



Pelham School Board Meeting Agenda

November 20, 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. Budget Committee Decision
 - a) Explanation: On November 14, the Pelham Budget Committee voted unanimously to support their School District FY26 Operating Budget, which they had reduced by \$586,437 from the School Board's recommended budget. This was a change in the overall budget from \$44,668,848 to \$44,082,411. The Board may want to discuss these changes. The Board will also need to make a recommendation on the Budget Committee Budget prior to finalizing the warrant.
 - b) Materials:
 - (1) Memo

2. Goal Development

- a) Explanation: Superintendent McGee will provide the Board with an updated draft of the 2024-25 School Board Goals. He is requesting the Board consider approving these goals.
- b) Materials
 - (1) Draft Goals

3. Policy Review

- a) Explanation: The Policy Committee is presenting the following policy changes for consideration.
- b) Materials:
 - (1) First Reading
 - (a) EH - Public Access to School District Records
 - (b) JLCJA - Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation
 - (2) Second 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

D. Board Member Reports

E. Consent Agenda

- 1. Adoption of Minutes
 - a) 2024.11.06 Draft School Board Minutes
 - b) 2024.11.06 Draft Non Public Minutes
- 2. Vendor and Payroll Manifests
 - a) 561 \$632,109.10
 - b) PAY561P \$320,529.04
 - c) DU112024 \$ 100.00
 - d) AP112024 \$298,883.99
- 3. Correspondence and Information
 - a) Special Education Funding
- 4. Enrollment Report
- 5. Staffing Updates
 - a) Leaves
 - b) Resignations
 - (1) Brian Sands District Facilities Director
 - c) Retirements
 - d) Nominations

F. Future Agenda Planning

G. Future Meetings

- | | | |
|----------------------|----------------------|--------|
| 1. December 4, 2024 | School Board Meeting | 6:30PM |
| 2. December 18, 2024 | School Board Meeting | 6:30PM |

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

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

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Superintendent

Deb Mahoney
Business Administrator

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Director of Technology

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Kimberly Noyes
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To: Pelham School Board
From: Chip McGee
Date: November 20, 2024
Re: Budget Committee Decision
CC: Deb Mahoney
Sarah Marandos

On November 14, the Pelham Budget Committee voted unanimously to support their School District FY26 Operating Budget, which they had reduced by \$586,437 from the School Board's recommended budget. This was a change in the overall budget from \$44,668,848 to \$44,082,411.

They reduced in three areas:

1. PES Computer Technology Equipment Replacement (1011222500-738)
They reduced this line by \$19,600. This was based on research completed by the technology team regarding the replacement of our interactive panels. The team identified panels that cost \$700 less per panel, which is \$2,700 per panel instead of \$3,400. These panels still meet the required specifications. This is a reduction from \$95,200 to \$75,600 for 28 panels. This is for half of the panels at PES, with the other half scheduled for replacement in FY27.
2. Medical Insurance Premiums (varies lines)
They reduced these various lines by a total of \$34,837. This was the result of work by our business office to align the budgeted amounts for the district portion of the obligation for health insurance premiums for employees with the actual rate increases. These rate increases varied by plan this year. The overall rate increase was \$34,837 below the budgeted increase of \$673,037.
3. PHS Building Improvement Contracted Repair & Maintenance (1033460000-433)
They reduced this line by \$532,000 by removing the item to replace two boilers at PHS. The project is in the Town Capital Improvement Plan. The Committee expressed openness to seeing this item again at reconsideration. They would expect additional information about whether the boilers need to be replaced in FY26, whether they have useful life left in them, and what the return on investment would be for this replacement. They asked for impartial analysis.

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DRAFT Pelham School Board Goals 2024-25

Presented Pelham School Board Retreat August 14, 2024

Revised for September 4, 2024

Revised for November 20, 2024

Strengthening Student Connections: (NEW Year 1 of 3)

This goal remains important to the Board. In order to recognize the differences between school levels and to encourage innovation and a degree of autonomy for the schools, the Board has delegated this goal to the school level. In order to maintain communication and accountability, each of the three schools will present to the Board on their progress each year.

Improving Student Performance in Literacy (NEW Year 1 of 3, complete in 26-27)

Rationale: Literacy is a foundational skill for all others. Literacy aids in understanding science and social studies content. It also is vital for interpreting language based mathematics problems. Strong writing skills are needed to allow students to express their ideas. This is why we have selected it as our next academic goal.

Measurement: We anticipate several measures for this goal.

NH's Statewide Assessment System (NH-SAS) measures student performance in grades three through eight and grade eleven. As we did with math, our goal for literacy is to be in the top five among the twelve peer districts in our region for grades three through eight.

For grade eleven, we will have two goals - to be in the top five and to improve the percent of students who are college and career ready from the PSAT to the SAT by 5%. This would be reported out annually.

In addition, the District will use internal measures for K - 2 and for grades 9 and 10 to track progress and engage the teachers and staff at those levels in the goal.

- Action Items:
- In the Fall of 2024, the Assistant Superintendent will work with the English Language Arts Curriculum Team and additional appropriate staff to accomplish three tasks:
- Analyze our current curriculum, assessment, instruction and professional development,
 - Develop a roadmap including budgetary implications to improve literacy instruction,
 - Present the analysis and roadmap to the School Board by January 2025.

Improve Student Performance in Mathematics (Year 4; in place until achieved)

Rationale: Improving student performance in mathematics continues to be a goal for the District. In the past three years, the District has improved teacher retention and provided more professional development in math. We revised the math curriculum and updated our instructional materials at the elementary school. However, this has not yet been enough to see the results in terms of student performance.

Measurement: For high school, our goal will remain 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.”

