



PINKERTON
ACADEMY
• 1814 •

2025 - 2026

**Pinkerton Academy's
Alternative Learning Pathways**

PINKERTON **A**DULT &
CONTINUING **E**DUICATION
ADULT DIPLOMA PROGRAM

*Engaging all students in partnership with family and community to become
informed, compassionate, global citizens*

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About Us

Housed in the Academy Building on campus, the Adult Diploma Program offers afternoon and evening courses for students 16 years or older. Typically, students who opt for the Adult Diploma, which requires 20, not 22 credits, are behind in credits and/or required courses and wish to catch up to graduate with their classmates. Some students require additional semesters beyond the typical four years to complete their graduation requirements.

An individualized schedule is developed for each student, which could include a combination of day courses, afternoon/evening courses, extended learning opportunities, and distance learning.

Purpose and Organizational Aspiration

Empowering individuals on unique educational paths and rooted in a community of courtesy, respect, and responsibility, Pinkerton Academy's adult diploma program envisions a future where every learner, regardless of their journey or circumstances, has equitable access to a high-quality education. Through personal learning and flexible educational approaches, we strive to create a supportive environment that fosters growth, celebrates diversity, and equips learners with the skills and confidence needed to succeed in both their personal and professional endeavors. Our vision extends beyond graduation, aiming to inspire lifelong learners who embrace continuous growth and contribute positively to their communities.

Based on the pillars of Pinkerton Academy's strategic plan, we empower our students by focusing on the following areas:

- Tradition of Excellence
 - cultivating critical thinking and problem-solving
 - developing and practicing effective communication skills
- Equity in Opportunity
 - actively acknowledging and celebrating our differences as strengths
 - ensuring a safe, welcoming environment for all students
- Beauty & Purpose
 - encouraging creativity and diverse expression
 - helping students establish their personal goals
- Stewardship & Accountability
 - Fostering the development of respectful, contributing citizens
 - Modeling and promoting kindness and generosity

Guidelines for Participation

Students are expected to comply with Pinkerton Academy's code of conduct, which is enforced during the regular school day/year. A complete description of Pinkerton Academy's rules and regulations can be found on the website.

Attendance:

Afternoon and evening courses are competency-based. Students are expected to attend the full class period. Additionally, students may complete open-enrollment courses in less than the allotted 15 weeks. It is the responsibility of each student to inform the parent/guardian when dismissed early by the teacher for work completion and/or early course completion (less than the allotted 15 weeks).

Attendance in all classes is mandatory. Students who are absent from, tardy to, or dismissed from class are at risk of being administratively withdrawn (unless previous arrangements have been made with the director).

Students are expected to remain in the building until class is over. Leaving the building without prior permission will result in administrative removal from the program.

Parent/Guardian agrees to e-mail or telephone P.A.C.E. administration anytime a student is absent from a P.A.C.E. class. Failure to do so or failure to return telephone calls, e-mails, or attend scheduled meetings may result in administrative removal from the program.

Academic:

Afternoon/evening courses are semester-long, pass/fail, and do not add weight to a student's Grade Point Average. No quarterly grades will be posted on Aspen. Failing grades will result in the implementation of a recovery plan that may include loss of a reduced day period (if applicable), PACE Academic Support program, In-School Support Program, Directed Study Hall, or Math, English, and Science Centers on campus. Refusal to follow a plan will result in administrative removal from an individual course or program.

Materials:

Chromebooks will be required for each class. Students should bring their student-issued Chromebooks and chargers. If a student does not have their Chromebook for a class, they will be required to leave collateral to borrow a Chromebook.

Cell Phones:

Starting in the 2025–2026 school year, Pinkerton Academy will implement a new policy on personal cell phones and electronic devices to help maintain a focused, respectful learning environment. This policy will apply during all PACE academic hours (2:00 pm–6:00 pm). Upon entering the Media Center, students must secure all personal electronic devices, including cell phones, smartwatches, earbuds, and tablets, with PACE Staff in the locked phone cabinet. Non-compliance or attempts to bypass the policy will result in disciplinary action, up to and including removal from the program.

Please note: This policy applies only to personal devices. Students are expected to use their Pinkerton-issued Chromebooks for all academic work. Thank you for supporting our efforts to foster focus, privacy, and academic success.

