistry and the world of material things. They learn through mathematical problem-solving and laboratory activities that natural processes are no longer mysterious but are very predictable.

Prerequisite: Physical Science

562CC-CHEMISTRY CC
560-CHEMISTRY Level 1
(1 credit)

In Chemistry Level 1, students investigate chemistry concepts and develop laboratory skills. Students learn lab techniques that emphasize precision and accuracy of measurement and chemistry concepts including atomic structure, bonding, molecular geometry and behavior, kinetics and equilibrium, stoichiometry, gas stoichiometry, and acid-base chemistry, as well as laboratory safety, and error analysis. A laboratory journal and scientific calculator are required. **College Credit is recommended for students who plan to take AP Chemistry.**

Prerequisite: Physical Science

For students to select CC or Level 1, they need to earn a B- or better in the current Honors or Level 1 science course.

564-BIOCHEMISTRY HONORS
563-BIOCHEMISTRY Level 1
(1 credit)

This course explores the structure and role of essential biological molecules including carbohydrates, lipids, proteins and nucleic acids. Students will review fundamental principles of chemistry including atomic structure, chemical bonding, chemical reactions, polar and non-polar solvents, water as a universal solvent and acids and bases. Students will be introduced to organic chemistry and will learn basic structures, IUPAC naming, functions and reactions of various organic compounds. Biological topics designed in this course will focus on the structure and function of biomolecules, relationship of biochemistry to the physiology of an organism, description of the chemistry underlying metabolic reactions, nutrition and metabolism, enzyme structure and catalysis, DNA, RNA and protein synthesis, and the role of DNA in inheritance.

This course provides the linkage between the inorganic chemistry and the chemistry of the living world.

Prerequisite: Junior or Senior status; Chemistry L1 or CC

565-AP CHEMISTRY
AP (1 credit)

The AP Chemistry course is designed to be the equivalent of a first year college chemistry course. Students taking AP Chemistry should take Chemistry College Credit in their sophomore or junior year so they will be able to work AP Chemistry into their course schedule. The course is laboratory intensive and focuses on quantitative analysis and math-driven word problems. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth (APcentral.collegeboard.com). The course requires a separate laboratory notebook. Students are able to take the AP Chemistry exam as administered by the College Board. Test fees are the responsibility of the student. **Chemistry CC is required.**

Prerequisite: Chemistry College Credit; junior or senior status

585-BIOLOGY

(1 credit)

This course is designed for a student to fulfill the third science course requirement. This course focuses on an approach to the study of biology that emphasizes common experiences and interactions within the natural world. Through a hands-on laboratory approach to the study of science, students are exposed to the major concepts underlying Cellular Biology, Molecular Biology, Microbiology, and Evolutionary Biology.

Prerequisite: Physical Science

581-COLLEGE PREPARATORY BIOLOGY HONORS

580-COLLEGE PREPARATORY BIOLOGY Level 1

(1 credit)

Students will develop analytical, critical thinking, and laboratory skills while conducting inquiry based laboratory investigations that explore the major concepts underlying biochemistry, cellular biology, microbiology, genetics, and evolutionary biology. **Honors option is recommended for those who plan to take AP Biology. CP Biology is recommended for those who plan to take AP Environmental.**

Prerequisite: Chemistry L1 or CC or taking concurrently

573-AP BIOLOGY

AP (1 credit)

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Students will build upon the concepts, techniques, and skills presented in Level 1 Biology. After completion of the course, students will be able to analyze scientists' understanding of molecules and cells, heredity and evolution, as well as organisms and populations. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology, and an appreciation of science as a process (APcentral.collegeboard.com). Students are able to take the AP Biology exam as administered by the College Board. Test fees are the responsibility of the student. **Anatomy and Physiology is highly recommended.**

Prerequisite: Chemistry L1 or CC with a B- or better; CP Biology Honors with a B- or better.

574-AP ENVIRONMENTAL SCIENCE

AP (1 credit)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. There are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Themes and analysis of problems include earth systems and resources, the living world, population biology and human population, land and water use, energy resources and consumption, impacts on the environment and human health, and global changes including stratospheric ozone, global warming, and loss of biodiversity. The course requires a separate laboratory notebook. Students are able to take the AP Environmental Science exam as administered by College Board. Test fees are the responsibility of the student. **Chemistry Level 1, CP Biology and Algebra II Level 1 are highly recommended.**

Prerequisite: Junior or Senior; Chemistry; Biology and Algebra II

521-PHYSICS HONORS

520-PHYSICS Level 1

530-PHYSICS

(1 credit)

Students are involved in the study of the interactions between matter and energy. Their laboratory encounters and use of mathematics require them to explore, develop, and apply the major concepts that drive our mechanical universe. Through a variety of experiences, students recognize and appreciate the role that physics plays in their everyday lives. **This course qualifies as a math intensive course.**

Co-requisite: Physics-Honors/Level 1 - Pre-Calculus; junior or senior status

Co-requisite: Physics: Trigonometry or Pre-Calculus; junior or senior status

541-ANATOMY AND PHYSIOLOGY HONORS

(1 credit)

540-ANATOMY AND PHYSIOLOGY Level 1 (1 credit)

Students pursue a detailed study of anatomical structure and physiological function of human body systems. Students are expected to participate in a variety of laboratory activities and experiences. Individuals are encouraged to develop their ability to make appropriate decisions on socially relevant topics in human biology.

Prerequisite: Chemistry and College Preparatory Biology

543-INTRODUCTION TO GREEN TECHNOLOGY

(½ credit)

Students with basic math and science skills will explore current alternative energy technologies, energy efficient transportation models, sustainable resources, current environment state and federal regulations, sustainable energy efficient architecture and building technology and potential career opportunities in green technology.

Prerequisite: Chemistry and Algebra I

556-FORENSIC SCIENCE

(½ credit)

Students will experience the scientific process in which criminologists are involved. The work of a forensic scientist involves the observation, collection, evaluation, and interpretation of physical evidence as it relates to matters of legal significance.

Prerequisite: Sophomore, Junior or Senior; Physical Science.

587-MARINE BIOLOGY

(½ credit)

Marine Biology is designed to be an elective course for students with a special interest and high motivation for marine biology. Marine Biology explores and introduces students to marine life, marine biological communities and marine. Topics students will study include the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Students will complete hands-on activities, group projects, debates and lab reports. **Background in Biology and Chemistry is highly recommended.**

Prerequisite: Junior or Senior

588-ZOOLOGY

(½ credit)

Students will be introduced to animal biology. Course includes an in-depth look at different phylums and classes of species including *Nematoda*, *Arthropoda*, *Chordata*, *Reptilia*, *Mammalia* and much more. Different topics such as development, function, ecology, and aspects of animal behavior including communication, orientation, foraging strategies and the impact of captivity on behavior will be discussed, researched and explored. Students will enjoy different activities while exploring the animal kingdom.

Prerequisite: Junior or Senior

Co-requisite: Biology

SOCIAL STUDIES PROGRAM

All students are required to take 3 credits of social studies for graduation (World Geography, Economics, Civics, Western Civilization, and US History). Many colleges require 3-4 years of social studies courses. Listed below are suggested sequences for students. Students will have the option of changing as their academic plans change.

Career Path	2 yr. College & Some 4 yr. Colleges	4 yr. College	4 yr. Competitive College
World Geography	World Geography <i>or</i> World Geography L1	World Geography L1 <i>or</i> World Geography Honors	World Geography Honors
Civics ----- Economics	Civics <i>or</i> Civics L1 ----- Economics <i>or</i> Economics L1	Civics L1 <i>or</i> Civics Honors ----- Economics L1 <i>or</i> Economics Honors <i>or</i> AP Macroeconomics	Civics Honors ----- Economics Honors <i>or</i> AP Macroeconomics
Western Civilization	Western Civilization <i>or</i> Western Civilization L1	Western Civilization L1 <i>or</i> Western Civilization Honors	Western Civilization Honors
US History	US History <i>or</i> US History L1	US History L1 <i>or</i> US History CC	US History CC
	Social Studies Elective	Social Studies Elective(s)	Social Studies Elective(s)
½ Credit Social Studies Electives		1 Credit Social Studies Electives	
Advanced Topics in Psychology		AP Macroeconomics	
Civil War		Current Social and Political Issues CC	
Criminology		Psychology CC	
Holocaust Studies		US Government and Politics CC	
Psychology			
Sociology			

217-WORLD GEOGRAPHY HONORS (½ credit)

218-WORLD GEOGRAPHY Level 1 (½ credit)

219-WORLD GEOGRAPHY (½ credit)

Students will study the earth's surface and the processes that shape it, the relationship between people and the environment, and the connections between people and places. An emphasis will be placed upon the application of the five themes of geography to the cultural parts of the Eastern Hemisphere.

Unleveled: Requires independent reading and writing skills as well as analytical response and presentations on summative assessments.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response, and presentations on summative assessments.

Honors: Will encourage students with high academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects and presentations.

226-CIVICS HONORS (½ credit)**227-CIVICS Level 1 (½ credit)****228-CIVICS (½ credit)**

In Civics, students will focus on understanding the purpose, structure, and function of American government at the local, state, and national levels. Additional focus will be given to comparative political systems, the political process, and rights and responsibilities.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

Honors: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.

223-ECONOMICS HONORS (½ credit)**224-ECONOMICS Level 1 (½ credit)****225-ECONOMICS (½ credit)**

In Economics, students will explore basic economic concepts and principles using economic models, simulations, and decision-making activities. An emphasis will be placed on understanding how economics affects individuals as decision-makers. The national economy and its interaction with the global economy will also be addressed.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

Honors: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.

Prerequisite: Sophomore; World Geography

For students to select Honors or Level 1, they need to earn a B- or better in the current Honors or Level 1 social studies course.

276-AP MACROECONOMICS**AP (1 credit)**

AP Macroeconomics is a course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered. Competencies will include: skills/content, analysis/problem solving, and communication. Students are able to take the AP exam as administered by the College Board. Test fees are the responsibility of the student.

Prerequisite: Sophomore, Junior or Senior; Algebra I

Note: This course meets the Economics graduation requirement.

232-WESTERN CIVILIZATION HONORS (½ credit)

233-WESTERN CIVILIZATION Level 1 (½ credit)

234-WESTERN CIVILIZATION (½ credit)

Students will explore western civilization from the emergence of modern nation states to current day. The focus will be centered on the relationship between economic systems, political ideas and structures, and society/culture. Competencies will include: skills/content, analysis/problem solving, and communication.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

Honors: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.

Prerequisite: Sophomore; World Geography

For a student to remain at the Honors or Level 1, they need to earn a B- or better in the current Honors or Level 1 social studies course.

245-CC-U.S. HISTORY COLLEGE CREDIT (1 credit)

250-U.S. HISTORY Level 1 (1 credit)

260-U.S. HISTORY (1 credit)

United States History students develop an understanding of the dynamics of modern America. They define the causes, effects of late 19th and 20th century political, economic, and social events and trends. Students analyze and interpret primary and secondary sources, develop and defend opinions, work collaboratively, and demonstrate their learning through verbal and non-verbal expression.

Level 1: Requires strong independent reading and writing skills as well as extended analytical response on summatives.

CC: Will encourage students with superior academic skills and motivation to work independently to gain depth of understanding in the subject matter. Students will have the opportunity to demonstrate knowledge and understanding through extensive research projects.

Prerequisite: Junior or Senior; Western Civilization

For a student to remain at the Honors/CC or Level 1, they need to earn a B- or better in the current Honors or Level 1 social studies course.

271-PSYCHOLOGY

(½ credit)

This course focuses on topics such as approaches to psychology, its contributors and its historical development, psychology disciplines, the structure and function of the brain, personality development, learning, emotions, stages of life, mental health, and therapies. Students will have the opportunity to explore psychology in many ways including individual projects and group activities. This course is the basis of exposure for college.

Prerequisite: Junior or Senior

289-ADVANCED TOPICS IN PSYCHOLOGY

(½ credit)

Designed for students to further investigate a deeper understanding of psychology in their everyday life. Emphasis on developmental and social psychology including human relations, personality and abnormal psychology. Course includes using individual and collaborative approaches to evaluate contemporary topics.

Prerequisite: Junior or Senior; Psychology or Psychology CC

273-CC-PSYCHOLOGY COLLEGE CREDIT

CC (1 credit)

This course focuses on topics such as approaches to psychology, its contributors and its historical development, psychology disciplines, the structure and function of the brain, personality development, learning, motivation, emotions, stress and stress management, memory, sleep and sleep cycles, dreams, altered states of consciousness, mental health, and social behavior. Students will have the opportunity to explore psychology through many ways including individual projects and group activities. Students who sign up for Psychology College Credit are required to apply for college credit through the Community College System of New Hampshire. Strong independent reading and writing skills are required.

Prerequisite: Junior or Senior

275-CIVIL WAR

(½ credit)

The American Civil War is one of the most divisive and important events in American history. In this course, students will analyze the coming of the war, considering the political, social, and cultural issues and attitudes which divided the Americans in both the North and the South. Students will explore the role of government, state's rights, slavery, and the fate of the Union. Sectional conflict centered on a series of questions that involved the future of African slavery, and the Southern way of life. This course attempts to briefly summarize and present the major events and battles related to the war in chronological order. This course will explore the major political issues and philosophies that set the stage for the Civil War, sustain it, and continue to the present.

278-HOLOCAUST STUDIES

(½ credit)

Explore and analyze the complex factors contributing to the Holocaust, interpret the events of 1933-1945, and evaluate the impact of the genocide on post-war Europe and generations to come. The course examines the Holocaust both chronologically and thematically. The course incorporates primary sources and many elements of psychology, sociology, ethics, and economics. Individual and group collaboration approaches for assessments.

Prerequisite: Sophomore, Junior or Senior

280-US GOVERNMENT AND POLITICS CC (1 credit)

Are you interested in what is going on in our nation's capital? Do you want to understand more about how our government works and who is able to influence it? Do current political beliefs and behaviors in Washington D.C. matter? Have you thought about what you can do to influence our current leaders? This course examines the relationship between government, politics, and power. Students discuss how people in a democracy can effect change in government to address current and future needs. Topics include political beliefs and behavior, political parties, interest groups, mass media, civil rights, civil liberties, etc. Strong independent reading and writing skills are required.

Prerequisite: Junior or Senior; Civics

284-SOCIOLOGY (½ credit)

This course examines the social world, using the study of social interactions. With focus on culture and human interaction, students will learn how to connect research to concepts, through the study of social customs, social norms and social institutions. This course will examine the connections among the individual, social groups and social institutions with a focus on issues, such as gender, race, crime, and class struggles. Students will learn how to connect research to concepts, and develop critical thinking skills, deepening their understanding of the social world.

Prerequisite: Sophomore, Junior or Senior

287-CURRENT SOCIAL AND POLITICAL ISSUES CC (1 credit)

This course explores current social and political issues facing the United States and the world today. Discussion will focus on how current events are changing today's society. Topics will include foreign affairs and politics, civil rights and liberties, economic and welfare issues, political and social reform, gender issues, racial and ethnic disharmony, ethics and social justice. Strong independent reading and writing skills are required.

Prerequisite: Junior or Senior

295-CRIMINOLOGY (½ credit)

This course provides students with the foundations of the Criminal Justice System by placing an emphasis on the four domains of Criminology: Crime and Crime Causation, Law Enforcement, the Justice System and Institutional Corrections. The course is introduced by having students both explore the careers that are associated with the study of Criminology. The course concludes by addressing the issues confronting criminal justice in an age of technology and terrorism.

Prerequisite: Sophomore, Junior or Senior

TECHNOLOGY PROGRAM

873-COMPUTER-AIDED DESIGN (CADD)

CC (1 credit)

This is a college credit course offering 5 college credits and will teach the student:

- The basics of the “SolidWorks” Computer Aided Design software (for mechanical drawings).
- The basics of mechanical drawing.
- Working with others to complete a larger assignment.
- The ability to assess the work and contributions of coworkers.

Several drawing projects will be given to the student to complete. Their ability to complete both the creation of the part and represent it accurately on standard drawing formats will be the basis for the grade earned. Most projects will be individual efforts but a few will be done by teams. Those that excel in the course will be offered the opportunity to take a “SolidWorks Certification Exam”. **This course qualifies as a Math Intensive course.**

Prerequisite: Geometry

885-GRAPHIC DESIGN

(½ credit)

Students will learn how the elements of art and principles of design come together to present information in a visually compelling manner. At the fruition of this course, students will be able to skillfully incorporate type and graphics into a document with a singular cohesive message. Students will look at historical and contemporary graphic arts as references to guide their growth.

Using Adobe Photoshop, In Design, and Illustrator to create logos and layouts, students will learn how color, shape, line, and texture come together to make compelling graphics and how to incorporate their designs into websites. As a project based course, students will work to create real world examples of business cards, logos, magazine layouts, posters and websites on their journey to become successful graphic artists.

Prerequisite: Introduction to Digital Photography, Introduction to Art (Intro to Drawing & Painting) or Introduction to Digital Art.

886-INTRO TO STEAM (Science, Technology, Engineering, Art, and Math)

(½ credit)

This course serves as a gateway to the exploration of career paths in various technology fields. Emphasis on collaborative projects and intelligent problem solving will support our investigations of the seven fields of technology.

Design process and design theory serve as the foundation of all projects in this course tying Science, Technology, Engineering, Art, and Math together. In this survey course, students will explore the processes of technology; how technology relates to progress and ethical decision making as they work on creative STEAM based projects. A great deal of emphasis will be placed on real-world applications and hands-on exploration.

891-INTERMEDIATE STEAM (Science, Technology, Engineering, Art, and Math) **(½ credit)**

This course serves as a continuation of the exploration of problem solving and processes as begun in Intro to STEAM. After completing the half-credit Intro to STEAM, if students are interested in continuing learning and investigating skills that will help them in future STEM career paths, this course will further tie together Science, Technology, Engineering, Art and Math and dig deeper into how these subjects work together. Students are expected to work efficiently on their own with their own investigative skills and curious minds. Self-driven projects are the core of a more personalized way of learning skills that students will find valuable to their future.

Prerequisite: Introduction to STEAM

887-INTRODUCTION TO DIGITAL PHOTOGRAPHY **(½ credit)**

Students will learn to use a DSLR camera to create meaningful photographic images that reflect an understanding of modern visual aesthetics. A great deal of this course will address the elements of art and principles of design as well as understanding light and composition.

Students will come away from this course with a strong understanding of how the elements of art and principles of design come together with sound technical skills to create powerful images reflecting the intent of the photographer. Exploration of people, landscapes and action photography will help build students visual and technical skills. Images will be captured digitally and modified with Adobe Photoshop CS6.

Please Note: Access to a DSLR camera at home is recommended.

713-DIGITAL ILLUSTRATION **(½ credit)**

This course is designed to expand upon fundamental skills and concepts gained at the introductory level through exploration and production of digital artwork. Students are provided a drawing tablet for the duration of the course and develop confidence and skill with digital drawing and painting techniques. Students will learn about illustration, cartooning, and animation through a variety of media including print and film sources. Class discussions and critiques will complement class projects.

Using Adobe Photoshop and Illustrator, students will create original artwork incorporating the elements of art and principles of design. A heavy emphasis on creative expression and personal voice will take place in the form of an individual digital portfolio. Exposure to introductory drawing skills will enhance work.

Prerequisite: Introduction to Art (Intro to Drawing and Painting) or Introduction to Digital Art; Sophomore, Junior or Senior

708-INTRODUCTION TO DIGITAL ART **(½ credit)**

This course is designed as an overview of basic art concepts, media, and techniques with both traditional media as well as digital media. Drawing skills, planning, and digital skills will be emphasized. Students will be exposed to the major techniques used in several art disciplines such as drawing, painting, and printmaking, and how they can be incorporated into digital design. Students are expected to build on skills already covered at the middle and elementary level. Written critiques and research papers will be assigned.

889-ENGINEERING AND DESIGN

(½ credit)

This is a project based course that will require students to work in teams to solve problems. Students will not be given formulas or answers in a lecture format; instead they will be required to use both information gathering (internet, library, etc.) and experimentation. The results of each team's endeavors will be written up and presented by the team to the balance of the class. Each team member will be asked to grade themselves and their team member's contributions to each project. The members of the audience will be required to ask questions at the end of each presentation and to critique each presentation. **This course qualifies as a Math Intensive Course.**

Grading will be based on:

- The ability of the team to define a plan based on a stated hypothesis, and to solve each assigned task.
- Accuracy and completeness of the results for each project.
- Clarity and accuracy of the group presentation.
- The student's ability to assess the work of fellow students within the team and the work presented by competing teams.

Prerequisite: Algebra I

893-MANUFACTURING PROCESSES

CC (1 credit)

This course introduces students to the preparation of materials for manufacturing through the extraction and development of ferrous and nonferrous metals and the influence of elements in the production of alloy steels and irons. The classifications of steel, the mechanical and physical characteristics of metals as well as heat treatment processes are also covered. Manufacturing processes such as forging, powdered metal processes, sand castings, additional casting processes, presswork, rolling, drawing, bending, extrusion, welding, electrical discharge machining (EDM), electrochemical machining (ECM), and numerical control (NC) operations are emphasized.

Prerequisite: Sophomore, Junior or Senior; Algebra I

410-TECH TECHNOLOGY SOLUTIONS AND CONNECTIONS I (PHS Help Desk)

(1 credit)

Students enrolled in this course, the PTech Squad, will commit themselves to providing technology solutions in the Pelham school community and will strive to create connections within and outside of the greater Pelham community. This service based course will require students to assess technological issues throughout the school day and determine the best way to solve the issues encountered. Students must be self-driven problem solvers who are able to work both independently and within a group setting, and are capable of managing multiple projects at the same time. Because students will be functioning in an authentic work environment, they will be learning skills that will develop college, career, and life skills that are immediately transferable to the world at large. To best function in this course, students must be minimally proficient in the utilization of the G Suite of Google Apps, the Google Chrome environment, basic Chromebook functionality, and the Microsoft Office Suite. Students will participate in an interview and brief assessment of tech skills for admission into the course. This course may be repeated with permission of the instructor.

Prerequisite: Junior or Senior; Computer Applications I or equivalent; Algebra II; Permission of instructor.

467-INTRODUCTION TO PROGRAMMING WITH PYTHON
(½ credit)

This course is intended as an introduction to programming which will provide students with a strong foundation using the programming language Python, as well as general computer science theory. It is assumed that students taking this course have no formal programming experience. Therefore, the course focuses on basic programming concepts such as commands for performing calculations, receiving input and displaying output, basic flow control structures, and functions / methods. The class will also begin looking at the object-oriented programming concepts of classes and objects. This course requires mathematical problem solving skills, as students will be examining complex problems that computers can solve more effectively than humans can.

This course qualifies as a Math Intensive course.

Co-requisite: Junior or Senior; Algebra II or taking concurrently

WORLD LANGUAGES PROGRAM

300-SPANISH I (1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the basic level. Reading and listening proficiency will be stressed. Oral and writing proficiency will be introduced. Cultural aspects will be woven into the course.

305-SPANISH II (1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the intermediate level. Oral and listening proficiency will continue to be stressed along with reading and writing proficiency. Cultural aspects will be woven into the course.

Prerequisite: Spanish I

310-SPANISH III (1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at a proficient level. Oral, listening, reading, and writing proficiency will be heavily stressed. The expectation that the student will consistently express themselves with originality and personal input will be required. Cultural aspects will be woven into the course.

Prerequisite: Spanish II

315-SPANISH IV CC (1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at an advanced level. Their previously learned skills will be applied to and expanded upon through exposure to literature, film, and culture of the target language.

Prerequisite: Spanish III

330-FRENCH I (1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the basic level. Reading and listening proficiency will be stressed. Oral and writing proficiency will be introduced. Cultural aspects will be woven into the course.

335-FRENCH II
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at the intermediate level. Oral and listening proficiency will continue to be stressed along with reading and writing proficiency. Cultural aspects will be woven into the course.

Prerequisite: French I

340-FRENCH III
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at a proficient level. Oral, listening, reading, and writing proficiency will be heavily stressed. The expectation that the student will consistently express themselves with originality and personal input will be required. Cultural aspects will be woven into the course.

Prerequisite: French II

345-FRENCH IV
(1 credit)

Students will learn to communicate in the target language through speaking, listening, reading, and writing activities. Students will become competent in the target language at an advanced level. Their previously learned skills will be applied to and expanded upon through exposure to literature, film, and culture of the target language.

Prerequisite: French III

SPECIAL EDUCATION PROGRAM

The Special Education Department is committed to providing all students a free and appropriate public education within the least restrictive environment. Individualized supports and services are implemented in accordance with the Individual Education Program (IEP). The IEP is designed by the student's team to meet the student's needs and assist them in making progress toward identified goals. Once the IEP is developed, proper placement in courses is determined by the team.

Specialized Programming

52-EXPLORATION IN PHYSICAL EDUCATION

(½ credit)

This half year (.5 credit) adapted physical education course is co-taught by a physical educator and special educator. The course has a modified curriculum for students with special needs. The class offers students the opportunity to be paired with a typical peer to help support a comprehensive physical education program while focusing on social skills, fitness activities, individual sports, and team sports. The goal of this class is for students to look to peers for natural supports and gain social skills opportunities while finding leisure and fitness activities that they can enjoy for a lifetime.

Prerequisite: Permission is required from the Director of School Counseling and peers should select Unified Physical Education as the course

971- ACADEMIC SKILLS

(½ credit)

The focus of this course is to address IEP-driven goals (reading, writing, math, executive functioning, related services, while enhancing self-advocacy and the awareness of educational strengths, interests and needs. Students will receive direct instruction and remediation in accordance with their individual education plans. Students will then have the opportunity to apply learned skills to general education assignments.

Students may enroll in this course as frequently as determined appropriate by his/her IEP team. Students will earn a pass/fail grade which will not impact their GPA.

972-DAILY LIVING

(½ credit)

Students will improve their daily living skills necessary to access the general curriculum, the work force, and/or post-secondary programming. This course is an elective and does not count toward the academic requirements for a Pelham High School Standard Diploma.