For grades 3 - 8, our goal is 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. Peer Districts are Auburn, Candia, Derry Cooperative, Hampstead, Hooksett, Hudson, Lichfield, Londonderry, Pelham, Salem, Timberlane Regional, Windham.

New Action Items:

- Retention will be key to strengthening our teaching teams. We have experienced significant turnover among math teachers. 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.
- PMS will implement *Reveal* in 2025-26. PMS currently uses an older textbook (Glencoe) which is not closely aligned with the elementary school program, which is also *Reveal*.
- Professional development is critical to improving math instruction. We will continue the coaching model at PES and PMS. 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.

Making Pelham the Best Place to Work (Year 2 of 3, complete in 25-26)

Rationale: This goal combines both the “Culture of Belonging” and the “Best Place to Work” goals into one. We believe that employees who are connected to their work, their team, and the community are more likely to stay and thrive. Combining these two goals allows us to identify ways an improved culture can promote improved hiring and retention.

Measurement: We intend to measure progress on this goal in three ways.

First, we will continue to measure retention data. We have set an ambitious target:

- Our professional staff indicator will look at PEA retention. Our ambitious target is 90%. In 2023, retention was 82%. In 2022 retention was also 82%.
- Our hourly staff indicator will look at PESPA. Our ambitious target is 70%. In 2023, retention was 75%. In 2022 retention was 62%.

Second, we will review employee survey data. In the spring of 2024, the District piloted a survey through Franklin Covey on organizational trust. Employees will be trained in the Fall of 2024 by Franklin Covey and surveyed again shortly after utilizing the same set of questions. This will set a baseline for the district and provide data that will show areas of relative strength and areas for improvement.

Third, we will report qualitative data on specific actions taken to continue to improve employment experiences for the Pelham School District from recruiting to hiring to retention.

Action Items: The District has identified the following action items for this year:

- Train all District employees in Franklin Covey’s Speed of Trust.
- Resurvey all employees in the fall 2024 and spring 2025.
- Prior to the next survey- identify survey language such as “team” and provide definitions to employees.
- Using survey data, working groups will be formed to identify areas in which the District can improve. Working groups will be charged with presenting an improvement area and then executing the identified area. Progress will be reported to the Superintendent.
- Continue training on trust, communication and belonging with the leadership team.
- The Human Resources Department will continue to identify ways to improve our recruitment, hiring, and retention practices.

PELHAM SCHOOL DISTRICT POLICY
EH – PUBLIC ACCESS TO USE OF SCHOOL DISTRICT RECORDS

Category: Recommended

The Superintendent is hereby designated the custodian of all “District records,” which term shall have the same meaning as “governmental records” as that term is defined in the state’s Right to Know Law, RSA 91-A:1-a. Without limiting that meaning, District records shall include Board and Board committee minutes, documents, writings, letters, memoranda, e-mails, images, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.).

The Superintendent shall develop written procedures concerning all requests by the public to inspect or obtain copies of school district records (i.e., “governmental records”). The procedures shall conform in all respects to the Right to Know Law. The written procedures should contain provisions clearly indicating personnel responsible for processing any request for District records, as well as the cost for providing requested copies. No fee or expense shall be charged other than as allowed under RSA 91-A:4.

The Superintendent shall review such procedures annually and make such changes as are required as a result of legislative changes to the Right to Know or other applicable law or regulations, or as deemed appropriate. Any changes to the written procedures should be provided to all appropriate personnel and to the School Board.

All District records shall be retained, deleted, or destroyed in accordance with Policy EHB and Administrative Procedures EHB-R. Minutes of School Board meetings, and materials used to prepare the same, shall also be made available in accordance with Policy BEDG.

The Superintendent is authorized to contact the District's attorney for any matter related to requests for public records and/or the development of the written procedures required under this policy.

These procedures will apply to all requests to inspect or obtain copies of “District records”, as defined in Policy EH.

1. **Responsibilities:** All requests for access to or copies of District records should be made through the Superintendent’s Office at the SAU. Any board member or staff member who receives a request from a member of the public to see, receive or otherwise inspect any District record(s) (“Right to Know request”) should immediately communicate that request to the Superintendent.
2. **Written Requests Encouraged:** Members of the public are encouraged to make their requests in writing and to include a specific description of the desired record(s). Right to Know requests for District records will not be denied if such request is not in writing. If the person making the request refuses to put the request in writing, the staff member receiving the request shall put the request in writing and shall provide the person with a copy. Individuals making Right-to-Know requests are encouraged to discuss their requests with the school administration to ensure the request is stated in a manner that will focus on the records desired and avoid being unnecessarily overbroad.
3. **Clarifications, Refinement and Modification of Requests:** Carefully tailored requests often can be fulfilled more promptly and help avoid resources being expended to retrieve and prepare material which exceeds what is actually being sought. The Superintendent or

PELHAM SCHOOL DISTRICT POLICY
EH – PUBLIC ACCESS TO ~~USE OF~~ SCHOOL DISTRICT RECORDS

Category: Recommended

designee may contact the person making the request if the request is unclear or will be time consuming or onerous to fulfill to determine if the person will clarify the request or agree to narrow the request. Any clarification or narrowing of the request shall be documented in writing and a copy of the re-formed request provided to the person making the request.

