



## **Pelham School Board Meeting Agenda**

**January 8, 2025**

**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. English Language Arts Report regarding Literacy Goal
  - a) Explanation: Assistant Superintendent Marandos will present the work of the English Language Arts Vertical Team. The team has analyzed our current curriculum, assessment, instruction and professional development and developed a roadmap including budgetary implications to improve literacy instruction.
  - b) Materials
    - (1) ELA Task Force Memo
2. March 2025 Warrant
  - a) Explanation: Superintendent McGee and Business Administrator Mahoney will review the default budget calculation and the March 2025 Warrant. The Board will need to approve the default budget calculation and take a position on the warrant article. They are also preparing the Deliberative Session presentation for February 5. They are seeking input from the Board including a primary contact on the Board for creating the presentation.

- b) Materials:
  - (1) 2025 DRAFT Warrant
  - (2) 2025 Default Budget Spreadsheet
  - (3) 2025 MS-DSB Default Budget Form
  - (4) 2025 Annual Meetings & Election Calendar

3. Professional Development Master Plan

- a) Explanation: Assistant Superintendent Marandos will update the Board regarding the professional development activities underway in the District.
- b) Materials:
  - (1) Memorandum
  - (2) 2025-2030 PSD Professional Development Master Plan

4. Policy Review

- a) Explanation: The Policy Committee is presenting the following policy changes for consideration.
- b) Materials:
  - (1) First Reading - none
  - (2) Second Reading
    - (a) IGE - Parental Objections to Specific Course Material
    - (b) IHAM - Health Education and Exemption From Instruction
    - (c) IKF- High School Graduation Requirements
    - (d) JCA - Change of School Assignment Best Interest and Manifest Educational Hardship

**D. Board Member Reports**

**E. Consent Agenda**

- 1. Adoption of Minutes
  - a) 2024.12.18 Draft School Board Minutes
  - b) 2024.12.18 Draft Non Public Minutes
- 2. Vendor and Payroll Manifests
  - a) 564                      \$618,387.82
  - b) PAY564P              \$ 20,359.77
  - c) DU010825            \$ 278.00
  - d) AP010825            \$802,063.97
- 3. Correspondence and Information
- 4. Enrollment Report
  - a) January 1, 2025 Enrollment Report
- 5. Staffing Updates
  - a) Leaves
  - b) Resignations
  - c) Retirements
  - d) Nominations

(1) Brian Kinney	District	Director of Facilities
(2) Elizabeth Rollins	PHS	LTS - Math

## **F. Future Agenda Planning**

### **G. Future Meetings**

1. January 22, 2025	School Board Meeting	6:30PM
2. February 5, 2025	Sherburne Hall	7:00PM

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

1. Personnel Matter
2. Cyber Security Incident

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

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

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

the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.

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

\*Updated on 01/27/2023

**Eric "Chip" McGee, Ed.D.**  
*Superintendent*

**Deb Mahoney**  
*Business Administrator*



**Sarah Marandos, Ed.D.**  
*Assistant Superintendent*

**Toni Barkdoll**  
*Director of Human Resources*

**Keith Lord**  
*Director of Technology*

*59A Marsh Road  
Pelham, NH 03076*

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

**Kimberly Noyes**  
*Director of Student Services*

To: Pelham School Board  
From: Sarah Marandos, Assistant Superintendent  
Chip McGee, Superintendent  
Re: ELA Vertical Team Report  
Date: January 8, 2025

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 anticipated 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 4 of 7 for area high schools 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 (i-Ready) and for grades 9 and 10 to track progress (PSAT) and engage the teachers and staff at those levels in the goal.

**Action Items:** In the Fall of 2024, the Assistant Superintendent worked with the English Language Arts Vertical 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.

The results are presented in the ELA Task Force Report Executive Summary. The ELA Task Force Report was developed to provide an update to the Pelham School Board from a range of representative perspectives on the teaching of English Language Arts (ELA) in the Pelham School District. This report reviews our current curriculum, assessment, instruction and professional development efforts in ELA. It identifies potential goals for measurable

improvement and it outlines proposed action items through 2027. We have determined the following:

- Our current curriculum map covers the key state standards for ELA concepts.
- We offer a variety of assessments across grade levels including diagnostic assessments, benchmark assessments and state-mandated assessments.
- Our core instructional program and textbooks are reasonably selected and adopted. We offer interventions for students who struggle. A more systematic approach for remediation and intervention is necessary for students that are missing foundational skills.
- Our professional development efforts appear insufficient. We need to provide professional development in the Science of Reading and evidence-based strategies. Additionally, we have found we could do more to help teachers interpret student data to adjust instruction. Teachers should be trained in the Science of Reading so there are improved student outcomes including stronger foundational skills. Additionally, the Science of Reading focuses on data-driven instruction and effective interventions.
- This report outlines the immediate actions that we plan to implement this school year. We need to approach this with a sense of urgency, and have several items in the works. We will have assessment data available in May, and will course correct this summer where needed.

