



Pelham School Board Meeting Agenda

November 6, 2024

Meeting - 6:30 pm

PES Library

AGENDA

I. PUBLIC SESSION

A. Opening/Call to Order

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

B. Presentations

C. Main Issues

1. Pelham High School Program of Studies
 - a) Explanation: Assistant Superintendent Sarah Marandos will review the proposed course changes for the 2025-26 school year in the Pelham High School Program of Studies. We are seeking feedback and Board support on the proposed adjustments to the Program of Studies.
 - b) Materials
 - (1) Memorandum
 - (2) Proposed Changes
2. Fiscal Year 2026 Budget
 - a) Explanation: Business Administrator Deb Mahoney will review the draft warrant including the default budget number.
 - b) Materials:
 - (1) FY26 DRAFT Default Budget Calculation
 - (2) Draft Warrant for March 2025

3. Progress On Goals
 - a) Explanation: Superintendent McGee and Assistant Superintendent Marandos will update the Board on the final data for two of the 2023-24 goals - making Pelham one of the best places to work and improve student performance in mathematics.
 - b) Materials
 - (1) Memo

4. Policy Review
 - a) Explanation: The Policy Committee is presenting the following policy changes for consideration.
 - b) Materials:
 - (1) First Reading
 - (a) BBBF - Student Members of the School Board
 - (b) GBGBA/JLCEA/KFD - Use of Automated External Defibrillator(s)
 - (c) IC - School Year and School Year Calendar
 - (d) IJOA - Field Trips
 - (e) JRA - Student Records and Access - FERPA
 - (f) IHBA - Programs for Pupils with Disabilities
 - (2) Second Reading
 - (a) CFB - Administrator Evaluation

D. Board Member Reports

E. Consent Agenda

1. Adoption of Minutes
 - a) 2024.10.02 Draft School Board Minutes
 - b) 2024.10.16 Draft School Board Minutes
2. Vendor and Payroll Manifests

a) 556	\$633,229.55
b) 559	\$641,310.88
c) PAY559P	\$320,408.49
d) 560	\$674,938.78
e) PAY560P	\$ 21,534.96
f) AP110624	\$909,471.64
g) DU110624	\$ 3,412.47
3. Correspondence and Information
4. Enrollment Report
 - a) November 1, 2024 Enrollment Report
5. Staffing Updates
 - a) Leaves
 - b) Resignations
 - c) Retirements
 - d) Nominations

F. Future Agenda Planning

G. Future Meetings

- | | | |
|----------------------|----------------------|--------|
| 1. November 6, 2024 | School Board Meeting | 6:30PM |
| 2. November 20, 2024 | School Board Meeting | 6:30PM |

H. Non Public Session 91-A:3 (II) (i)(c)

1. Emergency Planning
2. Personnel Matter

Rules for a non public session 91-A:3 (II)*

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

- (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.
- (b) The hiring of any person as a public employee.
- (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.
- (d) Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.
- (f) [Repealed.]
- (g) Consideration of security-related issues bearing on the immediate safety of security personnel or inmates at the county or state correctional facilities by county correctional superintendents or the commissioner of the department of corrections, or their designees.
- (h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.
- (i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.
- (j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.
- (k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in

nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public.

Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.

- (l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.
- (m) Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.

*Updated on 01/27/2023

Eric "Chip" McGee, Ed.D.
Superintendent

Deb Mahoney
Business Administrator



Sarah Marandos, Ed.D.
Assistant Superintendent

Toni Barkdoll
Director of Human Resources

Keith Lord
Director of Technology

*59A Marsh Road
Pelham, NH 03076*

*T: (603)-635-1145
F: (603)-635-1283*

Kimberly Noyes
Director of Student Services

To: Pelham School Board
From: Sarah Marandos, Assistant Superintendent
Dawn Mead, Principal
Adam Barriere, Assistant Principal
Re: Program of Studies 2025-2026
Date: November 6, 2024
Cc: Chip McGee, Superintendent

We are seeking the support of the following course changes for the 2025-2026 Program of Studies. We will present the full Program of Studies for 2025-2026 in December of 2024. This will give the high school enough time to prepare for course selection during semester two.

The administration asked departments to examine our current courses and adjust descriptions and prerequisites, if needed. In addition, we are "sunsetting" some courses, which means that they will not be offered in 2025-2026, but will be offered in 2026-2027.

Please see the attached handout with an outline of changes.

Program of Studies (2025-2026 Proposed Changes)

<u>Course Changes</u>	<u># of Credits</u>	<u>Level</u>	<u>Grades</u>	<u>Prerequisite</u>
Algebra 1 FY	2	UL	9-12	None
All AP Courses	1-2	AP		
AP Biology	2	AP	10-12	B+ in previous science class
AP Chemistry	2	AP	11-12	Chem CC or B+ in Honors/AP Biology
AP Psychology	1	AP	10-12	None
Chemistry	1	UL	11-12	Physical Science
Chemistry L1	1	L1	11-12	Physical Science, B+ in Biology.
Chemistry CC	1	CC	11-12	Physical Science, B+ in Biology
Cooking around the World	.5	UL	9-12	None
CP Biology Honors	1	Hon	10-12	Physical Science, B+ in Science
CP Biology L1	1	L1	10-12	Physical Science, B+ in Science
Exercise Physiology	1	Hon/L1	10-12	Health, (B- or better)

Courses not offered in 2025-2026*

<u>Science</u>	<u>Business</u>	<u>Art</u>	<u>Social Studies</u>
Marine Biology	Entrepreneurship	Digital Illustration	Civil War
Zoology			World Religions
AP Environmental			

Course Descriptions

ALGEBRA 1 FULL YEAR

The full year Algebra course is designed to strengthen prerequisite topics covered in Pre-Algebra including rational number operations, ratios, and proportions. These topics will be presented using the spiraling technique of reviewing Pre-Algebra topics before moving on to Algebra I topics. In Algebra I, students will study topics including simplifying and translating algebraic expressions, applying properties of equality, understanding relations and functions, simplifying literal equations, calculating slope, solving systems of equations and inequalities, applying rules of exponents, graphing linear equations, and factoring and applying polynomial operations.

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

All AP Courses: Students are required to take the exam to earn AP weighted GPA credit.

AP BIOLOGY (2 credit).

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

Pre-requisite: B+ or higher in previous science class

AP CHEMISTRY

AP Chemistry is a full year course designed to be the equivalent of a first-year college chemistry course. The course is laboratory intensive and focuses on quantitative analysis and math-driven word problems. Topics such as the structure of matter, kinetic theory of gasses, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth (APcentral.collegeboard.com). The course requires a separate laboratory notebook and scientific calculator. Students are required to take the exam to earn AP weighted GPA credit. Test fees are the responsibility of the student.

Prerequisite: Chemistry College Credit or B+ in Honors/AP Biology Junior or Senior

AP PSYCHOLOGY

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and comply psychological research methods and data intervention to evaluate claims, consider evidence, and effectively communicate ideas.

COOKING AROUND THE WORLD (½ credit) formerly World Cuisine and Culture

This course is intended for students who already have experience in the kitchen and would like to expand their taste buds. Explore the world through learning about different foods and cultures. Challenge yourself to try something new while learning more about our global community. Prerequisite: none

CHEMISTRY

An inquiry-based learning approach is used to develop major chemistry concepts. Laboratory activities, classroom discussion, projects, and hands-on activities are used to explore atomic theory, the nature of matter in its various phases, chemical periodicity, chemical reaction, and acid base behavior, in addition to other topics. Students will be able to demonstrate an understanding of how chemical principles are applied to “real world” problems and processes. Pre-requisite: Physical Science

CHEMISTRY L1

An inquiry-based learning approach is used to develop major chemistry concepts. Laboratory activities, classroom discussion, projects, and hands-on activities are used to explore atomic theory, the nature of matter in its various phases, chemical periodicity, chemical reaction, and acid base behavior, in addition to other topics. Students will be able to demonstrate an understanding of how chemical principles are applied to “real world” problems and processes. A laboratory journal and scientific calculator are required.

Pre-requisite: Physical Science, B+ in previous Biology.

CHEMISTRY CC

Major chemistry concepts are explored through laboratory activities, classroom discussion, projects, and hands-on activities are used to explore atomic theory, the nature of matter in its various phases, chemical periodicity, stoichiometry, chemical reaction, and acid base behavior, in addition to other topics. Problem solving using both conceptual and mathematical approaches will be performed. Students will be prepared for AP Chemistry or additional college level Chemistry classes. A laboratory journal and scientific calculator are required.

COLLEGE PREPATORY BIOLOGY HONORS/CP BIOLOGY L1:

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

Pre-requisite: Physical Science, B+ or higher in Previous Science Class

EXERCISE PHYSIOLOGY (1 credit)-HEALTH

This course introduces Exercise Physiology in a classroom, laboratory, and fitness setting. Students will understand the interconnections between nutrition, anatomy, physiology, and biomechanics and their effects on sports performance. Students will learn the skills to design their own research study, find participants, gather data, and analyze their collected data. Topics covered will include: Nutrients, Metabolism, Performance Enhancers, Supplements, Muscles, Aerobic Capacity, Strength Training, Concussions, Forces on the body.

Prerequisite: Health (B- or Better)

Pelham School District
2025 - 2026 Default Budget Calculation
11-06-2024 Initial Calculation

	<u>Reductions</u>	<u>Additions</u>	<u>Change</u>
2025 MS-22 Appropriation	\$ 42,435,119		
Deductions:			
Fund Transfers - Food Service Fund	\$ (1,143,423)	\$ 1,143,423	\$ -
Fund Transfers - Grants Fund	\$ (723,577)	\$ 723,577	\$ -
Fund Transfers - Other Special Rev Fund	\$ (52,000)	\$ 52,000	\$ -
Operating Budget (2025 Gross & 2026 Net)	\$ 40,516,119	\$ 5,025,762	\$ -
<u>Existing Level of Services</u>			
Total Salaries (110-130)	\$ (17,937,549)	\$ 18,111,388	\$ 173,838
Total Benefits (211:291)	\$ (9,564,496)	\$ 10,092,666	\$ 528,170
SPED Professional Services (1210, 1280/330,332,643)	\$ (356,159)	\$ 445,419	\$ 89,260
SPED Tuition (1210,1280/561,564,569)	\$ (2,209,772)	\$ 2,289,154	\$ 79,382
Voc Tuition (1300, 561)	\$ (115,213)	\$ 115,213	\$ -
Psychological Professional Services (2140/330,325)	\$ (115,922)	\$ 180,372	\$ 64,450
Speech & Language Prof Services. (2150/330,325)	\$ (169,589)	\$ 97,608	\$ (71,981)
PT Professional Services (2162/330,321,734)	\$ (49,450)	\$ 49,650	\$ 200
OT Professional Services (2163/330,325)	\$ (4,672)	\$ 9,238	\$ 4,566
SPED Transportation (2722/519)	\$ (843,874)	\$ 1,130,430	\$ 286,556
Liability Insurance CAP Agreement (2620/521)	\$ (76,762)	\$ 83,691	\$ 6,929
Debt Service (5100, 5120/ 830,910)	\$ (3,778,270)	\$ 3,665,710	\$ (112,560)
SAU Energy Performance Lease (4600/441)	\$ (133,768)	\$ 133,768	\$ -
<u>One-Time Expenditures</u>			
DW Maintenance Truck (2630/738)	\$ (58,000)	\$ -	\$ (58,000)
PES Site Improvement (4200/433)	\$ (60,000)	\$ -	\$ (60,000)
PMS Burnisher Equipment (2620/734)	\$ (11,000)	\$ -	\$ (11,000)
PHS Library Laminator/Table (2222/738)	\$ (2,661)	\$ -	\$ (2,661)
SB CBA Printing (2311/890)	\$ (3,200)	\$ -	\$ (3,200)
<u>Legal/Regulatory Requirement Adjustments</u>			
none	\$ -	\$ -	\$ -
NET 2024-2025 OPERATING BUDGET	\$ 5,025,762		
2026 DEFAULT GENERAL FUND OPERATING BUDGET		\$ 41,430,068	\$ 913,949
2026 DEFAULT FOOD SERVICE BUDGET		\$ 1,143,423	\$ -
2026 DEFAULT GRANTS FUND BUDGET		\$ 723,577	\$ -
2026 DEFAULT SPECIAL OTHER BUDGET		\$ 52,000	\$ -
TOTAL PSD 2026 DEFAULT BUDGET		\$ 43,349,068	\$ 913,949