Drugs/Alcohol/Tobacco:

Students may not possess, use, be under the influence of, sell, buy, be in the act of selling or buying, be in the presence of, or transport alcoholic beverages, illegal or controlled drugs, synthetic drugs or drug paraphernalia. Violations of the drug and/or alcohol policy will result in administrative removal from the program.

Students, regardless of age, may not be in possession of or use tobacco products. This includes, but is not limited to, cigarettes, vaporizer pens, hookahs, lighters, matches, etc, anywhere on campus. Violations of the tobacco policy will result in administrative removal from the program.

Behavior

Serious violations of the code of conduct or multiple minor infractions (in or out of class) will result in the student being sent to the director's office. Consequences may range from a parent meeting, suspension from afternoon/evening and/or day classes for a period of time, to an administrative withdrawal from an individual course or program. Additional action may be taken by the student's administrator

Students with a reduced day schedule who are removed from afternoon or evening courses will have day classes and/or study halls added to their daytime schedule. Removal may also result in loss of parking privileges if the student does not meet senior status.

Distance Learning

Students taking Distance Learning courses will be required to attend weekly class sessions with their instructor unless they receive prior approval for an alternative arrangement due to exceptional circumstances.

Program Overview

Enrollment Requirements

This state-approved program is designed to assist 16+-year-old students who are behind in credits and currently enrolled, those who previously withdrew from high school before completing their high school diploma requirements, or those who need a high school course for a particular college program. Adult diploma students in the afternoon/evening school earn one credit for a semester-long course. Students may transfer credits from Pinkerton's day program or other accredited schools. On a space-available basis, standard diploma students 16 years or older may apply to take an adult diploma program class for credit recovery. Standard diploma students earn .5 credits for each semester-long course.

Credit Requirements

Subject	Units of Credit	Specific Requirements
English	4 Credits	Students must complete at least one semester of writing and one semester of literature equivalent to English 11 or English 12.
Science	2 Credits	Students should have one credit in a biological science and one credit in a physical science
Mathematics	2 Credits	Students must earn at least one credit in a course with Algebra concepts
Social Studies	3 Credits	Students must earn the following: U.S. History (1 cr), Economics (½ cr), Civics (½ cr), World History (½ cr) Social Studies Elective (½ cr)
Digital Literacy	½ Credit	A complete list of courses that meet the Digital Literacy Credit requirement is listed on page 33 of the 2025-2026 Pinkerton Course Catalog
Postsecondary Transition	1 Credit	The Postsecondary Transition credit can be earned through Pinkerton's Career Exploration class or WorkReady NH
Electives	7 ½ Credits	Elective credits vary and must bring the student's total credits to 20 or more.
Total	20 Credits	

***Non-credit bearing graduation requirements (per state law):

- Students must pass the 2020 United States Citizenship and Immigration Services naturalization examination with a 70% or higher before graduation.

2025-2026 Class Schedule *(Classes will not run without sufficient enrollment.)*

P.A.C.E. afternoon and evening courses do NOT follow the same red/white schedule as day classes. P.A.C.E. afternoon/evening courses will be held on early release days unless otherwise noted

Semester 1

Day	2:00 - 2:30	2:30 - 3:00	3:00 - 3:30	3:30 - 4:00	4:00 - 4:30	4:30 - 5:00	5:00 - 5:30	5:30 - 6:00
Monday	Math Success Lab							
			Intermediate Algebra					
			PACE Introduction to Literary Analysis					
			PACE English Composition 1					
Tuesday	Science Success Lab							
			Career Exploration & Planning					
			Career Readiness & Workplace Skills					
Wednesday	Social Studies Success Lab							
			Applications in Psychology					
			Computer Literacy and Application - Google Applied Digital Skills					
Thursday	English Success Lab							
			PACE English Composition 2 Logic & Rhetoric					
			PACE Reading and Writing for a Purpose					
Day	2:00 - 2:30	2:30 - 3:00	3:00 - 3:30	3:30 - 4:00	4:00 - 4:30	4:30 - 5:00	5:00 - 5:30	5:30 - 6:00