We are proposing three goals in ELA

- Improve our performance on the ELA portion of the New Hampshire State Assessment System to be in the top 5 among our 12 peer districts.
- Increase by 5% per year the number of students at Pelham High School whose SAT score is at the College Board benchmark of “college and career ready,” a score of 480 out of 800. Additionally, be in the top 4 among our 7 peer high schools. There are 7 high schools in our peer group currently.
- Strengthen formative results for K-2 classroom teachers using diagnostic tools in i-Ready to build early literacy skills.

We recommend these action items:

- Professional development in the Science of Reading, i-Ready data for interventions, reading, writing and vocabulary development across content areas
- Continued curriculum improvement and assessment development in content specific writing, vocabulary, reading comprehension, and analysis

The budget implications for 2024-2025 are within our current grant funding for Title II and Curriculum budget. We plan to return in May to report our progress.

Thank you to all of the hard-working faculty that spent time on the ELA Vertical Team to create this report.

**2025 PELHAM SCHOOL DISTRICT WARRANT  
STATE OF NEW HAMPSHIRE  
January 8, 2025 Final Draft**

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

**FIRST SESSION OF ANNUAL MEETING (DELIBERATIVE)**

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

**SECOND SESSION OF ANNUAL MEETING (OFFICIAL BALLOT VOTING)**

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

**ARTICLE A**

To elect by ballot the following School District Officers:

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

## **ARTICLE 1 – OPERATING BUDGET**

Shall the Pelham School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session of the annual school district meeting, for the purposes set forth herein, totaling Forty-Four Million, Eighty-Two Thousand, Four Hundred Eleven Dollars (\$44,082,411)? Should this article be defeated, the default budget shall be Forty-Three Million, Three Hundred Forty-Nine Thousand, Sixty-Eight Dollars (\$43,349,068), which is the same as last year, with certain adjustments required by previous action of the Pelham School District or by law; or the Pelham School Board may hold one special meeting, in accordance with RSA 40:13 X and XVI, to take up the issue of a revised operating budget only. (Majority vote required)

\_\_\_\_\_ *by the School Board (\_\_\_\_\_)*  
*Recommended by the Budget Committee (9-0-0)*



**GIVEN UNDER OUR HANDS AT SAID PELHAM THIS 8<sup>th</sup> DAY OF JANUARY 2025.**

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Troy Bressette, Chair

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G. David Wilkerson, Vice Chair

