

## Chapter IX **SCHOOLS**

### INTRODUCTION

The Pembroke School District, SAU #53, holds four schools under its jurisdiction, Pembroke Village School (grades K-1) and Pembroke Hill School (grades 2-4 and preschool), Three Rivers School (grades 5-8), and Pembroke Academy (grades 9-12). The School District Office is located at Pembroke Academy. SAU #53 also serves the school districts of Allenstown, Chichester, Deerfield, and Epsom. Pembroke Academy serves high school students from Allenstown, Chichester and Epsom under an A.R.E.A. contract.

The District has adopted a set of goals for the 2004-2005 school year which include a fiscally responsible budget development and management cycle which will address the educational needs of the district and gain MBC and voter support; Support A.R.E.A. and S.A.U. Program Initiatives; Determine Future Enrollment Trends and Facility Needs within the A.R.E.A. and S.A.U.; Develop and implement action plans to address district maintenance concerns; Improve the maintenance, appearance and functionality of school district grounds and athletic fields; Support implementation of action plans designated through Strategic Planning; Improve the district's k-12 technology program; and Gain School District support for the 2004/07 negotiated agreement.

In September 2003, the School District developed a Capacity and Enrollment Report which compared the School Board recommended, School Board maximum and Department of Education Recommended students per classroom. Illustrated in Table IX-1 is a summary of the findings:

Table IX-1  
School Enrollment and Capacity

	September 2003 Enrollment	School Board Recommended Capacity	School Board Maximum Capacity	Dept of Educ Maximum Recommended
Pembroke Village School	168	180	198	240
Pembroke Hill School	305	290	330	405
Three Rivers School	388	400	475	475
Pembroke Academy	1,037	1,060	~	1,272
Total Enrollment	1,898	1,930	~	2,392

*Source: Pembroke School District, 2003*

The principals of the four schools submitted the information contained within the SCHOOLS CHAPTER.

**OBJECTIVES OF THE CHAPTER AND RECOMMENDATIONS**

One Objective was written for each of the four schools. These School District Objectives were developed from the materials submitted by Pembroke's school principals.

- To deliver the highest quality education for Pembroke Village School students while continually monitoring the need to modify the curriculum, staffing, and facilities based upon student population and budgetary considerations.
  - Restore the position of librarian to Pembroke Village School. (Short Term)
  - Add technology instruction to the program to Pembroke Village School. (Short Term)
  - Study renovation of the core facility at Pembroke Village School. (Long Term)
  - Renovate playground equipment at Pembroke Village School. (Long Term)
  - Reevaluate the need for additional classrooms at Pembroke Village School. (Long Term)
- To deliver the highest quality education for Pembroke Hill School students while continually monitoring the need to modify the curriculum, staffing, and facilities based upon student population and budgetary considerations.
  - Restore the position of librarian to Pembroke Hill School. (Short Term)
  - Add technology instruction to the program to Pembroke Hill School. (Short Term)
  - Monitor, and rectify if necessary, the parking and traffic flow issues at Pembroke Hill School. (Short Term)
  - Monitor, and repair if necessary, roof sections of Pembroke Hill School. (Short Term)
  - Study renovation of the core facility at Pembroke Hill School. (Long Term)

- To deliver the highest quality education for Three Rivers School students while continually monitoring the need to modify the curriculum, staffing, and facilities based upon student population and budgetary considerations.
  - Expand the music (band and chorus) programs to school day, year-long programs at Three Rivers School. (Short Term)
  - Hire one additional music teacher to teach the expanded music programs at Three Rivers School. (Short Term)
  - Expand the physical education programs, with the addition of fitness activities, to year-long programs at Three Rivers School. (Short Term)
  - Hire one additional physical education teacher to teach the expanded programs at Three Rivers School. (Short Term)
  - Offer world languages to all students as exploratory classes in the lower grades at Three Rivers School. (Long Term)
  - Offer advanced classes to the 8<sup>th</sup> grade students in Spanish or other languages at Three Rivers School. (Long Term)
  - Hire part time staff to teach alternative world languages at Three Rivers School.. (Long Term)
- To deliver the highest quality education for Pembroke Academy students while continually monitoring the need to modify the curriculum, staffing, and facilities based upon student population and budgetary considerations.
  - Continue to monitor budgetary changes, population growth, and delivery of alternate education services to determine appropriate level of education programs and services at Pembroke Academy. (Short Term)
  - Continue to provide alternative high school programs such as Second Start to students requiring a unique educational setting at Pembroke Academy. (Short Term)
  - Fulfill the current need of a science teacher, nurse's aide, athletic trainer, and outside maintenance worker positions at Pembroke Academy. (Short Term)
  - Hire a School-to Career Coordinator at Pembroke Academy. (Short Term)

