



PINKERTON
ACADEMY
• 1814 •

2026 - 2027

**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*

TABLE OF CONTENTS

About Us.....	3
Purpose and Organizational Aspiration.....	3
Guidelines for Participation.....	4
Attendance:.....	4
Academic:.....	4
Materials:.....	4
Cell Phones:.....	5
Drugs/Alcohol/Tobacco:.....	5
Behavior.....	5
Program Overview.....	6
Enrollment Requirements.....	6
Credit Requirements.....	6
2026-2027 Class Schedule (Classes will not run without sufficient enrollment.).....	7
Course Descriptions.....	8
Classroom-Based Instruction.....	8
Edmentum / Distance Learning (DL) Courses.....	11
Application Process:.....	12
Contact Us.....	13
Directory.....	13
NOTES.....	14

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 / Electronic Devices:

To maintain a focused learning environment and follow RSA 189:1-a, V, students are NOT ALLOWED to use cell phones and personal communication devices anywhere on the Pinkerton Academy campus throughout the school day (from the start of the school day until dismissal). This policy will apply to all students in class or the Media Center during the 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 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 2026-2027 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.

2026-2027 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	Social Studies Success Lab							
			Career Exploration & Planning					
Wednesday	Science Success Lab							
			American Government 2					
			Computer Literacy and Application - Google Applied Digital Skills					
Thursday	English Success Lab							
			PACE English Composition 2					
			PACE Reading and Writing for a Purpose					
			PACE Humanities I: Granite State Literature & History					

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	Social Studies Success Lab							
			Career Exploration & Planning					
Wednesday	Science Success Lab							
			Sociology					
			Computer Literacy and Application - Google Applied Digital Skills					
Thursday	English Success Lab							
			PACE English Composition 2					
			PACE Reading and Writing for a Purpose					
			PACE Humanities II: Critical Writing - Justice, Logic & Ethics					

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**
 - 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 11/12 literature competencies (Writing, Reading, Speaking/Listening, and Research).
 - *This course satisfies the English 11/12 literature or writing requirement*
- **PACE Humanities I: Granite State Literature & History**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Thursdays 3 pm - 6 pm
 - This course allows students to explore the people, events & ideas that have shaped the history, culture and identity of New Hampshire and the New England region. Students will analytically read, respond, and react to a variety of works to demonstrate English 12 literature competencies (Writing, Reading, Speaking/Listening, and Research).
 - *This course satisfies the English 11/12 literature and NH History requirements*
- **PACE Humanities II: Critical Writing - Justice, Logic & Ethics**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Thursdays 3 pm - 6 pm
 - This course is designed to challenge students to think critically about justice, fairness, and civic responsibility. Students will gain foundational knowledge of legal principles and moral reasoning while examining how the U.S. legal system operates in today's world. Students will review case studies, participate in class discussions, and produce formal writing assignments to demonstrate English 12 writing semester competencies (Writing, Reading, Speaking/Listening, and Research).
 - *This course satisfies the English 11/12 writing requirement and Logic & Rhetoric requirements*

- **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 - Rolling Admission, Teacher Guided (Google Classroom)
 - Wednesdays 2:15 pm - 3:45 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**
 - Semester - Rolling Admission, Teacher Guided (Google Classroom)
 - Wednesdays 2:15 pm - 3:45 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***

- **American Government 2**
 - Semester-Based, Teacher-Led (Google)
 - 15 weeks - Wednesdays 3 pm - 6 pm
 - This semester-long course continues to offer a study of the structures, functions, and individual impacts of the American government. Special emphasis is placed on state and local governance, examining their intersection with the federal system and their direct influence on daily life. ***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*

COLLEGE AND CAREER READINESS (CCR) COMPETENCY REQUIREMENT

The PACE Adult Diploma Program (ADP) is committed to equipping learners with the "habits of mind" and professional skills necessary for success in the 21st-century workplace and postsecondary education. Accordingly, the **College and Career Readiness (CCR) Competency is included in every Adult Diploma class** offered at Pinkerton Academy.

To earn credit for any course, students must demonstrate proficiency in all required course-specific content competencies. In addition, students must demonstrate Proficiency (Level 3), as defined by the program rubric, in each of the following College and Career Readiness (CCR) competency areas:

- **Career & Self-Development:** Identifies personal strengths and areas for growth, sets goals, and demonstrates a willingness to learn new skills.
- **Communication:** Expresses ideas clearly, listens actively, maintains a professional tone, communicates proactively, and checks email regularly to stay informed about school, program, and course expectations.
- **Problem Solving and Perseverance:** Identifies challenges, explores solutions, applies effective strategies, and persists through obstacles to achieve goals. Demonstrates flexibility, resilience, and a willingness to seek support when needed.
- **Attendance & Punctuality:** Maintains regular attendance by missing no more than two of the fifteen scheduled class sessions, arrives on time, and follows proper sign-in and sign-out procedures at the main desk.
- **Norms and Expectations:** Behaves respectfully, follows all school policies and procedures, and completes work responsibly with limited redirection.
- **Initiative & Responsibility:** Comes to class prepared with all required materials, including their school-issued Chromebook and charger; completes assigned work, follows through on all responsibilities, and accepts constructive feedback.
- **Teamwork:** Cooperates with others, contributes meaningfully to group tasks, and respects different viewpoints.
- **Technology:** Uses common technology tools (such as Pinkerton-issued Chromebooks) appropriately and responsibly for academic work.

