

1 **Pelham School Board Meeting**

2 **April 3, 2024**

3 **Pelham Elementary School**

4 **6:30 pm**

5
6 **School Board Members:** Troy Bressette, Chair; David Wilkerson, Vice-Chair; Garrett Abare; Rebecca Cummings;
7 and Darlene Greenwood

8
9 **Superintendent:** Chip McGee

10
11 **Assistant Superintendent:** Dr. Marandos

12
13 **Business Administrator:** Deb Mahoney

14
15 **Student Representative:** Mya Belanger

16
17 **Absent:** None

18
19 **Also in Attendance:** Katie Ralls, FACS Teacher, and Zack Medlock, LMS Principal

20
21 **I. Public Session:**

22 **A. Call to Order:**

23 Chair Troy Bressette called the meeting to order at 6:30 pm.

24
25 **II. Non-Public**

26 Mr. Wilkerson motioned to enter a non-public session under RSA 91-A:3 (II) (c)—reputation at 6:31 pm. Ms.
27 Greenwood seconded the motion, which passed (5-0-0).

28
29 **Rollcall:**

- 30 a. Troy Bressette - Aye
31 b. David Wilkerson - Aye
32 c. Garrett Abare - Aye
33 d. Rebecca Cummings - Aye
34 e. Darlene Greenwood - Aye

35
36 **III. Reconvened:**

37 The Board returned to Public Session at 6:47 pm.

38
39 Mr. Bressette called the meeting to order and requested that everyone stand for the Pledge of Allegiance.

40
41 **IV. Public Input @ 6:48 pm**

42 Below are letters read by residents of Pelham:

43
44 a. **Lori Safford, 49 Old Gage Hill Road**

45 *Good evening. Much has happened in our world and our state since we asked you to address the separation of*
46 *biological sexes in school bathrooms last month.*

47
48 *Just a few weeks ago, files, videos, and emails were leaked from the World Professional Association of Transgender*
49 *Health (WPATH). This organization is the leading medical authority on "gender medicine," and for decades, its*
50 *Standards of Care have shaped the guidance, policies, and practices of governments, medical associations, public*
51 *health systems, and private clinics worldwide.*

53 *These leaked documents reveal that WPATH doesn't meet the standards of evidence-based medicine. Members are*
54 *fully aware that children and adolescents cannot comprehend the lifelong consequences of "gender-affirming care,"*
55 *and in some cases... neither can their parents.*
56

57 *Members demonstrate a lack of consideration for long-term patient outcomes despite being aware of the debilitating*
58 *and potentially fatal side effects of puberty blockers, cross-sex hormones, and other treatments. WPATH members*
59 *know that hormones and surgeries will cause infertility and other complications, including cancer and pelvic floor*
60 *dysfunction. Visit <https://environmentalprogress.org/big-news/wpath-files> for more information.*
61

62 *Right here in NH, there are several pieces of legislation (SB 562, SB 524, SB 375, HB 1205, and HB 396) that seek to*
63 *separate biological sex. HB 1205 and HB 396 have already passed the House and are headed to the Senate. The first*
64 *separates sports by biological gender from 5th-12th grade. The second, HB 396, is uniquely positioned for passage. It*
65 *will allow local control of individual School Districts to choose the right path for their town. This is the level of*
66 *transparency we are looking for from you. The momentum is shifting, and there is public outcry around women's*
67 *sports and atrocities that occur in bathrooms, locker rooms, and prisons.*
68

69 *The Senate is expected to vote on SB341 on Friday, which would mandate NH schools to answer written inquiries*
70 *from parents about this topic. It is not an issue of discrimination. It doesn't affect educational policies, activities, or*
71 *employment. When my disabled son wasn't able to use the bathroom of his choice, we didn't accuse the District of*
72 *discrimination; we came up with a solution that respected the rights of all parties involved. Parents have rights under*
73 *our Constitution's 1st and 14th Amendments and the Protection of Pupil Rights Amendment. If your primary goal is*
74 *the safety and well-being of all students, especially those who may have gender confusion, I urge you to separate the*
75 *bathrooms and locker rooms by biological sex in all Pelham schools.*
76

77 **b. Kristene Sorensen, 13 Chagnon Lane**

78 *Good evening. My name is Kristene Sorensen. I am the mother of four boys, all of whom attend Pelham Public Schools.*
79 *I voiced my concerns at a School Board meeting last month, and I am here again as the bathroom privacy issue is on*
80 *tonight's agenda. My previous testimony was given to the sitting School Board members, so I am not going to repeat*
81 *it in its entirety tonight.*
82

83 *I want to reiterate that our children deserve to have privacy in the bathroom from students of the opposite biological*
84 *sex. Especially middle and high school-age children who are going through puberty and are already feeling self-*
85 *conscious about their changing bodies. Boys should not be expected to use urinals in front of biological female*
86 *students. In no way does anyone here want to make any of our students feel uncomfortable or left out. If any student*
87 *feels uncomfortable in a gender-specific bathroom, then a single-stall gender-neutral bathroom should be provided.*
88 *The term equity recognizes that each person has different circumstances and different needs.*
89