- Secure space of two standard classrooms and one smaller space to accommodate alternate education services at Pembroke Academy. (Short Term)
- Develop an additional baseball field and rectangular playing field at Pembroke Academy. (Short Term)
- Build 30-40 more parking spaces to accommodate the present need and reduce overflow (at the Congregational Church) at Pembroke Academy. (Short Term)
- Monitor the need for additional traditional classrooms as the school's population grows. (Short Term)
- Purchase a back-up generator for PA to become an emergency shelter during an emergency. (Short Term)
- Divide the existing Guidance conference room into two or three offices to accommodate specialty (drug counselor, speech therapist) personnel and their student services. (Short Term)
- Reevaluate the methods and traditional timing of educational service delivery at Pembroke Academy. (Long Term)
- Continue to monitor the need for additional traditional classrooms as the school's population grows. (Long Term)
- Monitor the need for air-conditioning in select classrooms if flexible-calendar summer classes are instituted. (Long Term)

**COMMUNITY SURVEY RESULTS**

The following community survey responses offer a number of suggestions and issues of concern to residents and property owners in Pembroke.

**If school expansion becomes necessary, how should this expansion take place?**

Over half of the survey respondents, 53.4%, indicated that should school expansion become necessary, expanding the existing schools to a larger capacity was preferable. Over twenty-six percent (26.4%) of the respondents indicated that double sessions was the next preferable option.

**In order to help Town officials better direct their efforts, please rate the following municipal services.**

Greater than 70% of the respondents gave the following services good or fair ratings: trash collection, police protection/enforcement, fire protection, snow removal, school system, road maintenance, rescue squad, and the library. Approximately 20 to 23% of the respondents indicated that town administration and the budget committee needed improvement.

**In order to maintain, improve, and/or expand the services listed immediately above in Question 38, would you support annual tax increases of:**

Forty-two percent (42%) of the respondents indicated that they would support a tax increase of 0% in order to maintain, improve, and/or expand the services in Question 38. Approximately 40% indicated that they would support a tax increase of less than 3% in order to maintain, improve, and/or expand the above services. Six percent (6%) checked that they would pay whatever is necessary for the above services.

### PEMBROKE VILLAGE SCHOOL

Located at 30 High Street, 168 students were enrolled for the 2003-2004 school year. The Village School provides elementary education for kindergarten and first graders. There is an emphasis on early literacy and early mathematics instruction at this level but all the basic subjects are taught. The Village School also serves the special education needs of the children at the K-1 level.

#### **Expansion of Curricula and Programs**

By 2008, there should be a need to expand both the Village and Hill Schools in the following areas. There is a need to restore the position of librarian and add technology instruction to the program.

Depending upon the population, there may be a need to expand the staff's ability to deal with children with challenging and/or violent behaviors. One position is currently shared between the two school buildings that provide student support in this area. Five years ago, there was no need for this type of position but staff has since been assaulted. The Pembroke Hill School has had children who threw furniture and destroyed property, so it is an area to be monitored closely.

Taking the opposing view, if the school continues to face significant budget cuts in the next five years, they will be reducing programs. In addition to those which have already been lost – music, library, and enrichment – the school would also lose physical education, art and guidance or increase class size. To increase class size may seem reasonable if only the numbers are examined. However, if class sizes go up, the incidence of out of district placements and other special education costs usually rise. Children with certain disabilities can be educated in a small group but if the numbers increase significantly, they simply cannot function.

The Village School is currently utilizing all usable classroom spaces as classrooms. If the numbers at those levels increased over the next ten years, this issue would need to be addressed in some way.

#### **Equipment Inventory and Future Needs**

No general equipment was identified as exclusively belonging to the Village School. However, there is separate cafeteria equipment at each building. No future equipment needs were identified.