973-JOB SKILLS

(½ credit)

Students will improve academic or job skills necessary to access the general curriculum, the work force, and/or post-secondary programming. This course is an elective and does not count toward the academic requirements for a Pelham High School Standard Diploma. This course can be repeated for credit.

High School Equivalency Testing Program (HiSET)

The High School Equivalency Test (HiSET) provides adults and out-of-school youth with an opportunity to demonstrate their academic skills and to earn the New Hampshire Equivalency Certificate. The exam consists of five subtests; English Language Arts, Reading, Math, Social Studies and Science.

The HiSET preparation program, offered at Salem Continuing Education, is available to students who are planning to take the HiSET exam in lieu of achieving a high school diploma, and who are willing to follow the plan described below. In order to participate in the HiSET prep program, students:

- Must have reached their 16th birthday.
- Must develop an alternative plan with their school counselor before taking the HiSET exam to help plan for school to career opportunities.
- Must remain in attendance at PHS until such time as they receive their HiSET certificate, unless otherwise authorized by the principal (official passing scores on the HiSET exam must be reported to the principal by the testing center before a student under 18 will be allowed to leave school).
- Must have completed a minimum of six courses, including at least one each in math, science, social studies and English, unless otherwise authorized by the principal.
- Must have permission to participate in the HiSET program from the Academic Review Committee and parents.
- Must attend and participate appropriately (i.e., complete assignments) in a minimum of three Pelham High School credit bearing courses until they pass the HiSET exam.

NOTE: Any student under 21 who passed the HiSET exam will be welcome to return to school for their high school diploma with the principal's approval.

Career and Technical Education Programs

Pinkerton Academy - Alvirne High School

Pinkerton Academy in Derry, NH is our primary Career and Technical Education (CTE) affiliation. However, some **Alvirne High School** CTE courses are also available to our students.

- Pelham High is allotted a limited number of seats in each CTE course. These are granted to juniors and seniors based on an application process that considers appropriate placement, attendance, academic achievement, and discipline reports.
- Travel to and from the CTE centers necessitate the loss of some time from both PHS and CTE class time.
- Students are responsible for all course requirements in both their CTE center and PHS classes.
- Some CTE courses run for only one semester. The majority of the courses run for a whole year. Students who enroll in a yearlong class at a CTE center must maintain their enrollment in that class.
- For full year courses, two credits are awarded only at the end of the year.
- Students are under the regulations of the Attendance Policy of the Career Technical Center they attend. Excessive absences may lead to automatic withdrawal from the class with a grade of F. Should a student withdraw from the CTE course after the official drop/add period, a WF (Withdrawal Failure) will appear on the student's transcript with the loss of credit.
- Students and their families are encouraged to visit the career technical centers by attending open houses or scheduling a daytime visit. Contact the career technical center offices of Pinkerton Academy or Alvirne, High School.
- To register, students must complete an application with parent/guardian signature. Applications are available in the College and Career Counseling Department and are due before the course selection process begins.

Pinkerton Academy

Career and Technical Education Center

AUTOMOTIVE SYSTEMS TECHNOLOGY

P271-AUTOMOTIVE SYSTEMS TECH I (2 credits)

This **full year** (2 credit) course is the first half of a 2-year program that subscribes to the training certification program of ASE. Students explore career opportunities and requirements of a professional service technician.

Content emphasizes beginning transportation service skills and workplace success skills. Students study: Safety; Three C's (Concern, Cause, Correction); Tools, Equipment, and Measuring Skills; Basic Engine/Maintenance; Tires; Steering and Suspension; Brakes; Electrical Charging and Starting Systems. The program is aligned with the NATEF certified automotive programs of the NH Community College system. The Automotive Maintenance and Light Repair 1 (MLR) program is certified by the National Automotive Technicians Educational Foundation (NATEF) under the authority of the Institute of Automotive Service Excellence (ASE). Eligible students may have the opportunity to participate in a paid internship at a dealership during the summer between the first and second year of the program.

Note: This course runs every day for the full year.

P276-AUTOMOTIVE SYSTEMS TECH II (2 credits)

This **full year** (2 credit) course is the second half of a 2-year program and intensifies, follows through and elaborates on material covered in Automotive Systems Technology 1. The curriculum subscribes to the training certification program of ASE. Students study: Safety including Hybrids and SRS (Safety Restraints Systems); General Engine and Repair; Engine Performance; Electrical and Electronic Systems; Heating and Air Conditioning; Manual Drivetrains and Axles; Automatic Transmissions/Transaxles; and Employability Skills. The program is aligned with the NATEF certified automotive programs of the NH Community College system.

Prerequisite: Successful completion of Automotive Systems Technology I with a minimum grade of B- and permission from the CTE director.

Note: This course runs every day for the full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

BUILDING CONSTRUCTION TECHNOLOGY

P301-BUILDING CONSTRUCTION TECH I (2 credits)

This **full-year** (2 credit) course provides students with a fundamental background in many aspects of the construction industry. Students should develop an understanding on how to successfully manage, plan, and create projects ranging from framing of floors, walls, and ceilings, while gaining a deep understanding for the International Residential Code. Personal protective equipment required to be worn.

Prerequisite: Completion of Algebra I with a 75 or higher.

Note: This course runs every day for the full year.

P306-BUILDING CONSTRUCTION TECH II (2 credits)

In this **full-year** (2 credit) program, students will begin to gain a deeper understanding about the construction industry and how it operates. Students will demonstrate an understanding of new green building codes, as well as energy efficiency practices used in today's construction. Students will plan and schedule the various phases of construction, processing of required permits, developing material lists and ordering of materials. Students will also understand the different aspects of the industry, specifically directed towards company startups, and college readiness. Building Construction Technology 2 students will work to gain their OSHA 10 and IRC certifications. Personal protective equipment required to be worn.

Prerequisite: Successful completion of Building Construction Technology I and permission from the CTE director.

Note: This course runs every day for the full year.

COMPUTER INFORMATION SYSTEMS

P361-COMPUTER INFORMATION SYSTEMS 1 (2 credits)

This **full-year** (2 credit) course focuses on computer hardware design and building, operating system installation and configuration, client side networking, security, and system programming. Students have fun while working toward becoming computer experts in a blend of classroom and online activities, simulated and hands-on labs. Students work in a fully equipped state-of-the-art lab to develop the skills to install, configure, troubleshoot and diagnose hardware and software problems. Earn college credit and industry-recognized certifications, such as TestOut PC Pro, CompTIA IT Fundamentals and A+. Student have an opportunity to join SkillsUSA and learn leadership and technical skills to compete locally, state and nationally and earn college scholarships.

Note: This course runs every day for the full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P366-COMPUTER INFORMATION SYSTEMS 2 (2 credits)

This **full-year** (2 credit) course focuses on local area and wide area networking. Students are challenged with real world networking problems. Students will design, configure and deploy a variety of network devices such as, switches, routers, and integrated service routers. Understanding IPv4 fixed length and variable length subnets and IPv6 will prepare students for college and profitable careers. Students will understand and design complex networks utilizing network devices connected by copper, fiber and wireless mediums. Students will understand concepts such as Power over Ethernet (PoE), VLANs, WAP's, Voice over IP, Router on a Stick, and much more. Earn college credit and industry-recognized certifications such as Cisco CCENT, and CompTIA Network+. Students have the opportunity to join SkillsUSA and learn leadership and technical skills to compete locally, in state and nationally and earn college scholarships.

Prerequisite: Successful completion of Computer Systems I-Maintenance with a minimum grade of 75 and permission from the CTE director.

Note: This course runs every day for the full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

COSMETOLOGY

P161-COSMETOLOGY I (2 credits)

In this **full-year** (2 credit) course, cosmetology students receive comprehensive training in all areas of hairdressing and related fields while earning hours on their cosmetology apprentice license. Cosmetology 1 students are exposed to a blend of classroom instruction and hands-on learning experiences using a human hair mannequin in a simulated salon environment. Students learn a variety of hairstyling techniques, nail design and proper sanitation. Student will learn about advanced hair cutting, facials, hair design, hair coloring, and chemical texture. In addition, students will learn about the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and to job shadow professional cosmetologists. Students will be delivering cosmetic services as well as receiving services. Students will need to register and pay for an apprentice license and purchase a personal tools/supply kit and wear a uniform when in the classroom/lab. Total costs range from \$100 plus \$25 State apprentice license (with fundraising and payment plan options available.) **All absences must be made up with physical hours per the requirement of the State Board of Cosmetology.**

Note: This course runs every day for the full year.

P163-COSMETOLOGY II **(2 credits)**

In the second year of this **full-year** (2 credit) course, students will continue learning and mastering their skills from the previous year as well as cultivating new skills in the areas of advanced hair cutting, facials, hair design, hair coloring, and chemical texture. In addition, students will learn about the business side of the cosmetology industry and salon management. Students will have the opportunity to work directly with customers in the salon and to job shadow professional cosmetologists. Students will be delivering cosmetic services as well as receiving services. Upon successful completion of this two-year program and state competency exam, students will be able to transfer hours to a post-secondary school. Second-year students will need to purchase additional tools/supplies (cost is approximately \$75, financial aid and/or payment plans are available).

Prerequisite: Successful completion of Cosmetology I with a minimum grade of 80 or better, completion of state required lab hours, and permission form the CTE director.

Note: This course runs every day for the full year.

CULINARY ARTS & BAKING

P368-CULINARY ARTS I **(2 credits)**

In this **full-year** (2-credit) course, students will develop refined skills in preparing a variety of foods in a commercial kitchen for a full-service restaurant. Techniques include, but are not limited to, appetizers, soups, salads, salad dressings, sandwiches, entrees, pastries, breads, and molecular gastronomy. Specific topics covered are kitchen safety, indoor produce cultivation, knife skills, proper moist and dry heat cooking techniques, culinary history, small and large equipment operation, culinary terminology, bakeshop mixing methods, pastry technique, and becoming ServSafe certified. Students will be required to participate in some after school catering.

A non-refundable lab fee of \$120 (with payment plans and financial assistance available) covers the cost of three chef coats, two pairs of culinary pants, two aprons, one hat and two certification exams. (ServSafe and Prostart 1. The same uniforms may be used in Culinary 2. Students will also be required to obtain kitchen safe shoes.

Note: This course runs every day for the full year.

P370-CULINARY ARTS II **(2 credits)**

In this **full-year** (2 credit) program, students will build on the foundation of knowledge acquired in year one, and they will operate and manage all aspects of a full-service restaurant operation. Each student will contribute to writing menus and cultivate new skills in business and kitchen management, customer relations, and nutrition. Students will be required to participate in some catered functions outside of the school day. Skills acquired through the student's success in the program will enable them to successfully transition to industry or to culinary college. Students are required to adhere to the same uniform policy as Culinary Arts I.

Prerequisite: Successful completion of Culinary Arts I with a minimum of 80 and permission from the CTE director.

Note: This course runs every day for the full year.

ARCHITECTURE & DESIGN PROGRAM

P231-ARCHITECTURE and DESIGN I **(2 credits)**

This **full-year** (2-credit) program provides an excellent opportunity for those creative students interested in pursuing careers in Architecture, Engineering or the many fields of Design. Using the latest Autodesk design software package, students are able to take the skills to a level unimaginable one year earlier. Students learn how to design and build an energy-efficient three-bedroom home one drawing at a time. The finished product is a polished, professional-quality set of construction plans for each student's design portfolio. The "Cardboard chair" Design Project has become a student favorite as it allows their creative juices to flow by designing and constructing a very cool "theme-oriented" hat. This creative project rounds out the first year by taking the students' 2D drafting and design skills, now quite impressive, into the 3D realm of Solid Modeling and full-color presentations. Students are encouraged to develop their observation and pencil sketching skills along with AutoCAD and PhotoShop skills.

Note: This course runs every day for the full year. We recommend that students take Computer Aided Design (CADD) at Pelham High in the 10th grade.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P236-ARCHITECTURE and DESIGN II **(2 credits)**

This **full-year** (2-credit) course is the second half of a two year program concentrating on further developing the student's design and visual presentation skills through a series of creative design projects using many of the advanced features of AutoCAD and PhotoShop design and image presentation software. Students work independently and cooperatively on several challenging, long-term projects designed around a variety of themes to engage the most creative and curious minds. Graduates leave the program with a solid design portfolio and impressive AutoCAD skills to take with them on the next leg of their journey.

Prerequisite: Successful completion of Architecture and Design I and permission from the CTE director.

Note: This course runs every day for the full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

ELECTRICAL TECHNOLOGY

P401-ELECTRICAL TECHNOLOGY I (2 credits)

This **full-year** (2 credit) course is the first half of a 2-year program designed to have the student gain the knowledge and skills necessary to successfully enter the field as an apprentice electrician. The student will acquire skills in all phases of residential wiring including basic electrical theory, safety, special tools and test equipment, blueprint reading and local requirement calculations, normal residential circuits, and special purpose wiring systems. Hands-on experience is accomplished in a simulated residential setting. Job searching skills as well as quality workmanship and professionalism will be an integral part of the classroom environment.

Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a **Journeyman Electrical License**.

Note: This course runs every day for the full year. Students will be required to obtain the NH Apprentice Electrical license-approximate cost is \$30.

P406-ELECTRICAL TECHNOLOGY II (2 credits)

This full-year (2 credit) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Electrical Technology 1. It covers small appliance repair, industrial electricity and motors, basic CAT 5 and fiber terminations, and work with transformers and generators. Students will also participate in the actual wiring, planning, cost estimation, NEC code requirements, and material acquisition needed to complete various renovations and repairs on the Pinkerton campus. Successful completion of the Electrical Technology 1 and 2 programs will credit the student with a portion of classroom and work hours required to obtain a Journeyman Electrical License.

Successful completion of the Electrical Technology I and II programs will credit the student with a portion of classroom and work hours required to obtain a **Journeyman Electrical License**.

Prerequisite: Completion of Electrical Technology I with a 75 or higher and permission from the CTE director.

Note: This course runs every day for the full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

ENGINEERING PROGRAM

“Project Lead the Way” is a nationally recognized program that was developed to introduce high school students to engineering to attract more students to these fields and to allow them, before college, to determine whether they are interested in pursuing an engineering-related career. The courses in the program, when combined with traditional mathematics and science courses, introduce students to the scope, rigor and discipline of engineering prior to entering college. However, students not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking courses within this curriculum. Students who complete all of the Engineering courses can earn up to 16 college credits through the NH Technical Institute “Running Start” program.

P208-INTRO TO ENGINEERING DESIGN (full year-1 credit)

This **full-year** (1 credit) course is the first course in the Engineering Program. The course is designed to develop student problem-solving skills with emphasis placed upon the concept of developing a 3-D model of an object. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed, and evaluated using a computer-aided design system. Students will use modern, state-of-the-art computer hardware and Inventor software to create product solutions. Various design applications will be explored with discussion of possible career opportunities.

Note: This course runs every day for a full year in conjunction with Principles of Engineering.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P210-PRINCIPLES OF ENGINEERING (full year-1 credit)

This **full-year** (1 credit) course is designed to enable students to understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Note: This course runs every day every day for a full year in conjunction with Intro to Engineering Design.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P211-DIGITAL ELECTRONICS (full year-1 credit)

This **full-year** (1 credit) course is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Prerequisite: Intro to Engineering Design and Principles of Engineering and permission from the CTE director.

Note: This course runs every day for a full year in conjunction with either Engineering Design and Development or Computer Integrated Manufacturing. Students must sign up for two courses.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P215-COMPUTER INTEGRATED MANUFACTURING (full year-1 credit)

This full-year (1 credit) course applies principles of robotics and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer controlled CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototypes.

Prerequisite: Intro to Engineering Design and Principles of Engineering and permission from the CTE director.

Note: This course runs every day for a full year in conjunction with either Engineering Design and Development or Digital Electronics. Students must sign up for two courses.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P216-ENGINEERING DESIGN and DEVELOPMENT (full year-1 credit)

This full-year (1 credit) class is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. They must present progress reports, submit a final documentation package, and defend their solutions to a panel of outside reviewers at the end of the school year. This course is open to all students interested in study and careers in the STEM field.

Prerequisite: Successful completion of Intro to Engineering Design and Principles of Engineering.

Please Note: This course runs every day for a full year in conjunction with Digital Electronics or Computer Integrated Manufacturing. Students must sign up for two courses.

ENVIRONMENTAL AND AGRICULTURAL SYSTEMS

P200-INTRODUCTION TO ANIMAL SCIENCE (½ credit)

This half-year (0.5 credit) course is designed for students who might be considering a career in some phase of animal science such as animal management/trainer, veterinary science, or agribusiness. Selected units of instruction will include zoo noses, reproduction, digestive systems, and nutrition of companion and livestock animals.

This is a ½-credit course. Students will enroll in another ½ credit course offered at Pinkerton Academy and approved by PHS.

Note: This course runs every day for a half-year in conjunction with Animal Business Management. Students must sign up for both courses.

P201-ANIMAL MANAGEMENT

(1 credits)

In this **full-year** (1 credit, 45 minute) course, students will learn how to successfully become prepared to work in an animal care facility by learning proper sanitation and care techniques of the small animals within the lab. Specific units of instruction will include but are not limited to; proper animal husbandry of large and small animals, breeds of animals, careers in the animal industry, resumes, animal economics and All Aspects of Industry.

Note: This course runs every day for a full year in conjunction with Introduction to Animal Science. Students must sign up for both courses.

P203-ANIMAL HEALTH and VETERINARY TECH

(2 credits)

This **full-year** (2 credit) course is designed for students who are interested in a future career with animals in the health and veterinary technology field. Specific units of instruction will include but are not limited to; Introduction to Veterinary technology, Veterinary terminology, veterinary technology skills, animal diseases, animal welfare ethics and treatment, animal first aid. Students will also learn how to properly groom canines and run a student CTE enterprise “The Pinkerton Pet Palace.”

Prerequisite: Successful completion of Introduction to Animal Science and Animal Management with a minimum grade of 80, and permission from the CTE director.

Note: This course runs every day every day for a full year.

ENVIRONMENTAL SCIENCE

P102-ENVIRONMENTAL SCIENCE AND NATURAL RESOURCES 1

(2 credits)

This **full-year** (2 credit) course is for students who wish to explore and conserve both public and private habitats through a variety of real life science applications. Activities in this course use science, planning, and geospatial technology to protect and restore forest ecosystems. This course will teach students how to conserve and sustain the forest to provide wildlife habitat, conserve soils, watersheds and recreational opportunities. Students will gain skills and experience through a variety of engaging real life activities in the vast Pinkerton Academy outdoor and indoor classroom. Students will utilize class time to engage in outdoor activities throughout the seasons applying skills to both Pinkerton Academy’s outdoor classroom and Forsaith Forest in Chester, NH. Students attend the Deerfield Fair (FFA Forestry event) and obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA.

Note: This course runs every day every day for a full year.

P103-ENVIRONMENTAL SCIENCE AND NATURAL RESOURCES 2 **(2 credits)**

(Students take Environmental Science & Natural Resources 2 or AP Environmental Science during year 2)

This **full-year** (2 credit) course is for students who wish to further their knowledge and skills in environmental science. Activities include analyzing and applying the skills acquired in classes like Biology, Environmental, Animal science and other ecological sciences. This course will teach students to apply knowledge to global ecosystems, native & invasive wildlife and plants, drinking water and pollution. Students will deploy game cameras on campus to study and understand the diversity of Pinkerton. They will participate in a citizenship science project that focus on responsible stewardship of the environment. There are many hands on activities and chances to develop industry relations with maple syrup production, NH Fish and Game, NH Audubon, Manchester Water Works and Forsaith Forest in Chester. Students will obtain Industry certifications in outdoor safety. College articulations are available. Related student organizations: FFA and SEA.

Prerequisite: Successful completion of Environmental Science and Natural Resources 1 & permission from CTE director.

Note: This course runs every day every day for a full year.

P104-AP ENVIRONMENTAL SCIENCE **(2 credits)**

(Students take Environmental Science & Natural Resources 2 or AP Environmental Science during year 2)

This **full-year** (2 credit) course is for those interested in pursuing careers and college programs in the environmental sciences. The course takes advantage of the Pinkerton Academy outdoor classroom and develops student based research case studies for natural resource inventories and management strategies. Using tools of environmental scientists to develop a deeper understanding of ecosystem analysis and its role in natural populations. Students should be interested in areas such as wild and marine life, zoology, water resources, pollution, energy, human and climate impacts. Classroom and outdoor labs will include Anecdota and Tuva software. Students will be required to develop a multidisciplinary capstone project. Related student organizations include FFA and SEA.

Prerequisite: Successful completion of Environmental and Natural Resources 1.

Note: This course runs every day every day for a full year.

HEALTH SCIENCE AND TECHNOLOGY

P181-HEALTH SCIENCE TECHNOLOGY I (2 credits)

This **full-year** (2 credit) course is the first half of a 2-year program designed to help students explore the medical/ healthcare field. The course will expose students to a variety of healthcare occupations and will provide them with the skills needed to assist qualified personnel providing diagnostic, therapeutic, preventative and rehabilitative services to patients. Instruction will include medical terminology, as well as anatomy and physiology with an emphasis on body systems, disease process and disorders. Students will receive training in American Heart Association First Aid and Health Care Provider Basic Life Support and will participate in healthcare career observations. Students are eligible to participate in the co-curricular organization Health Professionals of America (HOSA). A non-refundable lab fee of \$60 is due at the start of class (payment plan options available).

Note: This course runs every day for a full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P186-HEALTH SCIENCE TECHNOLOGY II (2 credits)

This **full-year** (2 credit) program is the second half of the 2-year Health Science Technology curriculum, which includes continued study of the body systems and the associated disease processes. Emphasis is placed on critical thinking skills, analyzing professional/ethical characteristics required of healthcare professionals, and development of clinical skills through classroom lab experiences. The curriculum provides the student with a strong foundation of knowledge and skills to successfully transition into post-secondary health care education.

During the second semester, students will receive a minimum of 60 hours of clinical experience in a local health care facility in a specialty area of their choice. Students will focus their clinical internship on one of the following pathways: Students completing EMT or LNA will have the opportunity to take the state licensure/certification exam.

Prerequisite: Successful completion of Health Science Technology I with a grade of 80 or better and permission from the CTE director. Should requests for LNA and EMT exceed maximum enrollment as prescribed by the state, the CTE enrollment rubric will be used to select students. Students who are not selected for LNA and EMT may be placed in General.

Please Note: A non-refundable non-refundable lab fee of \$60.00 lab fee is due at the start of class (payment options available). Lab fees include uniforms, specialty texts and workbooks, (if applicable), background checks, TB Mantoux and Drug Test. Students will need to provide updated immunization/physical records. A fee may be required for students interested in obtaining industry-recognized certifications.

Note: This course runs every day every day for a full year.

CAREERS IN EDUCATION

P410-CHILD DEVELOPMENT

(½ credit)

This **half-year** (0.5 credit) course is built on a combination of theoretical information and self-discovery to insure that the knowledge gained can be put to use. Since child development includes physical maturation and social, emotional, and cognitive growth, there is an emphasis on the interaction between all areas of development. In addition to observing in the preschool lab and other off campus sights, students will investigate their own child and adolescent development.

This is a ½-credit course. Students will enroll in another ½ credit course offered at Pinkerton Academy and approved by PHS.

Note: This course runs every day for a semester in conjunction with Careers in Education I. Students must sign up for both courses.

P413-CAREERS IN EDUCATION 1

(1 credit)

This **full-year** (1 credit) course is designed for those wanting to pursue a career in education. Careers in Education 1 invites students to think about why they want to work with children and then introduces them to the possibilities in the field. Emphasis is placed on developing career readiness skills applicable to education as well as other human service fields. Investigation into topics including child and adolescent development, ethics, and health and safety in the classroom environment will culminate in field experiences where students will be required to plan, implement and reflect on lessons in a preschool lab in addition to completing classroom observations.

Note: This course runs every day for a full year in conjunction with Child Development. Students must sign up for both courses.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

P414-CAREERS IN EDUCATION 2

(1 credit)

This **full-year** (1 credit) course is the second half of the two-year Teacher Preparation curriculum designed for high school seniors planning to pursue a career in education. Teacher Preparation 2 includes continued study of the classroom environment and best teaching practices. Emphasis is placed on the diversity of students' lives and how that can affect, becoming a professional, the foundations of education, creating an educational environment and developmentally appropriate best teaching practices. Students will be required to complete classroom observations in various school environments and complete volunteer, coop or internship hours in a school setting.

This is a 1 credit course. Students will enroll in another 1 credit course (or 2 half credit courses) offered at Pinkerton Academy and approved by PHS.

Prerequisite: Successful completion of Teacher Preparation 1 with a minimum grade of 80 and permission from the CTE director.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

VIDEO PRODUCTION

P421-VIDEO PRODUCTION I (2 credits)

This **full-year** (2 credit) program provides the student interested in video and television production an opportunity to advance their media production skills and techniques. Attention is paid to camera and audio shooting and capturing techniques in the creation of various video and television projects; including music videos, movie trailers, and short narrative films. An emphasis is placed on planning and organizational skills to include storyboarding and script writing. Non-linear editing skills are explored with an in-depth exploration of Final Cut Pro X editing software. Students will learn the importance of planning ahead and meeting deadlines.

Note: This course runs every day for a full year.

P426-VIDEO PRODUCTION II (2 credits)

This **full-year** (2 credit) program is for the serious video production student who is interested in pursuing a career in media production. Students will learn to use cinema quality production equipment, 1080P HD and 4K cameras, lighting equipment, high end microphones, drone cameras and professional editing software to produce various projects for local cable television, film festivals, and competitions. Students fill the roles of producer and/or director, discovering what it takes to create their own independent films. The business side of the filmmaking industry is explored as students discover what steps need to be taken to fund and produce an independent film project or start and maintain a professional production company. Students will prepare for video production beyond high school creating portfolios and reels for college and careers in the video/television industry. Many will have an opportunity to test and become Apple Certified Professional editors, their names added to the professional registry searched by companies looking to hire editors. A fee may be required for students interested in obtaining industry-recognized certifications.