2025 PELHAM SCHOOL DISTRICT WARRANT
STATE OF NEW HAMPSHIRE
November 6, 2024 draft

To the inhabitants of the School District of the Town of Pelham in the County of Hillsborough and the State of New Hampshire, qualified to vote upon district affairs:

FIRST SESSION OF ANNUAL MEETING (DELIBERATIVE)

You are hereby notified that the first session of the annual meeting of the School District of the Town of Pelham will be held at Town Hall, 6 Village Green, in said Pelham on Wednesday, February 5, 2025, at 7:00 P.M. for explanation, discussion, and debate of warrant articles number 1 through number 1. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

SECOND SESSION OF ANNUAL MEETING (OFFICIAL BALLOT VOTING)

You are hereby notified that the second session of the annual meeting of the School District of the Town of Pelham will be held at Pelham High School gymnasium, 85 Marsh Road, in said Pelham on Tuesday, March 11, 2025, at 7:00 A.M. for the choice of School District Officers elected by official ballot, to vote on questions required by law to be inserted on the official ballot, and to vote on all Warrant Articles from the first session on official ballot per RSA 40:13, VII. The polls for the election of School District Officers and other action required to be inserted on said ballot will open on said date at 7:00 A.M. and will not close earlier than 8:00 P.M.

ARTICLE A

To elect by ballot the following School District Officers:

- School Board Member 3-Year Term
- School Board Member 3-Year Term

ARTICLE 1 – OPERATING BUDGET

Shall the Pelham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session of the annual school district meeting, for the purposes set forth herein, totaling Forty-Four Million, Six Hundred Sixty-Eight Thousand, Eight Hundred Forty-Eight Dollars (\$44,668,848)? Should this article be defeated, the default budget shall be Forty-Three Million, Three Hundred Forty-Nine Thousand, Sixty-Eight Dollars (\$43,349,068), which is the same as last year, with certain adjustments required by previous action of the Pelham School District or by law; or the Pelham School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only. (Majority vote required)

_____ *by the School Board ()*
_____ *by the Budget Committee ()*

GIVEN UNDER OUR HANDS AT SAID PELHAM THIS _____ DAY OF JANUARY 2025.

Troy Bressette, Chair

G. David Wilkerson, Vice Chair

Garrett Abare

Rebecca Cummings

Darlene Greenwood

Pelham School Board

Eric "Chip" McGee, Ed.D.
Superintendent

Deb Mahoney
Business Administrator



Sarah Marandos, Ed.D.
Assistant Superintendent

Toni Barkdoll
Director of Human Resources

Keith Lord
Director of Technology

59A Marsh Road
Pelham, NH 03076

T:(603)-635-1145
F:(603)-635-1283

Kimberly Noyes
Director of Student Services

To: Pelham School Board
From: Dr. Chip McGee
Dr. Sarah Marandos
Re: Progress on Goals 2023-24
Date: November 6, 2024
Cc: Deb Mahoney
Dawn Mead
Zack Medlock
Jessica Van Vranken

The measurement data for two of our district goals are now available and the results are presented here.

Goal: Make Pelham one of the best places to work (Year 2 of 3; complete in 2024-25)
Our goal is to hire and retain great staff as measured by retention data with a target of 90% retention for salaried staff and 70% for hourly staff.

At the start of the 2024-25 school year we retained 139 out of our 158 teachers, or 88%. This is 2% short of our goal. At the start of the school year we retained 53 of our 61 instructional assistants or 87%. This exceeded our goal by 17%.

Actions completed in 2023-24

- The voters supported the PEA agreement overwhelmingly. The agreement addresses approximately half of the pay gap between Pelham and peer districts and makes a significant adjustment to control health insurance costs.
- Human Resources, the Business Office, and the Technology Department collaborated to implement an integrated application process for the spring 2024 hiring season that integrates into our financial system.

Next Steps .

- This goal has been combined with the "Culture of Belonging Goal."
- All staff have completed "Working at the Speed of Trust" training in August 2024.
- Each school and district-wide staff have completed a baseline Speed of Trust Team Assessment (SOTTA). The results has been used to set priorities for these teams.
- All three principals and the superintendent are using 360 surveys in the fall and spring to gather specific feedback about how to improve.

Goal: Improve Student Performance in Mathematics (Year 3 of 3; complete for 2023-24)

For high school, our goal was to increase by 5% per year the number of students at Pelham High School whose SAT score is at the College Board benchmark (530) of “college and career ready.”

The class of 2025 increased by 7% over their PSAT scores. This met our goal.

For grades 3 - 8, our goal was to improve our performance on the math portion of the New Hampshire State Assessment System to be in the top 5 among our 12 peer districts.

At the elementary level, we were 8th out of 12 peer districts. At the middle school level, we were 12th out of 12 among our peer group. We did not meet our goal.

Rank (out of 12 peers) on NHSAS - Percent Proficient and Above

	2018	2019	2020	2021	2022	2023	2024
PES	12	10	No Test	4	9	5	8
PMS	10	9	No Test	7	12	11	12

Peer Districts: Auburn, Candia, Derry Cooperative, Hampstead, Hooksett, Hudson, Lichfield, Londonderry, Pelham, Salem, Timberlane Regional, Windham

Actions Complete in 2023-24

Curriculum

- Reinstated our district wide curriculum vertical teams including mathematics. K-12 math curriculum approved by the Pelham School Board
- Implemented an updated mathematics program at PES called Reveal.

Instruction

- Created a supplemental math course at PMS in eighth grade for students in need of additional math support. This course is in place of Spanish for these students.
- Completed the adjustment of Accelerated Math in grade 6 and 7 at PMS to allow for a high school level Algebra I in grade 8, which has two sections running this year.

Assessment

- Extended the SAT Bootcamp process at PHS for juniors to include additional support in areas such as reading comprehension and problem solving strategies.

Professional Development

- Provided year long support to PES and PMS teachers in math instruction through a coaching model.
- Taught a Mathematical Practices Professional Learning Series for teachers K-12 by our math coaches.

Challenges/Next Steps:

- Challenge: At Pelham Memorial School and Pelham High School we have experienced significant turnover in the math department. For example, at PMS, 2024-25 is the first time in eight years that the team of math teachers remained the same from one year to the next.
 - Next Step: Retention will be key to strengthening our teaching teams.
- Challenge: PMS uses an older textbook (Glencoe) which is not closely aligned with the elementary school program, *Reveal*.
 - Next Step: PMS will implement *Reveal* in 2025-26.
- Challenge: Professional development is critical to improving math instruction.
 - Next Steps:
 - We will continue the coaching model at Pelham Elementary and Pelham Memorial. At PES, the math coach supports all grades and plans and co-teaches lessons. At PMS, the math coach currently teaches three math classes to reduce class size and provide interventions, in addition to supporting the math teachers in instruction.
 - We will continue the work of the K-12 Math Vertical Team- specifically in the area of fluency, on-going professional development and improving assessments.
 - Additional training in i-Ready data analysis will help us improve targeted intervention strategies.
 - Additional PD in *Building Thinking Classrooms* by Peter Lilledahl, *Reveal* training, and mathematical practice sessions.

PELHAM SCHOOL DISTRICT DRAFT POLICY

BBBF – STUDENT MEMBERS OF THE SCHOOL BOARD

Category: Recommended

The Board will have **at least** one student member from Pelham High School. The student member will be elected to a one-year term. A student can serve more than one term. The student member will not have the right to vote. The student member will be excluded from all non-public sessions.

The student member will be chosen by a vote of the high school student body, in accordance with the provisions of RSA 194:23-f.

The student member is expected to:

- (1) Attend **all** School Board meetings;
- (2) Represent all high school students within the District;
- (3) Present to the School Board specific proposals and ideas from the high school student body;
- (4) Serve as a liaison between students, District staff, and the Board;
- (5) Keep the student body informed of Board business and actions; and,
- (6) Comply with all Board policies relative to students and Board members.

District Policy History:

Adopted: June 13, 2007

Revised: December 16, 2020

Revised: January 18, 2023

Legal References:

RSA 189:1-c, School Board Student Member

RSA 194:23-f, High School Student as a Board Member

PELHAM SCHOOL DISTRICT POLICY

GBGBA – **USE OF** AUTOMATED EXTERNAL DEFIBRILLATOR(S)

Category: *Recommended* Priority

Tricoded under JLCEA and KFD

The Board may acquire/purchase an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

The use/administration/maintenance of the AED is subject to the following conditions:

- 1. Location of the AED(s):** The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies, and shall not be located in an office or be stored in a location that is not easily and quickly accessible.
- 2. Authorized Employees/Training of Users:** AED's will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.
- 3. Maintenance:** AED's will be maintained by the School Nurse or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance that has been performed on the AED(s).
- 4. Registration of AED(s):** In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety.
- 5. Incident Reporting:** The school nurse or designee shall report all instances of AED use with the New Hampshire Department of Safety.
- 6. Liability Limited:** The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

District Policy History:

Adopted: April 05, 2006

Legal References:

RSA 153-A:28-33, Automated External Defibrillation

State of NH, Bureau of Emergency Medical Services, 271-4568

PELHAM SCHOOL DISTRICT POLICY

IC – SCHOOL YEAR AND SCHOOL YEAR CALENDAR

Category: Recommended

The school year shall be a minimum of 190 days, including a minimum of 180 instructional days for students and additional days for the teaching staff, emergency days, etc.

Any days that the schools are closed for emergency reasons will be made up at the end of the school year or during vacation periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances, the Board may request an exception to this requirement from the State Board of Education.

Alternatively, the school year may consist of the number of hours as required by New Hampshire Department of Education Rules. In the event schools are closed for an excessive number of days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

The school calendar will be developed by the Superintendent and approved by the Board.

To the extent possible, the calendar will be coordinated with the school calendars of the area Career and Technical Education (CTE) Center and regional special education programs. In accordance with RSA 188-E:1-a, the District will work with the area CTE Centers to minimize schedule conflicts to better support CTE students with as many hours as possible to fulfill their program requirements. By July 1, 2026, there may not be more than 10 instructional days following Labor Day through the last student day of the school calendar year on which the District calendar does not align with the area CTE Center.

Pursuant to RSA 288:4, III, any holiday included in the school calendar that corresponds to a State "legal" holiday shall use the name for such holiday as designated in RSA 288:1. All schools receiving State funds are required to observe Veterans Day. Additionally, such names shall be used on any "official" communication, publication, document or calendar.

District Policy History:

Adopted: August 09, 2006

Revised: June 16, 2021

Revised: February 22, 2023

Legal References:

RSA 189:1, Days of School

RSA 189:24, Standard School

RSA 188-E:1-a Regional Career and Technical Education Agreements (RCTEA)

RSA 288:1 Holidays

RSA 288:4 School Holidays

PELHAM SCHOOL DISTRICT POLICY
IC – SCHOOL YEAR AND SCHOOL YEAR CALENDAR

Category: Recommended

N.H. Dept. of Education Rules, Ed 306.18, School Year

N.H. Dept. of Education Rules, Ed 306.19, School Calendar

N.H. Dept. of Education Rules, Ed 306.22, Distance Education

PELHAM SCHOOL DISTRICT POLICY

IJOA – FIELD TRIPS

Category: Recommended

The Pelham School District recognizes the value of field trips in achieving certain educational objectives and encourages activities of this nature as long as they do not seriously interfere with the educational routine of students who must remain in school.