Students who pass the course but do not meet competency requirements must remediate within four weeks of the course end date. Failure to complete remediation or follow the recovery plan may result in loss of credit.

For students to pass the competency, they must meet the following criteria

Competency	4: Exemplary	3: Proficient	2: Developing	1: Emerging
Career & Self-Development	Reflects on strengths and areas to improve, sets goals, and looks for opportunities to learn new skills independently.	Identifies strengths and areas for growth, sets goals, and is willing to learn new skills.	Can identify some strengths and weaknesses but needs reminders to set goals or improve skills.	Has difficulty identifying strengths or areas for improvement and rarely seeks to learn new skills.
Communication	Communicates clearly and respectfully in speaking and writing and adjusts communication for different situations. Communicates proactively, and checks email regularly	Expresses ideas clearly, listens to others, and uses an appropriate tone most of the time. Communicates proactively, and checks email regularly	Shares ideas but may need reminders to listen carefully or communicate professionally. Checks email regularly	Has difficulty expressing ideas clearly or listening respectfully to others. Does not communicate proactively or check emails regularly
Problem Solving and Perseverance	Independently identifies challenges, evaluates multiple solutions, and applies effective strategies to overcome obstacles. Demonstrates persistence, adaptability, and initiative while seeking feedback and improving outcomes.	Identifies challenges, develops and applies appropriate solutions, and persists when facing obstacles. Uses available resources, seeks assistance when needed, and adjusts strategies to successfully complete tasks.	Recognizes challenges but may need support identifying solutions or staying focused when obstacles arise. Attempts to apply strategies but may require guidance, feedback, or additional effort to complete tasks.	Has difficulty identifying challenges, developing solutions, or persisting through obstacles. Requires significant support to begin tasks, use resources, or follow through when challenges occur.
Attendance & Punctuality	Attends all 15 scheduled sessions. Always arrives on time and remains for the full duration. Consistently signs in and out at the main desk	Meets the requirement of 13 out of 15 sessions. Arrives on time (less than 20 mins late) and signs in/out correctly to ensure records are accurate.	Has missed more than 2 sessions but is proactively engaged in the attendance buy-back or medical waiver process with proper documentation.	Has exceeded 2 absences without approved verification/buy-back. Frequently tardy (>20 mins) or leaves early without prior permission
Norms and Expectations	Consistently demonstrates respect, honesty, responsibility, and a positive attitude. All policies and procedures followed without redirection	Behaves respectfully, follows expectations, and completes work responsibly. All policies and procedures followed with limited redirection	Usually behaves appropriately but needs occasional reminders about professional behavior. All policies and procedures followed with regular redirection	Demonstrates behaviors that interfere with learning or working with others. Policies and procedures are not followed regularly even with redirection
Initiative & Responsibility	Takes initiative, completes work independently, and accepts responsibility for actions. Always comes to class prepared	Completes assigned work, follows through on responsibilities, and accepts feedback. Comes to class prepared	Completes some work but needs reminders to stay on task or finish assignments. Does not always come to class prepared	Often avoids responsibilities or requires frequent prompting to complete work. Comes to class unprepared
Teamwork	Works well with others, supports teammates, and helps solve conflicts respectfully.	Cooperates with others, contributes to group work, and respects different viewpoints.	Participates in group work but needs reminders to contribute or cooperate.	Has difficulty working with others or contributing to group tasks.
Technology	Uses technology confidently, learns new tools independently, and uses technology responsibly.	Uses common technology tools appropriately and is willing to learn new programs.	Can use basic technology but needs support with unfamiliar tools.	Struggles to use technology independently or safely.



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.

Contact Us

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

Directory

Name	PACE Position	Email Address
Albert, Kathleen	Counselor & Student Support	kalbert@pinkertonacademy.org
Barrieau, Heather	Dean of Pupil Services	hbarrieau@pinkertonacademy.org
Collins, Andrew	Director of Alternative Learning	acollins@pinkertonacademy.org
Croteau, Tyler	Social Studies Instructor	tcroteau@pinkertonacademy.org
Dusinlleux, Kate	Mathematics Instructor	kdusinlleux@pinkertonacademy.org
Eno, Michael	Career & Tech Ed Instructor	meno@pinkertonacademy.org
Gagnon, Jason	English Instructor	jgagnon@pinkertonacademy.org
Gagnon, Kara	Director of School Counseling	kgagnon@pinkertonacademy.org
Gentile, Jennifer	English Instructor	jgentile@pinkertonacademy.org
Howard, Catherine	Science Instructor	choward@pinkertonacademy.org
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Mannarini, Marissa	Careers Instructor	mmannarini@pinkertonacademy.org
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Mastrogiovanni, Nichole	Student Support & Instructor	nmastrogiovanni@pinkertonacademy.org
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Torro, Dominick	Careers Instructor	dtorro@pinkertonacademy.org
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Trainor, Josh	Asst. Director of Alternative Learning	jtrainor@pinkertonacademy.org
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