4. **Record Availability:** Records requested under the Right-to-Know law which are not exempt under RSA 91-A:5 (or otherwise) will be made available immediately when such records are available for such release. If such records are not immediately available, if a determination needs to be made if such records exist, or if a determination needs to be made whether such records are exempt from public disclosure, the Superintendent will, within five (5) business days of the request, respond to the requestor, in writing, acknowledging receipt of the request and providing a statement of the time reasonably necessary to determine whether the request shall be granted or denied. Records will be reviewed in their entirety by either the Superintendent or his/her designee before they are released in order to ensure that no confidential or exempted information is disclosed. District legal counsel may be consulted as necessary.
5. **Exempt Information and Redaction:** ~~Records~~ **Information** exempted from disclosure by RSA 91-A:5 or other law will not be disclosed. If a member of the public requests records that are determined to be exempt from disclosure under RSA 91-A:5 or other law, the Superintendent will respond to the requestor, in writing, including a statement of the specific exemption authorizing the withholding, and a brief explanation of how the exemption applies to the record(s) withheld.
6. **No Fee for Inspection:** No cost or fee shall be charged for the inspection, without copying of records, whether in paper, electronic, or other form. The School District will charge a fee of \$0.10 per page for copying/photocopies of records when the person requests a paper copy. **No cost or fee shall be charged for the delivery of the copies.** Electronic copies of the records may be provided when feasible for the school district to produce, **copy, and deliver.**

All District records shall be retained, deleted or destroyed in accordance with Board policy EHB and administrative procedure EHB-R. Minutes of school board meetings shall also be made available in accordance with Board policy BEDG.

District Policy History:

Adopted: July, 1998

Revised: November, 1999

Revised: June 7, 2006

Revised: February 17, 2021

Legal References:

RSA 91-A:4

PELHAM SCHOOL DISTRICT POLICY

JLCJA – EMERGENCY PLAN FOR SPORTS RELATED INJURIES & ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: Priority

Creation of Plan

No later than August 1, 2022, the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director/Coordinator, district athletic trainer(s) and school nurse(s)], shall establish a “Sports Injury Emergency Action Plan” (at times referred to in this policy as the “Plan”) for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

1. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
2. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
3. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
4. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
5. Identify the equipment and supplies and location thereof needed to respond to the emergency;
6. Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator;
7. Identify the equipment and supplies and location thereof needed to respond to the emergency;
8. Identify the location (which shall be consistent with the provisions of GBGBA/JLCEA/KFD) of any automated external defibrillators ("AED"s) and personnel trained in the use of the AED;
9. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association; and
10. Require that all school sponsored sports activities for any of grades 6-12 be supervised by a person trained in CPR.

Dissemination of Sports Injury Emergency Action Plan

The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to pertinent emergency medical services, fire department, and law enforcement.

Additional Written Protocols and Procedures Required

PELHAM SCHOOL DISTRICT POLICY

JLCJA – EMERGENCY PLAN FOR SPORTS RELATED INJURIES & ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: Priority

No later than August 1, 2022, the Superintendent or his/her designee [in consultation with each building Principal, the Athletic Director/Coordinator, district athletic trainer(s) and school nurse(s)], shall develop written procedures and protocols as described below:

1. Hydration, Heat Acclimatization and, Wet Bulb Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

3. Student Return to Play – Procedures governing a student's return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

Annual Review and Update

The Superintendent and/or designee shall ensure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy, are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be available to the Board no later than the start of each school year.

Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan

The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy *EBCA*).

PELHAM SCHOOL DISTRICT POLICY
JLCJA – EMERGENCY PLAN FOR SPORTS RELATED INJURIES &
ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: Priority

District Policy History:

Adopted: December 1, 2021

Legal References:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

RSA 200:40-c, Emergency Plan for Sports Related Injuries

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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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.

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- 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.
-

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

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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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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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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.

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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, IHBA, IHBA, 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.~~

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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~~ 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 Board Meeting
Pelham Elementary School
November 6, 2024
6:30 p.m.

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

Superintendent: Chip McGee

Assistant Superintendent: Sarah Marandos

Business Administrator: Deb Mahoney

Student Representatives: Alexia Nou

Absent: Rebecca Cummings and Mya Belanger

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 one came forward.

Public Input closed at 6:31 p.m.

C. Opening Remarks:

a. Superintendent:

Superintendent McGee shared updates on upcoming events, including the high school football playoffs, scheduled for **6:30 p.m. on Friday at Harris Field**, and the cheer team's participation in the state competition on **Sunday at 10:00 a.m.** at Pinkerton. He then invited Assistant Superintendent Marandos to report on a Professional Development Day held at the PMS, which allowed for a large voter turnout at PHS. Dr. Marandos noted that teachers engaged in sessions on math and literacy connections, with focused activities on classroom math at the elementary level. The day was deemed productive.

b. Student Representative:

Alexia shared upcoming school events, including the 8th Grade Showcase on **November 14**, the National Honor Society Craft Fair on **November 16**, and the National Honor Society induction on **November 21, from 10:00 a.m. to 3:00 p.m.** Mr. Bressette thanked Alexia for her update.

II. Presentations:

A. None

III. Main Issues:

A. Pelham High School Program of Studies:

The meeting then moved to a review of proposed changes to the high school Program of Studies, which will be returned for Board approval in December before the January course selection process. Dr. Marandos said she would review the course changes and answer any Board questions.

Highlights included an update to the Algebra I—Full Year course. The course description clarified that students transitioning from middle school will receive Pre-Algebra credit in the first half and Algebra 1 credit in the second half of the academic year.

Mr. Bressette asked if this was the first year the District offered Algebra I for a full year. Dr. Marandos stated that the District has offered the course for a full year for three years but at a slower pace. The students would have received only one credit instead of two toward their high school graduation.

A discussion followed on the approach to AP course requirements. Dr. Marandos noted that AP students are now encouraged to take the end-of-year AP exam to earn college credit. This change is intended to prepare students for college better and increase accountability.