Prerequisite: Successful completion of Video Production I with a 70 or better and permission from the Video Production teacher.

Note: This course runs every day for a full year.

This course is part of Pinkerton Academy's college credit opportunity for a fee, determined by the college.

WELDING TECHNOLOGY

P431-WELDING TECHNOLOGY I (2 credits)

This **full-year** (2 credit) course is the first half of a 2-year program and is designed for anyone who wishes to learn welding and metal fabrication. Students are instructed in the safe operation of all tools, material handling and techniques used in welding. Areas of instruction include flame cutting, brazing, gas welding, arc welding, and metal-fabrication. Personal protective equipment required to be worn.

Note: This course runs every day for a full year.

P436-WELDING TECHNOLOGY II **(2 credits)**

This **full-year** (2 credit) course is the second half of a 2-year program and intensifies, follows through, and elaborates on material covered in Welding Technology 1. Emphasis will be on entry-level job proficiency with gas welding, soldering, cutting skills with ferrous and non-ferrous materials, shielded electrode arc welding equipment, metal fabrication and power tools, metal inert gas (MIG) welding, and tungsten inert gas (TIG) welding. Modern welding techniques developed for aluminum and steel alloys will be skill options available to students. Focus will be on production, fabrication and repair skills rather than home-type objectives. Personal protective equipment required to be worn.

Prerequisite: Successful completion of Welding Technology I with a grade of 75 or better and permission from the CTE director.

Note: This course runs every day for a full year.

Alvirne High School **Career and Technical Education Center**

AGRICULTURE PRODUCTION TECHNOLOGY

A241-HEAVY DUTY MECHANICS I (Juniors) **(2 credits)**

This course is designed to give students an understanding of large diesel and gasoline engines, as related to construction and agricultural equipment. Subject areas include equipment operation and maintenance, theory of engine operation, engine overhaul, hydraulics, power train, operation, welding, diagnostics, and troubleshooting. Safety will be stressed in all aspects of the course. Students will apply what they learn by gaining practical experience in the heavy equipment shop. Students can apply what they learn to help them with careers in mechanics, agriculture, construction, or trucking. **Students MUST successfully complete all year one competencies to advance to year two.**

Note: This course runs every day for a full year.

A246-HEAVY DUTY MECHANICS II (Seniors) **(2 credits)**

This course allows students to apply and expand upon skills and knowledge gained in the first year of the program. Students will work on construction and agricultural equipment performing repair, overhaul, diagnostics, and troubleshooting. Students will become independent through projects requiring record keeping, disassembly, analysis, replacement of parts, and final reassembly to a working condition. Students will troubleshoot basic diesel engine malfunctions using the latest computer technology. This course will help prepare students for an entry-level job in heavy equipment maintenance or a technical program in mechanics.

Prerequisites: Successful completion of Heavy Duty Mechanics I.

Note: This course runs every day for a full year.

A101-VETERINARY SCIENCE I (Juniors) **(2 credits)**

The first year of this two-year program introduces students to the applied principles and practices used in small and large animal related business with a special emphasis on veterinary medicine. Students will explore concepts through hands-on experiences working with Alvirne's kennel animals such as chinchillas, rabbits, guinea pigs, ferrets, rodents, and birds along with our large animal species including donkeys, dairy cattle, and horses. Topics will also include safety, animal behavior, breed and species identification, animal health, welfare and client relations. Through continuous exposure to animals on the school farm and small animal facility, students will develop hands-on skills in handling, restraint, grooming, feeding, cleaning/ disinfection, training, and record keeping. Students will develop skills in professional telephone etiquette and customer service. Students will also be required to complete 12 hours of community service in an animal related service project. The Veterinary Science curriculum will also enable students to develop their leadership skills and veterinary skills and opportunities through their involvement in the State and National Youth FFA organization including participation in the Veterinary Science Career Development Event (Competition). This course will provide students with entry levels skills and knowledge for employment as veterinary assistants, pet shop workers, humane society assistants or assistant groomers.

Prerequisites- A Biology course taken previously or concurrently is strongly recommended for Veterinary Science I. Students **MUST** successfully complete all first-year competencies to advance to the second year of this program.

Note: This course runs every day for a full year.

A106-VETERINARY SCIENCE II (Seniors) **(2 credits)**

In the second year of the Veterinary Science program, students will continue to build on their knowledge and skills gained in the first year. Using the kennel's small animals and large animal species, advanced topics in veterinary science II will include nutrition and anatomy, health and disease and veterinary medical terminology and entrepreneurship. Hands-on skills will be developed in feed selection, laboratory procedures (i.e. fecal analysis, blood and urine analysis), animal health and disease prevention, such as vaccinations, deworming, grooming, physical exams, office skills, equipment identification and business management. Students will also be required to complete 12 hours of community service in an animal related service project. The Veterinary Science curriculum will also enable students to develop their leadership skills and veterinary skills and opportunities through their involvement in the State and National Youth FFA organization including participation in the Veterinary Science Career Development Event (Competition). With the completion of this program, a student's potential for success in post-secondary education /an entry level job and/or in an animal science field is greatly enhanced. Students successfully completing Veterinary Science I and II with a C+ or better can earn 2 college credits at Great Bay Community College through Project Running Start or may earn articulation credits toward SUNY at Cobleskill.

Prerequisites- Successful completion of Veterinary Science I. A chemistry course taken previously or concurrently is strongly recommended for Veterinary Science II.

Note: This course runs every day for a full year.

AIR FORCE Junior ROTC

The mission of Air Force Junior ROTC is to develop citizens of character dedicated to serving their nation and community. As such, the focus is on citizenship and the courses are not considered a military recruiting effort. Students will be held to a high standard of behavior and personal conduct. No student is under any obligation whatsoever to join the military if they enroll in Junior ROTC. At Pelham High School, the Air Force Junior ROTC program is a 2-year program for high school students. Each year is divided into two broad fields of study: Aerospace Academics and Leadership Education. Aerospace Academics includes history, science, space, and global cultural studies. Leadership education includes Air Force customs and courtesies, cadet group activities, study habits, time management, communication skills, life skills, leadership and management studies, and wellness and healthy lifestyles training. Students are required to wear military uniforms one day per week, and participate in drill and ceremonies practice. The uniforms are provided by the Air Force, and students are only responsible for cleaning the uniform while it is in their possession. Upon graduation from high school, students who choose to enlist in any branch of the service and who have completed 2 years of Junior ROTC will be enlisted at a higher rank (E-2 versus E-1). Students may also compete for scholarships to college through the services college-level ROTC programs or service academy appointments.

A110-AIR FORCE JROTC 1 (Junior) (1 credit)

This is the entry-level course for Junior ROTC, and runs in conjunction with Air Force JROTC 2. Aerospace Academics focus on the history of aviation. The study of aviation pioneers and strong military leadership complements the history lessons. Leadership education is designed to help freshmen adapt to the high school environment, and include time management, fitness and wellness, flag etiquette, and customs and courtesies of the Air Force.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 2; students must select both classes.

A111-AIR FORCE JROTC 2 (Junior) (1 credit)

This course runs in conjunction with Air Force JROTC 1 and is still taught at an introductory level. Aerospace Academics focus on the science of aviation, covering topics such as basic aerodynamics, aviation physiology, meteorology, and navigation. Additionally, topics in space studies are covered to include the solar system and the development of the U.S. Space Program. The Leadership Education is designed to improve student communication skills, and include speaking and writing assignments, study of individual and group behavior, and basic leadership concepts.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 1; students must select both classes.

A112-AIR FORCE JROTC 3 (Senior)
(1 credit)

Aerospace Academics for this course is focused on Global Studies. This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Leadership academics are designed to study and improve student management skills, choosing a career path, how to apply for and fund college, skills inventory and resume writing.

Prerequisite: Air Force JROTC 1 & 2.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 4; students must select both classes.

A113-AIR FORCE JROTC 4 (Senior)
(1 credit)

Cadets in this class will be held to the highest academic and behavioral standards. Cadets in JROTC 4 will be charged with the management and leadership of the Alvirne High School cadet organization. Returning JROTC students must have an excellent academic record of performance, an exemplary record of behavior and classroom conduct, not only in JROTC but in all Alvirne classes, in order to enroll in JROTC. Students not meeting that standard may be denied enrollment in JROTC 4. The leadership Education academics are all designed to study and improve student management skills. Students from JROTC classes may be assigned to supervise JROTC 1 classes.

Prerequisite: Air Force JROTC 1 & 2.

Note: This course runs every day for a full year in conjunction with Air Force JROTC 3; students must select both classes.

PHS STUDENT ACTIVITIES

PHS offers a wide variety of extracurricular activities to all students. These activities may help students gain valuable skills and explore interests that will benefit them in the future.

HONOR SOCIETIES

FRENCH NATIONAL HONOR SOCIETY

The French Honor Society is a program available to all junior, and senior students who have shown an interest in the French culture and language and have achieved excellence in all academics. Eligible students must have successfully completed French I and II with a minimum B+ average and be enrolled in French III or have already taken French III. Also students must have maintained a 3.33 GPA in all other classes. Accepted members must uphold their grade average, be an active leader and role model in both school and community, and commit to attending all meetings and activities.

MU ALPHA THETA MATH HONOR SOCIETY

The Mu Alpha Theta is the National High School and Two-year College Mathematics Honor Society. The purpose of Mu Alpha Theta is to promote a keener interest in mathematics, to develop sound scholarship in the subject and promote enjoyment of mathematics among high school and two-year college students. The chapter is dedicated to inspiring interest and developing strong scholarship in mathematics and promoting the enjoyment of mathematics in high school. Students in grades 10 through 12 who have completed two courses of college preparatory mathematics, including Algebra II and Geometry, and who have completed or are currently enrolled in a more advanced course are eligible for membership in Mu Alpha Theta. Additionally, the work in mathematics must be done with distinction. This shall mean at least a 3.0 grade point average. Once accepted, current members must maintain a minimum B average in their current math courses to remain in the society. Members participate in national mathematics competitions, provide lessons to younger students in the community with a focus on showcasing mathematics as an enjoyable endeavor, as well as providing tutoring to students in the high school.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization of junior and senior students who are elected by a faculty committee. The criteria for membership are:

- Scholarship (maintain a 3.5 GPA or above)
- Character
 - Teachers past and present will attest to your classroom/school behavior
 - Attendance will be monitored throughout the year
 - No more than three (3) days out per term
 - School activities do not count toward the three absences
 - Extenuating circumstances must be on file with nurse
 - No more than three (3) tardies per term
- Leadership and Service
 - Have an ongoing involvement in at least three community service activities, one of which must be outside the school
 - Participation in sports may be considered as a community service activity but can only be one of the minimum three



If elected as a member of NHS, you must:

- Attend all meetings
- Tutor one PHS student per academic year, usually one day per week
- Help raise money to help with community activities
- Maintain GPA of 3.5
- Participate in other NHS activities

NATIONAL ENGLISH HONOR SOCIETY

National English Honor Society is an outreach from Sigma Tau Delta, the International English Honor Society. The goals of NEHS are to:

- Recognize students on the national level who, based on academic grades and performance, merit special note for past and current accomplishments.
- Nurture these persons in such ways that they are encouraged to develop further their abilities in the various fields of English.
- Encourage members to use their talents in the service of others.

Students are selected because they have demonstrated exceptional academic and leadership qualities. The group meets monthly and sponsors events such as book drives for local charities, tutoring, field trips, and other social and service-related events.

NATIONAL TECHNICAL HONOR SOCIETY

The NTHS recognizes members who excel in academics, with an emphasis on technical education, leadership, and service to their school and community. The goal of the society is to see that deserving technical students are recognized and that people of the community become aware of the talents and abilities of the young people who choose technical education pathways to a successful future.

In order to qualify for membership, students need to maintain an overall grade point average of 3.33 in all of their academic classes. In addition, students must also maintain a grade point average of at least 3.0 in all technical courses and have taken, or be in the process of completing, their second CTE course. A commitment to community service, as well as a commitment to the continued pursuit of a technical education, must be demonstrated.

SPANISH HONOR SOCIETY

The goal of the Spanish Honor Society is to promote interest and understanding of Spanish and the Spanish-speaking world. The Spanish Honor Society is open to all junior, and senior students who have shown an interest in the Spanish culture and language and have achieved excellence in all academics. Eligible students must have successfully completed Spanish I and Spanish II with a minimum B+ average and be enrolled in Spanish III or have already taken Spanish III. Also students must have maintained a 3.33 GPA in all other classes. Accepted members must uphold their grade average, be active leaders and role models in both school and community, and commit to attending all meetings and activities.

TRI-M MUSIC HONOR SOCIETY

The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Through more than 5,500-chartered chapters, Tri-M has helped thousands of young people provide years of service through music in schools throughout the world.

Tri-M shares and supports the objectives of every dedicated music educator—to increase student and school involvement with music and to make a stronger and more unified school music program. Tri-M offers a complete system of rewards that helps inspire students and recognizes excellence in individuals.

ART HONOR SOCIETY

The Pelham Art Honor Society (AHS) was created specifically for high school students in grades 10-12. The program is designed to recognize, motivate, and mobilize individuals who have shown outstanding ability and interest in art. The society aims to aid members in attaining the highest standards in art scholarship, character, and service, and to bring the visual arts to the attention of the school and community. Membership is determined by nomination, interview, and portfolio review with faculty sponsors, but interested students are encouraged to communicate with art teaching faculty or AHS peer leaders for more information.

LEADERSHIP OPPORTUNITIES

CLASS OFFICERS

Every year each class at PHS selects seven officers to represent them and guide their class for the academic year. The seven officers, along with their class advisors, organize their class activities. All students are encouraged to consider carefully their choice of officers and select students who will be concerned with the well-being of all members of the class. The class officers are President, Vice-President, Secretary, Treasurer, and three Representatives. The President and the Representatives also become members of student government.

SCHOOL BOARD AND SCHOOL COUNCIL

During the spring, Student Government organizes a school-wide election for student representatives to both the School Board and the School Council. After a nomination process, the entire student body votes in the selection of a junior or senior for a term on the Pelham School Board, and one sophomore for a two-year term on the School Council. Both positions require a strong commitment and a willingness to represent the students of PHS.

STUDENT GOVERNMENT

The PHS community looks to the Student Government to assist in the development of policies and procedures that govern the entire student body. This group, consisting of the presidents and three representatives of each class and the student representative to the Pelham School Board, is involved in problem solving and decision-making on school-wide issues. All students are encouraged to contact their student representatives with any concerns or ideas that they may have.

STUDENT AMBASSADOR GROUP

The PHS Student Ambassadors are student leaders within the high school who exhibit academic excellence and a strong commitment to community service. As role models, Ambassadors are encouraged to inspire their peers to explore new initiatives within the school and surrounding communities by organizing community service projects and gatherings with fellow members to support the vision of PHS. The majority of the Ambassadors' responsibilities are volunteering after-school hours.

CLUBS

PHS offers a number of extra-curricular activities including various clubs and groups. Clubs allow students to be involved in their school community and work with other students and faculty with similar interests. A club fair is offered in September of each school year for all students to receive information and enroll in clubs they are interested in. Some of our extra-curricular activities that are available to our students are listed below:

Art Club	Drama Club	Peer Mentor Club
Be the Change Club	Future Business Leaders of	Psychology Club
Chess Club	America	Robotics
Collaborative Gaming Club	Hiking Club	Science Club
Creative Writing Club	Jazz Band Club	Technology Club
Dance Club	LARP Club	Yearbook Club

PHS ATHLETIC PROGRAM

PHS offers an extensive athletic program, which we believe, is an integral part of each student's education. We know the intellect needs to be trained, invigorated, and disciplined. So too does the body. We offer a variety of activities for students to challenge their physical potential to the fullest. Our school encourages student participation, sportsmanship, and team spirit. The New Hampshire Interscholastic Activities Association and the PHS Athletic Department determine eligibility. Athletic regulations are described in the Athletic Handbook. PHS offers a three-season interscholastic athletic program on the varsity and junior varsity level under the auspices of the NHIAA.

FALL

Boys' Cross Country
Girls' Cross Country
Field Hockey
Football
Golf
Boys' Soccer
Girls' Soccer
Spirit Team
Volleyball

WINTER

Boys' Basketball
Girls' Basketball
Gymnastics
Ice Hockey
Boys' Indoor Track
Girls' Indoor Track
Swim
Spirit Team
Wrestling

SPRING

Baseball
Boys' Lacrosse
Girls' Lacrosse
Softball
Boys' Tennis
Girls' Tennis
Boys' Track and Field
Girls' Track and Field

Prospective Student/Athletes who plan to play sports while in college may refer to specific eligibility rules and guidelines at the **NCAA Clearinghouse** website at "www.eligibilitycenter.org" for further information.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. For more information on FERPA and Pelham School District’s Policy, please refer to the following link:

[JRA Student Records and Access](#)

Persons have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The office that administers FERPA is:

Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-4605

Pelham High School 4-Year Planning

Student Name: _____ **Date:** _____

Graduation Requirements		Post High School Goals		9 th Grade	10 th Grade	11 th Grade	12 th Grade
English: Fr. English = 1.0 So. English = 1.0 English Electives = 2.0 Intro to Writing=.5 (2022)	4 Cr.	2 Yr. College/Career	4 Cr.	Fr. English Intro to Writing	So. English	English Elective	English Elective
		4 Yr. College/Univ.	4 Cr.				
		Selective 4 Yr. College/Univ.	5 Cr.				
Social Studies: World Geography =.5 Economics = .5 Civics = .5 Western Civ. = .5 U. S. History = 1.0	3 Cr.	2 Yr. College/Career	3 Cr.				
		4 Yr. College/Univ.	3 Cr.				
		Selective 4 Yr. College/Univ.	4 Cr.				
Math: PreAlg./Alg. I, Alg. II Geometry/Trigonometry Applied Algebra/TAC PreCalc/Calc/Statistics	3 + .5* Cr.	2 Yr. College/Career	3 Cr.				*Math or Math Intensive
		4 Yr. College/Univ.	4 Cr.				
		Selective 4 Yr. College/Univ.	5 Cr.				
Science: Physical Science Chemistry Biology	3 Cr.	2 Yr. College/Career	3 Cr.				
		4 Yr. College/Univ.	4 Cr.				
		Selective 4 Yr. College/Univ.	5 Cr.				
Foreign Language		2 Yr. College/Career					
		4 Yr. College/Univ.	3+ Cr.				
		Selective 4 Yr. College/Univ.	4+ Cr.				
Fine Arts: Art or Music	.5 Cr.						
Health	.5 Cr.						
Physical Education	1 Cr.						
Computer App: Computer Apps I, II Computer Tech & App.	.5 Cr.						
Personal Choice Electives	9.5			Elective(s):	Elective(s):	Elective(s):	Elective(s):
Personal Financial Plan. or Managing Your Money	.5 Cr.						
TOTAL CREDITS =							

*A math or math intensive course must be taken each year. Accounting I; CADD; Engineering and Design; Intro to Programming with Python; Managing Your Money; Personal Financial Planning; Physics; and Spreadsheet: Excel; meet this requirement.

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Agenda

Eric "Chip" McGee, Ed.D.
Superintendent

Deb Mahoney
Business Administrator

Brenda Colameta
Technology Director



59A Marsh Road
Pelham, NH 03076

T:(603)-635-1145
F:(603)-635-1283

Sarah Marandos, Ed. D.
Director of Curriculum,
Instruction & Assessment

Joan Cote
Human Resources Administrator

Brendan Hoffman
Interim Director of
Student Services

To: Pelham School Board
From: Chip McGee, Superintendent
Re: Pandemic Response
Date: January 20, 2020
Cc: Deb Mahoney, Business Administrator
Sarah Marandos, Director of Curriculum

I am pleased to report that yesterday all three schools in Pelham successfully resumed in school instruction for families who have chosen it. Several new practices are in place to help us maintain health and safety in the schools.

- When Masks Come Off:** While mask wearing is required at school, students and staff need to be able to remove their masks at times to eat lunch and to take mask breaks. In general, staff and students are to be at least six feet apart when removing their masks. Our staff reviewed seating charts in all schools to maximize physical distancing. In those cases when that is not possible to be six feet apart, students and staff are using clear plastic barriers.
- Staffing:** We have hired a new second grade teacher and third grade teacher to increase physical distancing in those classes. We have also approved 16 new substitute teachers, though many of those are college students who will leave in the coming weeks. We continue to recruit for substitutes and other positions. We have part time and flexible hours available. To apply please go to [our applicant page](#).
- Reopening Guidelines:** We updated our Reopening Guidelines and continue to ask that families err on the side of caution when deciding whether to keep students home from school.

Teachers, staff, and parents report they are happy to be back. Students report being a little tired.

Level of Community Transmission

The level of community transmission is varied, increasing in some areas and decreasing in others. Overall, it remains substantial.

TABLE: Level of Community Transmission

Criteria	Nov 18, 2020	Dec 1, 2020	Dec 7, 2020	Dec 15, 2020	Dec 28, 2020	Jan 6, 2021	Jan 20, 2021
COVID-19 PCR test positivity as a 7 day average	3.8% Minimal	4.8% Minimal	7.7% Moderate	9.8% Moderate	8.3% Moderate	11.1% Substantial	8.7% Moderate

Number of new infections per 100,000 population prior 14 days	240.4 Substantial	441.6 Substantial	508.4 Substantial	786.6 Substantial	613.4 Substantial	736.7 Substantial	768.9 Substantial
Number of new hospitalizations per 100,000 people over the prior 14 days	1.4 Minimal	1.4 Minimal	0.5 Minimal	0.9 Minimal	0.9 Minimal	0.9 Minimal	2.8 Minimal

NH DHHS provides trendlines for this data from the start of the pandemic that provides a visual representation of the level of community transmission. This data is for Hillsborough County excluding Nashua. (Note: These charts do not provide a y-axis scale. One can get a sense of the scale by comparing the peak data in the table above to the peak data in the charts.)

CHART: Antigen and PCR Test Positivity (Last Seven Days)

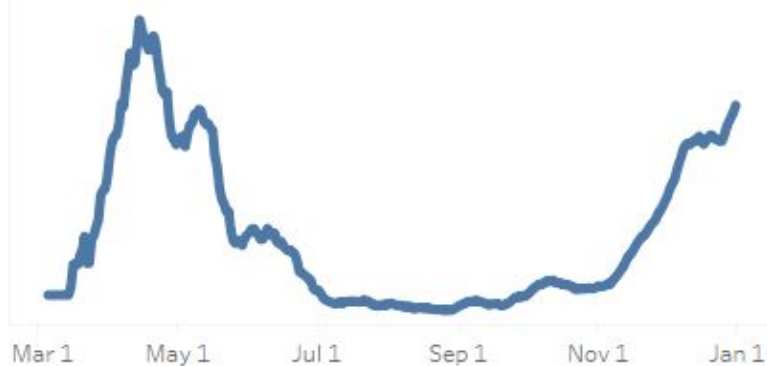


CHART: Rate of New Cases per 100,000 Population



New Hospitalizations per 100,000 Population



These charts do not reconcile to the table above because the charts are updated daily while the table is updated before each meeting, approximately every two weeks.

Level of School Impact

The level of impact on the school continues to be strained due to requests for leave as well as resignations, exclusions and quarantines.

The updated Staffing Capacity Data table lists the number of current exclusions. (The previous table has been moved to the end of this memo for reference). An exclusion means a case where a person is told to not come to school for reasons related to COVID-19.

TABLE: Staffing Capacity Data

School	Enrollment as of 10/1	Exclusions	
		On 1/20.2021	
		Student	Staff
PES	711	14	2
PMS/SAU	433	17	1
PHS	606	12	6
Total	1,750	43	9

We have 43 in school students excluded from school currently 9 staff members. Because of our time remote and our universal precautions in school, none of these exclusions are the result of in school transmission.

As a result of returning to in school instruction, we are able to report again on all three indicators of the level of school impact. We have no evidence of in school transmission. Attendance today (January 20) is at 95%, including exclusions so the level of student absenteeism is low. Although staffing remains strained, we have been able to stabilize it through additional

substitutes, suspension of non-essential professional days, the payment, at the end of the school year, for certain unused personal days and an additional classroom teacher for grade 2 and grade 3 to increase physical distancing in those grade levels.

TABLE: Level of School Impact

Criteria	Nov 18, 2020	Dec 1, 2020	Dec 7, 2020	Dec 15, 2020	Dec 28, 2020	Jan 6, 2021	Jan 20, 2021
Transmission within the schools	Low	N/A	N/A	N/A	N/A	N/A	Low
Student absenteeism	5% Low	N/A	N/A	N/A	N/A	N/A	5% Low
Staff capacity ³	Strained Medium	Strained Medium	Strained Medium	Strained Medium	Strained Medium	Strained Medium	Strained Medium

Source: Pelham School District data sources.

Conclusion

I want to commend the community, specifically parents and staff, for getting us back to in school instruction this week. Parents have continued to adjust with changing circumstances. Staff have taken on the challenges with professionalism. Reopening required the whole district to remain committed to our universal practices and our culture of grace. And we are.

Metrics Scales

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
Covid-19 PCR test positivity as a 7 day average	<5%	5 - 10%	> 10%
Number of new infections per 100,000 people over the prior 14 days	<50	50 - 100	>100
Number of new hospitalizations per 100,000 people over the prior 14 days	<10	10 - 20	>20

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the schools	Zero or sporadic cases with no evidence of transmission within the schools	One cluster ² in the school	Two or more unrelated clusters ² in the school
Student absenteeism	<15%	15-30%	>30%
Staff capacity ³	Normal	Strained	Critical

Decision Grid		Level of Community Transmission		
		Minimal	Moderate	Substantial
Level of School Impact	Low	Family Choice	Family Choice	Family Choice ⁵
	Medium	Family Choice	Family Choice ⁵	Primarily Remote
	High	Primarily Remote ⁴	Primarily Remote	Primarily Remote

Notes:

Thank you to Salem School District for sharing their materials.