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Garrett Abare

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Rebecca Cummings

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Darlene Greenwood

**Pelham School Board**

**Pelham School District**  
**2025 - 2026 Default Budget Calculation**  
**1/8/2025**

	<u>Reductions</u>	<u>Additions</u>	<u>Change</u>
<b>2025 MS-22 Appropriation</b>	<b>\$ 42,435,119</b>		
<b>Deductions:</b>			
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	\$ -
<b>Operating Budget (2025 Gross &amp; 2026 Net)</b>	<b>\$ 40,516,119</b>	<b>\$ 0</b>	<b>\$ -</b>
<u>Existing Level of Services</u>			
Total Salaries (110-130)	\$ (17,937,549)	\$ 18,111,388	\$ 173,838
Total Benefits (211-299)	\$ (9,564,496)	\$ 10,092,666	\$ 528,170
SPED Professional Services (1210, 1280/321-560, 580-890)	\$ (483,602)	\$ 572,862	\$ 89,260
SPED Tuition (1210,1280/561,564,569)	\$ (2,209,772)	\$ 2,289,154	\$ 79,382
Voc Tuition (1300/ 561)	\$ (115,213)	\$ 115,213	\$ -
Psychological Professional Services (2140/321-890)	\$ (128,612)	\$ 193,062	\$ 64,450
Speech & Language Prof Services. (2150/321-890)	\$ (173,439)	\$ 101,458	\$ (71,981)
PT Professional Services (2162/321-890)	\$ (49,450)	\$ 49,650	\$ 200
OT Professional Services (2163/321-890)	\$ (4,672)	\$ 9,238	\$ 4,566
SPED Transportation (2722/519)	\$ (843,874)	\$ 1,130,430	\$ 286,556
Liability Insurance CAP Agreement (2620/521)	\$ (76,762)	\$ 83,691	\$ 6,929
Debt Service (5100, 5120/ 830,910)	\$ (3,778,270)	\$ 3,665,710	\$ (112,560)
SAU Energy Performance Lease (4600/441)	\$ (133,768)	\$ 133,768	\$ -
All Other Functions and lines not listed	\$ (4,881,779)	\$ 4,881,779	\$ -
<u>One-Time Expenditures</u>			
DW Maintenance Truck (2630/738)	\$ (58,000)	\$ -	\$ (58,000)
PES Site Improvement (4200/433)	\$ (60,000)	\$ -	\$ (60,000)
PMS Burnisher Equipment (2620/734)	\$ (11,000)	\$ -	\$ (11,000)
PHS Library Laminator/Table (2222/738)	\$ (2,661)	\$ -	\$ (2,661)
SB CBA Printing (2311/890)	\$ (3,200)	\$ -	\$ (3,200)
<u>Legal/Regulatory Requirement Adjustments</u>			
none	\$ -	\$ -	\$ -
<b>NET 2024-2025 OPERATING BUDGET</b>	<b>\$ 0</b>		
<b>2026 DEFAULT GENERAL FUND OPERATING BUDGET</b>		<b>\$ 41,430,068</b>	<b>\$ 913,949</b>
<b>2026 DEFAULT FOOD SERVICE BUDGET</b>		<b>\$ 1,143,423</b>	<b>\$ -</b>
<b>2026 DEFAULT GRANTS FUND BUDGET</b>		<b>\$ 723,577</b>	<b>\$ -</b>
<b>2026 DEFAULT SPECIAL OTHER BUDGET</b>		<b>\$ 52,000</b>	<b>\$ -</b>
<b>TOTAL PSD 2026 DEFAULT BUDGET</b>		<b>\$ 43,349,068</b>	<b>\$ 913,949</b>



Default Budget of the School District

**Pelham Local School**

For the period beginning July 1, 2025 and ending June 30, 2026

*RSA 40:13, IX (b) "Default budget" as used in this subdivision means the amount of the same appropriations as contained in the operating budget authorized for the previous year, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, and reduced by one-time expenditures contained in the operating budget. For the purposes of this paragraph, one-time expenditures shall be appropriations not likely to recur in the succeeding budget, as determined by the governing body, unless the provisions of RSA 40:14-b are adopted, of the local political subdivision.*

This form was posted with the warrant on: \_\_\_\_\_

**SCHOOL BOARD OR BUDGET COMMITTEE CERTIFICATION**

Under penalties of perjury, I declare that I have examined the information contained in this form and to the best of my belief it is true, correct and complete.

Name	Position	Signature

This form must be signed, scanned, and uploaded to the Municipal Tax Rate Setting Portal:

<https://www.proptax.org/>

**For assistance please contact:**

NH DRA Municipal and Property Division  
(603) 230-5090

<https://www.revenue.nh.gov/about-dra/municipal-and-property-division/municipal-bureau>



**Appropriations**

Account	Purpose	Prior Year Adopted Budget	Reductions or Increases	One-Time Appropriations	Default Budget
<b>Instruction</b>					
1100-1199	Regular Programs	\$13,475,409	\$340,216	\$0	\$13,815,625
1200-1299	Special Programs	\$7,056,281	\$324,480	\$0	\$7,380,761
1300-1399	Vocational Programs	\$115,213	\$0	\$0	\$115,213
1400-1499	Other Programs	\$723,884	\$0	\$0	\$723,884
1500-1599	Non-Public Programs	\$15,264	\$0	\$0	\$15,264
1600-1699	Adult/Continuing Education Programs	\$0	\$0	\$0	\$0
1700-1799	Community/Junior College Education Programs	\$0	\$0	\$0	\$0
1800-1899	Community Service Programs	\$0	\$0	\$0	\$0
<b>Instruction Subtotal</b>		<b>\$21,386,051</b>	<b>\$664,696</b>	<b>\$0</b>	<b>\$22,050,747</b>
<b>Support Services</b>					
2000-2199	Student Support Services	\$3,394,677	\$195,586	\$0	\$3,590,263
2200-2299	Instructional Staff Services	\$1,150,625	\$7,603	(\$2,661)	\$1,155,567
<b>Support Services Subtotal</b>		<b>\$4,545,302</b>	<b>\$203,189</b>	<b>(\$2,661)</b>	<b>\$4,745,830</b>
<b>General Administration</b>					
2310 (840)	School Board Contingency	\$0	\$0	\$0	\$0
2310-2319	Other School Board	\$95,197	\$0	(\$3,200)	\$91,997
<b>General Administration Subtotal</b>		<b>\$95,197</b>	<b>\$0</b>	<b>(\$3,200)</b>	<b>\$91,997</b>
<b>Executive Administration</b>					
2320 (310)	SAU Management Services	\$0	\$0	\$0	\$0
2320-2399	All Other Administration	\$1,114,362	\$0	\$0	\$1,114,362
2400-2499	School Administration Service	\$2,062,827	\$0	\$0	\$2,062,827
2500-2599	Business	\$472,253	\$0	\$0	\$472,253
2600-2699	Plant Operations and Maintenance	\$3,025,787	\$6,929	(\$69,000)	\$2,963,716
2700-2799	Student Transportation	\$2,361,111	\$286,556	\$0	\$2,647,667
2800-2999	Support Service, Central and Other	\$1,481,187	\$0	\$0	\$1,481,187
<b>Executive Administration Subtotal</b>		<b>\$10,517,527</b>	<b>\$293,485</b>	<b>(\$69,000)</b>	<b>\$10,742,012</b>
<b>Non-Instructional Services</b>					
3100	Food Service Operations	\$0	\$0	\$0	\$0
3200	Enterprise Operations	\$0	\$0	\$0	\$0
<b>Non-Instructional Services Subtotal</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>