90 *Providing a gender-neutral bathroom as an alternative for people who are not comfortable in gender-specific*
91 *bathrooms would be a good way to give equity to all students who have differing situations and needs.*
92

93 *Thank You*
94

95 **c. Debbie Kruzel, 76 Beacon Hill Road, speaking for Ane Hall, 60 Old Gage Hill Road**

96 *As a Pelham resident and mom, I am concerned about the transgender issue in our schools. One of the major reasons I*
97 *pulled my children from Pelham Elementary and am now homeschooling is to avoid the confusion and the*
98 *indoctrination of this ideology.*
99

100 *Even at seven years old, in Kindergarten, my daughter was forced to play sports with a transgender child.*
101

102 *This does not promote education or academic excellence; it is a distraction and should not be allowed in our schools.*
103

104 Mr. Bressette thanked the residents for coming out and sharing their opinions.
105

106 Public Input closed at 7:00 pm.

107

108 **V. Opening Remarks:**

109 **A. Student Representative**

110 Ms. Belanger commented that spring sports are underway and the quarter change just occurred, which means
111 students have new classes. Ms. Belanger highlighted some of the student-athletes and an FBLA. Senior Makayla
112 Comtois won the Southern New Hampshire Chamber of Commerce Interview Challenge. Junior Tibor Ivanyi was
113 recognized for participating in the Master Plan, which residents can get a copy of at Town Hall. Senior Sophia Joncas
114 (basketball) and freshman Aleena Cunha (gymnastics) were recognized by the Lowell Sun for outstanding
115 performance in their respective sports.

116

117 **B. Superintendent**

118 Dr. McGee thanked PHS's juniors, staff, and administration for getting through the SAT tests last Wednesday. Dr.
119 McGee noted that this is one of the ways that the District measures its goals, and he is waiting to get the results back.

120

121 Dr. McGee mentioned that the SAS testing, which is state-wide, is in full swing at PES and PMS. He thanked the
122 students, staff, and administration for their thoughtful approach to the testing.

123

124 Dr. McGee stated that there will be a solar eclipse on Monday, April 8. He noted that Dr. Marandos ensured that the
125 PES students would receive viewing glasses for the eclipse. PMS will have a watch party after school.

126

127 Dr. McGee thanked the parents for the early release today. It allowed the teachers to collaborate and work on goals for
128 the year. The teachers also took 15 minutes to take the District's survey, which Franklin Covey conducted to build
129 high-trust teams.

130

131 **VI. Presentations:**

132 **A. None**

133

134 **VII. Main Issues / Policy Updates:**

135 **A. 2024 - 2025 DC Trip**

136 PMS Principal Zach Medlock and FACS Teacher Katie Ralls presented proposals for the 2025 Washington, DC trip. Ms.
137 Ralls commented that they looked into three different companies and are requesting to use Educational Discovery.
138 Detailed pricing and logistics were discussed for a four-day, three-night trip. She noted that the change would be for
139 students to fly into Washington, DC, instead of taking a bus. She added that they would need transportation to and
140 from Logan Airport.

141

142 **IJOA-R - Request for Overnight Educational Field Trip:**

- 143 **a. Teacher/Primary Contact Name:** Katie Ralls
144 **b. Date Submitted:** March 14, 2024
145 **c. Grade(s) Classes Participating:** Grade 8 (current Grade 7)
146 **d. Location of Trip:** Washington, DC.
147 **e. Departure Date:** April 22, 2025
148 **f. Return Date:** April 25, 2025
149 **g. Estimated Number of Students:**
150 **i. Female** 60
151 **ii. Male** 58
152 **h. Estimated Number of Chaperones:**
153 **i. Female** 6
154 **ii. Male** 4

155

156 **Travel Plan Discussion**

157 The discussion began with plans to fly into Washington, D.C., and then fly out of Philadelphia. Mr. Wilkerson asked
158 which Washington, D.C. airport they would be using. Ms. Ralls commented that they did not know yet. The advantage

159 of flying out of Philadelphia was acknowledged, allowing for additional activities en route. Transportation from
160 Washington, D.C., to Philadelphia was confirmed to be via Coach buses.

161
162 Mr. Wilkerson raised concerns regarding the transfer of funds in case of student cancellations. He highlighted the
163 importance of purchasing trip cancellation insurance and discussed a 2-week window for cancellations.

164
165 Ms. Greenwood raised concerns regarding the ratio of students to chaperones, with a policy of 10 to 1 mentioned. Ms.
166 Ralls stated that they base the number of chaperones needed by 90 students. She added that typically, some students
167 do not go for some reason. They discussed how the number of chaperones would be based on the final number of
168 students going on the trip. It was also noted that an additional male chaperone may be needed.

169
170 Regarding participation rates, 88 out of 120 students attended, and fundraising efforts were aimed at supporting all
171 students' participation.