Table IX-2  
Existing Pembroke Village School Equipment

Name of Equipment	Type of Equipment	Condition	Year Acquired	Anticipated Replacement Year	Estimated Replacement Cost
Dishwasher*	dishwasher		1990		\$5,900 plus inflation
Freezer (2 doors)*	freezer		1990		\$6,100 plus inflation
Refrigerator (2 doors)*	refrigerator		1990		\$5,500 plus inflation

\*shared with Pembroke Hill School

Source: School District Office

### Present Staffing and Future Needs

Pembroke Village School presently employs 41 people, two of whom are part-time. Twelve certified staff members are shared with Hill School. Future staffing needs are a music teacher, technology instructor, and librarian (shared with Hill School) by 2008.

Table IX-3  
Current Pembroke Village School Staffing Levels

Staff Category	Number
Certified Staff (Full-Time)	26*
Paraprofessional Staff (Full-Time)	10
Support Staff (Full-Time)	3
Support Staff (Part-Time)	2
Total	41

\*12 are shared with Pembroke Hill School

Source: Pembroke Village School

### Facility Assessment and Future Needs

The Village School encompasses approximately 66,000 square feet. The breakdown of footage is illustrated in Table IX-4. The recommendation of the School Board is a total of 180 students whereby 18 students are assigned to each of 10 general purpose classrooms.

Table IX-4  
Approximate Pembroke Village School Square Footage

Areas	Size (sf)
Library	784
Offices	1,960
Locker Rooms/Gym	8,842
Common Areas*	10,037
Classrooms	11,602
Total	33,225

\*Halls, Stairs, Rest Rooms, Elevator

Source: Pembroke Village School

At both Village and Hill Schools, there is an increasing challenge in regard to meeting the special education needs of children. Special education frequently needs small spaces for tutoring or one on one instruction. In the past, schools did not have those types of spaces. The schools have improvised in those areas and will continue to do so.

At the Village School, there will be a need to renovate the playground equipment within the next ten years.

## **Pembroke Village School Summary**

### Short-term needs (2004 to 2008)

- Restore the position of librarian to Pembroke Village School.
- Add technology instruction to the program to Pembroke Village School.

### Long-term needs (2008 to 2013)

- Study renovation of the core facility renovation at Pembroke Village School.
- Renovate playground equipment at Pembroke Village School.
- Reevaluate the need for additional classrooms at Pembroke Village School.



### **PEMBROKE HILL SCHOOL**

Located at 300 Belanger Drive, 305 students were enrolled for the 2003-2004 school year. The Hill School provides elementary education for second through fourth grades. At these grades, the transition begins from learning to read to reading to learn. In addition to the ongoing emphasis on reading and math instruction, the content areas of science and social studies take on a larger part of the school program. The school also offers physical education and art within its program. As with the Village School, extensive special education services are provided at Hill School.

#### **Expansion of Curricula and Programs**

By 2008, there should be a need to expand both the Village and Hill Schools in the following areas. There is a need to restore the music program, restore the position of librarian, and add technology instruction to the program.

Depending upon the population, there may be a need to expand the staff's ability to deal with children with challenging and/or violent behaviors. One position is currently shared between the two school buildings that provide student support in this area. Five years ago, there was no need for this type of position but staff has since been assaulted. The Pembroke Hill School has had children who threw furniture and destroyed property, so it is an area to be monitored closely.

Taking the opposing view, if the school continues to face significant budget cuts in the next five years, they will be reducing programs. In addition to those which have already been lost – music, library, and enrichment – the school would also lose physical education, art and guidance or increase class size. To increase class size may seem reasonable if only the numbers are examined. However, if class sizes go up, the incidence of out of district placements and other special education costs usually rise. Children with certain disabilities can be educated in a small group but if the numbers increase significantly, they simply cannot function.

By 2013, depending on the growth in the Town, there could be a need for some type of renovation at Hill School. At the Hill School, the issue is more the core facility. If there is a population increase, the multi-purpose room would be inadequate. Any expansion of the breakfast and lunch program cuts into our physical education program. The traffic situation at Hill is also a concern now and for the future. There is no room for additional busses; parking is currently inadequate and the traffic pattern is awkward and at times dangerous.

#### **Equipment Inventory and Future Needs**

Pembroke Hill School has identified capital equipment which they currently own or lease. While the electronic pieces (copiers, phones, and projector) have a shorter life span, the appliances, shared with the Village School, will need to be replaced less often. Other than replacing the copiers on a regular basis, no future equipment needs were identified.