Ms. Greenwood asked if students who did not take the exam would receive credit but not college credit. Dr. Marandos clarified that students who did not take the AP exam would still receive high school credit but not the weighted GPA benefit associated with AP courses. It is up to colleges and universities to determine if students receive college credit.

The Board discussed some reasons why students choose not to take the AP exam. Mr. Bressette asked why the District did not decide to make it mandatory. Dr. Marandos mentioned that the District is trying to move to a mandatory requirement, but they want to move slowly.

Further discussion covered changes in Science course structures, particularly in Biology and Chemistry. AP Biology now pairs with College Prep Biology Honors, which led to increased enrollment. A similar approach is planned for AP Chemistry, allowing students to concurrently enroll in regular Chemistry and AP Chemistry for dual credit. Dr. Marandos noted that seniors have priority regarding taking these courses.

AP Psychology was updated to align with the College Board description.

Additional changes included opening "Cooking Around the World," a Family and Consumer Science course, to underclassmen with relevant middle school experience and updating the Chemistry and Biology course descriptions to reflect prerequisites based on Physical Science grades.

The presentation continued with a discussion on curriculum adjustments, particularly in the Science Department. The Exercise Physiology course, previously offered under the Science Department, has been reassigned to a Health Instructor with a background in Exercise Science. Consequently, the course prerequisite has shifted from Biology to Health, aiming to attract more students interested in Exercise Physiology.

Program of Studies (2025-2026 Proposed Changes)

Course Changes	# of Credits	Level	Grades	Prerequisite
Algebra 1 Full Year	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 (Sunsetting)

Science	-	Marine Biology, Zoology, and AP Environmental
Business	-	Entrepreneurship
Art	-	Digital Illustration
Social Studies	-	Civil War and World Religions

The Board discussed enrollment factors affecting course availability, such as staffing and the distribution of elective offerings, which can sometimes lower class sizes across various subjects. By temporarily limiting options, they hope to consolidate enrollment for more effective course delivery.

The consensus of the Board was to approve moving forward with the PHS Program of Studies.

B. Fiscal Year 2026 Budget:

The meeting shifted to the Fiscal Year 2026 Budget. The Board reviewed the preliminary fiscal year 2026 budget. Business Administrator Deb Mahoney discussed how the District came up with the Default Budget amount. She noted that the process started with the previous year's budget, adjusted for collective bargaining agreements and legally mandated costs, and removed costs for eliminated positions. **Two classroom Teachers** and **some Special Education positions** were removed, lowering staffing costs. The budget adjustments include reduced interest costs on debt service due to favorable rates and removing one-time items such as maintenance trucks and equipment purchased in the previous fiscal year.

The initial default budget calculation for fiscal year 2026 is **\$43,349,068**, an increase of **\$913,949** over the fiscal year 2025 Default Budget. The Board reviewed this amount by comparing each budget line item, such as salaries, benefits, and Special Education services, against last year's figures. After further adjustments, a final budget vote will occur in January, particularly on health insurance rates and any additional Special Education needs identified in December.

The Board also examined the proposed language for the Operating Budget warrant article, including the Proposed Budget of **\$44,668,848** and the Default Budget of **\$43,349,068**. The Board approved the wording, ensuring the Budget Committee receives it for further review. Mr. Bressette clarified that the difference between the Proposed and Default budgets is approximately **\$1.3 million**.

Mr. Bressette commented that the Board had a couple of outstanding requests, including a boiler and other energy-efficiency projects and audio/video equipment. He hoped that once the costs became available, the District would be able to narrow the difference between the Proposed and Default Budgets.

2025 MS-22 Appropriation	Reductions	Additions	Change
Deductions:	\$ 42,435,119		
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	
<i>Existing Level of Services</i>			
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
Vocational 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

160	SPED Transportation (2722/519)	\$ (843,874)	\$ 1,130,430	\$ 286,556
161	Liability Insurance CAP Agreement (2620/521)	\$ (76,762)	\$ 83,691	\$ 6,929
162	Debt Service (5100, 5120/ 830,910)	\$ (3,778,270)	\$ 3,665,710	\$ (112,560)
163	SAU Energy Performance Lease (4600/441)	\$ (133,768)	\$ 133,768	
164				
165	<i>One-Time Expenditures</i>			
166	DW Maintenance Truck (2630/738)	\$ (58,000)		\$ (58,000)
167	PES Site Improvement (4200/433)	\$ (60,000)		\$ (60,000)
168	PMS Burnisher Equipment (2620/734)	\$ (11,000)		\$ (11,000)
169	PHS Library Laminator/Table (2222/738)	\$ (2,661)		\$ (2,661)
170	SB CBA Printing (2311/890)	\$ (3,200)		\$ (3,200)
171				
172	<i>Legal/Regulatory Requirement Adjustments</i>			
173	None			
174				
175	Net 2024-2025 Operating Budget	\$ 5,025,762		
176	2026 Default General Fund Operating Budget		\$ 41,430,068	\$ 913,949
177	2026 Default Food Service Budget		\$ 1,143,423	
178	2026 Default Grants Fund Budget		\$ 723,577	
179	2026 Default Special Other Budget		\$ 52,000	
180	Total PSD 2026 Default Budget		\$ 43,349,068	\$ 913,949

**2025 Pelham School District Warrant
State of New Hampshire**

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 the 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 the 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:

- 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 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)

Recommended by the School Board (3-1-0)
_____ by the Budget Committee (x-x-x)

Mr. Wilkerson moved to approve Article 1, as presented. Ms. Greenwood seconded the motion, which passed (3-1-0). (Mr. Abare voted 'No')

C. Progress on Goals (Year 2 of 3):

The meeting moved to Progress on District Goals. Dr. McGee said he was going to report on making Pelham the best place to work and on students' performance in mathematics.