School transportation vehicles, if available, will be furnished for all trips sponsored by the school. However, all travel is subject to budget limitations and the following guidelines:

1. Appropriate instruction shall precede and follow each field trip.
2. Field trips shall be considered as instruction and shall be planned with definite objectives determined in advance.
3. Field trips requiring school bus transportation shall not interfere with the regularly scheduled transportation of pupils to and from school.
4. All field trips shall begin and end at school.
5. Written approval of parent or guardian is required for student participation in field trips that occur off school property.
6. Approval
 - a. The principal determines whether to approve all field trips.
 - b. The Superintendent determines whether to approve field trips outside school hours.
 - c. The School Board determines whether to approve overnight field trips, international or domestic. See “Overnight Field Trips,” below.
7. All school rules and regulations apply while students are engaged in activities sponsored by the school.
8. Teachers or other certified personnel of the district will accompany students on field trips and assume full responsibility for their proper conduct.
9. Appropriate supervision shall be provided for all students whose parents do not want their children to participate.
10. The Board encourages professional staff members as chaperones when available.

Overnight Field Trips

The Pelham School Board recognizes that domestic or international field trips are a valuable extension of student learning. Well-executed field trips create a learning experience that cannot normally be replicated inside the District’s schools. As such, it is the policy of the Pelham School District to permit and encourage field trips, subject to the following requirements:

1. All school sponsored, domestic or international field trips require School Board approval.
2. The principal shall review and approve the curricular, travel, and financial aspects of all trips prior to submission to the Superintendent for presentation to the School Board.
3. The School Board has no role or responsibility for privately organized or operated trips.
4. Materials for presentation to the School Board for approval of all domestic or international overnight field trips must be submitted to the Superintendent and School Board in advance.
 - a. For in-state trips and trips to greater Boston, at least one month prior to the

PELHAM SCHOOL DISTRICT POLICY

IJOA – FIELD TRIPS

Category: Recommended

departure date for the field trip.

b. for all other domestic trips, at least two months prior.

c. for international trips, at least three months prior.

Materials submitted must include all logistical details involving transportation, accommodations, cost, fund-raising required of students (including the manner of fund-raising), and the educational value of the trip in relation to grade level and cost (as available at the time of submission).

5. Transportation—Use of private vehicles is strongly discouraged. Financial plans **must** ~~should~~ include projected costs of commercial transportation.
6. As a condition of School Board approval, evidence of trip cancellation insurance coverage that is consistent with industry standards must be submitted. This insurance may be obtained through the tour company and/or individually.
7. The approval process by the School Board must be completed prior to engaging students in fund-raising activities or other preparations for the trip.
8. Students shall be accompanied by a sufficient number of chaperones (a 5:1 student/teacher ratio or less for elementary schools, and a 10:1 student/teacher ratio or less for middle and high schools), taking into account the trip's scheduling and logistics. All chaperones, including parents and volunteers, must have participated in district required training and have been fingerprinted/background checked prior to the field trip. All overnight coed field trips will have coed chaperones.
9. The services of a registered nurse and/or unlicensed staff member or substitute trained in prescription medication administration must also be available during part or all of such field trips.
10. All participating students must submit a signed parent/guardian consent form.
11. No parent shall be allowed to go on a field trip without being pre-approved by the school principal or designee.
12. No field trip shall be approved that contemplates travel to a country for which the Department of State has issued a current travel prohibition or travel warning which presents a unique risk to student safety. The District reserves the right to cancel a trip which, due to international threats, political unrest, or terrorist threats presents an unreasonable risk to the safety participants.
13. Refunds to parents and guardians shall only be made to the extent the District has not expended monies paid by participants or the District has received a refund of expended funds.
14. A student who is suspended from school during any period of time which includes the day of departure shall not be permitted to participate in the field trip.
15. When medical needs warrant, the services of a registered nurse or trained staff member or substitute trained in prescription medication administration shall be provided by the District.
16. Parents are responsible for timely informing the District of all known medical needs of their children. The District reserves the right to prohibit a child who is exhibiting signs of an acute illness from participating on a trip in accord with the District's student illness policy.

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IJOA – FIELD TRIPS

Category: Recommended

Foreign Travel Field Trip Expectations

In determining whether a field trip furthers the curricular or educational goals of the school in a manner that safeguards student well-being, the principal shall consider the following field trip expectations:

Chaperone Expectations

- Shall be assigned in a ratio of at least one adult to ten (10) students.
- Should be qualified employees of Pelham School District, if possible.
- When such qualified chaperones are not available, then non-employee chaperones may supervise, provided that they are deemed by the principal to be otherwise qualified.
- Shall be of sufficient experience and maturity (minimum of 21 years of age) to provide sound leadership and guidance.
- Shall be assigned in a manner to provide personal, private guidance to students, as appropriate.
- Shall not consume alcohol or drugs not prescribed by a physician.
- Shall structure the trip itinerary to limit the amount of free time. Free time is defined as a time when students are not under direct and immediate adult supervision.
- Shall set clear expectations of behavior, address any infractions appropriately on the trip, and report any such infractions to the administration.
- Shall review and maintain accurate medical records of student health factors and keep such records immediately available.
- Shall not leave the group or deviate from the itinerary.
- All non-employee chaperones are subject to fingerprinting/background checks and must engage in any District requirement training prior to the field trip.
- Shall be subject to the supervision and direction of the lead chaperone (as approved by the Principal).
- Shall be familiar with the school's disciplinary standards.
- Student rosters shall be submitted to the principal for approval.

Student Expectations

The behavioral expectations and consequences shall be the same as those in the District's schools, as stated in the in the District's student handbook.

- Consumption of alcohol, though otherwise legal in some jurisdictions, is not permitted.
- Alcohol purchase for import is prohibited.
- Drug use, except that which is properly prescribed by a physician, is prohibited.
- Getting body piercing, tattoos, or other potentially dangerous activities are not permitted.
- Students shall respect the culture of their host country.
- Students shall not change hotel room assignments without the permission of the lead chaperone.
- Students shall respect the rights of all hotel guests.

PELHAM SCHOOL DISTRICT POLICY

IJOA – FIELD TRIPS

Category: Recommended

- Students shall never travel alone.
- Students shall immediately follow all reasonable instructions from a trip chaperone.
- Students shall not leave the group or deviate from the itinerary.
- Students must participate in all pre and post trip academic study.
- Students shall have a demonstrated record of responsibility and good citizenship.

Parent Expectations

- Parents and students shall attend a mandatory meeting prior to any commitment to travel to review all expectations.
 - Students shall bring all required money and pack as required.
 - Parents and students shall submit all necessary pre-trip paperwork and documentation.
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District Policy History:

Adopted: August 9, 2006

Revised: December 15, 2021

Revised: February 22, 2023

PELHAM SCHOOL DISTRICT POLICY

JRA – STUDENT RECORDS AND ACCESS - FERPA

Category: Recommended

See also DAF, DFGA, ECAF, EEAA, EH, EHB, GBJA, ILD, JKAA, JRC

General Statement. It is the policy of the School Board that all School District personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all School District personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations, as well as all state statutes pertaining to student records, record confidentiality, and access to the records.

Education Record. For the purposes of this policy and in accordance with FERPA, the term “educational record” is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the School District; or by such other agents as may be acting for the School District. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include private notes and materials of staff, if the materials remain in the sole possession of that staff member.

Not all communications or information are considered an educational record. For example, electronic mail, notes, or memoranda which are not directly related to students will not be considered an education record. It is the responsibility of the administration to determine what records shall be maintained by the school as a student record.

Student records may be maintained in either electronic or paper files. Those documents which are required to be retained by law or are designated by the District for retention from year-to-year are considered to be maintained by the District.

Directory Information. For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term “directory information” means:

1. Students' name(s), address(s), telephone number(s), dates of enrollment;
2. Parents'/guardians' name(s) and address(es);
3. Students' grade level, enrollment status, and dates of attendance;
4. Students' photograph(s);
5. Students' participation in recognized school activities and sports;
6. ~~Weight and height of Athletic team member weight and height; of athletic teams~~
7. Post-high school plans; and
8. Students' diploma(s), certificate(s), award(s), and honor(s) received.

Except for elements of a student's directory information which the student's parent or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parent/eligible student. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their

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JRA – STUDENT RECORDS AND ACCESS - FERPA

Category: Recommended

prior consent. Parent/eligible students will be given until September 15th of each school year to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all direction information shall not be released will only be valid for that school year and must be re-issued each school year.

Personally Identifiable Information. “Personally identifiable information” is defined as data or information which makes the subject of a record known, including **information such as:** a student’s name, the student’s or student’s family’s address; the name of the student’s parent or other family members; a personal identifier such as a student’s Social Security number; the student’s date of birth, place of birth, or mother’s **maiden birth** name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or information requested by a person whom the District reasonably believes knows the identity of the student to whom the education record relates.

For the purposes of this policy, the district will use the FERPA definition of "parent".

Annual Notification/Rights of Parents and Eligible Students. Within the first 4 weeks of each school year the District will publish notice to parents and eligible students of their rights under State and Federal law and this policy. The District will send home with each student a notice listing these rights. The notice will include:

- (1) The rights of parents or eligible students to inspect and review the student’s education records;
- (2) The intent of the District to limit the disclosure of information in a student’s record, except:
 - (a) by the prior written consent of the parent or eligible student;
 - (b) as directory information; or
 - (c) under certain, limited circumstance, as permitted by law;
- (3) The right of a student’s parents or an eligible student to seek to correct parts of the student’s educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent’s or eligible student’s request;
- (4) The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
- (5) The procedure that a student’s parents or an eligible student should follow to obtain copies of this policy.

Procedure To Inspect Education Records. Parents or eligible students may inspect and review that student’s education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records Procedure EHB-R Data Records Retention

PELHAM SCHOOL DISTRICT POLICY

JRA – STUDENT RECORDS AND ACCESS - FERPA

Category: Recommended

specifies the record custodian for different types of student records. In accordance with RSA 91-A:5, student records are exempt from disclosure under the Right-to-Know law, and access to student records will be governed by FERPA and state law.

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should submit to the school principal a written request that identifies as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. **This procedure must be completed within 14 days or earlier after the principal's receipt of the request for access.** Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.

If for any valid reason such as working hours, distance between record location sites or health, a parent or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. **It may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.**

Procedures To Seek Amendment of Education Records. Parents of students or eligible students have a right to seek to amend any part of the student's education records which they believe is inaccurate, misleading, or in violation of the student privacy rights. FERPA and its regulations use both "correction" and "amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and amend the education records for a requester, the following processes are established.

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JRA – STUDENT RECORDS AND ACCESS - FERPA

Category: Recommended

1. First-level decision. When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of the student privacy rights, he/she should submit a written request asking the building principal to amend it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the amendment. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the amendment.

If the principal believes that the record should not be amended, he/she shall:

1. Provide the requester with a copy of the questioned records at no cost;
2. Inform the parent/eligible student of their right to initiate a written appeal, which will be forwarded to the Superintendent;
3. If the parent/eligible student appeals the decision, the principal will forward the written request to the Superintendent; and
4. Inform the parents/eligible student that the matter has been forwarded to the Superintendent for a decision.

2. Second-level decision. If the parent/eligible student wishes to challenge the principal's decision to not amend the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward the request to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving notification of the request:

1. Review the request;
2. Discuss the request with other school officials;
3. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary;
4. Make a decision whether or not to amend the record as requested by the parent/eligible student; and
5. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be amended he/she will make the change and notify the parents/eligible student in writing that the amendment has been made. The letter stating the amendment has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been amended and the amendment is satisfactory. If the records are amended to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were amended and that the parent/eligible student is satisfied with the correction.

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Category: Recommended

If the Superintendent determines the records will not be amended, he/she will notify the parents/eligible student in writing of his/her decision. Such a letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. Third-level decision. If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within 45 days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents in writing of the date, time and place of the hearing.