Table IX-5  
Existing Pembroke Hill School Equipment

Name of Equipment	Type of Equipment	Condition	Year Acquired	Anticipated Replacement Year	Estimated Replacement Cost
Dishwasher*	dishwasher		1990		\$5,900 plus inflation
Freezer (2 doors)*	freezer		1990		\$6,100 plus inflation
Refrigerator (2 doors)*	refrigerator		1990		\$5,500 plus inflation
Norstar Telephone Modular ICS	telephone system		2002		\$8,600
LCD Projector	digital projector		1995		\$5,800
Monitoring			1995		\$5,000

\*shared with Pembroke Village School

Source: School District Office

### Present Staffing and Future Needs

Pembroke Hill School presently employs 59 people, three of whom are part-time. Twelve certified staff members are shared with Village School. Future staffing needs are a music teacher, technology instructor, and librarian (shared with Village School) by 2008.

Table IX-6  
Current Pembroke Hill School Staffing Levels

Staff Category	Number
Certified Staff (Full-Time)	34*
Paraprofessional Staff (Full-Time)	18
Support Staff (Full-Time)	4
Support Staff (Part-Time)	3
Total	59

\*12 are shared with Pembroke Village School

Source: Pembroke Hill School

By 2008, depending on the impact of NCLB (No Child Left Behind), there could be a need for additional teachers or extending the contracts of existing staff to provide tutoring, extended year programming, and other supplemental services.

By 2013, a continuation of the above needs, again because of the NCLB, there could be requirements for preschool education beyond what currently exists. Currently, schools are only required to serve preschoolers with handicapping conditions.

### Facility Assessment and Future Needs

The Hill School encompasses approximately 46,000 square feet. The breakdown of footage is illustrated in Table IX-7. The recommendation of the School Board is a total of 290 students whereby 20 students are assigned to each of 13 general purpose classrooms and 15 students are assigned to two general purpose classrooms.

Table IX-7  
Approximate Pembroke Hill School Square Footage

Areas	Size (sf)
Storage	900
Offices	1,950
Library	2,025
Gymnasium	3,500
Common Areas*	13,195
Classrooms	24,430
Total	46,000

\*Halls, Stairs, Rest Rooms, Elevator

Source: Pembroke Hill School

At the present time, the traffic flow and parking flow at the Hill School are deficient. They are considered inadequate and dangerous. The roof over one section of the school is also considered to be “at risk”. Roofs of the same material have apparently failed, so the situation is monitored.

At both Village and Hill Schools, there is an increasing challenge in regard to meeting the special education needs of children. Special education frequently needs small spaces for tutoring or one on one instruction. In the past, schools did not have those types of spaces. The schools have improvised in those areas and will continue to do so.

Between 2008 and 2013, depending on the population growth, the multi-purpose room of Hill School may become inadequate to handle both physical education and breakfast and lunch. In regard to the building in general, the needs will strictly depend on whether there is an increase in population or not at the elementary level.

### **Pembroke Hill School Summary**

#### Short-term needs (2004 to 2008)

- Restore the position of librarian to Pembroke Hill School.
- Add technology instruction to the program to Pembroke Hill School.
- Monitor, and rectify if necessary, the parking and traffic flow issues at Pembroke Hill School.
- Monitor, and repair if necessary, roof sections of Pembroke Hill School.

#### Long-term needs (2008 to 2013)

- Study renovation of the core facility renovation at Pembroke Hill School.

**THREE RIVERS SCHOOL**

Located at 243 Academy Road, 388 students were enrolled for the 2003-2004 school year. The programs and curricula at Three Rivers School are designed to meet the needs, interests, and abilities of each student. The program addresses not only the intellectual development of the students, but also the social, physical, and emotional development. The students are exposed to a variety of teaching methods to accommodate diverse learning styles. Many teachers focus on developing group skills and hands-on learning while working on interdisciplinary activities.

All students are provided with a core academic program which includes language arts, reading, mathematics, social studies, and science. Our unified arts program offers instruction for all grades in art, music, physical education, health, and computer technology. Students in grades 6-8 also receive instruction in French or Spanish. Select students in 8<sup>th</sup> grade are offered advanced classes in Algebra and French I.