Semester 2

Day	2:00 - 2:30	2:30 - 3:00	3:00 - 3:30	3:30 - 4:00	4:00 - 4:30	4:30 - 5:00	5:00 - 5:30	5:30 - 6:00
Monday	Math Success Lab							
			Intermediate Algebra					
			PACE Introduction to Literary Analysis					
			PACE English Composition 1					
Tuesday	Science Success Lab							
			Career Exploration & Planning					
			Career Readiness & Workplace Skills					
Wednesday	Social Studies Success Lab							
			Sociology					
			Computer Literacy and Application - Google Applied Digital Skills					
Thursday	English Success Lab							
			PACE English Composition 2 Logic & Rhetoric					
			PACE Reading and Writing for a Purpose					
Day	2:00 - 2:30	2:30 - 3:00	3:00 - 3:30	3:30 - 4:00	4:00 - 4:30	4:30 - 5:00	5:00 - 5:30	5:30 - 6:00

Course Descriptions

Classroom-Based Instruction

- **Intermediate Algebra Part 1**
 - Rolling Admission, Teacher-Led (Google)
 - 15 weeks - Mondays 3 pm - 6 pm
 - This course is designed to strengthen students' algebraic skills, ensuring success in a college preparatory algebra course. Students will develop competence in simplifying and evaluating polynomial expressions, solving linear equations and inequalities, quadratic equations, and systems of equations.
 - *This course satisfies the Mathematics Algebra requirement*
- **Intermediate Algebra Part 2**
 - Rolling Admission, Teacher-Led (Google)
 - 15 weeks - Mondays 3 pm - 6 pm
 - This course is designed to strengthen students' algebraic skills, ensuring success in a college preparatory algebra course. Students will develop competence in simplifying and evaluating polynomial expressions, solving linear equations and inequalities, quadratic equations, and systems of equations.
 - *This course satisfies the Mathematics Algebra requirement*
- **PACE English Comp 1**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Mondays 3 pm - 6 pm
 - This half-year course concentrates on developing writing skills. Students work on the skills of planning and developing formal and informal compositions, along with the basic skills of research paper writing, with a focus on revision for final draft submission.
 - *This course satisfies the English 11/12 writing requirement*
- **PACE Introduction to Literary Analysis**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Mondays 3 pm - 6 pm
 - This course is designed to improve reading and comprehension through familiarization with literary genres written by American writers. Students will be reading and writing responses on literary pieces ranging from the Puritan Period through the Modern Age.
 - *This course satisfies the English 11/12 literature requirement*

- **PACE English Comp 2 Logic & Rhetoric**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Thursdays 3 pm - 6 pm
 - This course encompasses a variety of writing & reading assignments geared toward helping students function in the work world & at the two-year technical college level. Activities include critical reading of researched data, formal writing assignments, job-search materials, & public-speaking tasks.
 - *This course satisfies the English 11/12 writing requirement*
- **PACE Reading and Writing for a Purpose**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Thursdays 3 pm - 6 pm
 - This course will facilitate literary analysis & response, evidence-based discussion, & demonstration of English 12 literature semester competencies (Writing, Reading, Speaking/Listening, and Research).
 - *This course satisfies the English 11/12 literature or writing requirement*
- **Applications in Psychology**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Wednesdays 3 pm - 6 pm
 - This course is designed for students who want to emphasize the practical uses of psychology. Actual demonstrations and simulations are conducted whenever possible. Emphasis is placed on the application of psychological principles to the everyday lives of individual students.
- **Sociology**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Wednesdays 3 pm - 6 pm
 - This course is designed to help students understand the cause-and-effect relationship between group & societal relationships. Students will effectively be able to discern the impact groups of people have in changing societies globally, with more focus on the United States.
- **US History 1 and 2**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Wednesdays 3 pm - 6 pm
 - This course includes classwork assignments & projects that reflect the topics covered in the time frame of the Early 19th Century to the Present. Classroom activities include lectures, discussions, individual & group work, films & documentaries as well as research projects.
 - *This course satisfies the Social Studies US History requirement*

- **American Government 2**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Wednesdays 3 pm - 6 pm
 - This semester-long course is a study of the American government, its structures, functions, and effects on individuals. The course will also cover: the goals of American foreign policy, comparative political systems, citizenship, political parties, voting, and elections.
 - ***This course satisfies the Social Studies Civics requirement***