Dr. McGee noted that, regarding the goal of making Pelham a top workplace, the District reported an 88% retention rate for salaried staff, just short of the 90% target but an improvement over the previous year's 82%. Retention for hourly instructional staff met the target with a 70% retention rate. Initiatives to Support Staff retention include comprehensive onboarding processes and "Speed of Trust" training, which fosters workplace culture and belonging.

There was acknowledgment of challenges in student outcomes in academic performance, specifically in mathematics. Dr. McGee committed to addressing and improving math performance.

Mr. Bressette acknowledged and commended Dr. McGee for almost reaching the retention goals. **Teacher retention** had reached **88%**, a remarkable accomplishment attributed to the District's leadership and strategic actions. Despite the recent PEA agreement, the District's average teacher salary remained around **\$55,000**, below the state average of **\$65,000 to \$66,000**, a point the Board considered in evaluating future retention efforts.

The Board then requested an update on the District's performance in mathematics, which has been a focus for the past three years. Dr. Marandos explained that the high school's goal was to increase by **5% annually** the number of students at PHS whose SAT scores indicated college and career readiness. The Class of 2025 scores increased by **7%** over their PSAT score. Additionally, in the state assessment, the District's goal was to place in the top **5% among 12 Peer Districts**. Current standings were **8 out of 12** at the elementary level and **12 out of 12** at the middle school level, falling short of the goal.

Dr. Marandos said that in 2023-2024, the Mathematic's Vertical Team undertook significant curriculum updates in response to these goals. The K-12 curriculum was revised and approved for mathematics, and a new elementary math program called Reveal, which emphasizes mathematical practices, was implemented. Changes were also made at the middle school level, including adding a supplemental math course for below-proficient students in Grade 8 and replacing Spanish in their schedules. An accelerated algebra program was introduced, with Grade 8 students now able to complete Algebra I, which supports math progression into high school.

An **SAT boot camp** for juniors was extended to address specific areas of difficulty. Professional Development has been a priority, with elementary and middle schools receiving year-long math coaching. Efforts also included incorporating mathematical practice streaming and working closely with the textbook provider to improve access and effectiveness.

Dr. Marandos highlighted several ongoing challenges, including significant teacher turnover, particularly at PMS and PHS. For example, the current year at PMS marks the first time in eight years that the same Math Teaching Team has returned from the previous year. Turnover has resulted in limited continuity, impacting instructional consistency and

student progress. Additionally, the District has been using an older textbook at PMS and has piloted the new Reveal series in Grades 6-8, with plans for full implementation next year.

The Professional Development needs are also critical, as new teaching strategies require continuous support. Class size has been addressed by reducing accelerated math class sizes, offering supplemental math classes, and adding core classes. An increase in i-Ready (diagnostic assessment) training was also noted as essential, as it provides a diagnostic tool used three times a year to identify and support struggling students with personalized skill plans.

Ms. Greenwood expressed her concern regarding the information provided to the Board. She noted that mathematics has always been a problem in Pelham, and the Board cannot forget the mathematics goal after three years. She asked if the IXL for mathematics was cut from the budget, but Dr. Marandos clarified that the Board cut IXL for reading from the budget. Grades 1 – 9 will receive IXL for mathematics next year.

The Board understood these challenges, with members recognizing the impact of turnover on curriculum consistency. The Board was also reminded of the importance of the state-mandated assessment, which measures proficiency in both math and literacy. These skills were identified as essential for student success beyond school.

Mr. Wilkerson asked for the definition of proficiency in mathematics. Dr. Marandos said that the state defines it as a score of 3 or 4 in the statewide assessment. In high school, the proficiency score is 530 on the SAT. Dr. McGee added that a score of 530 means that a student should be able to pass college-level classes.

The Board members emphasized the need to continue pursuing improvement in these areas, expressing disappointment over the persistent challenges and the District's below-average performance. The Board also recognized the need to retain high-quality teachers, provide consistent Professional Development, and offer stable leadership to encourage a supportive environment for staff and students.

Mr. Abare asked what the Board could do to decrease teacher turnover, not including the CBA. Dr. McGee said that the District has to provide steady leadership from the School Board. He noted that steady leadership from the Board leads to steady leadership with the Leadership Team.

Ms. Greenwood emphasized the importance of retaining teachers within their areas of expertise, allowing them to become curriculum experts who could provide valuable insights to colleagues.

The Board agreed to re-adopt mathematics as a primary goal, emphasizing that it could not be overlooked, given its essential role in student success. The Board admitted the need to maintain this goal alongside literacy as a fundamental measure of the District's educational objectives, pledging to continue improving student achievement and addressing the identified challenges.

Mr. Bressette suggested moving the "Student Belonging" from a School Board Goal and charging the Building Administrators with creating tailored action plans. An early draft of these plans was discussed, with a request for regular reporting on progress. He added that **PES data** from 2018 to 2024 showed fluctuations in school performance, with a drop from fourth place in 2021 to eighth. Board members expressed concern and a desire to learn from Peer Districts' practices in achieving mathematics proficiency.

	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, Litchfield, Londonderry, Pelham, Salem, Timberlane Regional, and Windham.

Dr. Marandos highlighted the collaboration with counterparts in neighboring Districts and proposed a deeper peer review of their successful strategies. Reflecting on the original goal-setting process, the key elements were specificity

and actionable metrics. Despite efforts, progress in mathematics proficiency remained a concern, attributed partly to **teacher turnover** and the need for continued Professional Development.

Dr. Marandos explained that last year's curriculum revisions, including adopting a new elementary math program, required extensive training. She emphasized the importance of supporting teachers through ongoing development. She suggested creating additional action steps to aid teachers in becoming subject experts, especially given the challenge of mastery across multiple subjects at the elementary level.