1. Level of School Impact is determined by the three identified criteria – transmission rate within the school, student absenteeism, and the staff’s capacity to conduct classes and school operations. Capacity to maintain operations is a subjective factor.
2. A cluster is defined as 3 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g. a classroom) who had the potential to transmit infection to each other through close contact within the last 14 days. Two or more clusters are defined as those with onset (based on source case symptom onset dates) within 14 days of each other.
3. Staff capacity is a subjective assessment. Account must be taken for a school’s ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.
4. Rate of community transmission with a high impact on schools will very likely be determined by local public health officials in conjunction with school officials. High impact on schools is defined as greater than 30% student absenteeism and critical effect on school operations.
5. Level of Community Transmission is determined by PCR test positivity as a 7 day average, new infections over 14 days per 100,000 individuals, and new hospitalizations. All are determined at the county level and not the community level. Consequently, the rate of community transmission determined with input and guidance from local or state public health officials. The level of community transmission likely will not be a single determining decision-making variable. Rather, it will be used in conjunction with school impact and positive test rates.

PREVIOUS TABLE: Staffing Capacity Data (used 11/18/20 to 01/06/21)

School	Enrollment as of 10/1	Exclusions				Positive Cases since Pivot on 11/25	
		As of 12/7		Since 12/7		Student	Staff
		Student	Staff	Student	Staff		
PES	711	247	62	31	21	2	10
PMS/SAU	433	161	60	20	11	8	4
PHS	606	218	33	65	16	17	3
Total	1,750	626	155	116	48	27	17

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**PELHAM SCHOOL DISTRICT
SCHOOL BOARD MEETING DATE 2021.01.20**

AGENDA ITEM: FY2022 OPERATING BUDGET – ARTICLE 3 FOR VOTE

ACTION X PRESENTATION _____ INFORMATION _____

=====

BACKGROUND:

The School Board recommended operating budget was adjusted up by \$800 by the Budget Committee on November 19, 2020 during their vote on Article 3. The operating budget of \$35,612,298 was changed to \$35,613,098 and there were no other changes. The School Board is asked to vote on the warrant article as amended and listed below. This will align with the official 2021 Voting Warrant.

ARTICLE 3

Shall the Pelham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session of the annual school district meeting, for the purposes set forth herein, totaling thirty-five million, six hundred thirteen thousand, ninety-eight dollars (\$35,613,098)? Should this article be defeated, the default budget shall be thirty-five million, two hundred thousand, six hundred twenty-eight dollars, (\$35,200,628), which is the same as last year, with certain adjustments required by previous action of the Pelham School District or by law; or the Pelham School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only. *(Majority vote required).*

FISCAL IMPLICATIONS: Per MS-27, Proposed Budget for FY2022

RECOMMENDATIONS:

I make a motion to approve Article 3 as written.

ARTICLE 2 - PELHAM MEMORIAL SCHOOL RENOVATION AND UPGRADE BOND

Shall the Pelham School District vote to raise and appropriate the sum of thirty million, eight hundred sixty-one thousand dollars (\$30,861,000) for the design, construction, furnishing and equipping of a major renovation and additions to the Pelham Memorial School and its associated buildings and grounds facilities, with not more than thirty million, eight hundred sixty-one thousand dollars (\$30,861,000) to be raised through the issuance of bonds or notes under and in compliance with the provisions of the Municipal Finance Act (RSA Chapter 33); to authorize the School Board to issue, negotiate, sell and deliver such bond and notes and determine the rate of interest thereon and the maturity and other terms thereof; to authorize the School Board to apply for, obtain, accept and expend federal, state or other aide which may be available for said project and to comply with all laws applicable to said project; to authorize the School Board to take any and all action necessary in connection therewith or to pass any other vote relative thereto, including but not limited to, the acquisition or conveyance of interests and real property necessary to complete the project; and further to raise and appropriate the additional sum of seven hundred seventy-one thousand, five hundred twenty-five dollars (\$771,525) for the first year’s payment of interest on the bond?

(3/5 ballot vote required).

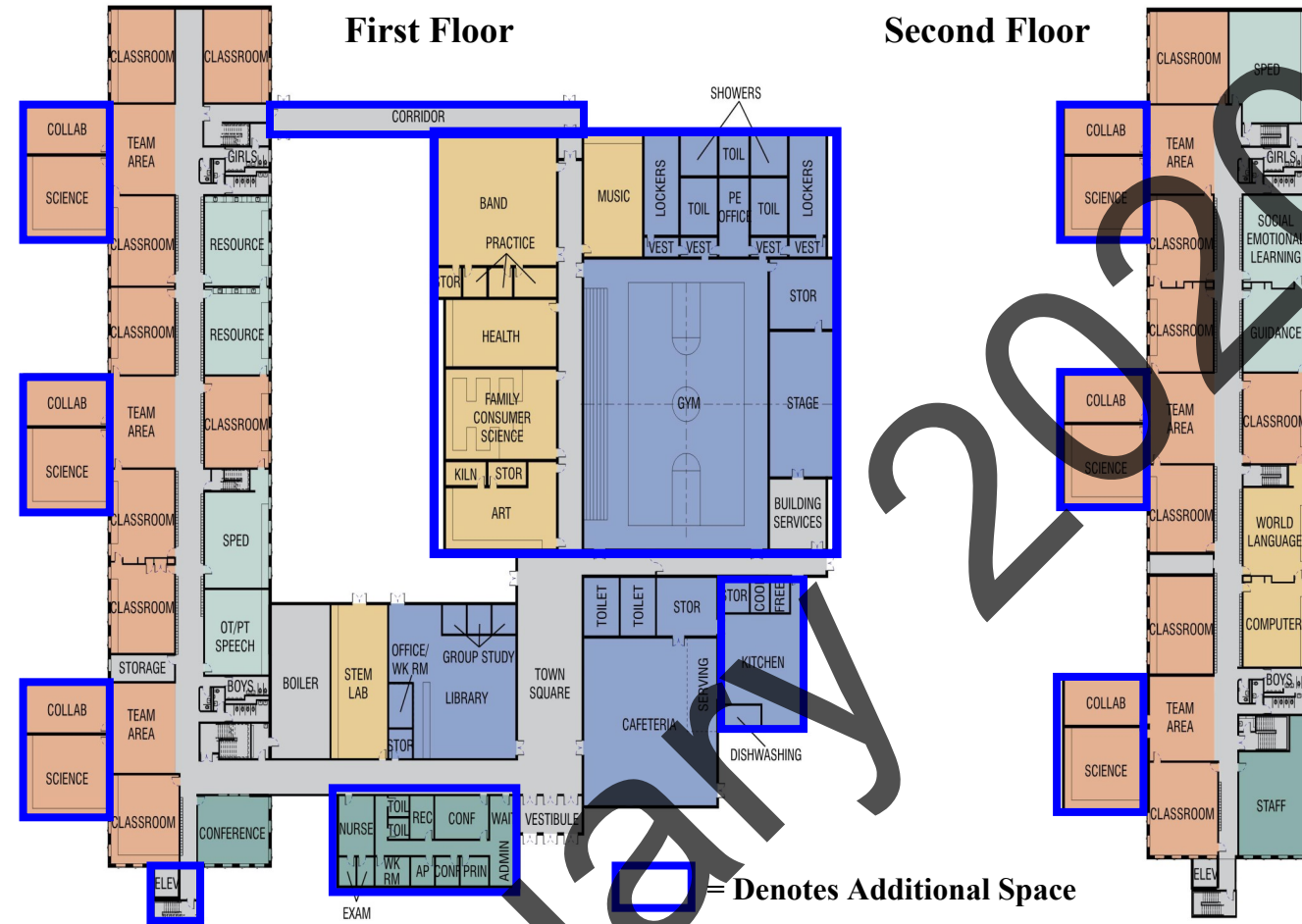
Recommended by the School Board
Recommended by the Budget Committee

ARTICLE 2 - EXPLANATION

Pelham Memorial School was constructed in 1965 and additions were last made to the structure in 1970. Modular space was added in 2012 and 2018. The District formed a dedicated committee in 2017, which found that the school building is in significant need of renovations, upgrades, and expansion. This project is intended to address identified deficiencies and allow Pelham Memorial School to meet or exceed 21st Century educational standards. The proposed additions and renovations will achieve the following goals:

- Expand existing 56,300 square foot school building by an additional 44,300 square feet (or 79%)
- Completely renovate all existing space
- Provide our 6th - 8th grade students the positive physical learning environment they deserve

The Pelham School Board has Identified Renovations and Additions to the Pelham Memorial School as a Top Priority



ARTICLE 2 - EXPLANATION (CONTINUED)

- Offer a Middle School curriculum, rather than an Upper Elementary School Curriculum by bringing STEAM (Science, Technology, Engineering, Arts, and Mathematics), Family and Consumer Sciences, and expanded World Language offerings
- Ensure accessibility for all students and adherence to ADA requirements
- Improve security by eliminating modular spaces
- Replace all mechanical equipment and heating/cooling systems for increased efficiency
- Remedy exterior and interior deterioration of the facility, a majority of which is beyond its useful life
- Provide a regulation size gym with adequate space for school, community, and sporting events
- Alleviate congestion issues on Marsh Road by adding a bus loop and additional parking

The list is not intended to be all-inclusive; however, it highlights the key needs of:

- Our students
- The curriculum
- School District
- Physical facility
- Pelham Community

This is the last major facility in the Town to undergo renovations. The estimated tax impact in Year 1 of the 20-year bond is approximately \$0.35 per thousand, as this is an interest-only payment. The estimated tax impact in Year 2 is approximately \$1.35 per thousand, which will decrease in subsequent years.

Assessed Home Value	Estimated Year 2 Tax Impact
\$ 300,000	\$ 405
\$ 350,000	\$ 473
\$ 400,000	\$ 540

ARTICLE 3 - OPERATING BUDGET

Shall the Pelham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session of the annual school district meeting, for the purposes set forth herein, totaling thirty-four million, thirty-eight thousand, and twenty-one dollars (\$34,038,021)? Should this article be defeated, the default budget shall be thirty-three million, six hundred thirty thousand, five hundred thirty-eight dollars (\$33,630,538), which is the same as last year, with certain adjustments required by previous action of the Pelham School District or by law; or the Pelham School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only. **(Majority vote required).**

Recommended by the School Board
Recommended by the Budget Committee

ARTICLE 3 - EXPLANATION

This article reflects the operating budget, which is the funding necessary to provide quality educational programming for our students. The general fund is the only part of the budget that impacts the tax rate. The overall increase in operating budget is 3.3%. The primary contributing factors to the increase are:

- Contractual obligations under last year’s voter-approved teacher’s bargaining agreement.
- Recently adopted state law requiring mid-day busing for kindergarten (RSA 189:6)
- Health insurance guaranteed maximum rate adjustment of 5.3%
- Increase Special Education Coordinator positions at PES, PMS, and PHS. The District has experienced increases in referrals, evaluations, and meetings. The increase will improve availability of building administrators for all students and staff.

Demonstrating the Board’s commitment to fiscal responsibility, the Pelham School District has the 9th lowest per pupil spending across 162 school districts in the State of New Hampshire (2018-2019).

Year	Pelham	NH State Average
2018-2019	\$ 13,523	\$ 16,346

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ARTICLE 4 - COLLECTIVE BARGAINING AGREEMENT

Shall the Pelham School District vote to approve the cost items included in the collective bargaining agreement reached between the Pelham School District and the Pelham Education Support Personnel Association (PESPA) which calls for the following increases in salaries and benefits over the amount paid in the prior fiscal year at current staffing levels.

Year	Estimated Increase
2020-2021	\$ 88,848
2021-2022	\$ 62,528
2022-2023	\$ 62,751

and further to raise and appropriate the sum of eighty-eight thousand, eight hundred forty-eight dollars (\$88,848) for the 2020-2021 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement that would be paid at current staffing levels? **(Majority vote required).**

Recommended by the School Board
Recommended by the Budget Committee

ARTICLE 4 - EXPLANATION

The PESPA contract covers 85 essential positions including Instructional Assistants, Aides, Monitors, and Tutors District-wide. We reviewed the compensation packages of surrounding Districts, and found that we are competitive in wages but not in health benefits. The contract seeks to attract and retain well-qualified personnel by focusing on key areas such as:

- Increasing District contributions to health insurance premiums
- Moving from a tiered to a stepped wage schedule
- Average wage increase is approximately 3.3% per year
- Provides additional compensation for Instructional Assistants that work with students who require the most specialized care and attention



**2020 VOTER GUIDE
SCHOOL WARRANT
ARTICLES**

To Our Friends and Neighbors, the Residents of Pelham,

We compiled this Voter Guide to assist you in making informed decisions on Town Meeting Day. The information outlines the School District Warrant Articles and provides a brief explanation of each.

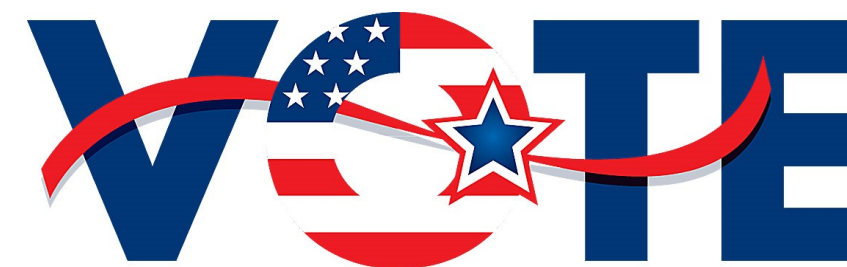
Please do not hesitate to reach out to us at psb@pelhamsd.org or visit us at www.pelhamsd.org for additional information. School Board members, school administrators, and SAU staff are happy to answer any questions you may have.

Our hope is that this guide provides you the tools necessary to cast a well-informed vote. Town Meeting Day is March 10, 2020, between 7:00 AM and 8:00 PM, at Pelham High School.

We value your support and look forward to seeing you at the polls.

Respectfully yours,

Pelham School Board



**TUESDAY, MARCH 10, 2020
7:00 AM - 8:00 PM
PELHAM HIGH SCHOOL
PLEASE ENTER VIA
THE STUDENT ENTRANCE**

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Pelham, NH 03076

PELHAM SCHOOL DISTRICT DRAFT POLICY

JLCF - WELLNESS

Category: Priority

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

I. DISTRICT WELLNESS COMMITTEE

The Superintendent, in consultation with the Director of Food Services, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative District Wellness Committee, whose functions will include review and recommendations regarding implementation of and updates to this policy, ~~setting and establishment of~~ specific measurable goals for nutrition promotion, education and physical activity, ~~and evaluation of the achievement of those goals.~~

~~Each school is encouraged to establish a School Wellness Committee whose functions include review of school-level wellness issues, setting of school level goals, and evaluation of the achievement of those goals in coordination with the District Wellness Committee.~~

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than ~~four~~ ~~three~~ times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include ~~parents, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals (e.g. nurses and allied health professionals), mental health and social services staff (e.g. school counselors, psychologists, and social workers), school administrators (e.g. superintendent, principal, assistant principal), school board members, other health professionals (e.g. doctors, nurses, dentists), and the general public. The Superintendent or her/his designee, the Director of School Nutrition and Wellness, each Building Wellness Coordinator, parents, students, physical education teachers, health education teachers, school counselors, school~~

**PELHAM SCHOOL DISTRICT DRAFT POLICY
JLCF - WELLNESS**

Category: Priority

~~administrators, a School Board member, outside health professionals, individual school building representatives, and members of the public.~~

~~Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.~~

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings. (Note - I asked Gorroo whether this is required)

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT:

A. Implementation Plan

Each ~~School Wellness Committee Building Wellness Coordinator~~, with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation [*Healthy Schools Program*](#), and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30th of each school year and provided to the Superintendent.

B. Annual Notification of Policy

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and any Building Wellness Coordinator(s), in addition to on how the public can get involved with the District Wellness Committee.

C. Triennial Progress Assessments

At least once ~~Every~~ every three years, the Director of School Nutrition and Wellness will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The District Wellness Committee will make recommendations to the Superintendent update the District Wellness Policy based on the results of the annual School Health Index and

PELHAM SCHOOL DISTRICT DRAFT POLICY

JLCF - WELLNESS

Category: Priority

triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

D. Recordkeeping

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach and Communications

The District will communicate ways in which representatives of the [District Wellness Committee](#) and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

The District will use electronic means, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

III. NUTRITION

A. School Meals:

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;

PELHAM SCHOOL DISTRICT DRAFT POLICY

JLCF - WELLNESS

Category: Priority

- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

<https://www.fns.usda.gov/school-meals/professional-standards>

C. Water

Fix this as it was before. To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.¹

D. Competitive Foods and Beverages and Marketing of Same in Schools

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

<https://www.fns.usda.gov/school-meals/smart-snacks-school>

“School Day” for the purposes of this policy is the time between midnight the night before to 30 minutes after the end of the instructional day.

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.

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PELHAM SCHOOL DISTRICT DRAFT POLICY

JLCF - WELLNESS

Category: Priority

- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note*: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

E. Celebrations and Rewards

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. ~~and shall be pre-approved by the Director of Nutrition and Wellness. Approvals are for the current~~ ~~current the~~ school year only. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The ~~Director of Nutrition and Wellness~~ ~~District's School Nutrition Services~~ will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

F. Food Sale Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards ~~may be approved by the Director of Nutrition and Wellness~~ and be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Approvals are required each school year.

PELHAM SCHOOL DISTRICT DRAFT POLICY

JLCF - WELLNESS

Category: Priority

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards ~~may be approved by the Director of Nutrition and Wellness and may be sold~~ through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. ~~Approvals are required each school year. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.~~ (Kelly - Have you discussed this with principals? I do not know if we do have bake sales. This change would have prompted a big reaction from my principals in my previous district. - Chip)

G. Nutrition Promotion

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

- Implementation of **one at least _____** or more evidence-based healthy food promotion techniques in the school meal programs using methods included in the Smarter Lunchroom Movement, which may be found at:

<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Flood Planner of the Alliance for a Healthier Generation, available at:

<https://foodplanner.healthiergeneration.org>

~~<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>~~

H. Nutrition Education

The District will teach, model, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will **generally** be displayed in each school cafeteria or each room in which students regularly eat their lunches, **(Can this exclude the pandemic?)**.
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that:

PELHAM SCHOOL DISTRICT DRAFT POLICY

JLCF - WELLNESS

Category: Priority

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

A. Classroom Physical Activity Breaks

In addition to any recess periods provided in the ordinary daily schedule, students will be offered periodic opportunities to be active or to stretch throughout the day. The District recommends teachers provide short 3 to 5 minute physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

B. Before and After School Activities

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

C. Walking and Biking to School

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS

**PELHAM SCHOOL DISTRICT DRAFT POLICY
JLCF - WELLNESS**

Category: Priority

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District will **establish School Wellness Committees** ~~identify at least one activity or list of options with a requirement to engage in one or more~~ each school year.

VI. PROFESSIONAL LEARNING

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

District Policy History:

Adopted: June, 2006

Revised: June 19, 2019

Revised:

Legal References:

42 U.S.C. 1751, Richard B. Russell National School Lunch Act

42 U.S.C. 1771, Child Nutrition Act of 1966

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

N.H. Dept. of Education Administrative Rule – Ed 306.04 (a)(20), Wellness

N.H. Dept. of Education Administrative Rule – Ed 306.11 (g), Food and Nutrition Services

N.H. Dept. of Education Administrative Rule – Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)

N.H. Dept of Education Administrative Rule – Ed 306.40, Health Education Program

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Agenda

PELHAM SCHOOL DISTRICT POLICY DRAFT

BEDG – MINUTES

Related To: EH

Category: Recommended

~~The Secretary shall keep a record of the actions of Board meetings. The minutes of the Board shall be kept in an official minute book and shall include resolutions and motions. Papers not a part of a formal motion may be omitted if they are referred to and identified by some method.~~¶

¶

~~Copies of the draft minutes of a meeting shall be sent to the members of the Board before the meeting at which they are to be approved. Corrections to the minutes may be made at the meeting at which they are to be approved.~~¶

¶

~~All minutes shall be kept in accordance with RSA 91-A:2 and 3 III and will be in the custody of the Superintendent, who will make them available no later than 144 hours after the meeting to interested citizens on request. (72 hours for minutes of non-public sessions)~~¶

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

The Board will keep a record of the actions taken at Board meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include:

- 1) the names of members participating,
- 2) persons appearing before the School Board (any persons other than board members who address the board or speak at the meeting;
- 3) a brief description of each subject matter discussed;
- 4) identification of each member who made a first or second of any motion;
- 5) a record of all final decisions;
- 6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each Board member voted on the motion; and
- 7) In the event that a Board member objects to the subject matter discussed by the Board, if the Board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II-a.).

Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to

PELHAM SCHOOL DISTRICT POLICY DRAFT BEDG – MINUTES

Related To: EH

Category: Recommended

minutes of non-public sessions when the Board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present supporting the motion. Drafts of non-public minutes will be provided to the Board either at the conclusion of the non-public session and may be approved at the time - prior to any vote to seal, or if sealed, provided to the Board to Board at the meeting at which they are to be approved.

Draft minutes of all public meetings, clearly marked as drafts or “unapproved”, will be made available for public inspection upon request no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed in accordance with the statutory procedure described in the preceding paragraph.

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

All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent. Requests for access to minutes shall be processed in accordance with Board Policy EH and administrative procedures EH-R.

Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's ~~website~~ web site in a reasonably accessible location or the web site shall contain a notice describing where the minutes may be reviewed and copies requested. Draft minutes will be available for inspection at the District's administrative office.

Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. The Superintendent shall identify and bring to the Board's attention minutes which have been sealed because disclosure would render the proposed action ineffective where the action has been completed and the minutes no longer need to be sealed. The Superintendent will also identify any other sealed minutes where the justification for sealing no longer applies due to the passage of time. Generally, non-public session minutes are sealed because divulgence of the information would likely ~~affect~~ adversely affect adversely the reputation of a person other than a member of the School Board, will remain sealed.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

Revised:

**PELHAM SCHOOL DISTRICT POLICY DRAFT
BEDG – MINUTES**

Related To: EH

Category: Recommended

Legal References:

RSA 91-A:3 III

RSA 91-A:4 I

RSA 91-A:2 II

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PELHAM SCHOOL DISTRICT POLICY DRAFT

EH – DATA MANAGEMENT

Related to: BEDG

Category: Recommended

The Superintendent is hereby designated the custodian of all “District records,” which term shall have the same meaning as “governmental records” as that term is defined in the state’s Right to Know Law, RSA 91-A:1-a. Without limiting that meaning, District records shall include Board and Board committee minutes, documents, writings, letters, memoranda, e-mails, images, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.).

~~all records, minutes, documents, writings, letters, memoranda, or other written, typed, copied, or developed materials possessed, assembled, or maintained by this District.~~

The Superintendent shall develop written procedures concerning all requests by the public to inspect or obtain copies of school district records (i.e., “governmental records”). The procedures shall conform in all respects to the Right to Know Law. The written procedures should contain provisions clearly indicating personnel responsible for processing any request for District records, as well as the cost for providing requested copies. No fee or expense shall be charged other than as allowed under RSA 91-A:4.

The Superintendent shall review such procedures annually and make such changes as are required as a result of legislative changes to the Right to Know or other applicable law or regulations, or as deemed appropriate. Any changes to the written procedures should be provided to all appropriate personnel and to the School Board.

All District records shall be retained, deleted, or destroyed in accordance with Policy EHB and Administrative Procedures EHB-R. Minutes of School Board meetings, and materials used to prepare the same, shall also be made available in accordance with Policy BEDG.

The Superintendent is authorized to contact the District's attorney for any matter related to requests for public records and/or the development of the written procedures required under this policy.

~~1. All requests for public information are to be forwarded to the Superintendent immediately upon receipt. The Superintendent shall thereupon make a determination as to whether or not the information requested is public in nature. If public, the Superintendent shall provide the information in a timely manner, which does not disrupt the operation of the schools.¶~~

¶

~~2. In accordance with RSA 91 A:4, if the Superintendent finds the information to be public in nature, he or she shall direct that it be reproduced on the premises. The party requesting the information is to be charged the cost of reproduction and any other expenses entailed in locating and retrieving the information. If the information is in active use or otherwise unavailable, the party requesting the information will be notified immediately upon its becoming available.¶~~

¶

~~3. If the Superintendent finds the information not to be public in nature, he or she~~

**PELHAM SCHOOL DISTRICT POLICY DRAFT
EH – DATA MANAGEMENT**

Related to: BEDG

Category: Recommended

~~shall so inform the requesting party and shall for no reason release such information. ¶~~

~~¶~~

~~4. If the Superintendent is unable to ascertain whether or not the information requested is public in nature, he or she is hereby authorized to request, on behalf of the Board, an opinion from the Board's attorney as to the nature of the information. Such opinion requests will be made within ten (10) days of the original request for the information. The Superintendent shall notify the person requesting such information that an opinion is to be requested of the attorney and shall notify such person immediately upon receipt of an answer from the attorney. ¶~~

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: June 7, 2006

Legal References:

RSA 91-A:4

~~*Appendix: EHB-R ¶*~~

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PELHAM SCHOOL DISTRICT POLICY DRAFT
BGAA – POLICY DEVELOPMENT, ADOPTION, AND REVIEW

Category: Recommended

Note: This would be a new policy based on NHSBA recommendations to replace BGA, BGB, BGC, BGD, and BGE

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

- A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.
- B. Policy Committee Meetings and Agendas. The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.
- C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies, and forming recommendations regarding the same for the Board ~~[consistent with policy BGC].~~
- D. Procedures for Policy Development and Review.
 1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.
 2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.
 3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional

PELHAM SCHOOL DISTRICT POLICY DRAFT
BGAA – POLICY DEVELOPMENT, ADOPTION, AND REVIEW

Category: Recommended

or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.