- **Computer Literacy and Application - Google Skills for Success**
 - Rolling Admission, Teacher-Led (Google)
 - 15 weeks - Wednesdays 3 pm - 6 pm
 - This semester-long course introduces students to essential digital literacy and productivity skills needed in education, the workplace, and everyday life. The course uses Google's Applied Digital Skills curriculum. Through hands-on, project-based learning, students will gain proficiency in a suite of vital tools, including Google Docs, Google Sheets, Google Slides, Google Drive, Google Forms, and Google Sites.
 - ***This course satisfies the Digital Literacy requirement***

- **Career Exploration & Planning**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Tuesdays 3 pm - 6 pm
 - This course concentrates on helping students develop & prepare for post-secondary plans. Through career exploration, planning, preparation & practice, students will develop a career portfolio & create a sound work ethic, communication skills & the social skills they will need to be successful.
 - ***This course satisfies the Postsecondary Transition requirement***

- **Career Readiness & Workplace Skills**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Tuesdays 3 pm - 6 pm
 - Career Readiness & Workplace Skills is a practical, tuition-free program designed to meet the needs of job seekers and career builders by providing training in specific skills that employers are looking for in their current and future employees.
 - ***This course satisfies the Postsecondary Transition requirement***



Edmentum / Distance Learning (DL) Courses

At our Adult Diploma Program, we are committed to providing every student with the best possible path to achieving their educational goals. To ensure we can offer a wide array of courses tailored to individual needs and interests, even when traditional class sizes are not feasible, we utilize Edmentum as a key component of our curriculum.

These courses offer rolling admission through the Edmentum platform with the support of a Teacher. Students are required to attend 90-minute sessions weekly for teacher support until the course requirements are met.

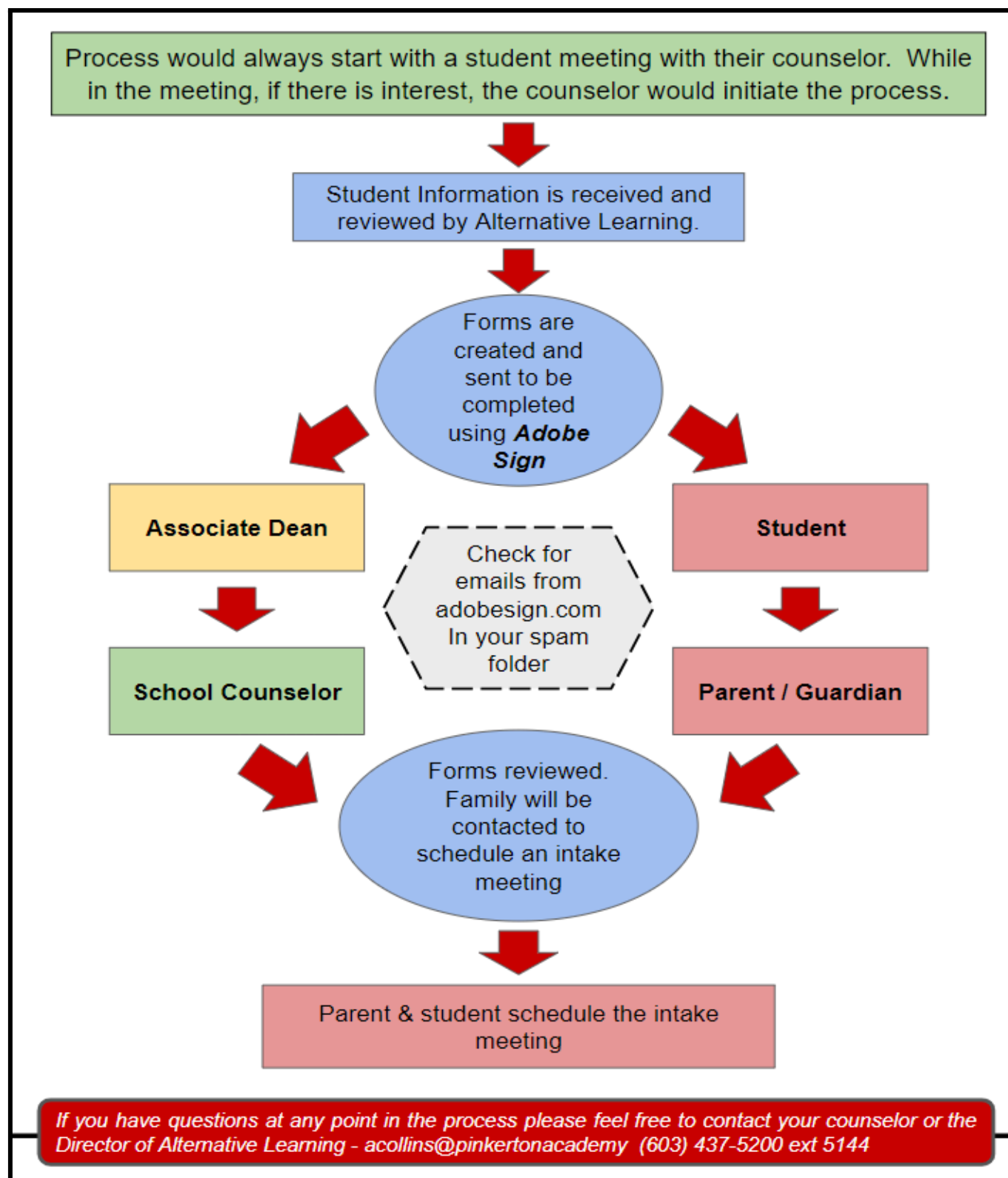
Edmentum's online platform allows us to overcome the limitations of low enrollment, ensuring that you can access the specific subjects and pathways necessary for your diploma. This flexible, digital curriculum empowers us to offer personalized learning experiences, enabling you to work at your own pace and focus on the areas where you need it most, ultimately accelerating your progress towards graduation.