The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request/complaint. Parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within 30 days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be amended, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been amended. At this meeting, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the amendment.

The School Board's decision is final, **except as otherwise provided by law.**

4. Parent/Eligible Student Explanation to be Included in Record. Notwithstanding the outcome of the resolution process describe here, in accordance with **section (a)(2) of FERPA, 34 CFR 99.21(b)(2)**, a parent or eligible student may place a statement in the education record commenting on the contested information in the record or stating why he/she disagrees with the decision, or both. This statement shall be maintained with the education record for as long as the record is maintained.

Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent, consistent with

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JRA – STUDENT RECORDS AND ACCESS - FERPA

Category: Recommended

the requirements in 34 CFR 99.31, to the following parties on the condition that the recipient agrees not to comply with FERPA regulations regarding redisclosure of the student record information under the following conditions.

1. School Officials With a “Legitimate Educational Interest.” ~~School officials with a legitimate educational interest may access student records. “Legitimate educational interest” refers to school officials or employees who need to know information in a student’s education record in order to perform the individual’s employment responsibilities and duties.~~ “School officials” includes a person employed by the district/SAU as an administrator, supervisor, instructor, or support staff member (including health/medical staff), members of the School Board, volunteers, contractors/consultants who perform an institutional service or function for which the School District could otherwise use its own employees and who is under the direct control of the district with regard to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks.
2. The supervisor determines whether a school official has a legitimate educational interest. In making these decisions, supervisors need to consider which elements of a student record a school official can and cannot have access to.
3. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer of records, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.
4. Officials for federal or state audit or evaluation purposes.
5. Appropriate parties in connection with financial aid.
6. The disclosure is to State and local officials or authorities concerning the juvenile justice system, such as the Department of Children Youth and Families (DCYF).
7. Organizations conducting certain studies for, or on behalf of the School District. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. **Additionally, any such studies must comply with the provisions of Board policy ILD.**
8. Accrediting organizations to carry out their accrediting functions.
9. Judicial orders or lawfully issued subpoenas, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
10. Health and safety emergencies.

PELHAM SCHOOL DISTRICT POLICY

JRA – STUDENT RECORDS AND ACCESS - FERPA

Category: Recommended

11. Disclosures to the Secretary of Agriculture or authorized representatives of the Food and Nutrition services for purposes of conducting program monitoring, evaluations and performance measurements.

Maintenance of Student Records and Data. The Principal of each building is responsible for record maintenance, access and destruction of all student records. All School District personnel having access to records shall place great emphasis upon privacy rights of students and parents. All entries into student records other than by those individuals having a legitimate educational interest in accessing the records, must be dated and signed by the person accessing such records. The principal will ensure that all records are maintained in accordance with application retention schedules as may be established by law and District policy.

Disclosures Made From Education Records. The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

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Category: Recommended

Military Recruiters and Institutions of Higher Learning. Military recruiters or institutions of higher learning may have access to secondary school students' names, addresses and telephone listings unless an adult student or the parent of the minor student requests that such information not be released without prior written consent. The District shall notify parents of the option to make such a request and shall comply with any requests received.

Law Enforcement and Reporting Agencies. In accordance with RSA 193-D:7, it is permissible for any law enforcement officer and any school administrator to exchange information relating only to acts of theft, destruction or violence in a safe school zone regarding the identity of any juvenile, police records relating to a juvenile, or other relevant information when such information reasonably relates to delinquency or criminal conduct, suspected delinquency or suspected criminal conduct, or any conduct which would classify a pupil as a child in need of services under RSA 169-D or a child in need of protection under RSA 169-C.

Litigation Hold. In the event an administrator receives a litigation hold letter or notice regarding a student or former student, the administrator receiving the letter shall promptly inform those individuals responsible for record maintenance and retention of their duty to preserve and not delete or destroy records pertaining to the subject matter of the hold until instructed otherwise. If the administrator receiving the hold letter or notice is not the Superintendent, the Superintendent and the District's Information Technology Officer shall be promptly informed.

District Policy History:

Adopted: November 22, 2006

Revised: December 20, 2017

Revised: April 20, 2022

Legal References:

NH Statutes

RSA 189:1-e	Directory Information
RSA 189:66	Data Inventory and Policies Publication
RSA 91-A:5,III	Exemptions, Pupil Records

Federal Regulations

34 CFR. Part 99	Family Educational Rights and Privacy Act Regulations
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Federal Statutes

20 U.S.C. §1232g	Family Educational Rights and Privacy Act (FERPA)
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PELHAM SCHOOL DISTRICT DRAFT POLICY

IHBA – PROGRAMS FOR PUPILS WITH DISABILITIES

Category: ~~Recommended~~ **Priority**

Related Policies: AC, ACE, IHBA, IHBAB, IHBAM, IKFC, JICD, JICK

A. Programs and Services

The Pelham School District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, as required under the Individuals with Disabilities Act (IDEA), 20 U.S.C. 1400 et seq., Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. 794, Title II of the Americans with Disabilities Act (Title II), 42 U.S.C. 12132 et seq., and New Hampshire laws and regulations. These laws include procedures for identification, evaluation, placement and delivery of services to children with disabilities.

~~The Pelham School District is committed to the philosophy of equal opportunity and equal access in all its educational programs, activities, and services. All students shall have the opportunity to participate in and receive benefits from all programs or activities offered by the District, including but not limited to course offerings, graduation requirements, athletics, counseling, extra-curricular, and other school-related activities. No otherwise qualified person shall, by reason of his or her disability, be excluded from participation in or denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the District. Discrimination because of race, color, national origin, ancestry, religion, creed, age, physical or mental disability, marital or parental status, pregnancy, or sexual orientation is prohibited.~~

Disabilities are defined differently under the IDEA than under Section 504 and Title II. While the IDEA focuses on special educational services for children with disabilities and the related rights afforded to eligible students and their parents, Section 504 and Title II focus on the nondiscrimination rights of students as well as other individuals with disabilities who are not students, such as family members with disabilities, and members of the public with disabilities seeking information from, or access to, the services, programs, and activities of the public school. Such rights can include the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

While all students who are eligible for special education and related services under the IDEA are protected by Section 504 and Title II, not all students protected by Section 504 and Title II are eligible for services under the IDEA.

~~It is the intent of the Pelham School District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational accommodations and services.~~ In other words, students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they are not a child with a disability within the meaning of the IDEA.

~~The District has established and implements a system of procedural safeguards, which pertains to identification, evaluation, and educational placement of students with disabilities. The procedural safeguards include notice, the opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent(s)/guardian(s) and representation by counsel, and a review procedure.~~

PELHAM SCHOOL DISTRICT DRAFT POLICY

IHBA – PROGRAMS FOR PUPILS WITH DISABILITIES

Category: ~~Recommended~~ **Priority**

~~For students who are eligible for services under the IDEA, the District follows the procedures for identification, evaluation, placement, and delivery of services to children with disabilities set forth in federal and state statutes and regulations that govern special education.~~

~~The District recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of~~ **An IDEA-eligible student is entitled to receive** special education and related services. ~~This obligation begins~~ when the student reaches three years of age and ~~shall continue~~ **s** until the earlier of: the student's 22nd birthday **or** the student receives a high school diploma, **whichever occurs first**, or the student's **Individualized Education Program** (IEP) Team determines that the student no longer requires special education in accordance with federal and state laws and regulations. **At the discretion of the Superintendent and/or his/her designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.**

B. Notice of Procedural Safeguards

- 1. IDEA Safeguards.** For IDEA-eligible students, the District utilizes the New Hampshire Special Education Procedural Safeguards, which can be accessed through the New Hampshire Department of Education website or obtained from the District's Student Services Office.

The District will provide a copy of New Hampshire Procedural Safeguards in Special Education to the parents/guardians of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents:

- 1. Upon initial referral or parent request for evaluation;**
- 2. Upon receipt of the first request for a due process hearing filed in a school year;**
- 3. Upon receipt of the first State complaint in a school year;**
- 4. Upon request by a parent; and**
- 5. In accordance with the discipline procedures in §300.530(h).**

Further information regarding special education procedures and services is available through the District Student Services Office, and in the District's Special Education Policy and Procedures Manual, a copy of which is available through that office.

- 2. Section 504 Safeguards.** For procedural safeguards relative to Section 504, the District utilizes the "Notice of Parent and Student Rights Under Section 504", an administrative document coded as IHBA-R.

The Superintendent or Superintendent's designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The District shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.

~~Inquiries, complaints, and other communications relative to this policy and to other federal or state laws or regulations pertaining to the education of children with disability and~~

PELHAM SCHOOL DISTRICT DRAFT POLICY

IHBA – PROGRAMS FOR PUPILS WITH DISABILITIES

Category: ~~Recommended~~ **Priority**

~~non-discrimination on the basis of disability (including requests for a copy of the procedural safeguards required by federal and state law and regulation) should be addressed to:~~

Pelham School District
Director of Student Services
59A Marsh Road
Pelham, NH 03076
603-635-1145

District Policy History:

Adopted: October 12, 2012

Revised: December 2, 2020

Revised: February 22, 2023

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

PELHAM SCHOOL DISTRICT POLICY DRAFT

CFB – **ADMINISTRATOR BUILDING PRINCIPAL(S)** EVALUATION

Category: Recommended

The Superintendent shall conduct an ongoing process of evaluating **administrators, including the principal(s), assistant superintendent, business administrator, and directors of student services, human resources, and technology** on their skills, abilities, and competence. Annually, the Superintendent or designee will formally evaluate the **administrators principal(s)**. The goal of the formal evaluation process is to ensure the education program for the students is carried out, promote growth in effective administrative leadership for the District, clarify the **administrator's building principal's** role as the Board and the Superintendent see it, ascertain areas in need of improvement, and focus the immediate priorities of the **administrator's principal(s)** responsibilities.

The formal evaluation shall include written criteria related to the job duties. The **administrator principal** may make comments responding to the formal evaluation.

The formal evaluation shall also include an opportunity for the **administrator principal** and the Superintendent to discuss the written criteria, the past year's performance, and the future areas of growth. The evaluation shall be completed by the Superintendent, signed by the **administrator principal** and filed in the **administrator's principal's** personnel file.

This policy supports and does not preclude the ongoing informal evaluation of the **administrator's principal's** skills, abilities, and competence.

The Superintendent will provide written feedback to new administrators principals will be evaluated at least twice in writing for each of the first three years of their employment.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: February 22, 2006

Legal References:

RSA 189:14-a & b

Littkey v. Winchester School District, 219 NH 626 (1987)

NH Code of Administrative Rules Part 302 Superintendents

NH Code of Administrative Rules Part 304 School Principals

Pelham School Board Meeting
Pelham Elementary School
October 2, 2024
6:30 p.m.

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

Superintendent: Chip McGee

Assistant Superintendent: Sarah Marandos

Business Administrator: Deb Mahoney

Student Representatives: Mya Belanger

Absent: None

Also in Attendance: None

I. Public Session:

A. Call to Order:

6:30 p.m. - Chair Troy Bressette called the meeting to order, followed by the Pledge of Allegiance.

B. Public Input at 6:31 p.m.:

No came forward.

Public Input closed at 6:32 p.m.

C. Opening Remarks:

a. Superintendent:

Assistant Superintendent Marandos began by mentioning that Lynn Lyons had presented to the community and announced an upcoming NAMI's suicide prevention training, titled "Signs of Suicide," scheduled for October 10 from 5:00 p.m. to 6:00 p.m. at PMS. The training is open to parents and students, with a focus on fostering conversations before any concerns arise.