4. The Superintendent, should seek counsel of the School Board’s attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
 5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
 6. The Policy Committee will provide report to the full board **as needed and at least annually** ~~[state frequency _____]~~. The reports will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee,
- E. Board Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.
1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.
 2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).
 3. The Board will allow opportunity for public comment on policy proposals per Board policy **BEDH- (**)** as follows: ~~]~~
~~[NOTE: this section should reflect the existing public comment practice/procedure/policy of school board. E.g., some boards do not allow public comment at all, some have a specific slot in the agenda dedicated to public comment, some allow it as agenda items come up. NHSBA recommended practice is to allow comment on agenda items, but how that is managed is a matter for each board. A board could provide special time for public comment as to policies on the agenda, but apply the same or similar restrictions (e.g., 3 minutes, 20 minutes total, etc.)]~~
 4. Any changes agreed upon or requested by the board during the first reading shall be made by the **Policy Committee (or delegated to the Superintendent)** ~~[Superintendent OR Policy Committee OR _____]~~ prior to the second reading.
 5. At the next Board meeting (or a later meeting if so agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action.

PELHAM SCHOOL DISTRICT POLICY DRAFT
BGAA – POLICY DEVELOPMENT, ADOPTION, AND REVIEW

Category: Recommended

Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc..

6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association. ~~OR {if the district does not use the NHSSBA/NEPN code system} *include a reference to the appropriate policy code assigned by the New Hampshire School Board's Association to allow for tracking updates.*~~
7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Suspension of Policy Process.

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given *in accordance with Policy BEA or Policy BEB* ~~at least *[days? weeks? at a previous Board meeting?]*~~ and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.
2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.

G. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. Notice of new, revised and deleted policies should be provided to affected groups (i.e., school staff, students, parents) and posted on the district website and by other such appropriate means determined by the Superintendent.
3. The Superintendent shall retain as government records copies of all policies deleted from the Board policy manual.
4. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office ~~and (if applicable) in each school building~~. *The Superintendent shall also ensure* ~~assure~~ *that all hard copies of the District's policy manual are recalled annually and updated as appropriate.*

**PELHAM SCHOOL DISTRICT POLICY DRAFT
BGAA – POLICY DEVELOPMENT, ADOPTION, AND REVIEW**

Category: Recommended

District Policy History:

Adopted:

Return to
Agenda

PELHAM SCHOOL DISTRICT POLICY

BG – BOARD POLICY PROCESS

Category: Recommended

The Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.

The Board considers policy development its chief function, along with providing the resources such as personnel, buildings, materials, and equipment for the successful interpretation and evaluation of its policies.

Policies are principles adopted by the Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to School District personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the public schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. The Board will welcome suggestions for ongoing policy development from citizens, students, and staff in the District.

Action on such proposals, whatever their source, is taken finally by the Board after receiving the recommendation of the Superintendent. The Superintendent bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff and appropriate study committees. The Superintendent shall seek counsel of the School Attorney when there may be a question of legality or proper legal procedure in the development of a proposed School Board policy.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

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POLICY DEVELOPMENT SYSTEM

The Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

System Maintenance

A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board and/or Superintendent, to maintain the Board policy manual, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

Revised: November, 1999

Revised: July, 1998

Adopted April 5, 2006

PELHAM SCHOOL DISTRICT POLICY

BGB – POLICY ADOPTION

Category: Recommended

Except for policy actions to be taken on emergency measures, the adoption of Board policies should follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Announcement and publication of proposed new or revised policies as an item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals. The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.
4. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
5. Insofar as possible, each policy statement shall be limited to one subject.
6. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the District marked with the date of adoption and/or amendment.
7. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

**PELHAM SCHOOL DISTRICT POLICY
BGC – POLICY REVIEW AND EVALUATION/MANUAL
ACCURACY CHECK**

Category: Recommended

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a regular basis.

The Superintendent is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the Superintendent to recall all policy and regulations manuals annually for purposes of administrative updating and Board review.

District Policy History:

Adopted: July, 1998

Revised: April 5, 2006

POLICY DISSEMINATION

The policy manual is a public document. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and to persons in the community insofar as conveniently possible. Manuals will be available for inspection at the Superintendent's office, and each Principal's office.

All policy manuals shall remain the property of the School Board and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the administrative head of the School District.

The Superintendent is responsible for ensuring an update of all manuals as necessary.

Revised: November, 1999

Revised: July, 1998

Adopted April 5, 2006

PELHAM SCHOOL DISTRICT POLICY DRAFT

BHE – SCHOOL BOARD USE OF EMAIL

Category: Recommended

A. General.

Use of electronic communications by members of the Board shall conform to the same standards of judgment, propriety, and ethics as other forms of School Board-related communication.

For purposes of this section, “electronic communications” includes, without limitation, electronic mail (“email”), electronic chat, instant messaging, texting, and any form of social networking that allows two-way comment/input.

Electronic communications among a quorum of the School Board, shall not be used for the purpose of discussing School District or School Board business.

Board members shall avoid reference to confidential information about staff, students or other individuals. Intentional disclosure of such information may subject a board member to individual liability and may constitute a violation of the oath of office.

B. Applicability of New Hampshire’s Right to Know Law.

1. Meetings. With very limited exceptions, New Hampshire’s “Right to Know” law, RSA 91-A, requires that public bodies (e.g., the school board, and any of its sub- or advisory committees) conduct deliberations and decision-making during duly noticed meetings that the public may attend. Under RSA 91-A:2, I, a “meeting” occurs when a quorum of a public body discusses (in any manner that allows for contemporaneous communication) a matter over which that public body has supervision, control, jurisdiction, or advisory power. Thus, any electronic communication discussing district or school business that circulates among a majority of a quorum of the board could constitute a meeting and a violation of the Right to Know law.

~~As to social media especially, board members must exercise great care to assure less than a quorum ever comments on a post or thread regarding school business. ¶¶~~

2. ~~Administrative/Ministerial Communications.~~ Administrative ~~or ministerial communications~~ which do not include substantive discussion are not prohibited by the Right to Know law or this policy. Examples of permitted ministerial communications, electronic or otherwise, include:

- Agenda item suggestions (with no discussion of substance);
- Reminders for upcoming meetings;
- Communications needed to schedule meetings;
- Board meeting agendas with supporting materials.

3. Electronic Communications as Records. Any written communication (including electronic communications) created, accepted, or obtained by or on behalf of the School Board or a majority/quorum thereof constitute a “record” of the district. Such records are subject to disclosure unless exempted under RSA 91-A:5 or other law. Likewise,

**PELHAM SCHOOL DISTRICT POLICY DRAFT
BHE – SCHOOL BOARD USE OF EMAIL**

Category: Recommended

electronic communications are subject to the District's record retention policies and schedule. EHB and EHB-R.

District Policy History:

Adopted:

Legal References:

RSA 91-A:1-a, Definitions

RSA 91-A:2, Meetings Open to Public

RSA 91-A:2-a, Communications Outside Meetings

RSA 91-A:5, Exemptions

RSA 189:29-a, Records Retention and Disposition

Miller v. Fremont School Board, Rockingham County Superior Court, No. 03-E-152 (2003)

PELHAM SCHOOL DISTRICT DRAFT POLICY BDC – APPOINTED BOARD OFFICIALS

Category: Optional

CLERK OF THE DISTRICT

The Clerk of the District is an elected official, and shall not be a member of the School Board except in cooperative school districts, where he/she is appointed by the board. The Clerk shall receive such remuneration as the District may determine and shall keep a true record of each District meeting and make any reports to the State of New Hampshire as may be required and shall carry out duties as required by law.

TREASURER

The Treasurer of the District is an elected official, and in cooperative Districts and shall not be a member of the School Board. The Treasurer He/She shall receive such remuneration as the District may determine and perform such duties pertaining to the fiscal affairs of the School District as outlined in the New Hampshire statutes relating to public schools.

A Deputy Treasurer may shall be appointed by the Treasurer subject to the approval of the Board.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

Revised:

Legal References:

~~RSA 195:5 (Cooperative School District Officers) ¶~~

RSA 197:20 (Clerk Duties)

RSA 197:22, School Meetings Officers: Treasurers Bond

RSA 197:23-a (Treasurers Duties)

RSA 671:23 (Non-Cooperative School District Officers)

~~RSA 671:6 ¶~~

RSA 671:6, School District Elections: Other Officers

RSA 671:23, School District Elections: Warrant

RSA 671:31, School District Elections: Reports by Clerk

**PELHAM SCHOOL DISTRICT POLICY
BDE – COMMITTEES AND DELEGATES**

Category: Recommended

The Board may have standing committees as deemed necessary.

Standing and special committees and delegations shall be appointed by the Chairperson of the Board and approved by vote of a majority of the Board. Committees will meet as needed on matters pertaining to said committee and will make recommendations for action by the full Board. The Board representative or a representative of the SAU or administration shall be selected by the Board to serve as chairperson of any standing or special committees or delegations.

The committee member or delegate will represent the School Board, and any subsequent voting will reflect the official School Board position.

District Policy History:

Adopted: July, 1998

Revised: April 5, 2006

Revised: January 20, 2021

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PELHAM SCHOOL DISTRICT POLICY
BDF – ADVISORY COMMITTEES TO THE BOARD

Category: Optional

The Board may rely on various advisory committees to counsel it as one means of discerning the needs and desires of the School District and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations that will enhance the effectiveness of the decision-making process. The ultimate authority to make decisions will continue to reside with the powers and duties of the Board as imposed by law.

Specific topics for study or well-defined areas of activity shall be assigned in writing to each committee. Upon completing its assignment, each committee either shall be given new problems or shall be dissolved promptly, but shall not be allowed to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is being asked to serve, the service the Board wishes it to render, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board intends to dissolve the committee. Furthermore, the committee shall be instructed as to the relationship it has with the Board, individual Board members, the Board member liaison(s), the Superintendent, committee assistant, and professional staff as applicable.

The Board shall have sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

The Board shall seek the advice of the Superintendent before establishing or dissolving any advisory committee.

All appointments of citizens to advisory committees to the Board shall be made by the Board.

All appointments of staff members to advisory committees to the Board shall be made by the Superintendent after approval of the Board.

A Board representative or a representative of the SAU or administration shall be selected by the Board to serve as chairperson of any advisory committee.

The School Board will ensure that the public is informed of the services rendered by such advisory committees and the major conclusions and recommendations these committees make. All public announcements concerning the organization, membership, operation, recommendations and dissolution of such committees shall be made at such time and in such manner as the Board may choose.

**PELHAM SCHOOL DISTRICT POLICY
BDF – ADVISORY COMMITTEES TO THE BOARD**

Category: Optional

District Policy History:

Adopted: July, 1998

Revised: April 5, 2006

Revised: January 20, 2021

Legal References:

RSA 32:24, Other Committees

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PELHAM SCHOOL DISTRICT POLICY

BEA – REGULAR BOARD MEETINGS

Category: Recommended

The Board shall meet at least once every two months. Unless otherwise determined by Board action, regularly scheduled Board meetings (“regular meetings”) will be held at regular intervals set by the School Board during its reorganizational meeting. Additional meetings not on the schedule (special meetings”) may be held at the call of the Chairperson or upon the written request of at least 40% of the School Board.

Notice of all board meetings will be posted in accordance with the provisions of RSA 91-A.

The Superintendent is authorized to post notice of the meeting on the District website. Minutes of all meetings will be taken and provided in accordance with the provisions of RSA 91-A.

All meetings shall be open to the public. Agendas will be established per Board Policy BEDB. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board Policy BEDH.

Additional meetings may be scheduled at the call of the Chair. Emergency meetings may be called in accordance with the provisions of RSA 91-A:2 and Board Policy BEB.

A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

The School Board recognizes that the consistent attendance of Board Members at Board meetings is essential for the efficient, effective operation of the Board’s duties as well as fulfilling individual obligations as elected officials.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

Revised: January 20, 2021

Legal References:

RSA 91-A, Access to Public Records and Meetings

N.H. Code of Administrative Rules, Section Ed. 303.01(f), Substantive Duties of School Boards

PELHAM SCHOOL DISTRICT POLICY BEB– EMERGENCY BOARD MEETINGS

Category: Optional

Emergency meetings may be called by the Chairperson or by action of a majority of the Board. For the purposes of this policy, an emergency is defined as a situation where immediate undelayed action is deemed to be imperative by the Chairperson. In the event of an emergency meeting, the Board will post notice of time and place of the emergency meeting as soon as possible and will also use other reasonable means to inform the public that an emergency meeting is to be held. Minutes of an emergency meeting will clearly state the need and purpose for the emergency meeting.

District Policy History:

Adopted: July, 1998

Revised: April 5, 2006

Revised: January 20, 2021

Legal References:

RSA 91-A:2, II, Meetings Open to the Public

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PELHAM SCHOOL DISTRICT POLICY BEC–NON-PUBLIC SESSIONS

Category: Recommended

The Board reserves the right to sit in non-public session when a majority of the members present and voting so vote (recorded roll call vote required). As required by law, the motion calling for a non-public session will indicate the matters to be discussed and the statutory exception stated.

The Board may entertain a motion to hold a non-public session only for those purposes which the law recognizes. (For the list of reasons permitted by law, see RSA 91-A:3 II.)

Minutes of the proceedings in non-public sessions shall be kept, at least to the extent of recording any decisions made therein. Decisions must be publicly disclosed within 72 hours of the meeting, unless 2/3 of the members present believe the release of the information would adversely affect the reputation of any person other than a member of the body itself, render the proposed action ineffective, or thwart safety considerations pertain to terrorism or other emergency functions. Board members and any persons attending a non-public session are duty-bound not to disclose any details of the discussion held.

The Superintendent or his/her designated representative may attend all non-public sessions except those which pertain to the Superintendent's employment, at the pleasure of the Board.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

Revised: January 20, 2021

Legal References:

RSA 91-A:3, Non-Public Sessions

RSA 91-A:4, Minutes and Records Available for Public Inspection

RSA 42:1-a, Oaths of Town Officers: Manner of Dismissal; Breach of Confidentiality

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PELHAM SCHOOL DISTRICT POLICY
BEDA–PUBLIC NOTIFICATION OF SCHOOL BOARD MEETINGS

Category: Recommended

All School Board Meetings are open to the public. The Board will announce at least 24 hours in advance through two public postings, the date, time, and place of all regular and special meetings and the major topics to be discussed.

The Board may need to hold an emergency meeting in the case where immediate undelayed action is deemed imperative by the Chair or presiding Officer of the body or agency, who shall employ whatever means are available to inform the public that a meeting is to be held. The minutes of the meetings shall clearly indicate the need for the emergency meeting.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: April 5, 2006

Revised: January 20, 2021

Legal References:

RSA 91-A Public Records and Meetings: Meetings Open to the Public

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PELHAM SCHOOL DISTRICT POLICY

BEDB—AGENDA PREPARATION AND DISSEMINATION

Category: Recommended

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 the Board agrees to discuss the matter. The Board may choose not to deal with every agenda item.

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

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 ones, 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 calendar 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. Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's website.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: January 20, 2016

Revised: January 20, 2021

Legal References:

RSA 91-A:2, II.

**Pelham School Board Meeting
January 6, 2021
Pelham Elementary School
6:30 pm**

In Attendance:

School Board Members: Megan Larson, Chair, Debbie Ryan, Vice-Chair, Troy Bressette, Darlene Greenwood, and David Wilkerson (virtual due to Covid-19)

Superintendent: Chip McGee

Business Administrator: Deb Mahoney

Director of Curriculum,

Instruction & Assessments: Sarah Marandos

Student Representative: Joe Wholey

Also in Attendance: Dawn Mead, PHS Principal

1. Call to Order:

Chair Megan Larson called the meeting to order at 6:31 pm, followed by The Pledge of Allegiance. Ms. Larson asked Mr. Wilkerson if he was alone, and he responded, 'yes.'

a. Public Input:

None

b. Student Opening Remarks:

Mr. Wholey stated that on January 7, PHS would have a Virtual Honor Society Induction Ceremony at 6:30 pm. The ceremony will be broadcast on PTV. He commented that the PHS clubs are underway and are meeting virtually. Mr. Wholey noted that most of the clubs had started up, and the Drama Club is planning a virtual play for this year. He added that Coach Kress is looking for students to tape the PHS basketball games. Interested students should reach out to Coach Kress.

c. Superintendent Opening Remarks:

Superintendent McGee mentioned that he wanted to celebrate the great joy of visiting Kindergarten. Dr. McGee thanked the teachers and staff of the PES, who made sure the rooms were ready.

Dr. McGee commented that he received two great announcements. He stated that the John Hargreaves Memorial VFW Post 10722 & Auxiliary sent the District two great letters. The first announcement was that Kathy Cartier received the first-place in the District and will represent District 6 at the Department level. The winner from the seven New Hampshire Districts goes to Nationals.

The second announcement was that Erin Henderson, who was selected as Pelham Teacher of the Year. Ms. Henderson was selected to represent District 6 at the Department level. Again, the winner from the seven New Hampshire Districts goes to Nationals.

Ms. Greenwood commented that Ava Sidlowski received the second-place at the District level. Her essay was titled. 'What is Patriotism to Me.'

2. Presentations:

No Presentations

53 **3. Main Issues / Policy Updates:**

54

55 Ms. Ryan motioned to move the Pelham High School State Standards Diploma to first. Mr. Bressette seconded the
56 motion. The motion passed (5-0-0)

57

58 a. **Pelham High School State Standards Diploma:**

59

60 PHS Principal Dawn Mead and Director of Curriculum, Instruction & Assessments Sarah Marandos presented the
61 New Hampshire State Core Diploma proposal. Ms. Mead thanked the school nurses for following the protocols of
62 the District.

63

64 Ms. Mead mentioned that she and Dr. Marandos are requesting the implementation of a 20 credit New Hampshire
65 State Core Diploma, starting with the Class of 2021. Ms. Mead stated the request was being made because of the
66 result COVID-19 and added the pandemic had exacerbated the challenges that some of the students are facing.
67 The pandemic is only one of the difficulties that some students face in earning the credits required for a High
68 School Diploma. Ms. Mead stated that students are currently required to earn 26 credits to receive a Pelham High
69 School Diploma.

70

71 Ms. Mead mentioned that the District currently have Seniors who are struggling with remote learning. She
72 stressed that students already have to deal with earning credits in a remote learning environment, but they also
73 have found that COVID-19 further complicates their education.

74

75 Ms. Mead commented that during the 2019-2020 school year, the PHS students were enrolled in 8 courses and
76 used an A/B schedule, and the majority of A/B classes were yearlong. She noted that many students were not
77 successful with receiving credits once the District pivoted to remote learning. Ms. Mead mentioned that one of the
78 stopgaps used before the pandemic was the adult education programs. In the past, students have enrolled in and
79 paid for these courses to earn credit to graduate with a Pelham High School diploma or a Salem Adult Education
80 Diploma. Ms. Mead pointed out that the adult education diploma is equivalent to a New Hampshire State Core
81 Standards Diploma.

82

83 Ms. Mead added that local districts have already adopted and implemented a 20 credit New Hampshire State Core
84 Diploma. The local Districts include Bedford, Bow, Exeter, Goffstown, Hollis-Brookline, Hudson, Londonderry,
85 Manchester, Nashua, Salem, Sanborn, and Windham. Ms. Mead and Dr. Marandos requested that the School
86 Board support an amendment for a study program that will allow the School District to help the students.

87

88 Dr. Marandos presented the difference between the 26 credit Pelham High School Diploma and the 20 credit New
89 Hampshire State Core Standards Diploma. Dr. Marandos stated that New Hampshire State Core Standards Diploma
90 would require Freshman, Sophomore, Junior, and Senior English, and Intro. to Writing would not be required.
91 Social Studies would replace Western Civ. with a half-credit Elective. Math would require students to pass Algebra I
92 and two other math courses. Science would require students to pass Physical Science and Biology, but would not
93 have to pass Chemistry. Fine Arts, Health, Physical Education and Computer Applications would remain the same.
94 Personal Finance would not be required, Personal Choice Electives would decrease to 5.5 credits, and Community
95 Service Learning would not be required.

96

97 Ms. Greenwood commented that people need a Personal Finance Plan/Managing Your Money course, and Mr.
98 Bressette agreed. Dr. Marandos said that students could still take the course, and they typically take the course
99 during their Sophomore year.

100

101 Mr. Bressette questioned if the Community Service Learning could be temporarily waived, and once the pandemic
102 is over, revisit making the Community Service Learning a requirement. Dr. McGee commented that this was the
103 intention. Ms. Larson mentioned that the Board might be better off deciding for the 2020-21 school year and come
104 back with more feedback regarding future school years. Dr. McGee agreed with Ms. Larson's statement and said
105 the Board has enough time to decide on the Class of 2022. Ms. Ryan noted that the proposal should be approved

106 based on the way the plan is started and know that the requirements would be revisited. Dr. Marandos confirmed
107 that Windham is the most recent School District to adopt the 20 credit New Hampshire State Core Diploma. The
108 other School Districts have offered the New Hampshire State Core Diploma for several years.

109
110 Mr. Bressette questioned Dr. Marandos about the number of students she might expect to apply for the 20 credit
111 New Hampshire State Core Diploma. Ms. Mead and Dr. Marandos agreed that they expect less than 20 students to
112 apply for the program.

113
114 Ms. Mead mentioned that Pelham High School would implement an application process. Students will need to
115 submit an application to their school counselor. The application process is open to Juniors and Seniors who cannot
116 meet the Pelham High School graduation requirements by the end of their Senior year. Applications will need to be
117 submitted for approval no later than January 31 of the student's Senior year.

118
119 Ms. Ryan motioned to approve the New Hampshire State Core Diploma for the Class of 2020-21. Mr. Bressette
120 seconded the motion. The motion passed (5-0-0).

121
122 b. **Pandemic Response Update:**

123
124 Superintendent Chip McGee walked the School Board through the pandemic update. He mentioned that it had
125 been a busy week with the staff and Kindergarteners returning to the school. Dr. McGee commented that he is still
126 recommending the plan that the Board approved. The plan is to pivot back to in-school learning for the families
127 that chose in-school learning, beginning on January 11.

128
129 Dr. McGee highlighted three of the changes that the Board approved at the last meeting:

- 130 1. The District is revising the protocol for when masks may be removed during lunch and mask breaks. The
131 District has ordered plastic shields that can be set up on desks. When six feet of physical distancing is not
132 an option, the shields will be used.
- 133
134 2. The placement of desks was one of the most important pieces of work, other than teaching and learning
135 that the staff has done this week.
- 136
137 3. Dr. McGee was hoping to have the reopening guidelines to the families by today. The guidelines will be
138 shared in the Friday update.

139
140 Dr. McGee reviewed the metrics for the level of community transmission. He provided the School Board with the
141 statistics from December 28 and January 6. The Covid-19 PCR test positivity as a 7-day average was 8.3%
142 (Moderate) on December 28 and is 11.1% (Substantial) on January 6. The number of new infections per 100,000
143 population prior to 14 days was 613.4.4 (Substantial) on December 28 and is 736.7 (Substantial) on January 6. And
144 the number of new hospitalizations per 100,000 people over the prior 14 days was 0.9 (Minimal) on December 28
145 and is 0.9 (Minimal) on January 6. Dr. McGee mentioned that the numbers likely increased because of the holidays
146 and travel.

147
148 The next metric that Dr. McGee reviewed was the level of school impact. Dr. McGee pointed out that the figures
149 are almost impossible to measure in a meaningful way because they are currently remote learning. He mentioned
150 that since the pivot 27 students, from the entire District had reported positive cases of Covid-19. During the same
151 period, 17 staff members reported having a positive case of Covid-19.

152
153 The final metric reviewed was staff capacity. Dr. McGee stated that the District has reached out to the staff to see
154 if a staff member requires an exception to come to work. The District has requested the information because the
155 District needs to know that the staff will be available and ready to work. The staff capacity on December 28 was
156 considered 'Strained Medium.' And the staff capacity on January 6 was considered 'Strained Medium.' Dr. McGee
157 stated that resignations, quarantines, and requests for leave of absence have all affected the School Impact Level.

158

159 Dr. McGee discussed the hiring of second and third-grade teachers. He mentioned that the District is calling
160 references, and the new teachers should start before the School Board meets again. Dr. McGee added that the
161 District would have to move students to new classrooms and would make the move as easy as possible. The goal is
162 to have 17 students per classroom.

163
164 The School Board discussed how Pelham teachers want to return to in-school learning and do not intentionally
165 choose to teach remotely. Mr. Wilkerson added that he lives with two teachers and said that the teachers are
166 concerned about the successful outcome for the students. Chair Megan Larson said that she is concerned that
167 COVID-19 PCR test positivity as a seven-day average was at 11.1%. The members of the Board agreed that the
168 decision to return on January 11 was with the idea that the numbers would decline after ten additional days of
169 remote learning.

170
171 Ms. Larson mentioned that between December 28 and January 6, the numbers have increased by 3%. She
172 questioned whether the District would be better off having additional four-and-a-half days of remote learning and
173 return to in-school on January 18. The Board discussed the effects of remote education at the end of a semester
174 and how students who are excluded from school will not receive the same benefit as the students who can return
175 to in-school learning.

176
177 Mr. Bressette commented that his impression was that Dr. McGee's initial decisions were based on staffing issues.
178 Mr. Bressette added that the staffing issues have improved, the COVID-19 numbers are worse, but the District has
179 made modifications to the safety and health protocols to mitigate the risk. He asked what input Ms. McGlynn has
180 offered as the Pelham Health Officer. Dr. McGee stated that he informed Ms. McGlynn of his recommendation to
181 return to in-school learning on January 11. He informed the Board that Ms. McGlynn told him that she supported
182 his recommendation.

183
184 Ms. Ryan said that if the COVID-19 PCR test positivity as a seven-day average were at 11.1% in the fall, the School
185 District would not have been talking about in-school learning. She noted that the District has learned more about
186 the Coronavirus and how to protect oneself. Ms. Ryan spoke about adding more barriers, masks, and handwashing
187 helps decrease the chance of catching COVID-19. She acknowledged that the best place for children is in the
188 schools, but Ms. Ryan was concerned that bringing children back to school would only make the matter worse.