172
173 Ms. Cummings asked about fundraising efforts to alleviate financial burdens for families unable to afford the trip.
174

Proposed Fundraising for 2025 Washington DC Trip		
Fundraising Coordinators: Keith Lewis and Rebecca Patterson		
	Fundraising Activity	How Funds Will be Applied
May 2024	Plant/Flower Sale & Staff vs. Student Kickball Game	Individual Group
June 2024	School-wide Rock/Paper/Scissors Competition	Group
July/August 2024	Car Wash	Group
September 2024	Popcorn	Individual
October 2024	Send a Boo (ghostly candy grams gummies)	Group
November 2024	Pies	Individual
December 2024	Wreaths Holiday Concert	Individual Group
January 2025	Raffle Calendar (with gift cards and donations)	Individual

175
176 Ms. Ralls discussed the cost difference between flying and traveling by bus, with the added expense of flying offset by
177 additional time and educational value. Concerns about the lengthy bus ride and potential delays were mentioned. The
178 additional cost for flying is **\$294**.

179
180 Further discussion centered on the need for adequate time at educational sites like the Holocaust Museum. Rail travel
181 was briefly discussed as an alternative mode of transportation.

182
183 Mr. Wilkerson made a motion to approve the planned travel to DC as presented. Ms. Cummings seconded the motion. The
184 motion passed (5-0-0).

185
186 **B. Non-Discrimination and Student Privacy**

187 Dr. McGee stated that he would stick close to the memo regarding this topic.

188
189 The Board has asked for an explanation of federal, state, and local policies related to discrimination and student
190 privacy. This is in the context of several parents asking, "Who can use the boy's (or girl's) bathroom?" Dr. McGee
191 studied this subject to help the Board understand the boundaries and guardrails that exist as a matter of law and
192 regulation regarding discrimination and student privacy as it relates to gender identity.

193
194 Federal law, state law, and local policy make clear that the District may not discriminate against students based on
195 specific characteristics. One characteristic is gender identity. As a result, the District must allow a student to use the
196 bathroom that conforms to a student's own gender identity. This arrangement may make either that student or other
197 students uncomfortable. The District is committed to allowing any student to use a single-person gender-neutral

198 bathroom. Regarding student privacy, federal law, state law, and local policy protect student information. Generally,
199 District employees may not disclose personally identifiable information about students.

200

201 **Discrimination**

202 **Federal Law**

203 1. "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected
204 to discrimination under any education program or activity receiving Federal financial assistance." (Title VII and IX of
205 the Education Amendments of 1972, 20 USC §1681(a))

206

207 2. "Sex" is defined to include biological gender, gender identity, and sexual orientation. (Bostock v. Clayton Cty.,
208 Georgia, 140 S. Ct. 1731 (2020), Federal Register, Vol. 86, No. 117, 32637).

209

210 **State Law**

211 1. "No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in
212 public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status,
213 disability, religion, or national origin, all as defined in RSA 354-A." (RSA 193:38-39)

214

215 2. "Gender identity" is defined as "a person's gender-related identity, appearance, or behavior, whether or not that
216 gender-related identity, appearance, or behavior is different from that traditionally associated with the person's
217 physiology or assigned sex at birth. Gender-related identity may be shown by providing evidence including, but not
218 limited to, medical history, care or treatment of the gender-related identity, the consistent and uniform assertion of
219 the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a
220 person's core identity provided." (RSA 354-A:2, XIV-e).

221

222 3. "Gender-related identity shall not be asserted for any improper purpose." (RSA 354-A:2, XIV-e).

223

224 4. Each School District must "develop a policy that guides the development and implementation of a coordinated plan
225 to prevent, assess the presence of, intervene in, and respond to incidents of discrimination." (RSA 193:39).

226

227 **Local Policy**

228 1. The District aligns with the requirements of federal and state laws and the regulations implementing those laws.
229 (Pelham School Board Policy AC).

230 2. The District specifies the local approach for addressing discrimination complaints. (Pelham School Board Policy
231 ACAC).

232 3. The Pelham School District's coordinated plan is integrated into several operational areas. These actions
233 collectively provide a comprehensive plan to address discrimination in the District. (Pelham School Board Policy AC,
234 ACE and ACAC, Student Handbooks, the annual student verification process, the annual employee signs-off process)

235

236 **Student Privacy**

237 **Federal Law** - Generally, schools may not disclose information from a student's education records to a third party
238 unless the student's parent has provided prior written consent. (The Family Educational Rights and Privacy Act
239 (FERPA), 20 USC § 1232g and 34 CFR Part 99).

240

241 **State Law** - Citizens have the broad right "to inspect all governmental records in the possession, custody, or control of
242 such public bodies or agencies." However, specific exceptions include "personal school records of pupils" (RSA 91-A:1-
243 5).

244

245 **Local Policy** - District personnel must follow the provisions of FERPA and all state statutes pertaining to student
246 records, record confidentiality, and access to the records. (Pelham School Board Policy JRA).