Dr. McGee shared his recent positive experience with Pelham High School's Student Government. He noted a meaningful conversation with students regarding social media and cell phones and expressed enthusiasm for an upcoming follow-up session. Dr. McGee also reflected on visits to local sports events, mentioning the PMS boys' soccer, field hockey, and volleyball games, highlighting the positive energy and achievements of the student-athletes. He commented on visits to fourth-grade classrooms showcasing successful coordinated math activities, marking a strong start to the school year.

b. Student Representatives:

Ms. Belanger provided an update on recent and upcoming events. She noted that Homecoming had been a great success, with increased student participation in supporting other sports. The Blackout football game was scheduled for Friday, followed by Parent-Teacher conferences on Thursday, October 10.

Ms. Belanger added that the Class of 2026 was holding a fundraiser at Chipotle in Salem on October 10 from 4:00 p.m. to 8:00 p.m. She also mentioned the upcoming PSAT exams, with a senior trip scheduled on the same day, and a Blanket fundraiser by the class of 2025, inviting the community to support the Pelham Python blanket initiative.

54 **III. Presentations:**

55 **A. None**

57 **IV. Main Issues:**

58 **A. Enrollment Projections:**

59 Dr. McGee provided the official enrollment numbers, as of October 1, 2024, with **1,613** students enrolled, broken
60 down as follows: **752** at the PES, **349** at PMS, and **512** at PHS. Projections for the next two years estimate **1,589**
61 **students** next year and **1,549 students** the following year.

63 Dr. McGee explained his projection method, using a weighted average based on historical data, and highlighted the
64 capacity of certain grades, such as preschool Special Education (84) and full-day kindergarten, which currently has **99**
65 **students** enrolled.

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
09/03/24	66	99	129	106	134	108	111	121	113	114	110	121	145	148
10/01/24	65	99	128	107	134	108	111	122	113	114	102	118	143	147
Difference	-1	0	-1	1	0	0	0	1	0	0	-8	-3	-2	-1

67
68 Dr. McGee commented that NESDEC predicted that the District would have 1,662 students, which is off by 49. He also
69 addressed staffing reductions based on these projections, noting a decrease of **24 students** next year, which
70 supported the proposed staffing cuts.

71
72 Mr. Abare asked if Dr. McGee was able to get the staffing ratios information. Dr. McGee provided a detailed comparison
73 of staffing ratios, reporting **6.8 students per full-time equivalent staff member** in the District, compared to the
74 state average of **5.7 students per staff member**. The Board discussed the importance of clarifying these ratios to the
75 community, particularly in distinguishing between overall staff ratios and classroom sizes.

Year	District	Ratio
2023	Pelham	6.8
2022	Pelham	6.0
2021	Pelham	6.6
2023	State	5.7

77
78 Ms. Greenwood asked who was considered part of the staff. Dr. McGee commented that Teachers, IAs, Librarians,
79 Specialists, Admin Support, and All Others Support would fall into this category.

80
81 The Board acknowledged the District's fiscal efficiency compared to the state and agreed to gather more information
82 on class size data, particularly for different education levels and subjects.

84 **B. Fiscal Year 2026 Budget Presentation**

85 Mr. Bressette moved the meeting into the **budget portion** of the agenda. He introduced the proposed adjustments,
86 and Business Administrator Deb Mahoney provided an update on the tracking progress. The discussion then turned to
87 specific budget items, with Ms. Mahoney first addressing the Board.

88
89 Ms. Mahoney reported that between the previous Wednesday and the current meeting, a comprehensive review of
90 **Salaries, Benefits, and Utilities** had been conducted. She shared that they had gone out to bid on **natural gas**,
91 resulting in a **\$44,000 reduction** from the initial proposal made in early September. She highlighted that the District
92 is now under contract for natural gas through 2026 but noted that no similar agreement had been reached for
93 electricity due to ongoing installation challenges. The Board was informed that there would be no significant material
94 changes to existing contracts without further review. Ms. Mahoney confirmed that the natural gas savings were
95 reflected in the budget.

Ms. Mahoney addressed the **non-bargaining salary pool**. Initially, she had not calculated the exact percentage, but after review, she proposed a **3% salary increase** for non-bargaining staff, impacting about 100 positions, including Custodial Staff, Secretaries, Administrative Assistants, Psychologists, Social Workers, and Mental Health Counselors. The adjustments would bring the pool in line with this proposal.

Mr. Bressette sought clarification on the budget reduction presented on page 88, which initially showed a **\$44,000 reduction**. With Ms. Mahoney's adjustment, the reduction would decrease to **\$31,000**, which Ms. Mahoney confirmed was understood correctly. She also addressed questions about how historical expenditures were shown, explaining that costs were allocated line by line, school by school, and by position.

Ms. Mahoney concluded her report with a note on the **Food Service Fund**, explaining that, after a review of salaries and benefits, there was a reduction in hours for vacant positions, resulting in a **\$12,944 decrease**. She verified the information with the Directors of HR and Nutrition.

The Board reached a consensus because there were no objections to Ms. Mahoney's presentation. Mr. Bressette suggested that the Board move into a consensus approach, reviewing each proposed budget cut **line by line**.

DW – Daily Substitute Salaries & Long-Term Substitute Salaries

Ms. Mahoney reviewed Mr. Bressette's proposals related to **Daily Substitute and Long-Term Salaries**. The Daily Substitute Salaries were proposed to be reduced by **\$20,000** and Long-Term Substitutes by **\$5,600**. After a historical analysis, it was agreed that the Daily Substitute Salaries budget would remain at **\$170,000**, and the Long-Term Substitute Salaries would remain at **\$105,000**. The Board supported this decision, and Mr. Bressette withdrew the proposed cuts.

DW – Subs – Social Security & Teacher Retirement

Mr. Bressette withdrew his proposed reduction. He acknowledged that these line items were tied to the Daily Substitute and Long-Term Substitute Salaries.

DW – Grades 3 – 12 Peardec & IXL Math Grades 1 – 9

Ms. Cummings proposed a reduction to these specific line items, including **Peardec** and **IXL Math**. Dr. Marandos explained that Peardec was a tool used for **formative assessment** in grades 3-12 but was not considered a core product.

As for IXL Math, Dr. Marandos strongly recommended keeping it in the budget, citing over **100,000 questions** have been answered. She noted its importance for students and teachers. Ms. Cummings withdrew her proposals after receiving clarification on both items.

PES – Communication Folders

Ms. Cummings questioned whether these folders were essential, considering students could bring their own. The Board discussed the necessity of **Communication Folders** for grades 6 and 7. Dr. McGee provided insight into their usage and importance. Dr. McGee noted that he spoke with Principal VanVranken, and she informed him that the blue folders are important for consistency.

Mr. Abare suggested that the Board keep the Communication Folders in the budget and stressed that the folders should be the same. Ms. Cummings agreed to withdraw her proposed cut.

PES – Sound Panels

Ms. Greenwood asked about the sound panels in the cafeteria and proposed removing them from the budget. Dr. McGee suggested installing these panels would reduce the noise levels in the cafeteria, benefiting students during lunch and other activities. It was confirmed that sound panels were not currently in place, despite being budgeted previously. The consensus of the Board was to remove the **\$40,000.00** from the budget.

150 **PES – Grades 5 Desk Replacement**

151 Ms. Cummings and Mr. Bressette made proposals to reduce the budget to replace 150 desks as part of a three-year
152 plan for PES. It was clarified that the desks were old, and a phased replacement plan was in place. Mr. Bressette
153 suggested reducing the budget by half or two-thirds, recognizing the importance of maintaining a schedule for
154 furniture replacement. After further discussion, the consensus of the Board was for a **\$26,035.00** reduction. The
155 compromise would still allow for necessary updates while easing the financial burden.

156
157 **PES – Staff Room Replacement**

158 Ms. Cummings and Ms. Greenwood made proposals to reduce the budget for the replacement of furniture in a staff
159 room, with a proposal to phase the replacement over two years instead of completing it all at once. The Board
160 members reached a consensus regarding a phased approach, aligning it with similar decisions made for the fifth-grade
161 desks. This was a reduction of **\$7,500**.

162
163 **PES – Recognition and Staff Team Building**

164 Ms. Cummings raised a question about miscellaneous expenses, particularly the staff team-building lunch. It was noted
165 that the lunch was successful in fostering teamwork and camaraderie. The Board agreed that these types of events are
166 important for team building, particularly in a large organization with a headcount of approximately 157.

167
168 Dr. McGee moved the discussion to the role of the Sunshine Committee, which organizes various events throughout the
169 year, including meals during holidays, Teacher Recognition Week, and end-of-year celebrations. These events are
170 funded through a combination of District funds and donations. The members acknowledged the importance of
171 maintaining such events in the budget.

172
173 Ms. Cummings initially proposed withdrawing some of the funding but chose to withdraw her proposed cut.

174
175 **PES – Science Supplies**

176 Mr. Bressette proposed a **\$500** reduction to the Science Education budget at PES. He mentioned that the proposal was
177 made because the amount requested was not supported by historical spending. Dr. Marandos noted that science
178 supply spending had been reduced in previous years, and these cuts may have impacted the support of Next
179 Generation Science Standards (NGSS). Supplies such as plants and other consumable materials used for science
180 activities in early grades are essential for hands-on learning. Mr. Bressette expressed concern that the current
181 spending level might not align with the actual needs of the students.

182
183 Mr. Wilkerson highlighted the global inflationary pressures affecting supply costs but suggested that these pressures
184 might be easing. A consensus was reached to maintain level funding for both FY2025 and FY2026 and not support the
185 proposed cut.

186
187 **PES – Mystery Science**

188 The conversation then shifted to the Mystery Science program, a core curriculum tool aligned with NGSS. Dr. Marandos
189 emphasized its importance, as there is no formal science textbook in use. The subscription to this program allows
190 teachers to provide engaging, standards-based lessons, especially important given the limited time dedicated to
191 science in elementary school.

192
193 The budget for the Mystery Science program was reviewed, noting a **4%** year-over-year increase. Despite the cost, the
194 Board agreed that it is a valuable resource that must remain in place. Mr. Abare asked about the number of
195 subscriptions the District is locked into and the potential for rising costs. Dr. McGee acknowledged that transitioning
196 to a subscription-based model, as opposed to using traditional textbooks, has become a common practice in schools,
197 making it challenging to reduce costs without sacrificing essential resources.

198
199 Dr. Marandos clarified that **Mystery Science** is just one of many resources used to teach Science, alongside the
200 **Wonders** program, which integrates Science and Social Studies texts into the literacy curriculum. The teachers also
201 use hands-on supplies and labs at each grade level to build necessary science skills in alignment with the **Next**
202 **Generation Science Standards** (NGSS). These skills become crucial for the **5th-grade assessment** system.

Ms. Cummings voiced her concern that the shift towards using digital resources like Mystery Science might limit more hands-on, inquiry-based teaching methods. She explained that while the program is effective, it cannot fully replace the value of in-depth science inquiry. Nevertheless, the group agreed that, given the time constraints teachers face, maintaining the subscription was the best course of action to ensure students receive an education in Science.

Mr. Wilkerson suggested that the Board receive a presentation regarding what is happening in the PES classrooms concerning Science.

The discussion concluded with a consensus to maintain the current budget levels for both Science education supplies and the Mystery Science program, recognizing their critical role in supporting the curriculum and student learning.

PES – Soc Studies Scholastic News

Ms. Cummings' next proposed reduction was the Social Studies Scholastic News. Dr. Marandos discussed the **Scholastic News** subscription; a newsletter used in grades K–5 to support literacy through Social Studies. The resource is supplemental to the instructional program and integrates well with other methods like the Wonders program.

Ms. Cummings withdrew her proposed reduction.

PES – Soc Studies Textbooks

Mr. Bressette proposed a budget cut of **\$318** for Social Science Textbooks. This would reduce the allocation to **\$150** per grade level. The consensus was to accept the reduction of **\$318** from the budget.

PES – Typing Club Online Program

Ms. Cummings proposed a budget cut of **\$1,466** for the Typing Club. Dr. Marandos mentioned that the Typing Club is part of the STEAM program for grades 3–5, which was considered costly, but it provides students with a structured platform to learn and retain typing skills. Unlike free programs, which often reset progress, Typing Club saves students' work, making it easier for them to build the necessary skills for future academic tasks.