189
190 Dr. McGee stated that if the Board did not vote to move back in-school learning, he intends to reopen the schools
191 on January 11.

192
193 Ms. Greenwood motioned to continue remote learning until January 18, and return to school on January 19. Mr.
194 Wilkerson seconded the motion. The motion passed (4-1-0). (Mr. Bressette voted 'No')

195
196 c. **Bond Hearing Preparation:**

197
198 Superintendent Chip McGee clarified why the School Board meeting would have a Public Hearing next Wednesday.
199 Dr. McGee mentioned that it is a required Public Meeting when the School Board will present a bond. The meeting
200 will be on Wednesday, January 13, at 6:30 pm.

201
202 Ms. Greenwood asked if she and Mr. Wilkerson might be allowed to attend the meeting remotely. Dr. McGee did
203 not see any reason why that would not be permitted.

204
205 d. **Annual Meeting on COVID-19:**

206
207 Superintendent Chip McGee mentioned that legal counsel had sent the School District an Advisory Memo.
208 According to the law, legal counsel informed the District that the School Board could decide to have the Annual
209 Meeting remotely. Dr. McGee said that his recommendation was to have the Annual Meeting in person. Ms.
210 Greenwood asked if she and Mr. Wilkerson might be allowed to attend the meeting remotely. Dr. McGee will look
211 into the possibilities of Board members attending the meeting remotely.

212 e. **2021 Warrant Article Approval:**
213
214 Business Administrator Deb Mahoney mentioned that the School Board and the Budget Committee have already
215 voted and recommended the two Warrant Articles. She stated that the Board members only had to sign the form.
216 She commented that the posting requirement is January 25.
217
218 Mr. Bressette asked Ms. Mahoney when it would be considered appropriate to move to restrict reconsideration.
219 He wanted to know if that was during the Deliberative Session. Ms. Mahoney said that the Deliberative Session is
220 when that motion should be made. She added that the Moderator would manage the process during the
221 Deliberative Session.
222
223 All five members of the School Board have signed the form for posting.
224
225 f. **Deliberative Session Preparation:**
226
227 Superintendent Chip McGee stated that this was his first year running a Deliberative Session with the Pelham
228 School Board. He commented that he was informed that the School Board likes to take ownership of the
229 presentation. Dr. McGee added that he was working on the presentation and would be there to provide any
230 support the Board needs to have the presentation the way they want it.
231
232 The School Board agreed that they would be happy to have more involvement from the SAU.
233
234 Ms. Ryan asked Ms. Mahoney if she knew if the bond numbers have been lower in the past ten years. Ms.
235 Mahoney said she could get some trend information, and New Hampshire Bond Bank can help with the
236 information.
237
238 Ms. Ryan mentioned that she would not be running for School Board Member. The starting date to file to be a
239 candidate is January 20. Ms. Mahoney noted that the information would be provided on Friday.
240
241 g. **Policy Revision:**
242 **Policy Revision – First Reading:**
243
244 Dr. McGee mentioned that the Policy Committee had started the B Section, which is primarily Administrative
245 Adjustments. The Board reviewed the eight revised policies.
246
247 a. **Policy BDC – School Board Member Ethics (Revised Policy)**
248 Dr. McGee will check with legal counsel about the difference between the Clerk and Treasurer.
249
250 b. **Policy BDE – Committees and Delegates (Revised Policy)**
251
252 c. **Policy BDF – Advisory Committees to the Board (Revised Policy)**
253
254 d. **Policy BEA – Regular Board Meetings (Revised Policy)**
255
256 e. **Policy BEB – Emergency Board Meetings (Revised Policy)**
257
258 f. **Policy BEC – Non-Public Sessions (Revised Policy)**
259
260 g. **Policy BEDA – Public Notification of School Board Meetings (Revised Policy)**
261
262 h. **Policy BEDB – Agenda Preparation and Dissemination (Revised Policy)**
263
264

265 **Policy Revision – Second Reading:**

266

267 The School Board revisited the policy listed below.

268

269 a. **Policy BCA – School Board Member Ethics (Revised Policy)**

270

271 Mr. Bressette motioned to approve Policy BCA - Ethics Policy Statement. Ms. Greenwood seconded the motion.

272 The motion passed (5-0-0)

273

274 **4. Old Business**

275 a. **Board Member Reports:**

276

277 i. **Ms. Ryan** – Ms. Ryan mentioned that ACES (Awareness for Community and Educational Support) would
278 have a virtual meeting on Thursday at 6 pm to discuss the Middle School Project's promotion. She stated
279 that a link to the meeting would be provided 15 minutes before the start of the session. She added that
280 the Memorial Renovation Project Facebook page, the Pelham Proud Facebook page, and the
281 PelhamSD.org would have a link to the forum.

282

283 ii. **Ms. Larson** – Ms. Larson reminded the Board that the National Honor Society would have its virtual
284 induction ceremony tomorrow at 6:30 pm.

285

286 **Housekeeping:**

287 a. **Adoption of Meeting Minutes:**

288

289 i. December 16, 2020 – School Board Meeting Minutes

290 ii. December 28, 2020 – School Board Special Meeting Minutes

291

292 Ms. Ryan made a motion to approve the School Board Meeting Minutes of December 16, as written. Mr. Bressette
293 seconded the motion. The motion passed (5-0-0)

294

295 Ms. Ryan made a motion to approve the School Board Special Meeting Minutes of December 28. Mr. Bressette
296 seconded the motion. The motion passed (5-0-0)

297

298 b. **Vendor and Payroll Manifests:**

299

300 i. 114 \$550,163.47

301 ii. PAY114P \$260,021.80

302 iii. 115 \$512,457.57

303 iv. PAY115P \$23,858.57

304 v. AP010621 \$933,046.57

305 vi. HT010621 \$23,680.78

306

307 Ms. Ryan made a motion to approve the Vendor and Payroll Manifests, as written. Mr. Wilkerson seconded the
308 motion. The motion passed (5-0-0).

309

310 c. **Correspondence & Information:**

311

312 i. None

313

314

315

316

317

318 d. **Enrollment Report:**
319
320 i. Superintendent Chip McGee stated, since the start of the school year, PES had seen an increase of about
321 eight students, PMS had seen a decrease of one student, and PHS had seen a reduction of three students.
322 Dr. McGee commented that he did not see an exodus from the School District.
323

324 e. **Staffing Updates:**

325
326 i. **New Hires:**

327 i. Thomas Beer - District - Interim Assistant Director of Student Services
328 ii. Kaleigh Gordon - PMS/PHS- Speech-Language Pathologist (Clinical Fellowship)
329

330 ii. **Resignation:**

331 i. Alan Miller - SAU - Facilities Director
332

333 iii. **Leave of Absence:**

334 i. Carrie Dutil - PES - Grade 3 Teacher
335

336 Dr. McGee commented that he was excited about two of the hires. Dr. McGee was excited to have found an
337 interim Assistant Director of Student Services. Thomas Beer worked for the Nashua School District in a similar role.
338 Dr. McGee mentioned that Mr. Beer had moved back to the area after working as an Educational Leader in the
339 New Orleans area.
340

341 Dr. McGee stated that the District hired Kaleigh Gordon as the Speech-Language Pathologist. Ms. Gordon will be
342 doing her Fellowship with the Pelham District.
343

344 Ms. Ryan motioned to approve Thomas Beer as Interim Assistant Director of Student Services, and Kaleigh Gordon
345 as Speech-Language Pathologist for the Middle School and High School. Mr. Bressette seconded the motion. The
346 motion passed (5-0-0).
347

348 Mr. Bressette made a motion to accept the resignation of Alan Miller. Mr. Wilkerson seconded the motion with
349 regrets. The motion passed (5-0-0).
350

351 Ms. Ryan made a motion to approve the leave of absence of Carrie Dutil. Mr. Wilkerson seconded the motion. The
352 motion passed (5-0-0).
353

354 **5. Future Meetings:**

355
356 a. 01/13/2021 – 6:30 pm Bond Hearing & School Board Meeting @ PES Library
357 b. 01/20/2021 – 6:30 pm School Board Meeting @ PES Library
358 c. 02/03/2021 – 6:30 pm School Board Meeting @ PES Library
359

360 **6. Non-Public:**

361
362 No Non-Public Session
363

364 **7. Adjourn Meeting:**

365
366 Mr. Bressette made a motion to adjourn the public session at 8:22 pm. Mr. Wilkerson seconded the motion. The
367 motion passed (5-0-0).
368

369
370 Submitted by Matthew Sullivan

Pelham School Board Public Bond Hearing
January 13, 2021
Pelham Elementary School
6:30 pm

In Attendance:

School Board Members: Megan Larson, Chair, Debbie Ryan, Vice-Chair, Troy Bressette, and Darlene Greenwood

Superintendent: Chip McGee

Business Administrator: Deb Mahoney

Student Representative: Joe Wholey

Absent: David Wilkerson and Sarah Marandos, Director of Curriculum, Instruction & Assessments

1. Call to Order:

a. Chair Megan Larson called the Public Bond Hearing to order at 6:30 pm, followed by The Pledge of Allegiance.

2. Presentations:

a. Superintendent Chip McGee mentioned that as part of the Public Hearing, he wanted to make sure that the public was aware that the Board was discussing Warrant Article 2.

b. Dr. McGee read, “ Shall the Pelham School District vote to raise and appropriate the sum of Thirty-one million, Nine-hundred eighty thousand dollars (\$31,980,000) (gross budget) for the design, construction, furnishing and equipping of a major renovation and additions to the Pelham Memorial School and its associated buildings and grounds facilities, with not more than Thirty-one million, Nine-hundred eighty thousand dollars (\$31,980,000) to be raised through the issuance of bonds or notes under and in compliance with the provisions of the Municipal Finance Act (RSA Chapter 33); to authorize the School Board to issue, negotiate, sell and deliver such bond and notes and determine the rate of interest thereon and the maturity and other terms thereof; to authorize the School Board to apply for, obtain, accept and expend federal, state or other aide which may be available for said project and to comply with all laws applicable to said project; to authorize the School Board to take any and all action necessary in connection there with or to pass any other vote relative thereto, including but not limited to, the acquisition or conveyance of interests and real property necessary to complete the project; and further to raise and appropriate the additional sum of Seven hundred ninety-nine thousand, five hundred dollars (\$799,500) for the first year’s payment of interest on the bond? (3/5 ballot vote required)

c. Dr. McGee explained that the Municipal Finance Act requires a Public Hearing because of the significant financial undertaking. The Public Hearing allows members of the community to comment and ask questions. Dr. McGee mentioned that the District advertised the Public Hearing to let the community know the Public Hearing date and time.

3. Public Input / Comment:

a. Chair Megan Larson opened Public Input at 6:36 pm. Public Input was closed at 6:37 pm because no one from the community attended the meeting.

4. Adjourn Meeting:

a. The meeting adjourned at 6:38 pm.

Submitted by Matthew Sullivan

PELHAM SCHOOL DISTRICT PAYROLL VOUCHER

Voucher No: 116

Voucher Date: 1/21/2021

Prepared By: Kristen Operach

Generated Date: 1/20/2021

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of \$569,375.88 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

MEGAN LARSON SCHOOL BOARD CHAIR

DEBORAH B. RYAN SCHOOL BOARD VICE CHAIR

G. DAVID WILKERSON SCHOOL BOARD

TROY BRESSETTE SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

PELHAM SCHOOL DISTRICT

PATRICIA MURPHY, TREASURER

	AMOUNT
DIRECT DEPOSIT	<u>\$401,322.45</u>
CHECKS	<u>\$27,616.24</u>
MANUAL	<u>\$0.00</u>
VOID	<u>\$0.00</u>
FEDERAL TAXES	<u>\$137,892.12</u>
MASS TAXES	<u>\$2,545.07</u>
TOTAL:	<u>\$569,375.88</u>

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PELHAM SCHOOL DISTRICT - SAU 28
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PAGE NUMBER: 1
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CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
506198	1935	COMTOIS, MICHAEL J	.00	489.45
506199	1170	DENOMME, NICOLE	.00	1,234.39
506200	1930	HAMLIN, PAYTON B	.00	101.58
506201	935	LARSON, MICHAEL J	.00	1,794.62
506202	1138	LETENDRE, JOHN A	.00	1,764.97
506203	1238	MILLER, MATTHEW J	.00	1,085.71
506204	478	RIDDINGER, ROBERT P	.00	1,774.78
506205	1171	SHEPARD, ROBERT	.00	1,707.21
506206	1864	SULLIVAN, MATTHEW J	.00	55.41
506207	1140	THOMAS, CHRISTOPHER T	.00	1,125.40
506208	1798	DESMARAIS, ASHLEY R	.00	645.82
506209	1385	GAMBLE, TRACY A	.00	1,713.86
506210	1446	GOLDSACK, SARAH C	.00	1,725.49
506211	1120	RYAN, KELLEY A	.00	894.45
506212	1906	TRAVERSY, LILIANA M	.00	855.39
506213	1397	GLOOR, SCOTT R	.00	1,439.26
506214	1934	GORDON, KALEIGH A	.00	1,448.94
506215	545	LOCKE, CASEY	.00	1,418.35
506216	1591	NESKEY, STEPHEN J	.00	896.41
506217	481	ROGERS, LAURA	.00	939.65
506218	326	CARIGNAN, KELLY M	.00	799.66
506219	12	CORREA, KEVIN	.00	1,419.09
506220	1938	GAGNON, DONALD P	.00	204.40
506221	1933	GOOCHER, SHANNON E	.00	85.55
506222	1852	JONCAS, KAILIE B	.00	736.12
506223	279	STEPHEN, RONALD R	.00	1,260.28
V152881	1928	BATCHELDER, KELSEA A	651.45	.00
V152882	1580	BRESSETTE, MEG E	499.82	.00
V152883	1706	BYRNE, NICHOLAS J	821.36	.00
V152884	1923	FARQUHARSON, JORDAN N	1,816.76	.00
V152885	1925	FISHER, SARA I	861.05	.00
V152886	1853	FOX, ALISA M	279.75	.00
V152887	1753	FUERTES, AVERY Q	659.66	.00
V152888	1398	IVANYI, ERZSEBET	1,692.00	.00
V152889	960	OBEN-GUVEN, TACISER	101.58	.00
V152890	1922	OTERO, JULIA A	861.05	.00
V152891	1926	PAQUETTE, KENNETH	682.37	.00
V152892	474	PROVENCHER, MIRIAM B	1,502.20	.00
V152893	1924	PUTNAM, LAURYN	203.17	.00
V152894	1599	TAYLOR-WIGGINS, ELIZABETH J	523.21	.00
V152895	379	ANDREWS, CHERYL A	1,423.90	.00
V152896	1762	BAKER, JEAN K	.00	.00
V152897	1690	BASINAS, KELLY A	4.02	.00
V152898	1356	BENOIT, KELSEY	1,244.88	.00
V152899	512	BIANCHI, SUSAN J	1,377.15	.00
V152900	1899	BLAIR, LAURA J	738.26	.00
V152901	720	BODENRADER, JENNIFER T	1,553.26	.00
V152902	317	BOLDUC, ANTHONY J	1,582.96	.00
V152903	30	BOURQUE, DEBORAH M	1,736.10	.00
V152904	1816	BUTLER, COLTON M	1,201.71	.00
V152905	977	BYRNE, ELIZABETH REINHARDT	1,189.29	.00
V152906	1810	CORREDOR, MARY M	1,941.25	.00
V152907	1250	COSTA, BRIANA L	1,249.70	.00
V152908	538	COVART, NICOLE	2,198.63	.00
V152909	623	CUMMINGS, REBECCA R	1,589.49	.00
V152910	411	DAILEY, DONNA L	1,067.05	.00

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CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V152911	1824	DAMOUR, SARAH A	1,272.51	.00
V152912	1882	DAY, STEFANI A	1,269.06	.00
V152913	1895	DEMATTIA, CHEYANNE S	1,187.75	.00
V152914	1732	DESMARAIS, NICOLE E	796.82	.00
V152915	1750	DEVITA, MEGHAN E	1,332.14	.00
V152916	1057	DROUIN, KRISTEN ROSE	1,362.70	.00
V152917	593	DUTIL, CARRIE ELIZABETH	1,260.40	.00
V152918	604	EDWARDS, LORI	876.92	.00
V152919	417	ERNST, KATHLEEN J	521.01	.00
V152920	1594	FASTNACHT, ALYSSA L	1,503.73	.00
V152921	1556	FERRAGAMO-LEMMO, GINA M	634.85	.00
V152922	556	FISHER, JENNIFER	845.66	.00
V152923	138	FLAHERTY, TRACI L	1,647.84	.00
V152924	334	FRANK, PAMELA J	841.43	.00
V152925	763	GALLAGHER, KIERA M	1,370.55	.00
V152926	314	GETTY, DEBRA J	860.50	.00
V152927	1560	GIBBONS, JENNIFER L	1,067.97	.00
V152928	1781	GILMORE, EDWARD J	1,023.43	.00
V152929	145	HANSEN, VICTORIA L	1,169.29	.00
V152930	432	HARDEN, SUSAN M	1,814.06	.00
V152931	1269	HARRIS, JOSEPH K	1,284.90	.00
V152932	1900	HARVEY, DEBORA M	1,331.14	.00
V152933	590	HASKINS, NANCY E	834.69	.00
V152934	893	HENDERSON, WENDY	1,039.84	.00
V152935	1052	HICKEY, JANET	614.99	.00
V152936	1722	HIGGINS, ELAINA M	1,270.35	.00
V152937	435	HOBBS, BRENDA M	695.26	.00
V152938	1106	HUSSEY, TRACY A	1,221.64	.00
V152939	1889	INFANTE, STEPHANIE R	1,340.61	.00
V152940	1776	JACK, MORGAINA R	1,114.37	.00
V152941	1088	JOHNSTON, JENNIFER	651.13	.00
V152942	1271	KALINOWSKI, EILEEN M	781.83	.00
V152943	543	KEARNEY, KIM	1,545.66	.00
V152944	1841	KEMP, ANGELA T	701.92	.00
V152945	288	KIRANE, KIMBERLY A	1,464.71	.00
V152946	1477	KNIGHT, ELIZABETH F	824.99	.00
V152947	926	KOBRENSKI, KRISTIN P	883.77	.00
V152948	447	KUBIT, LINDA C	1,072.09	.00
V152949	1328	KWIATKOWSKI, KAREN T	661.45	.00
V152950	256	LABONTE, KELLY L	2,330.23	.00
V152951	1811	LAFORTUNE, MATTHEW J	851.48	.00
V152952	1747	LAWTON, DAVID A	1,191.58	.00
V152953	1165	LEE, JILLIAN M	1,434.04	.00
V152954	1815	LEONARD, LAURA A	1,141.73	.00
V152955	1786	LIAKOS, DAVID A	562.99	.00
V152956	251	LOMBARDO, KATHLEEN M	1,478.83	.00
V152957	319	LONGDEN, JODI L	1,599.43	.00
V152958	1340	LYNDE, DIANNE C	1,435.58	.00
V152959	1705	MACKINNON, NICOLE M	177.75	.00
V152960	1748	MADEIROS, ELAINE M	947.82	.00
V152961	542	MAGUIRE, KATE E	1,524.76	.00
V152962	457	MANSFIELD, PAMELA M	1,726.93	.00
V152963	117	MASIELLO, KELLY A	1,611.14	.00
V152964	1846	MATTHEWS, NICHOLE C	591.80	.00
V152965	1907	MAVROFRIDES, MELISSA S	937.32	.00
V152966	991	MAY, PATRICIA A	735.51	.00

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CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V152967	563	MCCARTY, VALERIE	763.53	.00
V152968	1759	MCCAULEY, ROBERT K	798.94	.00
V152969	555	MCDEVITT COTE, STEFENIE	835.52	.00
V152970	1902	MCNIFF, SARA J	1,321.89	.00
V152971	114	MERRILL, LEE ANN	1,395.62	.00
V152972	1044	MILNER, KRISTINE	1,833.12	.00
V152973	1546	MILSOP, SHANNON M	1,319.19	.00
V152974	63	MORAN, NANCY T	623.57	.00
V152975	904	MORRISON, KATHRYN M	1,538.46	.00
V152976	1648	MULLEN, KATHLEEN A	368.60	.00
V152977	112	MURPHY, ELIZABETH J	1,754.61	.00
V152978	1768	NOLAND, RACHEL	489.37	.00
V152979	828	NOTTEBART, MARY T	836.38	.00
V152980	1554	PALINGO, LINDA R	807.37	.00
V152981	1883	PARKHURST, TRACY J	1,412.11	.00
V152982	39	PENDERGAST, JENNIFER A	1,435.51	.00
V152983	985	PHILCRANTZ, BETH A	1,520.81	.00
V152984	1884	PIKE, NICHOLE	2,099.90	.00
V152985	1603	PILATO, DANIELLE L	783.66	.00
V152986	1896	PORTALLA, ANGELA J	1,174.71	.00
V152987	1813	PROUTY, SHANNON L	1,142.22	.00
V152988	1201	RAMBEAU, KELLY A	2,077.64	.00
V152989	1659	RIDLON, MICHAEL D	574.78	.00
V152990	118	ROBERSON, NICOLE M	1,490.39	.00
V152991	1582	ROCK, KATE LINDSAY	1,597.29	.00
V152992	1745	ROSA, THERESA M	805.48	.00
V152993	1252	ROSSI, AMY	1,318.68	.00
V152994	1881	SAWYERS, MARIE K	1,357.88	.00
V152995	1886	SHARP, EMILY G	1,164.84	.00
V152996	1826	SHIELDS, JANE A	1,312.00	.00
V152997	1549	SIMMONS, ALEXA J	1,255.25	.00
V152998	494	SPRACKLIN, LINDA J	606.43	.00
V152999	84	STRUTH, KERRY A	2,223.67	.00
V153000	1639	SULLIVAN, MEGHAN K	1,226.14	.00
V153001	1873	TEMPLE, LISA ANN	1,566.45	.00
V153002	1719	TOCCO, VALERIE A	1,140.60	.00
V153003	1653	TODD, PATRICIA A	444.01	.00
V153004	87	TSELIOS, PETER D	1,541.92	.00
V153005	1097	VAN AUKEN, BRUCE	1,050.52	.00
V153006	1030	VAN VRANKEN, JESSICA	2,565.08	.00
V153007	1837	WALES, AMY A	1,265.45	.00
V153008	77	WEIGLER, ERIN E	1,534.41	.00
V153009	506	WEIGLER, LAURA J	1,121.65	.00
V153010	1621	WEIR, NICOLE S	1,165.09	.00
V153011	1774	WESTHAVER-TOSTO, JULIE	401.13	.00
V153012	1898	ZANDIEH, ANNETTE T	1,666.15	.00
V153013	306	ZIDEK, JILL E	1,892.13	.00
V153014	1538	AGOSTINO, DAWN M	445.68	.00
V153015	1912	ARSENEAULT, JACOB M	866.29	.00
V153016	381	BABAIAN, THOMAS C	1,658.07	.00
V153017	134	BAILLY-BURTON, PAULA B	1,763.98	.00
V153018	1806	BARRIERE, ADAM J	2,390.85	.00
V153019	1891	BERGSTEDT, JOEL E	1,717.55	.00
V153020	835	BLAIR, MATTHEW J	1,366.50	.00
V153021	669	BRAY, CYNTHIA	840.22	.00
V153022	1651	BRUNELLE, CYNTHIA S	1,262.92	.00

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CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V153023	1737	BUCHNER, DANIEL F	2,805.85	.00
V153024	395	BYRNE, KATHRENE M	1,720.33	.00
V153025	1849	CAHOON JR, JOHN V	731.46	.00
V153026	1186	CARMODY, KAITLIN M	2,724.30	.00
V153027	1390	CATAURO, JULIE A	1,200.39	.00
V153028	1303	CHARBONNEAU, STEPHEN	1,337.40	.00
V153029	1547	CHATEL, CATHY F	385.30	.00
V153030	1551	CHURCHILL, KAREN A	1,258.59	.00
V153031	1029	CLARK, RYAN	1,345.58	.00
V153032	1790	COTE, MONICA M	502.28	.00
V153033	1386	CURRAN, STACEY R	462.28	.00
V153034	1589	CURTIN, CHRISTOPHER B	4,123.83	.00
V153035	1623	DAVIS, KATHERINE R	1,225.86	.00
V153036	652	DAVITT, AMANDA	1,934.11	.00
V153037	1245	DAY, KRISTA	1,333.13	.00
V153038	1919	DESPRES, LEE J	2,525.40	.00
V153039	1628	DETELLIS, NORA L M	1,528.05	.00
V153040	1814	DEXTER, KIMBERLY R	1,452.28	.00
V153041	413	DORVAL, WENDY S	1,952.99	.00
V153042	1872	DOWDLE, BELINDA D	821.77	.00
V153043	1783	ENGLISH, AMELIA R	690.70	.00
V153044	1901	FAZIOLI, PHILIP T	1,231.22	.00
V153045	1457	FOURNIER, MONIQUE J	1,360.19	.00
V153046	419	FOX, LINDA E	.00	.00
V153047	56	FRENCH, ELAINE M	1,648.47	.00
V153048	1892	FROST, GRETA-ANNE L	1,361.80	.00
V153049	1291	GARCIA, ARLANNA	989.05	.00
V153050	424	GILCREAST, DAVID W	1,395.79	.00
V153051	153	GOUPIL, SHARON A	606.59	.00
V153052	1495	GRIFFIN, PAUL D	872.42	.00
V153053	1650	HANNON, BRANDON T	1,937.79	.00
V153054	1856	HASYCHAK, LARA P	1,335.08	.00
V153055	1695	HENDERSON, ERIN P	1,295.35	.00
V153056	1730	HILDRETH, ANGELA M	1,234.61	.00
V153057	585	HOLDEN, JANET	2,294.75	.00
V153058	941	JARVIS, DEBORAH L	1,478.10	.00
V153059	1869	JIANG-DEMETRION, DARLENE E	1,701.20	.00
V153060	1818	JOHNSON, ARTHUR S	1,689.08	.00
V153061	1716	JONES, DANIEL F	1,156.28	.00
V153062	788	KORAVOS, BETH	629.35	.00
V153063	449	KRESS, HEATHER LAGASSE	1,918.72	.00
V153064	446	KRESS, TODD W	2,282.75	.00
V153065	1678	KRUMLAUF, SHANNON	1,092.08	.00
V153066	1045	KUBIT, KIMBERLY	994.47	.00
V153067	1736	KUDALIS, TAYLOR J	907.19	.00
V153068	103	LADUKE-SANCHIS, SUSANNE M	794.31	.00
V153069	549	LALIBERTE, ALLISON	1,701.87	.00
V153070	451	LANTHIER, STEPHEN P	1,065.92	.00
V153071	1739	LEONDIRES, DEBORAH K	1,234.72	.00
V153072	1633	LIMERICK, THOMAS F	1,402.07	.00
V153073	1829	LUDMAN, JACQUES J	.00	.00
V153074	227	LYON, SANDRA F	1,819.56	.00
V153075	1897	MACDONALD, MARK S	1,824.11	.00
V153076	1724	MAKARA, JESSICA	1,295.74	.00
V153077	530	MARTIN, LORRIE A	939.65	.00
V153078	1634	MARTINS, KALEIGH F	1,213.44	.00