The extracurricular program provides opportunities for all students to participate in a variety of after-school activities. Currently, students are able to enjoy art club, band, chorus, yearbook club, dance team, intramural sports, cross country running club, drama club, math club, and student council. Upper grade students can participate in interscholastic sports of boys and girls soccer, boys and girls basketball, cheerleading, baseball, and softball.

**Expansion of Curricula and Programs**

By 2008, the school would like to expand the music program to offer students band or chorus as a year long program during the school day. Vocal and instrumental skills are difficult to develop when they are only taught once a week early in the morning before the start of a school day.

Three Rivers School would like to offer physical education classes to students all year rather than for just one quarter of each year. In addition, the expansion of the physical education program to include more fitness activities would help students develop the habit of lifelong physical activity to maintain their fitness and health through goal setting, weekly planning, and exercise.

Between 2008 to 2013, the school plans to offer additional world languages to all students as exploratory classes in the lower grades and would like to offer advanced classes to the 8<sup>th</sup> grade students in Spanish or other languages in addition to the French I class.

### Equipment Inventory and Future Needs

Three Rivers School has identified capital equipment which they currently own or lease. While the electronic pieces (copiers, phones, and projector) have a shorter life span, the appliances will need to be replaced less often. Other than replacing the copiers on a regular basis, no future equipment needs were identified.

Table IX-8  
Existing Three Rivers School Equipment

Name of Equipment	Type of Equipment	Condition	Year Acquired	Anticipated Replacement Year	Estimated Replacement Cost
Konica 7130	Copy machine	Excellent	2003	2007	\$3,500 annual lease
Konica 7085	Copy machine	Excellent	2003	2008	\$10,000 annual lease
Norstar Telephone Modular ICS	Telephone system		2002		\$19,000
LCD Projector	LCD Projector		2002		\$5,800
Food Service Freezer	Freezer		1990		\$6,100 plus inflation
Food Service Refrigerator	Refrigerator		1990		\$5,500 plus inflation
Food Service Dishwasher	Dishwasher		1990		\$5,900 plus inflation
Bloggett Convection Oven	Oven		2003		\$5,800

Source: School District Office

### Present Staffing and Future Needs

Three Rivers School currently employs 40 full-time certified staff, 21 full-time paraprofessional staff, and full-time secretarial (2) and custodial (3) staff. Five part-time employees (1 certified staff and 4 food service staff) are also employed. At this time, no additional staffing is needed.

Table IX-9  
Current Three Rivers School Staffing Levels

Staff Category	Number
Certified Staff (Full-Time)	40
Certified Staff (Part-Time)	1
Paraprofessional Staff (Full-Time)	21
Support Staff (Full-Time)	5
Support Staff (Part-Time)	4
Total	71

Source: Three Rivers School

By 2008, in order to offer music and physical education classes year round, the school would need to hire one additional music teacher and one additional physical education teacher to teach the additional classes.

Between 2008 and 2013, the school plans to hire part time staff to teach alternative word language, depending on the interests of the student population. Such a position is anticipated to be half time.

### Facility Assessment and Future Needs

The Three Rivers School encompasses approximately 66,000 square feet. The breakdown of footage is illustrated in Table IX-10.

Table IX-10  
Approximate Three Rivers School Square Footage

Areas	Size (sf)
Library	1,920
Offices	4,176
Cafeteria	5,580
Locker Rooms/Gym	7,746
Common Areas*	20,508
Classrooms	26,070
Total	66,000

\*Halls, Stairs, Rest Rooms, Elevator

Source: Three Rivers School

The recommendation of the School Board is a total of 400 students whereby 25 students are assigned to each of 16 general purpose classrooms. While the space is currently adequate for a population of 400 students, there are areas which would be seriously impacted by even a small increase in students. In ten years, if the school population increases even by 10%, the unified arts program which is central to the success of many middle school students will be adversely affected. The music program has a very small room which can accommodate a class of approximately 20 students. That room is currently used every available period each day with the current staff teaching six classes each day. Due to the location of this room off the cafeteria, classes cannot be held during lunch periods because of the noise level of the 100 students per lunch period.

The gymnasium is adequately sized for the population for physical education classes, but the locker rooms, where students change out of school clothing and into active wear, are already inadequate for some of the current class sizes. The gym is slightly undersized from a normal middle school facility, so it is not large enough to accommodate the entire student body for an assembly or whole school meeting.