Ms. Cummings withdrew her proposed reduction.

PES – Ozobot Kit

Ms. Cummings proposed a budget cut of **\$3,149** for the Ozobot Kit. Dr. Marandos commented that the Ozobots are nearing the end of their life cycle, other tools like **Spheros** and **Code.org** are being used to teach coding and problem-solving. The Board discussed the educational value of these robots, with some members expressing concerns about their reliability and high cost. Ms. Cummings noted that **Spheros** have proven more durable and effective for fostering higher-order thinking and problem-solving skills, especially for students in grades 3–6.

The Board leaned towards supporting cuts to outdated or less reliable tools like the Ozobots, while favoring the continued use of more robust resources like Spheros, to maximize budget efficiency.

The consensus was to reduce the budget by **\$3,149**.

PES – Heggerty Online Subscription

Ms. Greenwood raised a question about the Heggerty and Foundations Online Subscription. Dr. Marandos clarified that Heggerty is an evidence-based instructional model for phonemic awareness used in kindergarten, featuring 10-minute lessons across 35 weeks. The program had originally been funded through a literacy grant, but the current cost relates to an online resource for professional learning to support kindergarten teachers.

Although the kits were initially acquired through the grant, the ongoing costs are for the online resources. Heggerty has been in use for two years, but this is the first year the costs are reflected in the budget due to the expiration of the grant.

Ms. Greenwood withdrew her proposed reduction.

PMS – Music Textbooks

Mr. Bressette proposed a reduction of **\$1,000** for the Music Textbooks at PMS. The reduction would adjust for inflation and the addition of a Choir program. The Choir now has over 40 students, and the cost increase is tied to purchasing rights to perform songs, as well as the overall expansion of the music program. It was noted that the Music Teacher is District-wide, which requires sharing resources across schools.

Mr. Bressette withdrew his proposed reduction.

PMS Science – Generation Genius & Science World Subscriptions

Ms. Cummings asked about the Generation Genius and Science Point subscriptions. Dr. Marandos commented that both are new to the current fiscal year. Generation Genius, an online tool providing virtual science labs, aligns with Next Generation Science Standards and supports middle school science instruction where in-classroom demonstrations are not feasible. She added that Science World offers research-based articles to promote scientific literacy for grades six to ten. As the program is still new, its effectiveness has yet to be fully evaluated.

Ms. Cummings withdrew her proposed reductions.

PMS Soc Studies – Gimkit & Edpuzzle Subscriptions

Ms. Cummings and Ms. Greenwood proposed reductions for the New Information Access Fees. Ms. Greenwood raised an issue regarding supplemental tools for Social Studies, such as Gimkit and EdPuzzle. Dr. Marandos clarified that these are resources used by students to reinforce Social Studies content both in the classroom and at home.

EdPuzzle allows teachers to embed questions in educational videos, creating a more interactive learning experience. While both programs are supplemental, they are distinct and serve different functions. The Board agreed to keep one subscription but to defer the decision on which resource to retain to the relevant Educational Team.

The consensus was a general reduction of **\$600** from the line item.

PMS Reading – Supplies

Mr. Bressette made a proposed reduction of **\$472** to the PMS Reading Supplies. He noted that this was done to bring spending in line with historical spending. The consensus of the Board was to accept the proposal.

PMS Computer Education – T-shirt Tiger Techs

Ms. Greenwood proposed a reduction of **\$500**. Ms. Greenwood stated that students could either create these supplies at PHS or purchase them independently. Mr. Wilkerson noted that the Tiger Tech group, composed of students, provides valuable information services, assisting with technology issues in classrooms. After some discussion, it was agreed that the students should be supported for their contributions.

Dr. Marandos said that the Tiger Techs are a group of highly engaged students contributing to various tasks around the school. The group, which differs from NJHS and the Student Council, takes on responsibilities such as signage and code-related projects, establishing them as school leaders.

The consensus was to keep the **\$500** in the budget for the Tiger Techs.

PHS – Outdoor Picnic Table Sets

Ms. Greenwood proposed a reduction of **\$4,000** for three picnic tables instead of six. Dr. McGee noted that the tables would serve multiple purposes, including outdoor classes and general use. However, concerns were raised about the practicality and necessity of the full number requested.

Mr. Abare expressed interest in cutting the six picnic tables completely. He expressed his concerns about reinstating items previously cut from another fiscal year's budget, questioning the logic of a default budget if items are restored later. After some discussion, there was consensus to support reducing the table count by half, leading to a **\$2,000** cut.

PHS – T-Shirt Launcher

Ms. Greenwood proposed to cut the T-shirt launcher, seen as an unnecessary expense. The Board agreed that this would be better suited for a Booster fundraiser, resulting in the removal of this item from the budget.

The consensus was to reduce the budget by **\$850**.

PHS – Replacement of Desks/Chairs

Mr. Bressette proposed a reduction of **\$2,055** for furniture replacement, focusing on maintaining essential cafeteria tables but reducing expenditures on desks and chairs.

The consensus was to reduce the budget by **\$2,055**.

PHS – Tech Ed Supplies

Mr. Bressette proposed a reduction of **\$702** for TechEd Supplies. The consensus was to reduce the budget by **\$702**.

PHS – Math Supplies

Mr. Bressette proposed a reduction of **\$900** for Math Supplies. The consensus was to reduce the budget by **\$900**.

PHS – Science Supplies

Mr. Bressette commented on Science Supplies, where he noted that the FY2024 spending was significantly lower than FY2023. Dr. Marandos mentioned that a typical year varies depending on the electives being offered. She noted that this year due to staffing shortages, the budget for these supplies was expected to decrease.

Mr. Bressette was satisfied with the reason for less spending.

DW – Special Education Salaries & Related Benefits

Special Education was then discussed, highlighting historical underspending in this category. Mr. Bressette commented that between 2018 and 2024, the District spent between **\$4.6 million and \$5.3 million**, compared to budgeted amounts of **\$5 million to \$6 million**.

Despite the **9%** increase in the FY2024 budget, there remained an underspend of **\$700,000**. Mr. Bressette suggested that further cuts could be made without compromising the District's ability to meet its obligations. The Board also reviewed the Special Education Reserve Fund, which currently holds **\$228,560**.

Mr. Bressette proposed a **\$15,000** reduction in the budget for additional days allocated to Special Education Teachers for Case Management. He suggested leaving it to the experts to decide where the funds would be reduced.

The consensus was to reduce the budget by **\$15,000**. Mr. Bressette added that this would have a corresponding reduction in Benefits and FICA (**\$4,088**).

DW – Tuition to Private Schools

Mr. Bressette then moved to Tuition to Private Schools. Dr. McGee had spoken with the Director and affirmed that the proposed approach aligns with past conservative budgeting practices within Special Education. He acknowledged that Special Education is budgeted conservatively, with the intent to only spend what is necessary. For private school tuition, an increase of **\$1,000,000** was noted as a requirement for Special Education.

The Board discussed the inherent risks of underfunding this area, highlighting that private tuition obligations must be met, regardless of available funds. Dr. McGee emphasized that while the Reserve Fund provides some coverage, it is

not an annual fund and should be used cautiously. The Board needs to balance the risks associated with cutting the budget against the financial realities.

Mr. Bressette proposed a reduction of **\$78,506** to the Tuition to Private School budget. The consensus was to accept the reduction.

DW – Tuition to Private Schools ESY

Mr. Bressette then addressed the anticipated Extended School Year (ESY), with a proposal to allocate an additional **\$12,570** for the associated costs.

Board members emphasized the importance of communicating these budgetary decisions to taxpayers, explaining the rationale for the cuts while acknowledging potential future risks and the need to possibly revisit these decisions. The reserve fund was deemed adequate to cover unexpected expenses, but caution was urged.

Mr. Bressette proposed a reduction of **\$12,570** to the Tuition to Private School ESY budget. The consensus was to accept the reduction.

Ms. Greenwood asked about the transportation costs associated with residential placements. It was confirmed that the anticipated tuition does not include residential placements, which involve separate-day placements. Dr. McGee stated that the transportation is assumed to be combined with the tuition.

Ms. Mahoney stressed that the Board would review the Special Education budget later in the school year and make any necessary adjustments in December, in preparation for a reconsideration by the Budget Committee in January. The Reconsideration process will include an evaluation of the Default Budget number, which is significantly impacted by legally required Special Education services and other contractual obligations.

PES – Special Education Teacher Position

Mr. Bressette shifted the discussion to the necessity of a Special Education (SPED) Teacher position, considering the caseload and Individual Education Plans (IEPs) at the elementary school level. He acknowledged that the need for Special Education services at this level is significant, with more vacancies than usual.

The Case Manager position was clarified to be listed as a teacher role in the budget. Dr. McGee referenced a memo from Principal VanVranken outlining the caseloads:

- a. **27** identified students in first grade.
- b. **17** identified students in second grade.
- c. **24** identified students in third grade.
- d. **16** identified students in kindergarten.

These numbers were noted as substantial, similar to the size of typical classroom cohorts, although no classroom would be expected to manage a class size of **27**.

Dr. McGee emphasized the school's commitment to keeping Case Managers and Special Educators aligned with grade-level teams to avoid overburdening any single teacher. The recommendation was made to not increase the budget for this position next year, although Dr. McGee expressed excitement about the potential of the program.

The new position being discussed was a Special Education Teacher and Case Manager role, intended to replace the PALS program's previous position, which has since been contracted out to the New England Center for Children (NECC). This would result in no net increase in full-time equivalent (FTE) positions, but rather a reduction if the Board chose to eliminate the role.

The Board discussed the budgetary implications, with the speaker recommending the elimination of the contracted PALS position while acknowledging the success of the NECC program. Concerns were raised about the potential need

to maintain the position in case the program did not work as intended, but Dr. McGee expressed optimism regarding the program's outcomes.

Ms. Greenwood posed a question about whether to allow the position to remain as Case Management or eliminate it. Dr. McGee clarified that they proposed reallocating resources, reducing the proposed cut by half, and keeping only a single new Special Education position.

Dr. McGee explained that the District includes anticipated needs in the budget, acknowledging that vacancies may arise unexpectedly as students with IEPs move into the District. The current need includes **four vacancies** and **two additional proposed positions**, and the recommendation was to maintain this approach as a reasonable solution given the circumstances.

Mr. Bressette proposed reducing the Special Education Teacher Position by **\$52,196**. The Board came to a general consensus to support the proposed cuts, recognizing the challenges faced by Special Education teachers, especially at the elementary level. Concerns were raised about potential burnout and turnover, with the importance of maintaining manageable caseloads emphasized.

The Board agreed to move forward with the adjustments, keeping the balance between necessary resources and the constraints of the default budget. Ms. Mahoney confirmed that the benefits associated with the position were **\$40,247.24** for benefits and **\$52,196** for salaries, which totaled **\$92,443.24**.

PES – Instructional Assistant Salaries & Benefits

Mr. Bressette considered the Special Education Instruction Assistant teacher positions, with salaries reflecting **\$43,480** and a proposed reduction to just one supported position. After the Board provided its input, the members came to a consensus to reduce two IA positions with associated benefits of **\$10,385** each, resulting in total benefits of **\$20,769.40**, alongside the **\$43,480** salary for each position.

PES – Classroom Interactive Equipment Replacement

Ms. Cummings proposed a reduction of **\$95,200** from the Classroom Interactive Equipment Replacement budget. Mr. Bressette expressed concerns over the six-year lifespan of **\$200,000** worth of equipment. Dr. McGee mentioned that the District had looked at the usage of the interactive equipment at the elementary level. At PES, they have fully adopted the equipment, and the teachers use it daily.