Mr. Bressette then shifted to whether a Task Force was necessary to guide these initiatives. Dr. McGee expressed confidence in the current actions and stressed the importance of continuity rather than resetting goals annually due to staffing changes. It was agreed that while results are necessary, achieving lasting improvement would take time.

Ms. Greenwood raised the issue of ensuring that the **PMS Math Coach** is fully utilized for coaching rather than teaching. Discussions focused on maximizing the Coach's availability by freeing her from teaching duties to focus on supporting the six math teachers at PMS.

Enrollment and class size were also discussed, particularly the need for smaller, accelerated math classes at the eighth-grade level. The District currently maintains class sizes below 25, in line with the Collective Bargaining Agreement (CBA), by adding additional accelerated classes when necessary.

Dr. Marandos noted the availability of Professional Development opportunities, including training in math practices.

The Board discussed the suggestion to indefinitely extend the math goal, with periodic monitoring and adjustments as needed. The Board also proposed moving the "Student Belonging" goal to the building level to avoid overloading the District's goals.

Mr. Bressette moved to reevaluate the math goal indefinitely and de-escalate the "Student Belonging" goal. Mr. Wilkerson seconded the motion, which passed (4-0-0).

D. Policy Review:

The Board reviewed the policies listed below.

a. First Reading:

- | | |
|---------------------|---|
| i. BBBF | - Student Members of the School Board |
| ii. GBGNA/JLCEA/KFD | - Use of Automated External Defibrillators(s) (AED) |
| iii. IC | - School Year and School Year Calendar |
| iv. IJOA | - Field Trips |
| v. JRA | - Student Records and Access - FERPA |
| vi. IHBA | - Programs for Pupils with Disabilities |

b. Second Reading:

- | | |
|--------|----------------------------|
| i. CFB | - Administrator Evaluation |
|--------|----------------------------|

Mr. Wilkerson moved to approve Policy CFB, as presented. Ms. Greenwood seconded the motion, which passed (4-0-0).

VI. Other:

- A.** None

VII. Board Member Reports:

- A.** Mr. Bressette mentioned that the Budget Committee is meeting tomorrow to review and ask questions regarding the School District Budget. The Committee will vote on the Town and School District budgets and warrant articles next Thursday.

- B. Mr. Wilkerson noted that he would attend an upcoming regional meeting in Salem next week on November 14.
- C. Dr. McGee commented that the event that Mr. Wilkerson would be attending is to honor educators and local service providers. The annual breakfast recognizes teachers and professionals, including police and fire personnel, from the region. **Katie McGuire**, a Grade 5 Teacher from the Pelham School District, was named "Teacher of the Year" by the event's panel. The Board congratulated Ms. McGuire.

VIII. Consent Agenda:

A. Adoption of Minutes

- a. October 2, 2024 – Draft Public Minutes
- b. October 16, 2024 – Draft Public Minutes

A. Vendor and Payroll Manifests:

- a. 556 \$633,229.55
- b. 559 \$641,310.88
- c. 560 \$674,938.78
- d. AP110624 \$909,471.64
- e. DU110624 \$3,412.47
- f. PAY559P \$320,408.49
- g. PAY560P \$21,534.96

C. Correspondence & Information:

- a. None

D. Enrollment Report:

- a. November 1, 2024 Enrollment Report
The enrollment report showed a net change of **+3** over the previous month, highlighting a typical fluctuation of ins and outs.

E. Staffing Updates:

- a. **Leaves:**
 - i. None
- b. **Resignations:**
 - i. None
- c. **Retirements:**
 - i. None
- d. **Nominations:**
 - i. None

Mr. Wilkerson reminded the Board that he was not present at the October 16 meeting. Mr. Bressette proposed that the Board remove the October 16 minutes from the first motion, and the Board agreed.

Mr. Wilkerson moved to approve the Consent Agenda with a modification as requested. Ms. Greenwood seconded the motion, which passed (4-0-0).

Mr. Abare motioned to approve the October 16, 2024, meeting minutes. Ms. Greenwood seconded the motion, which passed (3-0-1). (Mr. Wilkerson abstained)

IX. Future Agenda Planning:

- A. None**

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X. Future Meetings:

- A. 11/20/2024 – 6:30 p.m. School Board Meeting @ PES Library
- B. 12/04/2024 – 6:30 p.m. School Board Meeting @ PES Library

XI. Non-Public Session:

(c) Matters which, if discussed in public, would likely adversely affect the reputation of any person other than a public body member, 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 is based on the applicant's inability to pay or poverty.

(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.

Mr. Wilkerson moved to enter non-public 91-A:3, II (c)—Reputation and 91-A:3, II (i)—Emergency Functions at 7:49 p.m.
Ms. Greenwood seconded the motion, which passed (4-0-0).

- | | | | |
|----|--------------|---|-----|
| a. | T. Bressette | - | Aye |
| b. | D. Wilkerson | - | Aye |
| c. | G. Abare | - | Aye |
| d. | D. Greenwood | - | Aye |

XII. Reconvene:

8:14 p.m.

XIII. Adjournment:

Mr. Wilkerson moved to adjourn the School Board Meeting at 8:15 p.m. Mr. Abare seconded the motion, which passed (4-0-0).

Respectfully Submitted,
Matthew Sullivan
School Board Recording Secretary

**Pelham School Board Meeting
Pelham Elementary School
November 6, 2024
Non-Public Session**

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

Superintendent: Chip McGee

Also in Attendance: Keith Lord, Director of Technology

Absent: Rebecca Cummings

Enter Non-Public Session:

Mr. Wilkerson moved enter non-public 91-A:3, II (c) – Reputation and 91-A:3, II (i) – Emergency Functions at 7:49 p.m. Mr. Abare seconded the motion, which passed (4-0-0).