247

248 **Current Practice**

249 The District's current practice does not discriminate against students based on gender identity. The District allows a
250 student to use the bathroom that conforms to a student's own gender identity. At the same time, students are not

251 permitted to assert a gender identity for an improper purpose. This arrangement may make a student whose gender
252 identity does not conform to their biological sex uncomfortable. It may also make a student who believes gender
253 identity is based on a person’s biological sex at birth uncomfortable. To address this, the District provides access to a
254 single-person gender-neutral bathroom for any student who asks for it. The District provides access to single-person,
255 gender-neutral bathrooms at all three schools.

256
257 Mr. Bressette acknowledged that this is a weighty topic. He noted that one of the things that he took away from legal
258 counsel was that this was all about access. He pointed out that access includes bathroom facilities. Mr. Bressette asked
259 Dr. McGee to clarify the history of single-person gender-neutral bathrooms at PMS. Dr. McGee reminded everyone that
260 PMS is under construction, and the entire first floor is unavailable because of the construction. He pointed out that the
261 single-person gender-neutral bathrooms on the second floor have the label staff on them. He said that they were going
262 to change the label to the bathroom.

263
264 Ms. Greenwood asked if students had to ask permission to use the single-person gender-neutral bathroom or if they
265 could walk in. Dr. Marandos said students who have concerns have been informed about the single-person bathrooms.

266
267 Mr. Bressette asked if the staff was clear about the policy regarding bathroom usage. Dr. Marandos said she would
268 clarify it for them at the next meeting.

269
270 Mr. Wilkerson asked how this would impact the staff, given their limited time to use the bathrooms. Dr. McGee
271 acknowledged that it would have some impact and noted that they are going to try to manage it.

272
273 Ms. Greenwood asked about changing rooms, and Dr. Marandos said the gyms have bathrooms where students can
274 change clothes.

275
276 The Board discussed how students are informed of their options regarding the bathrooms. They also discussed trying
277 to get the financial cost of building gender-neutral bathrooms. Dr. McGee pointed out that the FY2024 and FY2025
278 budgets do not have enough money to build or renovate bathrooms.

279
280 The discussion concluded with appreciation for the thorough discussion on gender-neutral facilities and curriculum
281 updates, reaffirming the District’s commitment to inclusivity and academic excellence.

282

283 **C. Curriculum Update**
284 **Curriculum Review - Mathematics**

285 Dr. Marandos commented that she would present another set of curriculum documents to the Board. She noted that
286 last year, they offered an overview of the curriculum review for the four core areas and required high school courses.

287
288 Dr. Marandos said she would present the first read for Mathematics and Science. She noted that the documents they
289 create are publicized on the District’s website and considered Stage 1 Documents.

290
291 Stage 1 is designed to be accessible to students, parents, and the community.

- 292 a. Title and Description - a brief explanation of the topic of the unit.
293 b. Standards - the state or national standards addressed in the unit. Pelham has identified “power standards” for
294 each unit. These are the most important standards taught.
295 c. Knowledge and Skills—the things students will know and be able to do after completing the unit, written in
296 parent-friendly language. This also includes the key books and materials used in the unit.
297 d. Essential Questions and Understandings - the big ideas the students will be addressing and the enduring ideas the
298 teacher seeks to convey.

299
300 It is typically two pages or less per course and divided into curriculum units and each unit contains several parts.

301
302 Dr. Marandos stated that the documents have been worked on for more than a year by the grade level teams at PES,
303 spearheaded by Assistant Principal Kerry Struth, and the K-12 Vertical Teams for Mathematics and Science.

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Mathematics Curriculum Content

Dr Marandos stated that the Board looked at the K-5 Math Curriculum, designed using the state's Common Core Standard. She noted that the curriculum review hadn't occurred since 2014.

MATH CURRICULUM OVERVIEW K-5		
<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none"> a. Counting and Cardinality b. Operations and Algebraic Thinking c. Numbers and Operations-Base Ten d. Measurement and Data e. Geometry 	<ul style="list-style-type: none"> a. Operations and Algebraic Thinking b. Numbers and Operations- Base Ten c. Measurement and Data d. Geometry 	<ul style="list-style-type: none"> a. Operations and Algebraic Thinking b. Numbers and Operations- Base Ten c. Measurement and Data d. Geometry
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> a. Operations and Algebraic Thinking b. Numbers and Operations- Base Ten c. Numbers and Operations- Fractions d. Measurement and Data e. Geometry 	<ul style="list-style-type: none"> a. Operations and Algebraic Thinking b. Numbers and Operations- Base Ten c. Numbers and Operations- Fractions d. Measurement and Data e. Geometry 	<ul style="list-style-type: none"> a. Operations and Algebraic Thinking b. Numbers and Operations- Base Ten c. Numbers and Operations- Fractions d. Measurement and Data e. Geometry

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Dr. Marandos acknowledged the comprehensive nature of the curriculum review and expressed appreciation for the efforts of the Math Vertical Team and Math Coaches Karina Carton and Nicole Bridge.