Dr. McGee said that the Tech Director and Instructional Specialist for Technology have been exploring less expensive alternatives to meet the needs of classrooms, emphasizing the importance of having functional projection capabilities. The Board acknowledged the necessity of maintaining budgeted funds for this equipment, allowing for future reconsideration to potentially reduce costs based on available alternatives.

A consensus was reached to retain the budget allocation for the interactive replacements, with the understanding that the funds would remain available while further research on options continued. The conversation highlighted the importance of being proactive in planning for equipment needs while remaining adaptable to budgetary constraints.

Mr. Bressette made a proposal to table the discussions, effectively keeping the items within the budget for submission to the Budget Committee. The consensus of the Board was to accept his proposal.

SAU – Superintendent Professional Services

Mr. Bressette proposed a reduction of **\$2,230** to the Superintendent's Professional Services budget. The consensus was to accept the reduction.

SAU – Superintendent Miscellaneous

Mr. Bressette proposed a reduction of **\$1,877.50** to the Superintendent's Miscellaneous budget. The consensus was to accept the reduction.

PES – Emergency Supplies

Mr. Bressette proposed a reduction of **\$515** to the PES - Emergency Supplies budget. The consensus was to accept the reduction.

PHS – Emergency Supplies

Mr. Bressette proposed a reduction of **\$1,015** to the PHS - Emergency Supplies budget. The consensus was to accept the reduction.

DW – Special Education Transportation

Mr. Bressette withdrew his proposal for a reduction.

DW – Technology Professional Services

Mr. Bressette proposed a reduction of **\$7,500** to the DW – Technology Professional budget. The consensus was to accept the reduction.

PHS – CIP Boiler

Mr. Bressette asked about the current boiler situation in the building, clarifying that there are two boilers in the old building and two in the new one, with a proposed replacement cost of **\$532,000** for one of the boilers. He expressed interest in understanding future boiler replacement needs and potential cost-saving measures, including energy-efficient renovations.

Mr. Bressette asked for the District to reach out to EEI and ask if there are options to only address the need for the boiler.

Additional budget considerations included the potential to isolate the boiler proposal for clearer evaluation. A proposal for energy-efficient upgrades was discussed, with hopes for further investigations into comprehensive solutions. Mr. Bressette stated that they would, for the time being, keep the boiler in the budget and the CIP.

Ms. Mahoney stated that the boiler is a topic that can be brought up at reconsideration because it is additional information that the Board does not currently have.

- a. The Board reviewed a list of proposed adjustments, ultimately confirming a total reduction of **\$379,028** to the General Fund balance of **\$42,716,830**.

Mr. Wilkerson moved to set the General Fund budget to **\$42,716,830**. Ms. Greenwood seconded the motion, which passed (4-1-0). (Mr. Abare voted 'No')

Mr. Abare said that he voted 'No' because he thought the budget for the School District was too much.

- b. The Food Service Fund is **\$1,176,441**, and that is a reduction of **\$12,942**.
- c. The Grants Fund is level-funded at **\$723,577**.
- d. The Special Revenue is level-funded at **\$52,000**.
- e. All the funds together total **\$44,668,848**.

Mr. Wilkerson moved to set the total budget number of **\$44,668,848**. Ms. Greenwood seconded the motion, which passed (4-1-0). (Mr. Abare voted 'No')

Ms. Mahoney informed the Board that she put the one warrant article in the packet but added it did not have a financial number. She will work with Dr. McGee to get the Operating Budget number for the next meeting.

First Session of Annual Meeting (Deliberative Session)

You are hereby notified that the first session of the annual meeting of the School District of the Town of Pelham will be held at Town Hall, 6 Village Green, in said Pelham on Wednesday, February 5, 2025, at 7:00 p.m. for explanation, discussion, and debate of warrant articles number 1 through number 1. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Official Ballot Voting)

You are hereby notified that the second session of the annual meeting of the School District of the Town of Pelham will be held at Pelham High School gymnasium, 85 Marsh Road, in said Pelham on Tuesday, March 11, 2025, at 7:00 a.m. for the choice of School District Officers elected by official ballot, to vote on questions required by law to be inserted on the official ballot, and to vote on all Warrant Articles from the first session on official ballot per RSA 40:13, VII. The polls for the election of School District Officers and other actions required to be inserted on the said ballot will open on said date at 7:00 a.m. and will not close earlier than 8:00 p.m.

Article A

To elect by ballot the following School District Officers:

- a. School Board Member 3-Year Term
- b. School Board Member 3-Year Term

Article 1 – Operating Budget

Shall the Pelham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session of the annual school District meeting, for the purposes set forth herein, totaling _____ Dollars (\$_____)? Should this article be defeated, the default budget shall be _____ Dollars (\$_____), which is the same as last year, with certain adjustments required by previous action of the Pelham School District or by law; or the Pelham School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only. (Majority vote required)

_____ by the School Board (0-0-0)
_____ by the Budget Committee (0-0-0)

V. Policy Review:

The Board reviewed the policies listed below.

a. First Reading:

- i. None

b. Second Reading:

- i. BGAA - Policy Development, Adoption, and Review
- ii. FAA - Annual Facility Plan and Unused District Property
- iii. JICD - Student Discipline and Due Process

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

VI. Other:

- A. None

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- VII. Board Member Reports:**
- A. Ms. Greenwood mentioned the District had the grand reopening of PMS and it was a smash. She thanked the band, the choir, and the parents for attending the event. Mr. Bressette added that he was pleased to see a great community turnout.
- VIII. Consent Agenda:**
- A. **Adoption of Minutes**
- a. September 25, 2024 – Draft Public Minutes
- B. **Vendor and Payroll Manifests:**
- | | | |
|----|----------|--------------|
| a. | AP100224 | \$644,627.96 |
| b. | BFPMS73 | \$14,060.20 |
- C. **Correspondence & Information:**
- a. None
- D. **Enrollment Report:**
- a. October 1, 2024
- E. **Staffing Updates:**
- a. **Leaves:**
- i. None
- b. **Resignations:**
- i. None
- c. **Retirements:**
- i. None
- d. **Nominations:**
- i. None
- Ms. Greenwood moved to approve the meeting minutes from September 25, 2024, as presented. Mr. Abare seconded the motion, which passed (4-0-1). (Mr. Wilkerson abstained)
- Mr. Wilkerson moved to approve the Consent Agenda as presented. Ms. Greenwood seconded the motion, which passed (5-0-0).
- IX. Future Agenda Planning:**
- A. The Budget Committee walkthrough of PMS is scheduled for Saturday, October 12, at **8:00 a.m.** at PMS. The importance of attendance was highlighted, and it was agreed that the agenda would simply be to discuss logistics without making any decisions.
- X. Future Meetings:**
- A. 10/16/2024 – 6:30 p.m. School Board Meeting @ PES Library
- B. 10/17/2024 – 6:30 p.m. Budget Committee Meeting
- C. 10/24/2024 – 6:30 p.m. Budget Committee Meeting
- D. 10/30/2024 – 6:30 p.m. Budget Committee Meeting
- E. 11/06/2024 – 6:30 p.m. School Board Meeting @ PES Library
- XI. Non-Public Session:**

617 Mr. Wilkerson moved enter non-public 91-A:3, II (c) – Reputation at 9:21 p.m. Ms. Greenwood seconded the motion, which
618 passed (5-0-0).

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620 **XII. Reconvene:**

621 9:34 p.m.

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623 **XIII. Adjournment:**

624 Mr. Wilkerson moved to adjourn the School Board Meeting at 9:35 p.m. Ms. Greenwood seconded the motion, which passed
625 (5-0-0).

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629 Respectfully Submitted,
630 Matthew Sullivan
631 School Board Recording Secretary

**Pelham School Board Meeting
Pelham Elementary School
October 16, 2024
6:30 p.m.**

School Board Members: Troy Bressette, Chair; Garrett Abare; Rebecca Cummings; and Darlene Greenwood

Superintendent: Chip McGee

Assistant Superintendent: Sarah Marandos

Business Administrator: Deb Mahoney

Absent: David Wilkerson; Mya Belanger and Alexia Nou

Also in Attendance: None

I. Public Session:

A. Call to Order:

6:39 p.m. - Chair Troy Bressette called the meeting to order, followed by the Pledge of Allegiance.

B. Public Input at 6:40 p.m.:

No came forward.

Public Input closed at 6:41 p.m.

C. Opening Remarks:

a. Superintendent:

Superintendent McGee updated the District's academic progress, noting that the 5th-grade students were working on nonfiction reading assignments, including studying the Constitution, the Articles of Confederation, and the nature of the two-house government.

Dr. McGee complimented the students for their sophisticated work in class and on the sports field. He highlighted how the PMS and PHS field hockey teams played doubleheaders and raised money for a cause. He added that the District's volleyball team was raising money for Boston Children's Hospital that evening. Dr. McGee also commended the District's strong academic achievements, particularly mentioning the AP Statistics class.

III. Presentations:

A. None

IV. Main Issues:

A. Donation of Trees to Pelham Memorial School:

Mr. Bressette shifted the meeting to the main agenda items. The first item discussed was the donation of 11 trees to PMS, valued at **\$1,491.20**, from Gino Baroni, principal of the Trident Group. The trees included eight Zelkova Green trees and three Honey Locust trees. Dr. McGee noted that Boyden's Landscaping had also offered to donate their services, valued at over **\$5,000**, to plant the trees. It was noted that the Board needed to accept the donation, as it exceeded the financial threshold for automatic approval.

Mr. Bressette commented on the Board's appreciation of its longstanding partnership with Gino Baroni, the Trident Group, and Boyden's Landscaping.

The Board discussed the placement of the trees, with some uncertainty regarding their location near a natural gas line by the softball field. Ms. Cummings asked if the trees were going to be dedicated to someone, and Dr. McGee stated that there would be no dedication.

Ms. Greenwood moved to accept the donation as presented. Mr. Abare seconded the motion, which passed (4-0-0).

B. Pelham Police Department Partnership and Response:

The next agenda item involved a partnership with the Pelham Police Department. Chief Perriello provided an overview of the emergency response plans between the Police, Fire Department, and School District. She emphasized the strong collaboration between the Police Department and the School District, noting regular meetings and drills, including lockdown procedures.

Chief Perriello discussed the report regarding an incident from the previous week. She explained that they had received a call from 911, which originated from the FBI. The FBI had received a tip through social media regarding a threat. Although Chief Perriello did not go into specific details about the threat, it was confirmed that the situation involved Pelham High School. The FBI provided specific information, including the identity and location of the student involved. Based on this information, the school was locked down, and law enforcement responded promptly. The student in question was quickly located and removed from the classroom. An investigation is ongoing, and no further details were shared to protect the investigation's integrity.

Chief Perriello emphasized that, in such situations, public expectations can be mixed, especially on social media. While some people demand more information, she clarified that specific details, especially those concerning juveniles, will not be disclosed. Juveniles are protected by laws such as FERPA and the Safe Schools Act, which prohibit releasing specific information. Chief Perriello noted that these protections extend to all students, regardless of their involvement in incidents. Additionally, she highlighted a memorandum of understanding (MOU) between the District and law enforcement, outlining when the school must contact law enforcement and when officers should be involved.

The primary focus in these situations is always safety. Chief Perriello stated that there are no "rights" to ensure safety, and law enforcement will take the necessary steps to address any threats. On the day of the incident, the response went smoothly, with clear communication between the school and law enforcement. She and a Lieutenant were stationed outside the school while officers inside PHS acted swiftly to secure the student in question. Chief Perriello also mentioned that they constantly communicated with Dr. McGee throughout the day, underscoring the importance of collaboration between the School District and law enforcement.

Dr. McGee appreciated the high level of collaboration between the School District and law enforcement. He noted that messages are co-authored whenever possible, ensuring consistency in communication without detracting from the work at hand. He acknowledged the importance of acting quickly in such situations while balancing the need to share information and protect sensitive details. Dr. McGee commended the Pelham School District for its prompt responses and efforts to ensure student safety.