- a. T. Bressette - Aye
- b. D. Wilkerson - Aye
- c. G. Abare - Aye
- d. D. Greenwood - Aye

Non-Public Session:

The Board discussed a Personnel Matter and an MOU for Emergency Planning.

Mr. Wilkerson moved to approve the MOU as presented by Superintendent McGee and Director Keith Lord. Mr. Abare seconded the motion, which passed (4-0-0).

Roll Call:

- a. Troy Bressette – Aye
- b. David Wilkerson – Aye
- c. Garrett Abare – Aye
- d. Darlene Greenwood – Aye

End of Non-Public

Mr. Wilkerson moved to leave the non-public session at 8:13 p.m. Mr. Abare seconded the motion. The motion passed (4-0-0).

Roll Call:

- a. Troy Bressette – Aye
- b. David Wilkerson – Aye
- c. Garrett Abare – Aye
- d. Darlene Greenwood – Aye

Seal Non-Public Minutes:

Mr. Wilkerson moved to approve and seal the minutes under RSA 91-A:3, III – Render the proposed action of the Board ineffective. Mr. Abare seconded the motion. The motion passed (4-0-0).

Roll Call:

- a. Troy Bressette – Aye
- b. David Wilkerson – Aye
- c. Garrett Abare – Aye

54 d. Darlene Greenwood – Aye
55
56 Respectfully Submitted,
57 Matthew Sullivan
58 School Board Recording Secretary

November 6, 2024



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
Department of Education
25 Hall Street
Concord, NH 03301
TEL. (603) 271-3495

November 12, 2024

Dear School Leaders:

I am writing to share some important information regarding the current special education aid funding, which I know will be of significance to all of you.

There has been a steady increase in the number of students with Individualized Education Programs and an increase in the cost of providing IEP services, as illustrated in the attached analysis.

As you might already be aware, as of Oct. 1, 2024, LEAs have sought reimbursement of \$50,273,602 of Special Education Aid eligible for reimbursement after the cap totals. The current appropriation for this crucial area of special education aid is \$33,917,000, resulting in a proration of 67.5%. Although the total reimbursement expected to be paid by the state in January of 2025 is the same amount that was reimbursed to districts in 2024 and 2023, the proration rate is lower than in recent years; the proration amount in 2024 was 87% and the proration amount in 2023 was 98.3%.

We understand how this reduction in funding could impact your schools, your budgets, and, ultimately, the communities and students you serve. The gap between Special Education Aid claims and the amount in the state budget to reimburse districts creates real challenges, and we acknowledge the strain this places on your districts.

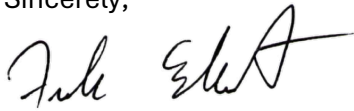
Attached to this letter is a comprehensive analysis over the past eight years of Special Education Aid that looks at both the number of eligible students and the cost of services. For comparison, there were 765 students considered eligible for special education aid last year. That number has grown to 870 – an increase of 12% in one year. This increase included the expansion, in compliance with federal law, of services to students inclusive of 21, which added 48 students in fiscal year 2024. In addition to a higher number of special education students, the special education cost per pupil for those individuals eligible for reimbursement after the cap increased 9.3% in that same timeframe – rising from \$127,841 to \$139,694. Statewide special education spending, including state, federal, local and other sources, increased from \$843 million to \$915 million over this same period.

While these budgetary constraints are not the news we were hoping for, I want to assure you that we are acutely aware of the difficulties this may create, not only for your schools but also for taxpayers who contribute to supporting our educational system. We will work to provide guidance to districts that could be facing significant impacts because of this shortfall.

In the meantime, I encourage you to consider this information as you make any necessary adjustments to your financial planning. Please do not hesitate to reach out if you have any questions, concerns or suggestions on how we can work together to navigate this challenging situation.

Thank you for your continued leadership and dedication to the students and families in your care.

Sincerely,

A handwritten signature in black ink, appearing to read "Frank Edelblut", written in a cursive style.

Frank Edelblut
Commissioner of Education

Department of Education Special Education Aid
Historical Cost Trends by Age Group and Cost Bracket By Year