Ms. Greenwood raised a point about money not being documented until Grade 2 or Grade 3 in the math curriculum. Dr. Marandos clarified that while it's not a grade-level standard, money concepts are introduced through productive play in Kindergarten and Grade 1 as part of the Reveal Math Program. Dr. McGee emphasized managing the document's length while ensuring essential concepts are covered.

Further discussion ensued regarding teaching concepts like time-telling and decimal place value. The Board noted changes in student experiences due to technological advancements but underscored the importance of retaining these fundamental concepts in the curriculum.

Elementary Science Curriculum

Dr. Marandos transitioned to discussing the elementary science curriculum, highlighting its alignment with the Next Generation Science Standards (NGSS) and the incorporation of Physical Science, Life Science, Earth and Space Science strands. She emphasized the STEAM program's role in providing supplementary instruction due to limited science and social studies instructional minutes. Dr. Marandos thanked Assistant Principal Kerry Struth and the Science Vertical Team.

SCIENCE CURRICULUM OVERVIEW K-5		
<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none"> a. Forces and Interactions b. Relationships in Ecosystems c. Weather and Climate 	<ul style="list-style-type: none"> a. Waves- Light and Sound b. Structure, Function, and Information Processing c. Space Systems-Patterns 	<ul style="list-style-type: none"> a. Structures and Properties of Matter b. Interdependent Relationships in Ecosystems c. Earth's Systems-Processes that Shape the Earth
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> a. Forces and Interactions b. Interdependent Relationships in Ecosystems c. Inheritance and Variations of Traits d. Weather and Climate 	<ul style="list-style-type: none"> a. Energy b. Waves and Information c. Structure Function, and Information Processing d. Earth's Systems-Processes that Shape the Earth 	<ul style="list-style-type: none"> a. Structure and Properties of Matter b. Matter and Energy in Organisms and Ecosystems c. Earth's Systems d. Space Systems-Stars and the Solar System

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Mr. Abare asked about the students' understanding of the upcoming eclipse. Dr. Marandos explained the provision of resources for teachers and plans to integrate eclipse-related activities into the curriculum. Mr. Bressette highlighted the solar panel project as an additional learning opportunity.

Professional Development Plans

Dr. Marandos outlined upcoming professional development opportunities, particularly a June two-day NHLI workshop for K-5 teachers. Ms. Cummings inquired about synchronizing science topics across grade levels, which Dr. Marandos confirmed followed a predetermined schedule.

Comments on Curriculum Strategy

Ms. Greenwood commended the curriculum's strategic approach of overlapping and repeating concepts to accommodate students' cognitive development over time. Mr. Bressette thanked both of the Vertical Teams for their tremendous work on the curriculum development process.

Dr. McGee stressed that a guaranteed and viable curriculum was essential for academic performance.

D. 2024 - 2025 Teacher and Professional Staff Nominations

Dr. McGee mentioned that he was pleased to present to the Board the professional staff that they are nominating for positions in the school year 2024 - 2025. He noted they undergo a rigorous evaluation process and appreciated the staff's dedication.

Dr. Marandos said they have a system that allows the administration to observe the staff annually through formative and summative observations. She said they were excited to see teachers progressing with their contract status. She added that the District will work with the younger teachers to get them to the next level.

Mr. Bressette expressed his appreciation to the teachers moving on to continuing contracts.

357 Mr. Wilkerson motioned to approve the Professional Staff Nominations for the school year 2024 – 2025. Ms. Greenwood
 358 seconded the motion, which passed (5-0-0).

359

360 **E. FY2025 Operating Budget**

361 Dr. McGee acknowledged the great news regarding the Teacher’s Contract passing, but the voters failed to approve the
 362 Article 1 Operating Budget on March 12, 2024. The default number is **\$41,503,442**, which is **\$265,011** below the
 363 FY2025 School Board Recommended Operating Budget.

364

365 Dr. McGee noted that to get the **\$265,000**, the Board needs to deliberate where the funds will come from within the
 366 Proposed Budget. He added that the administration provided a list of potential reductions to start the discussions. The
 367 list reflects over \$400,000 in cuts.

368

369 Dr. McGee acknowledged that this project may take a couple of meetings to complete. After the Board completes the
 370 reductions from the Proposed Budget, the Board can adopt a budget using the Default Budget figure.

371

372 Ms. Mahoney stated that they will build an MS-22 once the adopted budget aligns with it.

373

374 Ms. Greenwood stressed that the staff and positions are essential to keep. Dr. McGee said that they are proposing that
 375 current employees would have a position next year.

376

377 Mr. Abare commented how the administration gave them a list of approximately \$400,000 in proposed reductions, and
 378 the Board must find \$265,011 from the list. He pointed out that the voters did not approve the proposed budget, and
 379 the Board must make the reductions.