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CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V153079	1445	MASIELLO, ZACHARY B	1,288.92	.00
V153080	1731	MASSAHOS, LISA A	778.75	.00
V153081	1702	MEAD, DAWN M	2,786.59	.00
V153082	702	MICHAUD, SUZANNE	1,210.32	.00
V153083	575	MILLER, ALAN	2,412.27	.00
V153084	1461	MORGAN, RICKARD J	1,036.00	.00
V153085	1466	MURPHY, AMBER L	1,185.66	.00
V153086	1905	NESKEY, KAREN R	832.36	.00
V153087	1916	NIEMASZYK, LINDSEY A	671.32	.00
V153088	1877	NOLIN, AUDRA J	1,380.84	.00
V153089	1735	PADHYE, NISHA V	130.83	.00
V153090	1450	PARENT, JESSICA L	1,334.65	.00
V153091	1857	PASQUAROSA, JUSTIN S	824.79	.00
V153092	126	PHILLIPS, SARA JEAN	1,335.77	.00
V153093	1842	PHINNEY, HELEN M	778.46	.00
V153094	1769	POLTACK, GARRETT T	1,420.93	.00
V153095	1876	POMERLEAU, MARIELLE M	1,209.99	.00
V153096	257	REGAN, MATTHEW GARY	1,390.96	.00
V153097	1624	ROBINSON, SHAWNI R	1,520.08	.00
V153098	1681	ROGERS, CHELSIE	1,553.85	.00
V153099	1875	ROGERS, DAVID K	1,428.51	.00
V153100	1664	ROSSE, LEIGH ANN	1,099.14	.00
V153101	14	SAWYER, MARYANN	778.91	.00
V153102	567	SCANLON, IRENE	823.38	.00
V153103	568	SCANZANI, LOUISE	596.51	.00
V153104	1583	SHUMWAY, RYAN MITCHELL	1,193.68	.00
V153105	1324	SPAULDING, LAURA A	1,316.25	.00
V153106	1733	TANDY, DIANE L	2,152.74	.00
V153107	1904	THERRIEN, GARY D	1,127.64	.00
V153108	309	TOBIN, JEFFREY	1,587.59	.00
V153109	55	TORRISI, DAVID P	1,390.85	.00
V153110	548	WAGNER, JEANNA	2,219.75	.00
V153111	1752	WATERS, PETER C	1,373.43	.00
V153112	1760	WHITMAN JR, GEORGE F	733.77	.00
V153113	508	WILKINS JR, RAYMOND T	1,624.73	.00
V153114	1741	WILSON, RYAN J	1,141.73	.00
V153115	7	ZEMETRES, ELIZABETH C	1,430.71	.00
V153116	1772	ALBERT, ASHLEY H	2,084.21	.00
V153117	1625	ARCHAMBAULT, ABBEY L	1,198.64	.00
V153118	1832	AYOTTE, KENNETH D	1,169.70	.00
V153119	157	BARRIOS, SARAH E	745.86	.00
V153120	605	BEAUCHESNE, WILLIAM P	1,635.50	.00
V153121	1427	BEINEKE, HEIDI L	1,592.25	.00
V153122	1378	BELIVEAU, EILEEN M	1,853.11	.00
V153123	534	BRANCO, AMY L	1,594.53	.00
V153124	1890	BROWN, EMMA S	1,189.95	.00
V153125	312	BRYANT, JAMIE R	1,748.52	.00
V153126	1887	CAPISTRAN, KATE H	1,410.84	.00
V153127	127	CARROLL, SHANNON E	816.29	.00
V153128	650	CARSON, DEBORAH J	1,652.67	.00
V153129	42	CARTEN, KARENA S	2,135.60	.00
V153130	399	CARTIER, KATHLEEN G	1,955.78	.00
V153131	27	CASAVANT, DIANE T	766.02	.00
V153132	1913	CLOUTIER, KIMBERLY A	2,340.07	.00
V153133	163	COUTU, RANDY R	1,653.07	.00
V153134	1879	CUNHA, KELLY R	1,326.44	.00

SUNGARD K-12 EDUCATION
 DATE: 01/19/2021
 TIME: 13:55:10

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 116 FY21-01/21/2021

PAGE NUMBER: 6
 MODULE NUM: PAYCHK33
 PAY PERIOD END 01/14/2021
 CHECK DATE 01/21/2021

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V153135	1474	CURFMAN, CHARLES L	1,486.04	.00
V153136	1744	DELUCIA, MEGAN C	1,467.78	.00
V153137	1388	DONOVAN, JENNIFER J	530.07	.00
V153138	1878	DUVAL BUELL, MELANIE B	1,008.17	.00
V153139	215	ERNST, CATHLEEN A	932.18	.00
V153140	1728	FAVOR, BRYANNA L	1,138.66	.00
V153141	1740	FORTIER, LISE M	392.36	.00
V153142	110	GERVAIS, KELLEY A	775.98	.00
V153143	148	GRIFFIN, ANGELA M	859.56	.00
V153144	1214	GROVER, JENNIFER	1,318.86	.00
V153145	1339	HATZIMANOLIS, CRYSTAL A	1,163.19	.00
V153146	1383	HATZIMANOLIS, HARALAMBOS N	1,263.35	.00
V153147	45	JEAN, KELLY A	502.77	.00
V153148	1494	JONES, STEPHANIE L	404.84	.00
V153149	1460	KAVARNOS, JAMES M	1,595.63	.00
V153150	1812	KELLY, EILEEN B	1,109.89	.00
V153151	1917	KFOURY, ALEXANDRA R	761.18	.00
V153152	445	KIVIKOSKI, JEAN M	959.12	.00
V153153	450	LAMONTAGNE, PATRICIA A	1,563.73	.00
V153154	1402	LEE, TARYN G	1,366.95	.00
V153155	1721	LEWIS, KEITH L	1,370.85	.00
V153156	1237	LORENTZEN, CHRISTOPHER	993.76	.00
V153157	454	LOVETT, BARBARA ANN	2,170.33	.00
V153158	1712	MACKAY, KATRINA A	2,515.46	.00
V153159	1225	MADDEN, DOROTHY	2,069.27	.00
V153160	1164	MAGHAKIAN, STACY L	2,583.98	.00
V153161	1729	MCCUNE, ERIN K	1,359.81	.00
V153162	1638	MILLER, ALLISON A	1,148.07	.00
V153163	1533	MOORE, SANDRA A	2,122.22	.00
V153164	1820	MORRISON, JOANNE M	1,289.57	.00
V153165	1228	NELSON, ANN-MARIE	1,499.54	.00
V153166	523	NUGENT, JENNIFER M	1,653.24	.00
V153167	1831	PEREZ, ANDRES	1,134.50	.00
V153168	1694	PRAETZ, DANIEL J	1,059.67	.00
V153169	1265	PRATT, JASON	1,644.71	.00
V153170	1612	RALLS, KATIE E	1,157.85	.00
V153171	1880	RENAUD, EMILY C	1,470.08	.00
V153172	1871	ROUSE, SUSAN P	1,161.27	.00
V153173	1532	SCANIO, MEGAN C	1,163.97	.00
V153174	491	SHANTELER, JUDITH L	1,997.12	.00
V153175	1817	SMITH, ASHLEY S	1,718.09	.00
V153176	1203	STEVENS, LISA A	1,597.38	.00
V153177	133	TAYLOR, LAURA J	938.68	.00
V153178	91	TESSIER, KELLY A	1,467.28	.00
V153179	1698	VALENTINO-CROWLEY, ALANNAH	744.58	.00
V153180	96	VANTI, LINDA R	916.78	.00
V153181	1823	WITHEE, AUDREY A	1,404.06	.00
V153182	1431	COTE, JOAN	2,323.73	.00
V153183	1294	DOUCETTE, JOYCE P	1,746.76	.00
V153184	1305	HOFFMAN, BRENDAN W	3,319.88	.00
V153185	1440	LAVACCHIA, CHRISTINE R	1,407.88	.00
V153186	1293	MAHONEY, DEBORAH A	3,053.16	.00
V153187	1609	MARANDOS, SARAH E	2,803.21	.00
V153188	1362	MAZZARIELLO, ERIN M	1,095.41	.00
V153189	1866	MCGEE, ERIC S	3,866.73	.00
V153190	1855	MCKENNA, MATTHEW W	1,298.72	.00

SUNGARD K-12 EDUCATION
DATE: 01/19/2021
TIME: 13:55:10

PELHAM SCHOOL DISTRICT - SAU 28
CHECK REGISTER
PAY RUN 116 FY21-01/21/2021

PAGE NUMBER: 7
MODULE NUM: PAYCHK33
PAY PERIOD END 01/14/2021
CHECK DATE 01/21/2021

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V153191	1795	OPERACH, KRISTEN L	1,103.21	.00
V153192	1361	RODRIGUE, KRISTEN A	1,155.85	.00
TOTAL		338 CHECKS ISSUED	401,322.45	27,616.24

Rebecca Mahoney 1/19/2021

Deposit Confirmation

Your payment has been accepted.

Payment Successful

An EFT Acknowledgement Number has been provided for this payment. Please keep this number for your records.

REMINDER: REMEMBER TO FILE ALL RETURNS WHEN DUE!

EFT ACKNOWLEDGEMENT NUMBER:	270142273262209
------------------------------------	-----------------

PLEASE NOTE

Any amounts represented in the subcategories of Social Security, Medicare, and Income Tax Withholding are for informational purposes only.

Payment Information	Entered Data
Taxpayer EIN	xxxxx0676
Tax Form	941 Employers Federal Tax
Tax Type	Federal Tax Deposit
Tax Period	Q1/2021
Payment Amount	\$137,892.12
Settlement Date	01/22/2021
Subcategories:	
1 Social Security	\$72,445.28
2 Medicare	\$16,943.18
3 Tax Withholding	\$48,503.66
Account Number	xxxxxx6612
Account Type	CHECKING
Routing Number	011401533
Bank Name	CITIZENS BANK NA

[← Payment Options](#)

Payment - Confirmation

- **Confirmation Number:** 1-333-877-056
- **Submitted Date and Time:** 1/19/2021 3:35:59 PM
- **Taxpayer Name:** PELHAM SCHOOL DISTRICT
- **Account ID:** WTH-10997662-002

Please review the submission information below for your payment made to the Department of Revenue.

You may want to print a copy for your records.

You have scheduled your payment to be debited from your bank account on 1/22/2021. You can delete your pending scheduled payment until 4:00pm on 1/21/2021.

- **Paid For:** PELHAM SCHOOL DISTRICT
- **Account ID:** WTH-10997662-002
- **Paid From:** CITIZENS BANK NA ****6612
- **Payment Amount:** \$2,545.07
- **Filing Period:** 31-Mar-2021
- **Payment Effective Date:** 1/22/2021

Please note payments can take 2-3 business days from the *Payment Effective Date* to be debited from your bank account. It is your responsibility to review your bank statement to confirm the transaction was completed.

View Your Submission

You can view details about your submission any time by logging into your MassTaxConnect account, selecting the **More...** tab, and clicking the **Search Submissions** link under the **Submissions** section. Submissions in a status of *Submitted* can be viewed and deleted by clicking the corresponding hyperlinks. Depending on the submission type, you may also have an *Edit* hyperlink which allows you to make changes to the submission.

Contact Us

If you need further assistance, please contact the Department of Revenue at (617) 887-6367 or toll-free in Massachusetts at (800) 392-6089. Business hours are Monday through Friday, 9:00 a.m. to 4:00 p.m.



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PELHAM SCHOOL DISTRICT VOUCHER

Voucher No: PAY116P

Voucher Date: 1/21/2021

Prepared By: Joyce Doucette

Printed: 1/20/2021

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of **\$256,491.80** on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

TROY BRESSETTE SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

MEGAN LARSON SCHOOL BOARD CHAIR

DEBORAH B. RYAN SCHOOL BOARD VICE CHAIR

G. DAVID WILKERSON SCHOOL BOARD

PELHAM SCHOOL DISTRICT

PATRICIA MURPHY, TREASURER

FUND	DESCRIPTION	AMOUNT
10	GENERAL FUND/CHECKS	\$240.00
10	GENERAL FUND/EFT	\$256,251.80

TOTAL: \$256,491.80

POWERSCHOOL LLC
DATE: 01/19/2021
TIME: 15:14:03

PELHAM SCHOOL DISTRICT - SAU 28
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 7/21

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
51270	A1010	01/21/21	3913 ASPIRE FINANCIAL SERV. -	L4730	DED:6218 ASPIRE	240.00
TOTAL FUND						240.00
TOTAL REPORT						240.00

POWERSCHOOL LLC
 DATE: 01/19/2021
 TIME: 15:18:30

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 7/21

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V51271	A1010	01/21/21	EQUITABLE EQUI-VEST	L4730	DED:6000 AXA EQUIT	3,889.59
V51271	A1010	01/21/21	EQUITABLE EQUI-VEST	L4730	DED:6001 AXA EQUIT	281.45
V51271	A1010	01/21/21	EQUITABLE EQUI-VEST	L4730	DED:6200 AXA EQUIT	400.00
TOTAL VOUCHER						4,571.04
V51272	A1010	01/21/21	FIDELITY-PLANS1251	L4730	DED:6002 FIDELITY	5,405.00
V51272	A1010	01/21/21	FIDELITY-PLANS1251	L4730	DED:6003 FIDELITY	2,921.36
V51272	A1010	01/21/21	FIDELITY-PLANS1251	L4730	DED:6202 FIDELITY	462.78
TOTAL VOUCHER						8,789.14
V51273	A1010	01/21/21	HORACE MANN LIFE	L4730	DED:6006 HMANN	960.00
V51273	A1010	01/21/21	HORACE MANN LIFE	L4730	DED:6206 HMANN	150.00
TOTAL VOUCHER						1,110.00
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4760	DED:1500 E RETIREMT	16,150.30
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4760	DED:1500 E RETIREMT	13,582.86
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4760	DED:1501 T RETIREMT	100,781.81
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4760	DED:1501 T RETIREMT	100,820.48
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4880	DED:1550 E ADDL RET	25.00
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4880	DED:1550 E ADDL RET	25.00
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4880	DED:1551 T ADDL RET	60.00
V51274	A1010	01/21/21	NEW HAMPSHIRE RETIREMENT	L4880	DED:1551 T ADDL RET	60.00
TOTAL VOUCHER						231,505.45
V51275	A1010	01/21/21	PELHAM ED. SUPPORT PERSON	L4830	DED:7201 PESPA DUES	725.86
V51276	A1010	01/21/21	PELHAM EDUCATION ASSOCIAT	L4830	DED:7200 PEA DUES	9,105.31
V51277	A1010	01/21/21	PENSERV PLAN SERVICES, IN	L4730	DED:6004 PENSERV	50.00
V51278	A1010	01/21/21	SECURITY BENEFIT CORPORAT	L4730	DED:6012 SECBENEFIT	25.00
V51278	A1010	01/21/21	SECURITY BENEFIT CORPORAT	L4730	DED:6212 SECBENEFIT	240.00
TOTAL VOUCHER						265.00
V51279	A1010	01/21/21	VARIABLE ANNUITY LIFE INS	L4730	DED:6214 VALIC	130.00
TOTAL FUND						256,251.80
TOTAL REPORT						256,251.80

Return to
 Agenda

PELHAM SCHOOL DISTRICT VOUCHER

Voucher No: AP012021

Voucher Date: 1/20/2021

Prepared By: Joyce Doucette

Generated Date: 1/19/2021

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of \$158,980.46 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

MEGAN LARSON SCHOOL BOARD CHAIR

DEBORAH B. RYAN SCHOOL BOARD VICE CHAIR

G. DAVID WILKERSON SCHOOL BOARD

TROY BRESSETTE SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

PELHAM SCHOOL DISTRICT

PATRICIA MURPHY, TREASURER

FUND	DESCRIPTION	AMOUNT
10	GENERAL FUND	<u>\$102,994.84</u>
21	FOOD SERVICE FUND	<u>\$360.00</u>
22	GRANTS FUND	<u>\$0.00</u>
25	OTHER SPECIAL FUND	<u>\$0.00</u>
10	EFT -GENERAL FUND	<u>\$46,748.92</u>
21	EFT -FOOD SERVICE FUND	<u>\$8,876.70</u>
22	EFT -GRANTS FUND	<u>\$0.00</u>
25	EFT -OTHER SPECIAL FUND	<u>\$0.00</u>
	TOTAL:	<u><u>\$158,980.46</u></u>

POWERSCHOOL LLC
 DATE: 01/19/2021
 TIME: 14:23:21

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 7/21

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
51211	A1010	01/20/21	152 THOMAS C BABAIA	273	PEA WK: VIRTUAL NHAHPERD	91.81
51212			3657 BMO MASTERCARD		VOID: MULTI STUB CHECK	
51213	A1010	01/20/21	3657 BMO MASTERCARD	446	ZOOM ACCOUNT UPGRADE TO B	199.90
51213	A1010	01/20/21	3657 BMO MASTERCARD	446	ZOOM LARGE MEETING ADD-ON	270.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	650	MYSTERY SCIENCE SITE LICE	1,249.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	CERTIFIED LABELS 3710 FOR	134.21
51213	A1010	01/20/21	3657 BMO MASTERCARD	890	DECEMBER TEACHER APPRECI	67.84
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	2 GALLON STORAGE BAGS FOR	68.85
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	12.92
51213	A1010	01/20/21	3657 BMO MASTERCARD	810	SMORE YEARLY SUBSCRIPTION	59.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	17.34
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	SPARTAN ME4430	180.36
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	23.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	GYMNASTICS CHALK FOR PHS	39.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	810	YEARLY AAA MEMBERSHIP FOR	66.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	325	Q-GLOBAL SSIS-SEL	297.50
51213	A1010	01/20/21	3657 BMO MASTERCARD	810	ANNUAL DUES FOR WRESTLING	31.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	643	DISTANCE LEARNING PROGRAM	125.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	REPLACEMENT BATTERY CHARG	91.99
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	PURCHASED POSTAGE FOR PHS	123.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	BELTIMO 24V NORMALLY OPEN	112.10
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ACVATIX ELECTROMOTORIC SP	453.94
51213	A1010	01/20/21	3657 BMO MASTERCARD	890	\$20.00 GIFT CARDS FROM DU	80.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	890	TEACHER APPRECIATION HOLI	327.92
51213	A1010	01/20/21	3657 BMO MASTERCARD	810	SCRIPTS , PERFORMANCE LICE	307.50
51213	A1010	01/20/21	3657 BMO MASTERCARD	890	\$20.00 GIFT CARDS TO DUNK	340.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	DISPLAY MODULE FOR BOILER	343.70
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	18.85
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	450.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	PORTABLE STUDENT DESK SNE	8,274.00
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	5 FOOT YELLOW PATCH CABLE	68.50
51213	A1010	01/20/21	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	9.90
51213	A1010	01/20/21	3657 BMO MASTERCARD	531	TRACFONE 7361 - MONTHLY A	16.95
51213	A1010	01/20/21	3657 BMO MASTERCARD	531	TRACFONE 7401 - MONTHLY AI	16.95
51213	A1010	01/20/21	3657 BMO MASTERCARD	531	TRACFONE 7423 - MONTHLY AI	16.95
51213	A1010	01/20/21	3657 BMO MASTERCARD	531	TRACFONE 7461 - MONTHLY AI	16.95
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	FIRST CLASS MAIL FOR LEGA	10.95
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	MONTHLY POSTAGE SERVICE F	119.96
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	MONTHLY POSTAGE SERVICE F	119.96
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	MONTHLY POSTAGE SERVICE F	119.96
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	MONTHLY POSTAGE SERVICE F	119.96
51213	A1010	01/20/21	3657 BMO MASTERCARD	534	MONTHLY POSTAGE SERVICE F	119.96
			TOTAL CHECK			14,400.91
51214	A1010	01/20/21	1173 BOOTHBY THERAPY SERVICES,	330	PK SPEECH SERVICES & EVAL	3,162.88
51214	A1010	01/20/21	1173 BOOTHBY THERAPY SERVICES,	330	SPEECH SERVICES FOR GRADE	395.36
51214	A1010	01/20/21	1173 BOOTHBY THERAPY SERVICES,	330	SPEECH SERVICES FOR GRADE	1,902.67
51214	A1010	01/20/21	1173 BOOTHBY THERAPY SERVICES,	330	IEE - TVI ASSESSMENT FOR	70.50
51214	A1010	01/20/21	1173 BOOTHBY THERAPY SERVICES,	330	SCHOOL PSYCHOLOGIST 3 DAY	2,961.88
			TOTAL CHECK			8,493.29
51215	A1010	01/20/21	641 AMY L BRANCO	274	CS: CURRICULUM AND MANAGE	1,065.00
51215	A1010	01/20/21	641 AMY L BRANCO	274	CS: SNHU TEACHING AND TEC	1,065.00
			TOTAL CHECK			2,130.00

POWERSCHOOL LLC
 DATE: 01/19/2021
 TIME: 14:23:21

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 2
 VENCHK11
 ACCOUNTING PERIOD: 7/21

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
51216	A1010	01/20/21	COLORADO TIME SYSTEMS	610	40 WATT SPEAKER FOR SWIM	175.00
51216	A1010	01/20/21	COLORADO TIME SYSTEMS	610	ESTIMATED SHIPPING/HANDLI	20.00
51216	A1010	01/20/21	COLORADO TIME SYSTEMS	610	INFINITY SERIES STARTER S	885.00
			TOTAL CHECK			1,080.00
51217	A1010	01/20/21	CONWAY OFFICE SOLUTIONS	433	PES - CH668 - KONICA - 1U	287.08
51217	A1010	01/20/21	CONWAY OFFICE SOLUTIONS	433	PHS - CR881 - KONICA - SE	26.18
51217	A1010	01/20/21	CONWAY OFFICE SOLUTIONS	433	PHS - CR883 - KONICA - SE	21.38
51217	A1010	01/20/21	CONWAY OFFICE SOLUTIONS	433	PMS - CH878 - KONICA - A6	53.70
			TOTAL CHECK			388.34
51218	A1010	01/20/21	ECONOMY PRINTING	550	ORDER OF 6 BOXES OF 3,000	180.00
51219	A1010	01/20/21	ELECTRONIC SYSTEMS, INC.	442	GOOGLE CHROME OS MFT LICE	6,267.00
51220	A1010	01/20/21	FIRST LIGHT	532	1G FIBER INTERNET SERVICE	1,900.00
51221	A1010	01/20/21	ARLANNA GARCIA	610	REIMBURSEMENT FOR DBL SID	12.98
51222	A1010	01/20/21	KOSIK P&H LLC	433	REPLACED DEFECTIVE HOT WA	320.00
51223	A1010	01/20/21	LIBERTY UTILITIES	622	ELECTRICAL SERVICE 11/23-	3,695.54
51223	A1010	01/20/21	LIBERTY UTILITIES	622	ELECTRICAL SERVICE 11/23-	6,862.15
51223	A1010	01/20/21	LIBERTY UTILITIES	622	ELECTRICAL SERVICE 11/23-	17,761.60
			TOTAL CHECK			28,319.29
51224	A1010	01/20/21	LIBERTY UTILITIES - NG	625	NATURAL GAS SERVICE 11/24	418.00
51224	A1010	01/20/21	LIBERTY UTILITIES - NG	625	NATURAL GAS SERVICE 11/24	2,608.71
51224	A1010	01/20/21	LIBERTY UTILITIES - NG	625	NATURAL GAS SERVICE 11/24	3,101.71
51224	A1010	01/20/21	LIBERTY UTILITIES - NG	625	NATURAL GAS SERVICE 11/24	5,646.99
			TOTAL CHECK			11,775.41
51225	A1010	01/20/21	THE NEW ENGLAND CENTER FO	643	MONTHLY ACE ACCESS FEE -	279.65
51226	A1010	01/20/21	NEXT GEN SUPPLY GROUP INC	433	TIMER BOARD REPAIR FOR TH	893.00
51227	A1010	01/20/21	NIXON COMPANY, INCORPORAT	610	BANNER UPGRADE FOR BOYS B	42.00
51227	A1010	01/20/21	NIXON COMPANY, INCORPORAT	610	BANNER UPGRADE FOR FOOTBA	89.70
51227	A1010	01/20/21	NIXON COMPANY, INCORPORAT	610	ESTIMATED SHIPPING/HANDLI	15.00
			TOTAL CHECK			146.70
51228	A1010	01/20/21	NORTHEAST REHABILITATION	810	COACH'S FEES FOR CPR/FIRS	300.00
51229	A1010	01/20/21	SARA JEAN PHILLIPS	274	CS: SNHU LEADING THE COLL	675.00
51230	A1010	01/20/21	POWER UP GENERATOR SERVIC	433	REPLACEMENT OF BAD CONTRO	2,111.02
51231	A1010	01/20/21	SOULE, LESLIE, KIDDER, SA	335	ANNUAL DISTRICT LEGAL SER	288.50
51232	A1010	01/20/21	SPRAGUE OPERATING RESOURC	625	NATURAL GAS SUPPLY SERVIC	379.93
51232	A1010	01/20/21	SPRAGUE OPERATING RESOURC	625	NATURAL GAS SUPPLY SERVIC	2,876.90
51232	A1010	01/20/21	SPRAGUE OPERATING RESOURC	625	NATURAL GAS SUPPLY SERVIC	3,537.88
51232	A1010	01/20/21	SPRAGUE OPERATING RESOURC	625	NATURAL GAS SUPPLY SERVIC	6,961.98
			TOTAL CHECK			13,756.69
51233	A1010	01/20/21	STATE OF NEW HAMPSHIRE CR	280	REPLENISH PREPAID ACCOUNT	500.00