Expenditure School Year (FY)*			2017	2018	2019	2020	2021	2022	2023	2024
Costs Submitted for State Aid Reimbursement			\$ 82,667,749	\$ 85,919,383	\$ 86,398,914	\$ 79,770,632	\$ 80,819,715	\$ 90,301,472	\$ 97,798,488	\$ 121,534,157
Students Submitted for State Aid Reimbursement			832	849	828	742	738	767	765	870
Eligible for Reimbursement After Cap ¹			\$ 32,519,565	\$ 31,782,114	\$ 32,601,971	\$ 29,626,759	\$ 31,797,250	\$ 34,511,871	\$ 38,967,953	\$ 50,273,602
State Appropriation*			\$ 22,300,000	\$ 22,317,665	\$ 30,800,003	\$ 30,800,000	\$ 33,252,000	\$ 33,917,000	\$ 33,917,000	\$ 33,917,000
Percent Reimbursed ²			68.6%	70.2%	94.5%	104.0%	104.6%	98.3%	87.0%	67.5%
Highest Cost Per Student			\$ 401,070	\$ 393,699	\$ 388,804	\$ 408,997	\$ 432,306	\$ 474,195	\$ 475,845	\$ 571,952
Statewide Special Ed - Percent of Students Out of District ³			4.8%	4.6%	4.4%	4.3%	3.9%	3.9%	3.9%	4.0%
Statewide Special Ed - Count Out of District ³			1,544	1,551	1,526	1,463	1,338	1,369	1,409	1,464
Statewide Special Ed - Percent of Students with IEPs ³			17.5%	18.5%	18.9%	18.8%	19.5%	20.1%	20.8%	21.5%
Statewide Special Ed - Count of Students with IEPs ³			32,364	33,757	34,457	33,867	34,001	34,984	35,717	36,401
Statewide Total Student Enrollment ³			184,458	182,913	181,868	179,873	174,228	173,876	171,695	169,131
Statewide Special Education Expenditures ⁴			\$ 709,151,305	\$ 742,244,275	\$ 770,030,262	\$ 792,292,207	\$ 785,318,950	\$ 842,738,008	\$ 915,220,911	TBD
Statewide Total Education Expenditures ⁵			\$ 3,030,406,442	\$ 3,118,637,355	\$ 3,198,921,225	\$ 3,238,782,862	\$ 3,367,689,235	\$ 3,540,388,585	\$ 3,722,299,299	TBD
Statewide Special Ed - Percent of Total Expenditures ³			23.4%	23.8%	24.1%	24.5%	23.3%	23.8%	24.6%	
Variance Analysis for State Special Education Aid Expenditures										
The below reconciliation analyzes the increase attributed to the change in the number of special education students and the change attributed to the average cost per special education student.										
Attributed to Student Count	Under 21	3.5x-10x	\$ 6,203,502	\$ 794,882	\$ (1,416,810)	\$ (6,991,216)	\$ 860,061	\$ 2,847,307	\$ (941,867)	\$ 7,414,787
		>=10x	\$ (193,859)	\$ 596,162	\$ (404,803)	\$ (2,191,277)	\$ (752,553)	\$ (328,535)	\$ 706,400	\$ 3,579,552
	21 or over	3.5x-10x	\$ (290,789)	\$ 99,360	\$ -	\$ 208,693	\$ (537,538)	\$ 657,071	\$ (117,733)	\$ 1,661,935
		>=10x	\$ (96,930)	\$ 198,721	\$ (303,602)	\$ -	\$ -	\$ -	\$ 117,733	\$ 767,047
	Student Count Attributed Costs		\$ 5,621,923	\$ 1,689,125	\$ (2,125,214)	\$ (8,973,800)	\$ (430,030)	\$ 3,175,842	\$ (235,467)	\$ 13,423,322
Attributed to Student Cost	Under 21	3.5x-10x	\$ 1,798,615	\$ 1,376,627	\$ 2,309,037	\$ 2,108,438	\$ 1,352,847	\$ 5,763,293	\$ 7,004,720	\$ 8,901,807
		>=10x	\$ 213,889	\$ 172,999	\$ 283,125	\$ 218,114	\$ 124,262	\$ 485,070	\$ 657,008	\$ 1,102,354
	21 or over	3.5x-10x	\$ 7,292	\$ 7,362	\$ 12,583	\$ 18,966	\$ 2,004	\$ 57,551	\$ 60,647	\$ 225,212
		>=10x	\$ 2,431	\$ 5,522	\$ -	\$ -	\$ -	\$ -	\$ 10,108	\$ 82,973
	Average Student Cost Attributed Costs		\$ 2,022,226	\$ 1,562,510	\$ 2,604,745	\$ 2,345,518	\$ 1,479,113	\$ 6,305,915	\$ 7,732,483	\$ 10,312,347

Information and Notations

*State Special Ed Aid is reimbursed in the following state fiscal year. E.g., Expenditures from School Year 2024 will be reimbursed with State Fiscal Year 2025 Appropriation

Student counts and costs only reflect reimbursement submissions to NHED for Special Education Aid (as of 10/21/24), unless otherwise indicated

Age of student as of Feb. 1 of each year

Cost Bracket indicates if total student cost is between 3.5x-10x or above 10x the estimated cost per student, pursuant RSA 186-C:18, III

¹ Amount reimbursement is 80% of costs between 3.5 times and 10 times the estimated average costs per pupil, plus 100% of costs over 10 times the estimated average cost per pupil pursuant RSA 186-C:18, III.

² Proration % = Amount Reimbursed by state / Total Allowable reimbursement (80% of costs between 3.5x-20x and amounts over 10x paid at 100%)

³ Statewide counts are NH residents per i4see EOY submissions by districts

⁴ Statewide Special Education Spending, including State, Federal, Local, and other sources, for all IEP students including those who do not meet or exceed the 3.5x's threshold, per annual financial report DOE-25s submitted to NHED (Page 21 Line 21)

Special Education Revenue (FY15 through FY25)

Historical Data for Pelham School District as reported through the NHDOE

Presented to the Pelham School Board 11/20/24

Fiscal Year	Funds spent by the District and approved by the NHDOE on high cost placements and programs above certain thresholds - "District Entitlement"	Reimbursement from the NHDOE - Special Ed Aid (CAT Aid) Revenue	Reimbursement Rate (calculated)	State Funding Deficit**
FY25 *	821,248	554,342	67%	(266,906)
FY24	519,295	451,985	87%	(67,310)
FY23	269,961	265,308	98%	(4,653)
FY22	183,870	183,870	100%	0
FY21	359,225	359,225	100%	0
FY20	305,259	288,387	94%	(16,872)
FY19	534,816	375,552	70%	(159,264)
FY18	788,559	570,922	72%	(217,637)
FY17	819,090	593,119	72%	(225,971)
FY16	579,901	436,234	75%	(143,667)
FY15	255,632	190,262	74%	(65,370)

* Estimated by NHDOE

** State funding deficit is the different between the