Key features of Edmentum courses often include:

- Self-paced and mastery-based learning: Students typically work through modules at their own pace, often needing to demonstrate mastery of concepts before moving on.
- Interactive content: Courses incorporate various media like videos, interactive exercises, and guided notes to engage learners.
- Reporting and progress tracking: The platform provides students and educators with tools to monitor student pacing, progress, and performance.
- Support for diverse learners: Features like translation tools, text-to-speech, and scaffolding are often integrated to assist students with different learning needs.

For a complete list of courses, see Ms. Todd, Mr. Collins, or Mr. Trainor.

Application Process:



Contact Us

General questions about The Adult Diploma Program (ADP), Absences, Tardies, Dismissals:
pace1111@pinkertonacademy.org or 437-5200 x1111

Directory

Name	Position	Email Address	Extension
Barnoski, Bethany	Mathematics Instructor	bbarnoski@pinkertonacademy.org	4395
Barrieau, Heather	Dean of Pupil Services	hbarrieau@pinkertonacademy.org	1151
Carberry, Stephanie	Social Studies Instructor	scarberry@pinkertonacademy.org	1261
Collins, Andrew	Director of Alternative Learning	acollins@pinkertonacademy.org	5144
Dusinlleux, Kate	Mathematics Instructor	kdusinlleux@pinkertonacademy.org	4331
Eno, Michael	Career & Tech Ed Instructor	meno@pinkertonacademy.org	4345
Gagnon, Jason	English Instructor	jgagnon@pinkertonacademy.org	5102
Gagnon, Kara	Director of School Counseling	kgagnon@pinkertonacademy.org	1124
Gentile, Jennifer	English Instructor	jgentile@pinkertonacademy.org	4375
Howard, Catherine	Science Instructor	choward@pinkertonacademy.org	4339
Lemire, Rob	English Instructor	rlemire@pinkertonacademy.org	4295
Littlefield, Katie	Social Studies Instructor	klittlefield@pinkertonacademy.org	
Mannarini, Marissa	Careers Instructor	mmannarini@pinkertonacademy.org	
Marsden, Shay	English Instructor	smarsden@pinkertonacademy.org	
Mastrogiovanni, Nichole	Student Support & Instructor	nmastrogiovanni@pinkertonacademy.org	
Smith, Samantha	Social Studies Instructor	sasmith@pinkertonacademy.org	4337
Todd, Melissa	Alternative Learning Counselor	mtodd@pinkertonacademy.org	5145
Toomy, Leslie	English Instructor	ltoomy@pinkertonacademy.org	2155
Torro, Dominick	Careers Instructor	dtorro@pinkertonacademy.org	4344
Trainor, Josh	Asst. Director of Alternative Learning	jtrainor@pinkertonacademy.org	4218
Wright, Abigeal	Social Studies Instructor	awright@pinkertonacademy.org	4140

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