Chief Perriello then commended the officers involved, particularly Officer Yates, for their professionalism and quick action during the incident. Ms. Greenwood expressed her gratitude for the efforts of law enforcement and the school district to keep the students safe. Ms. Cummings inquired about the duration of the lockdown, to which Chief Perriello responded that it lasted approximately an hour. However, due to the nature of the situation, it felt longer. She promised to provide a more precise timeline at a later date.

Mr. Bressette, a parent and Board member, commented that he understood the need to know all the details but stressed that details do not always account for transparency.

The discussion concluded with a focus on the strong partnership between the Pelham Police Department and the School District. Both groups reiterated their commitment to student safety and collaboration. The Board thanked Chief Perriello and the Pelham Police Department for their continued dedication to student safety.

The Board also expressed strong confidence in the District Administrators and staff's handling of the current situation and in ensuring the safety of all students.

C. Fiscal Year 2026 Budget:

The Board then moved on to the fiscal year 2026 budget. The Board reviewed the second draft of the warrant article, noting that the total amount recommended by the School Board is **\$44,668,848**. It was mentioned that the default budget calculation was deferred. Business Administrator Deb Mahoney mentioned that the Board would have the default budget at the November 6 meeting.

The Board also discussed the official meeting and election calendar for the annual meeting, scheduled for Wednesday, February 5, 2025. All key dates, including the first day to file for candidacy and the public hearing with the Budget Committee, were highlighted.

**Pelham School District Calendar
2025 Annual Meeting and Election
Official Ballot District (SB2)**

Date	Action	Reference
Friday, January 10, 2025	The deadline for Citizen Petition Bond Articles is more than \$100,000.	RSA 40:13, II-a (b)
Tuesday, January 14, 2025	Deadline to Post Notice of Budget Hearing and Post and Publish Notice of Bond Hearing. Note: At least 7 days prior notice of bond hearing must be published in the newspaper.	RSA 40:13, II-a (a), RSA 33:8-a
Tuesday, January 14, 2025	Deadline for other Citizens' Petition Articles.	RSA 40:13 II-a (b), RSA 197:6
Tuesday, January 14, 2025	Deadline to finalize CBAs.	RSA 32:5-a
Tuesday, January 14, 2025	Supervisor of Checklist Posts Checklist. (This must contain a notice of correction session.)	RSA 671:15, RSA 669:5, RSA 654:26 and 27
Tuesday, January 21, 2025	The deadline is for a public hearing on the School Board's or Budget Committee's proposed budget and a default budget presentation.	RSA 40:13, II-a (c) and 40:13, XI(a)
Tuesday, January 21, 2025	Deadline for School Board Bond Hearing. If possible, the hearing should be within the 15- 60-day window required by RSA 33:8-a (on or after January 10 and on or before January 21, 2025). Also, the notice should be published at least seven days before the hearing and posted on or before January 9, 2025. If the bond hearing is early, publish the notice early.	RSA 40:13, II-a(c) and RSA 33:8-a
Tuesday, January 21, 2025	Supervisor of Checklist Correction Session. (7 days prior notice must be published in a newspaper or be posted in two (2) places, one of which shall be the District website if one exists. RSA 654:27).	RSA 671:15, RSA 669:5, and RSA 654:27
Tuesday, January 22, 2025	First Day of Filing Period for Candidates.	RSA 671:19, RSA 669:19
Tuesday, January 23, 2025	The official Budget Committee (if there is one) must deliver the final budget to the School Board by this date.	RSA 40:13, II-b(c)

Tuesday, January 27, 2025	Post Warrant(s) and Budget for Session I and II (Deliberative and Election Warrants).	RSA 40:13, II-a(d)
Tuesday, January 31, 2025	Last Day of Filing Period for Candidates.	RSA 671:19, RSA 669:19
Wednesday, February 5, 2025	Deliberative Session (Session I)	RSA 40:13 III, IV
Tuesday, February 11, 2025	Supervisors of Checklist re-post Checklist. Must Contain Notice of all Correction Sessions.	RSA 671:15, RSA 669:5 and RSAs 654:26 and 27
Between Tuesday, February 26, and March 4, 2025	Supervisor of Checklist Checklist Correction Session. (7 days prior notice must be published in a newspaper or be posted in two (2) places, one of which shall be the District website if one exists.	RSA 671:15, RSA 669:5, RSA 654:27
Tuesday, March 4, 2025	Deadline for Annual Report with final budget and ballot questions.	RSA 40:13, II and RSA 32:5, VII-a
Tuesday, March 11, 2025	District Voting (Session II) Budget/Bond Voting and Election Absentee Ballots Collected. Residents May Register at the Polls.	RSA 40:13 VIII
Monday, March 31, 2025	Deadline for reports to DRA of meeting results.	RSA 21-J:34, II

Ms. Mahoney clarified the General Fund portion of the budget, totaling **\$42,716,830**. Questions from the Board were addressed, confirming the budget figures.

D. Additional Revenue Anticipated for FY2025:

The Board then moved to a discussion on revenues, where Ms. Mahoney noted that an atypical revenue source from the New Hampshire Municipal Bond Bank had emerged. Refinancing the high school bond resulted in savings of **\$621,488**, which would be used to offset this year's expenses and reduce the tax rate. This revenue was categorized as anticipated, meaning it could not be used for new capital improvements but would help reduce the amount needed to be raised through property taxes.

Ms. Greenwood asked if the additional funds could be used to purchase a boiler for PHS, which is needed. Dr. McGee clarified that the funds are considered '**Anticipated Revenue**,' which means they can only be used to reduce the tax burden for the current year. It is a one-time benefit and will not be available next year. Board members discussed the limitations of using bond funds and the legal requirements surrounding their allocation.

The Board expressed appreciation for the updates and concluded the discussion by confirming that the next steps would involve further review and adjustments to the budget.

The Board discussed the implications of this revenue, with Ms. Mahoney emphasizing that while it represents an anticipated revenue, it cannot be used for capital expenditures, such as purchasing a new boiler for the high school. This is because the funds were previously approved by voters and are intended to offset property taxes rather than finance new projects. Ms. Mahoney reiterated that this revenue will ultimately help lower the tax burden for residents, as it reduces the amount that needs to be raised through taxation.

A question was asked regarding how the anticipated revenue affects the budget. Ms. Mahoney clarified that while the District will receive the funds, they cannot be appropriated for additional spending beyond the budget. The revenue will help in the tax rate-setting process, reducing the tax rate for property owners.

Mr. Bressette asked when the District would have had to be notified for more flexibility. Ms. Mahoney said that if the District had received notice in January 2025, it would have been too late to anticipate the revenue in the fiscal year.

The Board expressed their understanding of the importance of applying this anticipated revenue appropriately to offset the tax rate rather than for new capital improvements. Ms. Mahoney confirmed this discussion was critical, given the nature of the check coming to the District. No further questions were raised, and the Board agreed on the approach to managing this financial development.

Mr. Bressette thanked Ms. Mahoney for the information regarding the additional revenue.

E. Reallocation to Reallocate PHS Coach Stipend:

Dr. McGee mentioned that this is the first time they have requested a reallocation of funds this year. He noted that under the new contract, stipends for extracurricular activities can be reallocated with agreement from the Executive Board and the School Board.

Dr. McGee stated that the Athletic Director recommended reallocating funds due to the absence of a boys' junior varsity soccer team. He noted that the junior varsity players were absorbed into an expanded varsity team, and there was a need to pay an assistant coach who had already been serving voluntarily. This reallocation was a temporary solution for one year and did not imply a long-term change.

Dr. McGee commented that the Teachers' Executive Board had already voted in favor of this change. Dr. McGee mentioned that the varsity team would not have an assistant coach if there were a junior varsity team.

Ms. Greenwood moved to reallocate the stipend from the junior varsity soccer coach to an assistant varsity soccer coach. Mr. Abare seconded the motion, which passed (4-0-0).

V. Policy Review:

The Board reviewed the policy listed below.

a. First Reading:

- i. CFB - Administrator Evaluation

b. Second Reading:

- i. None

VI. Other:

- A. None

VII. Board Member Reports:

- A. Mr. Abare mentioned that he attended the Wellness Committee meeting and noted that it was good to meet the members.

VIII. Consent Agenda:

A. Adoption of Minutes

- a. October 2, 2024 – Draft Public Minutes
- b. October 2, 2024 – Draft Non-Public Minutes

B. Vendor and Payroll Manifests:

- a. 558 \$658,413.23
- b. PAY558P \$11,508.49
- c. BFPMS74 \$4,281.64
- d. AP101624 \$598,868.95

C. Correspondence & Information:

- a. None

D. Enrollment Report:

- a. None

E. Staffing Updates:

a. Leaves:

- i. None

b. Resignations:

- i. None

c. Retirements:

- i. None

d. Nominations:

- i. None

Ms. Greenwood moved to approve the Consent Agenda, minus E1A (public minutes) as specified. Mr. Abare seconded the motion, which passed (4-0-0).

Mr. Abare originally said that he would not second the motion that included the public minutes and noted that a discussion was held after the vote the other day, and the discussion had not been included in the minutes. Mr. Abare said that this discussion should be reflected in the minutes. Chairman Bressette suggested that the Board table the public minutes, and the Board members agreed to table the approval of the public minutes, removing them from the consent agenda.

Ms. Cummings then questioned whether the discussion referenced had occurred after the formal meeting had concluded. Clarification was provided that the discussion occurred immediately following the proposed School Board budget vote and was not an after-meeting gathering. Superintendent McGee reassured the Board and observers that no further Board discussions would take place once the meeting had officially adjourned, addressing any potential concerns about Board transparency.

IX. Future Agenda Planning:

- A. None

X. Future Meetings:

- A. 10/17/2024 – 6:30 p.m. Budget Committee Meeting
- B. 10/24/2024 – 6:30 p.m. Budget Committee Meeting
- C. 10/30/2024 – 6:30 p.m. Budget Committee Meeting
- D. 11/06/2024 – 6:30 p.m. School Board Meeting @ PES Library

XI. Adjournment:

Ms. Greenwood moved to adjourn the School Board Meeting at 7:22 p.m. Mr. Abare seconded the motion, which passed (4-0-0).

Respectfully Submitted,
Matthew Sullivan
School Board Recording Secretary

October 16, 2024

Monthly Enrollment
Pelham School District
As of November 01, 2024

Enrollment					
Grade Level	End of Year 23-24	9/3/24	10/1/24	11/1/24	Change from October
Preschool	69	66	65	64	-1
Kindergarten	122	99	99	99	0
1	104	129	128	129	1
2	132	106	107	107	0
3	108	134	134	135	1
4	106	108	108	107	-1
5	121	111	111	111	0
6	115	121	122	123	1
7	118	113	113	113	0
8	110	114	114	115	1
9	119	110	102	103	1
10	139	121	118	118	0
11	143	145	143	144	1
12	148	148	147	146	-1
PES Total	762	753	752	752	0
PMS Total	343	348	349	351	2
PHS Total	549	524	510	511	1
PSD Total	1654	1,625	1,611	1,614	3

Withdrawals			
School	Grade	Date	Notes
PHS	12	10/30/24	Alvirne HS
PMS	7	10/30/24	Moved
PES	5	10/17/24	Alpharetta, GA
PES	4	10/4/24	Milan, NH
PES	3	10/17/24	Alpharetta, GA
PES	1	10/17/24	Alpharetta, GA
PES	PK	10/17/24	Alpharetta, GA
New Students			
School	Grade	Date	Notes
PHS	11	10/10/24	Manchester, NH
PHS	9	10/10/24	Manchester, NH
PMS	8	10/7/24	Manchester, NH
PMS	7	10/15/24	Ashburham, MA
PMS	6	10/16/24	Florida
PES	5	10/25/24	Tyngsboro, MA
PES	3	10/9/24	Manchester, NH
PES	3	10/1/24	Manchester, NH
PES	1	10/9/24	Manchester, NH
PES	1	10/9/24	Montessori School