Another space which is currently barely adequate, but would be markedly insufficient if the population were to grow, is the library media center. There is currently room for only four computers, which is not an adequate number for the present student body. Adding computers, though, would take away space needed for the book collection. Presently, tables can accommodate one class of students at a time. If a class comes to use the library, it must be closed to other students and classes due to a lack of space.

### Three Rivers School Summary

#### Short-term needs (2004 to 2008)

- Expand the music (band and chorus) programs to school day, year-long programs.
- Hire one additional music teacher to teach the expanded music programs.
- Expand the physical education programs, with the addition of fitness activities, to year-long programs.
- Hire one additional physical education teacher to teach the expanded programs.

#### Long-term needs (2008 to 2013)

- Offer world languages to all students as exploratory classes in the lower grades.
- Offer advanced classes to the 8<sup>th</sup> grade students in Spanish or other languages.
- Hire part time staff to teach alternative world languages.

### **PEMBROKE ACADEMY**

Located at 209 Academy Road, 1,037 students were enrolled for the 2003-2004 school year. Pembroke Academy provides a comprehensive educational experience to the students of Pembroke, Allenstown, Epsom, and Chichester as well as a small number of non-AREA students. The term “comprehensive”, indicates that the academic and co-curricular programs and support programs meet the NH Department of Education’s Minimum Standards for certification as well as accreditation standards of the New England Association of Schools and Colleges. Both sets of standards articulate expectations for policies, procedures, and resources covering virtually every aspect of school life: curriculum, instruction, assessment, leadership, and school and community resources. In addition, the school houses and works closely with the Renaissance Project, a federally funded community learning center that offers, among a variety of programs and services, a diploma completion program for students who are experiencing difficulty in completing PA’s traditional program; fully-staffed after-school programs at all three levels of education; and summer camp and transitional programs.

#### **Expansion of Curricula and Programs**

By 2008, any potential need to either expand or cut back on existing programs will be contingent on one or more of three developments: budgetary cuts imposed on the school, population growth (or decline), or a substantive change in the way the school delivers educational services. The first of these, budgetary cuts, is a constant possibility but hardly predictable from year to year. If faced with substantively reduced funding, there would be implemented a cut protocol/hierarchy based on eliminating budgetary items that would have the least detrimental effect on the education of students. For example, maintaining teaching staff would have the highest priority.

More likely is a spike in population, which seems a distinct possibility given the numerous housing starts in Pembroke. An increase of 100+ students would seriously and negatively affect the quality of education at PA as a whole; the school is now reaching its capacity in classroom availability. This level of increase would also result in the need for increased staffing and/or increased class size. An increase of 150-200 students would probably necessitate looking at alternative modes of providing classroom space, e.g. trailers, building an addition to the present structure, or seeking a dissolution of the present AREA agreement.

The third possibility – a major change in the way educational services are delivered~seems almost inevitable. For example, PA currently subscribes to the Virtual High School, which allows students to access a wide variety of courses online. Additionally, we offer an on-line “credit recovery” program through which students can retake missed or failed courses. In a similar vein, an increasing number of students will be incorporating internships and even apprenticeships in to their high school experiences. The school further anticipates Senior Projects – a substantial, independent learning experience undertaken as a graduate requirement by each student – to become standard. The budgetary implications of such changes are not entirely clear.



There could then be some reduction in the need for traditional class room centered staffing; however, the school would also require oversight and coordination of internship and online programs. For example, two years ago the school lost –due to budgetary cuts- its full-time School-to-Career Coordinator, who identified internship needs and resources, facilitated the considerable paperwork and protocols inherent in establishing formal internships, and secured financial and logistical support for a program that served around 40 students per semester; if there are 100 students participating, the need for coordination increases.

There is a distinct and growing need for an alternative high school program for non-special education students. Essentially, meeting the needs of, and consequently maintaining the educational viability of, 10-20 students who are unable to function within the setting, constraints, and expectations of a traditional public high school is critical. A program such as Concord's Second Start is a good example of this type of resource. A full year's tuition to Second Start is about \$1,800.