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FUND - 10 - GENERAL FUND

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51234	A1010	01/20/21	4055 SUN LIFE FINANCIAL	L4850	JANUARY 2021 LIFE, ADD, L	233.55
51234	A1010	01/20/21	4055 SUN LIFE FINANCIAL	L4870	JANUARY 2021 LIFE, ADD, L	428.79
51234	A1010	01/20/21	4055 SUN LIFE FINANCIAL	L4860	JANUARY 2021 LIFE, ADD, L	1,826.55
51234	A1010	01/20/21	4055 SUN LIFE FINANCIAL	L4780	JANUARY 2021 LIFE, ADD, L	2,469.80
TOTAL CHECK						4,958.69
51235	A1010	01/20/21	5043 TAWK MEDIA	610	50 SETS OF 5 LARGE SIZED	2,000.00
51236	A1010	01/20/21	198 STATE OF NH, TREASURER	630	COMMODITY FOODS- MONTHLY	15.00
51236	A1010	01/20/21	198 STATE OF NH, TREASURER	630	COMMODITY FOODS- MONTHLY	30.00
51236	A1010	01/20/21	198 STATE OF NH, TREASURER	630	COMMODITY FOODS- MONTHLY	127.50
51236	A1010	01/20/21	198 STATE OF NH, TREASURER	630	COMMODITY FOODS- MONTHLY	187.50
TOTAL CHECK						360.00
51237	A1010	01/20/21	5137 UPS	534	UPS PICK UP REQUEST FOR C	6.16
51238	A1010	01/20/21	3884 US BANK EQUIPMENT FINANCE	442	FEES AND CHARGES	156.40
51238	A1010	01/20/21	3884 US BANK EQUIPMENT FINANCE	442	PES - CANON 8585I - CONTR	391.00
51238	A1010	01/20/21	3884 US BANK EQUIPMENT FINANCE	442	PES - CANON 8585I - CONTR	391.00
51238	A1010	01/20/21	3884 US BANK EQUIPMENT FINANCE	442	PMS - CANON 8585I - CONTR	391.00
51238	A1010	01/20/21	3884 US BANK EQUIPMENT FINANCE	442	PMS - CANON 8585I - CONTR	391.00
TOTAL CHECK						1,720.40
TOTAL FUND						103,354.84
TOTAL REPORT						103,354.84

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FUND - 10 - GENERAL FUND

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V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	610	ESTIMATED SHIPPING/HANDLI	14.17
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	610	MEISTER PREMIUM MAT TAPE	124.99
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	610	MURRAY NYLON MESH SCRIMMA	32.99
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	610	MURRAY NYLON MESH SCRIMMA	29.99
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	610	10 PACK OF OPEN COLLAR VA	20.80
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	890	TEACHER APPRECIATION ITEM	198.76
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	610	HP CHARGERS	51.92
V51239	A1010	01/20/21	4967 AMAZON CAPITAL SERVICES,	890	TEACHER APPRECIATION ITEM	18.75
			TOTAL VOUCHER			492.37
V51240	A1010	01/20/21	4106 BOSTON KILN SALES & SERVI	430	KILN MAINTENANCE AND REPA	232.00
V51241	A1010	01/20/21	136 BRIDGE STREET TRUE VALUE	610	4" ELBOW	10.98
V51241	A1010	01/20/21	136 BRIDGE STREET TRUE VALUE	610	ADHESIVE	4.09
V51241	A1010	01/20/21	136 BRIDGE STREET TRUE VALUE	610	SUPER GLUE	6.49
V51241	A1010	01/20/21	136 BRIDGE STREET TRUE VALUE	610	HYDROFLECTOR LARGE ORANGE	26.97
			TOTAL VOUCHER			48.53
V51242	A1010	01/20/21	465 CONSOLIDATED COMMUNICATIO	531	BUSINESS PHONE/CENTREX LI	1,574.63
V51242	A1010	01/20/21	465 CONSOLIDATED COMMUNICATIO	532	INTERNET SERVICE	566.33
			TOTAL VOUCHER			2,140.96
V51243	A1010	01/20/21	3903 COLLABORATIVE FOR REGIONA	564	1:1 REHAB ASSISTANT	4,653.53
V51243	A1010	01/20/21	3903 COLLABORATIVE FOR REGIONA	564	OOD TUITION FOR SECONDARY	6,591.18
V51243	A1010	01/20/21	3903 COLLABORATIVE FOR REGIONA	564	OOD TUITION HIGH SCHOOL S	4,510.59
			TOTAL VOUCHER			15,755.30
V51244	A1010	01/20/21	5090 KAYLA DIORIO	332	TUTOR SERVICES FOR JC AT	202.50
V51244	A1010	01/20/21	5090 KAYLA DIORIO	332	TUTOR SERVICES FOR CHARTE	151.79
			TOTAL VOUCHER			354.29
V51245	A1010	01/20/21	221 FIRE ALARM & SAFETY TECHN	433	TROUBLESHOOT AND REPAIR F	1,485.75
V51246	A1010	01/20/21	2231 FIRE PRO, LLC	430	DISTRICT HOOD CLEANING S	2,350.00
V51247	A1010	01/20/21	4736 GRAY CONSULTING AND THERA	330	AAC SERVICES FOR HIGH SCH	210.00
V51247	A1010	01/20/21	4736 GRAY CONSULTING AND THERA	330	ASSISTIVE TECHNOLOGY CONS	545.98
V51247	A1010	01/20/21	4736 GRAY CONSULTING AND THERA	330	DECLINED REMOTE SERVICES	399.02
			TOTAL VOUCHER			1,155.00
V51248	A1010	01/20/21	4050 HEAR TO LEARN, LLC	330	AUDIOLOGY CONSULT FOR 9 S	-1,400.00
V51248	A1010	01/20/21	4050 HEAR TO LEARN, LLC	330	AUDIOLOGY CONSULT FOR 9 S	250.00
V51248	A1010	01/20/21	4050 HEAR TO LEARN, LLC	330	AUDIOLOGY CONSULT FOR 9 S	625.00
V51248	A1010	01/20/21	4050 HEAR TO LEARN, LLC	330	AUDIOLOGY CONSULT FOR 9 S	547.43
			TOTAL VOUCHER			22.43
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	307.87
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	308.66
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	324.72
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	325.60
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	36.38
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	216.48
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	217.07
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	24.25
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	197.20
V51249	A1010	01/20/21	4580 HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	197.73

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V51249	A1010	01/20/21	HP HOOD INC.	630	FRESH MILK DELIVERY- DIST	22.09
			TOTAL VOUCHER			2,178.05
V51250	A1010	01/20/21	IMPERIAL BAG & PAPER CO.	610	PAPER PRODUCTS - DISTRICT	36.69
V51250	A1010	01/20/21	IMPERIAL BAG & PAPER CO.	610	PAPER PRODUCTS - DISTRICT	321.71
V51250	A1010	01/20/21	IMPERIAL BAG & PAPER CO.	610	PAPER PRODUCTS - DISTRICT	443.85
			TOTAL VOUCHER			802.25
V51251	A1010	01/20/21	MCINTIRE BUSINESS PRODUCT	430	EQUIPMENT MAINTENANCE AGR	399.00
V51251	A1010	01/20/21	MCINTIRE BUSINESS PRODUCT	430	EQUIPMENT MAINTENANCE AGR	399.00
			TOTAL VOUCHER			798.00
V51252	A1010	01/20/21	NATIVE MAINE PRODUCE & SP	630	FRESH PRODUCE DISTRICT WI	32.85
V51252	A1010	01/20/21	NATIVE MAINE PRODUCE & SP	630	FRESH PRODUCE DISTRICT WI	57.84
V51252	A1010	01/20/21	NATIVE MAINE PRODUCE & SP	630	FRESH PRODUCE DISTRICT WI	60.06
			TOTAL VOUCHER			150.75
V51253	A1010	01/20/21	PERFORMANCE FOOD SERV NOR	630	ADDT FOOD PRODUCTS DELIVE	552.90
V51253	A1010	01/20/21	PERFORMANCE FOOD SERV NOR	630	ADDT FOOD PRODUCTS DELIVE	552.91
V51253	A1010	01/20/21	PERFORMANCE FOOD SERV NOR	630	ADDT FOOD PRODUCTS DELIVE	552.91
V51253	A1010	01/20/21	PERFORMANCE FOOD SERV NOR	630	ADDT FOOD PRODUCTS DELIVE	447.02
V51253	A1010	01/20/21	PERFORMANCE FOOD SERV NOR	630	ADDT FOOD PRODUCTS DELIVE	447.02
V51253	A1010	01/20/21	PERFORMANCE FOOD SERV NOR	630	ADDT FOOD PRODUCTS DELIVE	447.03
			TOTAL VOUCHER			2,999.79
V51254	A1010	01/20/21	POST OFFICE LOCKSMITH, IN	610	LOCKS FOR SEWER PUMPS	87.90
V51255	A1010	01/20/21	POWERSCHOOL GROUP LLC	446	EFINANCE PLUS ANNUAL INCR	352.42
V51255	A1010	01/20/21	POWERSCHOOL GROUP LLC	446	EFINANCE PLUS FINANCIAL A	2,936.75
			TOTAL VOUCHER			3,289.17
V51256	A1010	01/20/21	SERESC	330	VISION SERVICES FOR HIGH	108.75
V51256	A1010	01/20/21	SERESC	330	FEEDING AND SWALLOWING FO	120.00
			TOTAL VOUCHER			228.75
V51257	A1010	01/20/21	SPEECH THERAPY SOLUTIONS,	330	SPEECH SERVICES CHARTER S	550.00
V51258	A1010	01/20/21	SUN ELECTRIC MOTOR SERVIC	610	1/2 HP MCQUAY GE MOTOR AN	675.20
V51259	A1010	01/20/21	SUPER DUPER PUBLICATIONS	325	CASL-2 COMPREHENSIVE FORM	165.00
V51260	A1010	01/20/21	TOWN OF PELHAM	626	FUEL FOR DISTRICT VEHICLE	47.88
V51261	A1010	01/20/21	TRIDENT BUILDING, LLC	330	PRE-BOND VOTE - OCTOBER 2	2,750.00
V51262	A1010	01/20/21	VERIZON WIRELESS	531	DISTRICT CELL PHONE SERVI	575.93
V51262	A1010	01/20/21	VERIZON WIRELESS	531	HOT SPOT FOR KELLY RAMBEA	10.00
V51262	A1010	01/20/21	VERIZON WIRELESS	531	NUTRITION CELL PHONE SERV	49.36
			TOTAL VOUCHER			635.29
V51263			W.B. MASON COMPANY, INC.		VOID: MULTI STUB VOUCHER	
V51264			W.B. MASON COMPANY, INC.		VOID: MULTI STUB VOUCHER	
V51265	A1010	01/20/21	W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	214.74
V51265	A1010	01/20/21	W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	114.57

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V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	67.61
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	9.48
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	2.01
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	4.49
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	11.45
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	4.95
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	30.49
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	2.04
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	43.78
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	4.95
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	4.95
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	34.84
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	2.99
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	.67
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	.84
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	20.16
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	16.99
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	2.98
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	9.80
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	SUPPLIES FOR THE SPECIAL	415.50
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	6.93
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	15.05
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	4.58
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	PO 210456 TAPE	111.92
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	PO 210456 PENCIL SHAR	47.70
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	4.95
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	11.45
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	7.93
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	PO 210440 CONST PAPER	1.34
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	2.99
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	21.16
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	6.58
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	-4.58
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	-43.78
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	PO 210440 CONST PAPER	-1.34
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	PO 210456 PENCIL SHAR	-47.70
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	PO 210456 TAPE	-111.92
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	-11.45
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	-15.05
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	-4.95
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES	-26.39
V51265	A1010	01/20/21	475 W.B. MASON COMPANY, INC.	610	CLASSROOM SUPPLIES - SEE	-2.99
TOTAL VOUCHER						992.71
V51266	A1010	01/20/21	4851 JOE WARREN & SONS CO. INC	430	EQUIPMENT REPAIR AND MAIN	346.50
V51267	A1010	01/20/21	4294 WATER CHEMICALS, INC.	433	ANNUAL WATER TREATMENT CO	251.00
V51267	A1010	01/20/21	4294 WATER CHEMICALS, INC.	430	WATER TREATMENT AT PES TO	120.00
TOTAL VOUCHER						371.00
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	1:1 SUPPORT 5 WK X 6.5 HO	2,898.50
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER SCHOOL S	213.75
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER STUDENT	337.50
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	CHARTER SCHOOL STUDENT CP	180.00
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER SCHOOL S	292.50
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER SCHOOL S	157.50

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FUND - 10 - GENERAL FUND

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V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	1:1 SUPPORT 5 WK X 6.5 HO	1,534.50
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER SCHOOL S	56.25
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER STUDENT	146.25
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	CHARTER SCHOOL STUDENT CP	90.00
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	CHARTER SCHOOL STUDENT CP	90.00
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER SCHOOL S	135.00
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER STUDENT	146.25
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	1:1 SUPPORT 5 WK X 6.5 HO	1,364.00
V51268	A1010	01/20/21	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER SCHOOL S	78.75
TOTAL VOUCHER						7,720.75
V51269	A1010	01/20/21	3808 WORKOUT CLUB AND WELLNESS	810	ANNUAL FEES FOR SWIM TEAM	6,300.00
V51269	A1010	01/20/21	3808 WORKOUT CLUB AND WELLNESS	810	FEE FOR HOSTING ANNUAL HO	500.00
TOTAL VOUCHER						6,800.00
TOTAL FUND						55,625.62
TOTAL REPORT						55,625.62

Pelham School District
2021 - 2022 Default Budget Calculation
11/4/2020

	<u>Reductions</u>	<u>Additions</u>	<u>Change</u>
2020 MS-22 Appropriation	\$ 34,126,869.00		
Deductions:			
Fund Transfers - Food Service Fund	\$ (1,092,288.00)	\$ 1,096,619.55	\$ 4,331.55
Fund Transfers - Grants Fund	\$ (705,865.00)	\$ 705,865.00	\$ -
Fund Transfers - Special Other Fund	\$ (52,000.00)	\$ 52,000.00	\$ -
Operating Budget (2021 Gross & 2022 Net)	\$ 32,276,716.00	\$ 8,975,938.26	\$ 4,331.55
<i>Existing Level of Services</i>			
Total Salaries (110-130)	\$ (15,484,647.38)	\$ 15,732,412.21	\$ 247,764.83
Total Benefits (211:260)	\$ (3,505,001.36)	\$ 4,357,106.53	\$ 852,105.17
SPED Professional Services (1210/330, 332)	\$ (176,688.00)	\$ 202,918.00	\$ 26,230.00
SPED Tuition (1210,1280/561,564,569)	\$ (1,110,054.00)	\$ 1,101,918.00	\$ (8,136.00)
Voc Tuition (1300, 561)	\$ (100,000.00)	\$ 110,000.00	\$ 10,000.00
Psychological Professional Services (2140/330)	\$ (235,680.00)	\$ 218,000.00	\$ (17,680.00)
Speech & Language Profess. Services. (2150/330)	\$ (244,809.00)	\$ 177,062.00	\$ (67,747.00)
PT Professional Services (2162/330)	\$ (70,000.00)	\$ 73,100.00	\$ 3,100.00
OT Professional Services (2163/330)	\$ (14,413.00)	\$ 109,600.00	\$ 95,187.00
SPED Transportation (2722/519)	\$ (473,597.00)	\$ 473,490.00	\$ (107.00)
Debt Service (5100, 5120/ 830,910)	\$ (1,682,075.00)	\$ 1,629,035.00	\$ (53,040.00)
PMS Modular Lease (4500/441)	\$ (44,838.00)	\$ 44,838.00	\$ -
SAU Energy Performance Lease (4600/441)	\$ (140,725.00)	\$ 140,725.00	\$ -
<i>One-Time Expenditures</i>			
PMS Virtual Viewers (1100/734)	\$ (4,500.00)	\$ -	\$ (4,500.00)
PHS School Store Setup (1100/734)	\$ (1,800.00)	\$ -	\$ (1,800.00)
PMS SpecEd. File Cabinets (1210/733)	\$ (4,800.00)	\$ -	\$ (4,800.00)
PMS SpecEd. Privacy Panels (1210/733)	\$ (1,500.00)	\$ -	\$ (1,500.00)
PHS Guidance File (2222/733)	\$ (2,000.00)	\$ -	\$ (2,000.00)
PMS Library Laminator (2222/738)	\$ (2,750.00)	\$ -	\$ (2,750.00)
PMS Office Chair (2410/737)	\$ (900.00)	\$ -	\$ (900.00)
<i>Legal/Regulatory Requirement Adjustments</i>			
NET 2020-2021 OPERATING BUDGET	\$ 8,975,938.26		
2022 DEFAULT GENERAL FUND OPERATING BUDGET		\$ 33,346,143	\$ 1,069,427.00
2022 DEFAULT FOOD SERVICE BUDGET		\$ 1,096,620	\$ 4,331.55
2022 DEFAULT GRANTS FUND BUDGET		\$ 705,865	\$ -
2022 DEFAULT SPECIAL OTHER BUDGET		\$ 52,000	\$ -
TOTAL PSD 2022 DEFAULT BUDGET		\$ 35,200,628	\$ 1,073,758.55



Default Budget of the School District

Pelham Local School

For the period beginning July 1, 2021 and ending June 30, 2022

RSA 40:13, IX (b) "Default budget" as used in this subdivision means the amount of the same appropriations as contained in the operating budget authorized for the previous year, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, and reduced by one-time expenditures contained in the operating budget. For the purposes of this paragraph, one-time expenditures shall be appropriations not likely to recur in the succeeding budget, as determined by the governing body, unless the provisions of RSA 40:14-b are adopted, of the local political subdivision.

This form was posted with the warrant on: _____

SCHOOL BOARD OR BUDGET COMMITTEE CERTIFICATION

Under penalties of perjury, I declare that I have examined the information contained in this form and to the best of my belief it is true, correct and complete.

Name	Position	Signature

This form must be signed, scanned, and uploaded to the Municipal Tax Rate Setting Portal:
<https://www.proptax.org/>

For assistance please contact:
NH DRA Municipal and Property Division
(603) 230-5090
<http://www.revenue.nh.gov/mun-prop/>



Appropriations

Account	Purpose	Prior Year Adopted Budget	Reductions or Increases	One-Time Appropriations	Default Budget
Instruction					
1100-1199	Regular Programs	\$11,517,294	\$660,670	(\$6,300)	\$12,171,664
1200-1299	Special Programs	\$5,761,037	\$224,596	(\$6,300)	\$5,979,333
1300-1399	Vocational Programs	\$100,000	\$10,000	\$0	\$110,000
1400-1499	Other Programs	\$678,445	\$19,576	\$0	\$698,021
1500-1599	Non-Public Programs	\$15,131	\$0	\$0	\$15,131
1600-1699	Adult/Continuing Education Programs	\$0	\$0	\$0	\$0
1700-1799	Community/Junior College Education Programs	\$0	\$0	\$0	\$0
1800-1899	Community Service Programs	\$0	\$0	\$0	\$0
Instruction Subtotal		\$18,071,907	\$914,842	(\$12,600)	\$18,974,149
Support Services					
2000-2199	Student Support Services	\$2,890,942	\$121,062	(\$2,000)	\$3,010,004
2200-2299	Instructional Staff Services	\$972,927	\$23,640	(\$2,750)	\$993,817
Support Services Subtotal		\$3,863,869	\$144,702	(\$4,750)	\$4,003,821
General Administration					
0000-0000	Collective Bargaining	\$0	\$0	\$0	\$0
2310 (840)	School Board Contingency	\$0	\$0	\$0	\$0
2310-2319	Other School Board	\$93,590	\$0	\$0	\$93,590
General Administration Subtotal		\$93,590	\$0	\$0	\$93,590
Executive Administration					
2320 (310)	SAU Management Services	\$0	\$0	\$0	\$0
2320-2399	All Other Administration	\$870,018	\$16,136	\$0	\$886,154
2400-2499	School Administration Service	\$1,558,743	\$29,598	(\$900)	\$1,587,441
2500-2599	Business	\$415,005	\$5,712	\$0	\$420,717
2600-2699	Plant Operations and Maintenance	\$2,370,553	\$19,261	\$0	\$2,389,814
2700-2799	Student Transportation	\$1,996,556	(\$107)	\$0	\$1,996,449
2800-2999	Support Service, Central and Other	\$1,118,835	\$10,573	\$0	\$1,129,408
Executive Administration Subtotal		\$8,329,710	\$81,173	(\$900)	\$8,409,983
Non-Instructional Services					
3100	Food Service Operations	\$0	\$0	\$0	\$0
3200	Enterprise Operations	\$0	\$0	\$0	\$0
Non-Instructional Services Subtotal		\$0	\$0	\$0	\$0



Appropriations

Account	Purpose	Prior Year Adopted Budget	Reductions or Increases	One-Time Appropriations	Default Budget
Facilities Acquisition and Construction					
4100	Site Acquisition	\$0	\$0	\$0	\$0
4200	Site Improvement	\$1	\$0	\$0	\$1
4300	Architectural/Engineering	\$50,000	\$0	\$0	\$50,000
4400	Educational Specification Development	\$0	\$0	\$0	\$0
4500	Building Acquisition/Construction	\$44,838	\$0	\$0	\$44,838
4600	Building Improvement Services	\$140,726	\$0	\$0	\$140,726
4900	Other Facilities Acquisition and Construction	\$0	\$0	\$0	\$0
Facilities Acquisition and Construction Subtotal		\$235,565	\$0	\$0	\$235,565
Other Outlays					
5110	Debt Service - Principal	\$1,040,000	\$0	\$0	\$1,040,000
5120	Debt Service - Interest	\$642,075	(\$53,040)	\$0	\$589,035
Other Outlays Subtotal		\$1,682,075	(\$53,040)	\$0	\$1,629,035
Fund Transfers					
5220-5221	To Food Service	\$1,092,288	\$4,332	\$0	\$1,096,620
5222-5229	To Other Special Revenue	\$757,865	\$0	\$0	\$757,865
5230-5239	To Capital Projects	\$0	\$0	\$0	\$0
5251	To Capital Reserve Fund	\$0	\$0	\$0	\$0
5252	To Expendable Trusts/Fiduciary Funds	\$0	\$0	\$0	\$0
5253	To Non-Expendable Trust Funds	\$0	\$0	\$0	\$0
5254	To Agency Funds	\$0	\$0	\$0	\$0
5300-5399	Intergovernmental Agency Allocation	\$0	\$0	\$0	\$0
9990	Supplemental Appropriation	\$0	\$0	\$0	\$0
9992	Deficit Appropriation	\$0	\$0	\$0	\$0
Fund Transfers Subtotal		\$1,850,153	\$4,332	\$0	\$1,854,485
Total Operating Budget Appropriations		\$34,126,869	\$1,092,009	(\$18,250)	\$35,200,628



Reasons for Reductions/Increases & One-Time Appropriations

Account	Explanation
2320-2399	Increase in benefit costs.
2500-2599	Increase in benefit costs.
5120	Reduction in PHS Bond interest.
2200-2299	Salary and benefit increases in accordance with approved CBA, includes NH Retirement employer rate. One time reduction for PMS laminator replacement
1400-1499	Increase in benefit costs, per CBA.
2600-2699	Increase in benefit costs.
1100-1199	Salary and benefit increases in accordance with approved CBA, includes NH Retirement employer rate increase. One time reductions include PHS school store setup and PMS virtual viewers.
2400-2499	Increase in benefit costs. One time reduction for PMS office chairs.
1200-1299	Salary and Benefit increases in accordance with approved CBA, includes NH Retirement employer rate increase, increase in special ed professional services, reduction in tuition. One time reduction for
2000-2199	Salary and Benefit increase in accordance with approved CBA, includes NH Retirement employer rate increase, increases in PT and OT therapy services, reduction in Speech and Psychology services. One time reduction for PHS file cabinet.
2700-2799	Reduction in special education transportation costs.
2800-2999	Increase in benefit costs.
5220-5221	Increase in benefit costs, including NH Retirement employer rate.
1300-1399	Increase in tuition.

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PELHAM SCHOOL DISTRICT, SAU28

Professional Nomination

Academic Year: 2020-2021

School Board Meeting 01/20/2021

NAME	POSITION LOCATION	SALARY GRADE/STEP	POSITION ASSIGNMENT
Bethany St. Aubin	PES	\$23,279 (prorated for 1/21 start date)	Grade 3 Teacher (Temporary COVID)
Kathleen Moore	PES	\$21,470 (prorated for 1/21 start date)	Grade 2 Teacher (Temporary COVID)
Eva Quill	PMS	\$21,470 (prorated for 1/21 start date)	Grade 8 (Wrath)

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