380

381 Below are Mr. Bressette’s proposed reductions.

382

No.	Group	Description	Budget	Prop. Reduction
1	B&G - SAU	Electricity	\$ 2,200.00	\$ 50.00
2	B&G - PES	Electricity	\$ 124,200.00	\$ 2,624.00
3	B&G - PMS	Electricity	\$ 155,250.00	\$ 3,280.00
4	B&G - PHS	Electricity	\$ 228,994.00	\$ 4,838.00
5	B&G - PMS	Electricity	\$ 151,970.00	\$ 37,993.00
6	B&G - PMS	Gas	\$ 85,085.00	\$ 19,672.00
7	B&G - PMS	Gas	\$ 64,413.00	\$ 1,367.00
8	B&G - PES	Electricity	\$ 121,576.00	\$ 4,500.00
9	B&G - PMS	Electricity	\$ 113,977.00	\$ 4,500.00
10	B&G - PHS	Electricity	\$ 224,156.00	\$ 11,000.00
13	PES	Student Supplies	\$ 18,105.00	\$ 2,130.00
21	PES	Soc. Studies Supplies	\$ 1,800.00	\$ 300.00
22	PES	Reading Supplies	\$ 1,500.00	\$ 1,500.00
25	PES	Guidance Services	\$ 2,608.00	\$ 1,304.00
26	PES	Other Services	\$ 5,000.00	\$ 3,000.00
28	PES	School Administration	\$ 1,200.00	\$ 600.00
30	PES	PES Supplies	\$ 4,000.00	\$ 1,000.00
32	PES	Emergency Supplies	\$ 1,500.00	\$ 750.00
43	PMS	Emergency Supplies	\$ 1,750.00	\$ 1,000.00
73	PHS	Emergency Supplies	\$ 2,300.00	\$ 1,000.00
33	PMS	Author Visit	\$ 3,000.00	\$ 3,000.00
37	PMS	Cheer	\$ 500.00	\$ 250.00
38	PMS	Cheer	\$ 500.00	\$ 250.00

39	PMS	Cheer	\$ 1,200.00	\$ 600.00
40	PMS	Shooter Shirts	\$ 3,500.00	\$ 3,500.00
46	PHS	Textbooks – Business	\$ 12,050.00	\$ 12,050.00
50	PHS	Digital Readers	\$ 8,475.00	\$ 7,325.00
55	PHS	Textbooks - Soc Stud	\$ 7,886.00	\$ 3,600.00
56	PHS	Co-Curricular	\$ 10,700.00	\$ 2,700.00
59	PHS	Athletic Fees - Golf	\$ 3,500.00	\$ 2,000.00
60	PHS	Athletic Fees - Swimming	\$ 10,000.00	\$ 8,000.00
61	PHS	Athletic Fees - Ice	\$ 3,000.00	\$ 1,500.00
74	District	Nurse Subs	\$ 4,000.00	\$ 900.00
77	District	Student Activities Funds	\$ 4,948.00	\$ 2,503.00
62	PHS	Conference	\$ 3,630.00	\$ 2,600.00
63	PHS	Conference	\$ 8,054.00	\$ 6,166.00
79	SAU	Conference	\$ 900.00	\$ 900.00
80	SAU	Conference	\$ 1,200.00	\$ 1,200.00
81	District	School Dude	\$ 895.00	\$ 895.00
82	District	School Dude	\$ 2,000.00	\$ 2,000.00
83	District	Custodial Subs	\$ 5,000.00	\$ 5,000.00
86	SAU	Conference	\$ 900.00	\$ 900.00
87	SAU	Conference	\$ 1,200.00	\$ 1,200.00
88	All	Conference	\$ 16,651.00	\$ 16,651.00
89	All	Conference	\$ 12,000.00	\$ 12,000.00
Total			\$ 1,437,273.00	\$ 200,098.00
Required Reduction				\$ 265,011.00
Need an Additional				\$ 64,913.00

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Ms. Cummings suggested parents pay the fees for athletics, but Dr. McGee disagreed because then athletics would become a "pay-to-play" situation.

Mr. Wilkerson commented that he was concerned that the facilities might be unavailable if the District does not pay for facilities in the 2024-2025 school year.

Dr. McGee mentioned that some but not all the lines regarding conferences are associated with contractual agreements with the Administrative Team to provide Professional Development.

Mr. Abare questioned why the textbook replacements were on the list. Dr. Marandos commented that the District has a textbook replacement program in the three schools. She noted that some of the replacements require subscription-based services.

Dr. Marandos mentioned how the textbook replacement program works. She provided an example of updating the textbooks because the software students use is new.

Mr. Bressette asked if a second facilities truck was still within the budget. Dr. McGee said the second truck was not eliminated from the budget because the District only has one truck. He noted that the District asks employees if they can use his truck for snow and transporting materials. Dr. McGee stated that the truck is estimated at \$58,000 and comes from a bid list.

Mr. Wilkerson pointed out that the truck owner could stop allowing the District to use it at any time.