Looking at Pembroke Academy's longer range curricular needs, by 2013 the school projects that the methods used to deliver educational services will continue to evolve. Specifically, an increasing use of individualized, on-line distance learning and out-of-school learning opportunities is inevitable and desirable. In this same vein, we may anticipate the very nature of the school day and year becoming more flexible as students' educational experiences become more focused based upon an evolving understanding of their career aspirations and the background needed to realize those aspirations. It is further anticipated that the actual time students need or take to complete their public school education will vary with some students achieving educational standards- and therefore moving on to advanced training- in fewer than 12 years.

#### **Equipment Inventory and Future Needs**

Pembroke Academy has numerous pieces of equipment, kitchen appliances, and vehicles which need to be replaced on a long-term basis. No further replacements need to occur until 2006, when a digital projector or two will be purchased. Anticipated future needs include a backup generator, air conditioning, and room dividers. The existing equipment is detailed in Table IX-11:

Table IX-11  
Existing Pembroke Academy Equipment

Name of Equipment	Type of Equipment	Condition	Hours or Miles	Year Acquired	Anticipated Replacement Year	Estimated Replacement Cost
School Bus (100% federal)	Vehicle	Excellent	10,000	2002	No replacement	\$60,000
Riding Lawn Mower	Machine	Fair	1,000	1995	2007	\$6,500
School Sign	Machine	Excellent	1 year	2003	2020	\$6,000
Stage Curtain	Equipment	Excellent	2 years	2002	2020	\$8,000
Bleachers	Equipment	Fair		1972	2008	\$45,000
Library Circulation Desk	Equipment	Excellent	2 years	2002	2025	\$9,000
Pressure Steam Cooker	Equipment	Fair		c 1985	2010	\$5,000
Freezer (walk in)	Equipment	Good		2000	2015	\$15,000
Cooler (walk-in)	Equipment	Good		2000	2015	\$15,000
Refrigerator	Equipment	Good		1995	2010	\$7,000
Steamer	Equipment	Excellent		2000	2015	\$10,000
Steamer	Equipment	Good		1995	2010	\$10,000
Industrial Paper Cutter	Equipment	Fair		1994	No replacement	\$5,000
Zamboni	Machine	Good	245 hours	2001	2010	\$10,000
Playing Field Irrigation Sys		Excellent		2002	2015	\$30,000
Massey-Ferg. Tractor	Vehicle	Excellent		2003	2013	\$30,000
Ford Van (Windstar)	Vehicle	Fair		2003	2008	\$5,000
Gymnasium Divider	Equipment	Excellent		2003	2018	\$7,000
LCD Digital Projectors	Equipment	Good/Exc		2000-02	2006-07	\$3,000 each
Dishwasher	Equipment	Good		1995	2010	\$8,000
Floor Mixer	Equipment	Good		1992	2010	\$8,500

Source: Pembroke Academy

In Table IX-12, the school has identified future needs that should be considered in the coming years when the opportunities become available.

Table IX-12  
New Equipment for Pembroke Academy

Name of Equipment	Type of Equipment	Year to Acquire	Estimated Cost	Purchased or Donated	Purchase Priority
Back-up Generator	Equipment		\$25,000	Purchased	Low
A/C in Classrooms					Low
Dividing Existing Guidance Conference Room					Medium

Source: Pembroke Academy

As part of Pembroke's evolving safety-emergency planning, the need has been identified for a source of alternative power that could accommodate a large number of students and/or adults during a prolonged emergency. PA is the logical choice for this resource. As the school becomes more individualized, more students and, therefore teachers, will be adopting flexible calendars that will include summertime schooling. If this occurs, the school will need to have some of the existing classrooms air-conditioned. One of the space needs is for office space for "specialty" personnel, e.g. the drug and alcohol counselor or speech therapist, etc. Additional space can be acquired by dividing the existing Guidance conference room into two or three spaces.

### **Present Staffing and Future Needs**

Pembroke Academy employs 117 full-time employees and four part-time employees. Seventy four certified teaching staff are employed, with 20 paraprofessional staff, six administrative employees, and 21 support staff members. Future needs include a science teacher, school-to-career coordinator, nurse's aide, athletic trainer, and outdoor maintenance worker.