407 Mr. Bressette asked about line 84 NHASBO (New Hampshire Association of School Business Officials) and whether
408 there would be an issue with not pursuing the certification. Ms. Mahoney stated that they have one employee who is
409 completing the program and another who is going to continue with it. She noted that they need some funding for the
410 program.

411
412 Dr. McGee mentioned that if a Board member has a recommended change, they should email Ms. Mahoney and CC the
413 Superintendent and Board Chair for transparency. This will allow them to see the conversations.

414
415 **F. Pelham Memorial School Project Options**

416 Dr. McGee thanked Ms. Mahoney and Dr. Marandos for their work. He mentioned that the Pelham Memorial School
417 project has been tight on budget since the beginning. Dr. McGee pointed out that the District cannot spend more than
418 the bond amount.

419
420 Dr. McGee mentioned that the District knows there will not be enough money left in the bond to add the value-
421 engineered items to the project. The Building Committee went through and vetted five items that the Committee
422 might want in the project but were value-engineered out. Dr. McGee said that these five items, if added back in, would
423 have to be funded by the Operating Budget.

424
425 Ms. Mahoney reviewed the five items vetted by the Building Committee.
426

Reference	Item No.	Item	Amount	Additional Info.
PCO#34	1	Pass Thru Doors (8)	\$42,126	Includes Schlage locks for two doors
n/a	2	Window Film for Shading (Band, Café, Library)	\$2,619	Additional coverage for problem areas
n/a	3	Storage Shelving	\$4,891	Estimate for STEAM and two storage closets
TBD	4	Sound Attenuation, Gym, and Band	\$101,500	Not to exceed the amount
n/a	5	3 Maple Display Cases, Installed	\$17,499	Quote received 16"x72"x 72"
		Total:	\$168,635	

427
428 **Pass-Thru Doors**

429 Ms. Mahoney said that the District had questions about the doors. She noted that pass-thru doors are not required, but
430 the District has received a quote for specific spaces with one. She said that two rooms need a hallway door, which
431 means they must also add a couple of locks.

432
433 Mr. Bressette asked about the origin of the proposal and its comparison with the other buildings. Ms. Mahoney stated
434 that the request originated from an individual who occupied the space and was explored by the project team during
435 the building process. Regarding its comparison to other schools, Dr. McGee noted that most classrooms at PMS have
436 similar configurations with doors for entry and exit, which aligns with common practice. Dr. McGee added that this is
437 not a safety or security matter, and the pass-thru doors are not mandated.

438
439 Mr. Wilkerson asked why the District would need the doors if they are not required for safety or security and why
440 they want them. Dr. McGee acknowledged that while not obligatory, having multiple egress points could provide an
441 added layer of protection, especially in light of lockdown training and the need for swift evacuation during
442 emergencies.

443
444 Ms. Greenwood emphasized the importance of having multiple exits for enhanced safety despite it not being a
445 standardized requirement. Other members reiterated this sentiment, highlighting the practicality of such measures in
446 emergencies.
447

448 **Window Film for Shading**

449 Ms. Mahoney stated that window film should be installed in shade-designated areas. The benefits of solar
450 protection and glare reduction were discussed, with Mr. Bressette confirming the need for such measures to increase
451 comfort and functionality in the spaces.

452
453 Mr. Abare asked about the cost of the proposed window film. Ms. Mahoney mentioned that it was **\$2,619**, covering 13
454 pieces for multiple areas.

455
456 **Shelving Storage**

457 Ms. Mahoney commented on the need for shelving storage in various spaces within the school building. She noted that
458 Mr. Sands proposed an alternative solution for \$4,891 to address the storage requirements, which was deemed
459 suitable for the identified spaces.

460
461 Mr. Bressette asked what the District would do until it had shelving. Ms. Mahoney explained that the existing spaces
462 are utilized to the best extent possible until the required approvals are obtained.

463
464 **Sound Attenuation**

465 Ms. Mahoney stated that a proposed **\$101,500** was presented to purchase sound attenuation in the gymnasium and
466 band space, although no specific quote was provided. She explained the necessity of reducing reverberation within
467 those areas, citing the previous budget allocation as a reference point. Ms. Mahoney pointed out that if they wanted to
468 purchase the same product proposed several years ago, it would cost more than **\$130,000**.

469
470 Mr. Bressette pointed out that this was part of the original plan, and value engineering cut it from the project. The
471 Board expressed willingness to support the initiative within the specified budgetary constraints, acknowledging the
472 impact of noise on learning environments.

473
474 **Display Cases**

475 Ms. Mahoney mentioned the proposed installation of display cases to showcase trophies and historical artifacts. She
476 noted challenges with the previous display case. Three maple display cases were proposed to be installed in the
477 hallway near the gymnasium at an estimated cost of \$17,499.

478
479 Mr. Bressette questioned if the proposed display cases adequately show everything previously displayed. Ms.
480 Mahoney said that the request was based on the information provided by the Principal.

481
482 The consensus was to include all items in one motion.

483
484 Mr. Wilkerson made a motion to approve the purchases of each of the items, one through five, including not to exceed
485 amounts as presented. Ms. Greenwood seconded the motion. The motion passed (5-0-0).

486
487 **G. Committee Assignments**

488 Mr. Bressette mentioned that the Board had a Committee assignment list from last year in front of them. The Board
489 went down the list, and the members selected the Committees they wanted to represent.

490
491 **VIII. Policy Review:**

492 The Board reviewed the policies listed below.

493
494 a. **First Reading:**

495 i. None

496
497 b. **Second Reading:**

498 i. BIA – New Board Member Orientation

499 ii. GBGA – Staff Health

500 iii. DN – Equipment and Supply Sales and Disposal

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Mr. Wilkerson moved to approve Policy BIA, GBGA, and DN as presented. Ms. Greenwood seconded the motion, which passed (5-0-0).

IX. Board Member Reports:

- A. Ms. Greenwood reported that ACES has a fundraiser for the Eleanor Burton Library signage. She noted that the fundraiser is two-thirds completed and asked anyone interested to donate. Any money collected over the needed amount would go towards a scholarship for any student who demonstrates the same qualities as Ms. Burton.

Dr. McGee said that anyone interested would see it in his Friday update.

- B. Mr. Wilkerson said he had a chance to meet with a group of Grade 5 students who wanted to know how he contributes to the community as an elected official. He added that he enjoyed meeting with the students.

X. Housekeeping:

A. Adoption of Minutes

- a. March 6, 2024 – Draft Non-Public Minutes (a)
- b. March 6, 2024 – Draft Non-Public Minutes (b)
- c. March 6, 2024 – Draft Public Minutes
- d. March 20, 2024 – Draft Public Minutes

Mr. Wilkerson moved to approve the March 6, 2024, Non-Public Minutes (a). Ms. Greenwood seconded the motion. The motion passed (3-0-2). (Ms. Cummings and Mr. Abare abstained)

Mr. Wilkerson moved to approve the March 6, 2024, Non-Public Minutes (b) as presented. Ms. Greenwood seconded the motion. The motion passed (3-0-2). (Ms. Cummings and Mr. Abare abstained)

Mr. Wilkerson moved to approve the March 6, 2024, Public Minutes as presented. Ms. Greenwood seconded the motion. The motion passed (3-0-2). (Ms. Cummings and Mr. Abare abstained)

Mr. Wilkerson moved to approve the March 20, 2024, Public Minutes as presented. Ms. Greenwood seconded the motion. The motion passed (4-0-1). (Mr. Abare abstained)

B. Vendor and Payroll Manifests

- a. 470 \$632,984.04
- b. AP040324 \$294,333.28
- c. BFPMS62 \$ 10,078.64
- d. PAY470P \$294,333.28

Mr. Wilkerson moved to approve the Vendor and Payroll Manifest as presented. Ms. Greenwood seconded the motion, which passed (5-0-0).

C. Correspondence & Information

- a. None

D. Enrollment Report

- a. **April 1, 2024, Enrollment Report:**

An enrollment report indicated a net increase of one student since the previous month.

E. Staffing Updates

- a. **Leaves**
 - i. None

- 554 b. **Resignations:**
555 i. Nicole Covart PES Special Education Coordinator
556
557 c. **Retirements:**
558 i. None
559
560 d. **Nominations:**
561 i. Cynthia Brunelle PHS LTS – Business Teacher
562 ii. Jennifer Cheatham PHS Teacher - Math
563

564 The Board acknowledged the resignation of the Special Ed Coordinator Nicole Covart at the elementary level, effective
565 June 30, 2024. Dr. McGee noted that she is moving on to different work.
566

567 Additionally, nominations were made for Long-Term Substitute Cynthia Brunelle and Math Teacher Jennifer
568 Cheatham, which the Board discussed.
569

570 Mr. Wilkerson made a motion to accept the resignations as presented. Ms. Greenwood seconded the motion. The motion
571 passed (5-0-0).
572

573 Mr. Wilkerson moved to accept the nomination as proposed. Ms. Greenwood seconded the motion, which passed (5-0-0).
574

575 **XI. Future Agenda Planning:**

- 576 A. No Future Agenda Planning
577

578 **XII. Future Meetings:**

- 579 A. 04/17/2024 – 6:30 pm School Board Meeting @ PES Library
580 B. 05/01/2024 – 6:30 pm School Board Meeting @ PES Library
581

582 Mr. Bressette welcomed Ms. Cummings and Mr. Abare to the Pelham School Board.
583

584 **XIII. Adjournment:**

585 Mr. Wilkerson moved to adjourn the School Board Meeting at 9:12 pm. Ms. Greenwood seconded the motion, which passed
586 (5-0-0).
587

588 Respectfully Submitted,
589 Matthew Sullivan
590 School Board Recording Secretary
591