Table IX-13  
Current Pembroke Academy Staffing Levels

Staff Category	Number
Certified Staff (Full-Time)	73
Certified Staff (Part-Time)	1
Paraprofessional Staff (Full-Time)	19
Paraprofessional Staff (Part-Time)	1
Administration (Full-Time)	6
Support Staff (Full-Time)	19
Support Staff (Part-Time)	2
Total	121

Source: Pembroke Academy

To fulfill the current need, several positions should be established. They are science teacher, nurse's aide, athletic trainer, and an outside maintenance worker.

By 2008, there will be need for a social studies teacher and a School-to Career Coordinator. Also, SAU 53 has a clear need for a central office-level Curriculum Coordinator to focus curricular efforts in the four towns sending students to Pembroke Academy.

After 2008, any future staffing needs will be contingent upon the school population.

### **Facility Assessment and Future Needs**

Pembroke Academy encompasses approximately 102,000 square feet. The breakdown of footage is illustrated in Table IX-14. The recommendation of the School Board is for a total of 1,060 students whereby 20 students are assigned to each of 53 general purpose classrooms.

Table IX-14  
Approximate Pembroke Academy Square Footage

Areas	Size (sf)
Storage	3,100
Sheds/outbuildings	4,200
Library	4,500
Offices	7,500
Auditorium	9,000
Locker Rooms/Gym	14,800
Classrooms	59,000
Total	102,100

\*does not include halls, lobbies, restrooms, etc

*Source: Pembroke Academy*

By 2008, as noted previously, there is a strong need for an alternative regular education program which would service non-special education students in need of more focused and flexible programs. The likelihood is that such services would be contracted for out of district; however, the possibility certainly exists that it could be in-district and, therefore, would require space sufficient to house 10-15 students. Specifically, this would probably translate into the equivalent of two standard classrooms and one additional smaller space.

There is also a present need for an additional baseball field and an additional rectangular playing field.

The Academy could utilize approximately 30-40 more parking spaces. Currently, there are students parking at the Congregational Church and, even with this additional resource, we lack the space to issue permits to all students desiring one. This is an especially important need given the limited busing services offered by towns sending students to PA.

The Academy is close to full classroom capacity. While there are some rooms unoccupied during each block, 80-100% of these rooms are inappropriate for general classroom use (i.e. they are special education rooms), which are too small to accommodate a full (25-30 student) class; or “specialty” classes (e.g. the food labs); or a science classroom. If Pembroke Academy’s population grows by 75-100 students over the next five years, there may well be neither the quantity nor the appropriate type of classrooms available to house the needed classes.

By 2013, changes to the facility will be contingent upon changes in school population.

## **Pembroke Academy Summary**

### Short-term needs (2004 to 2008)

- Continue to monitor budgetary changes, population growth, and delivery of alternate education services to determine appropriate level of education programs and services at Pembroke Academy.
- Continue to provide alternative high school programs such as Second Start to students requiring a unique educational setting at Pembroke Academy.
- Fulfill the current need of a science teacher, nurse's aide, athletic trainer, and outside maintenance worker positions at Pembroke Academy.
- Hire a social studies teacher, School-to Career Coordinator, and Curriculum Coordinator when the need becomes demonstrated at Pembroke Academy.
- Secure space of two standard classrooms and one smaller space to accommodate alternate education services at Pembroke Academy.
- Develop an additional baseball field and rectangular playing field at Pembroke Academy.
- Build 30-40 more parking spaces to accommodate the present need and reduce overflow (at the Congregational Church) at Pembroke Academy.
- Monitor the need for additional traditional classrooms as the school's population grows.
- Purchase a back-up generator for PA to become an emergency shelter during an emergency.
- Divide the existing Guidance conference room into two or three offices to accommodate specialty (drug counselor, speech therapist) personnel and their student services.

### Long-term needs (2008 to 2013)

- Reevaluate the methods and traditional timing of educational service delivery at Pembroke Academy.
- Continue to monitor the need for additional traditional classrooms as the school's population grows.
- Monitor the need for air-conditioning in select classrooms if flexible-calendar summer classes are instituted.

## **SUMMARY**

It is clear that the Pembroke schools face challenges of providing adequate and competitive education to students while balancing budgetary restrictions and a changing population. From Village and Hill Schools to Three Rivers and Pembroke Academy, each will be affected by the numbers of new Pembroke students or the incoming tuition students from area towns. Staffing must constantly be revisited, as well as the facilities, to ensure that the education levels for the Pembroke School District remain high.