**Appropriations**

Account	Purpose	Prior Year Adopted Budget	Reductions or Increases	One-Time Appropriations	Default Budget
<b>Facilities Acquisition and Construction</b>					
4100	Site Acquisition	\$0	\$0	\$0	\$0
4200	Site Improvement	\$60,001	\$0	(\$60,000)	\$1
4300	Architectural/Engineering	\$1	\$0	\$0	\$1
4400	Educational Specification Development	\$0	\$0	\$0	\$0
4500	Building Acquisition/Construction	\$1	\$0	\$0	\$1
4600	Building Improvement Services	\$133,769	\$0	\$0	\$133,769
4900	Other Facilities Acquisition and Construction	\$0	\$0	\$0	\$0
<b>Facilities Acquisition and Construction Subtotal</b>		<b>\$193,772</b>	<b>\$0</b>	<b>(\$60,000)</b>	<b>\$133,772</b>
<b>Other Outlays</b>					
5110	Debt Service - Principal	\$2,410,000	\$0	\$0	\$2,410,000
5120	Debt Service - Interest	\$1,368,270	(\$112,560)	\$0	\$1,255,710
<b>Other Outlays Subtotal</b>		<b>\$3,778,270</b>	<b>(\$112,560)</b>	<b>\$0</b>	<b>\$3,665,710</b>
<b>Fund Transfers</b>					
5220-5221	To Food Service	\$1,143,423	\$0	\$0	\$1,143,423
5222-5229	To Other Special Revenue	\$775,577	\$0	\$0	\$775,577
5230-5239	To Capital Projects	\$0	\$0	\$0	\$0
5251	To Capital Reserve Fund	\$0	\$0	\$0	\$0
5252	To Expendable Trusts/Fiduciary Funds	\$0	\$0	\$0	\$0
5253	To Non-Expendable Trust Funds	\$0	\$0	\$0	\$0
5254	To Agency Funds	\$0	\$0	\$0	\$0
5300-5399	Intergovernmental Agency Allocation	\$0	\$0	\$0	\$0
9990	Supplemental Appropriation	\$0	\$0	\$0	\$0
9992	Deficit Appropriation	\$0	\$0	\$0	\$0
<b>Fund Transfers Subtotal</b>		<b>\$1,919,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,919,000</b>
<b>Total Operating Budget Appropriations</b>		<b>\$42,435,119</b>	<b>\$1,048,810</b>	<b>(\$134,861)</b>	<b>\$43,349,068</b>



### **Reasons for Reductions/Increases & One-Time Appropriations**

<b>Account</b>	<b>Explanation</b>
5120	Reduction in PHS Bond Interest and PMS Bond Interest in accordance with the payment schedule.
2200-2299	Increases and decreases to salaries and benefits in accordance with the CBA. Reduction for one time expense for PHS Laminator/Table.
2310-2319	Reduction for one time expense for PEA CBA Printing.
2600-2699	Increase for P&L Insurance CAP Contract. Reduction for one time expense of Maintenance Truck and PMS Burnisher.
1100-1199	Salaries and benefit increases and decreases in accordance with the CBAs. Reduction of salaries and benefits for eliminated teaching positions, 1.0 PES Classroom Teacher, 1.0 PHS Business Teacher.
4200	Reduction for one time expense for PES Site Improvement of Lot.
1200-1299	Salaries and benefit increases in accordance with the CBAs. Increase for required NECC IA position. Reduction of Salaries and Benefits for eliminated positions, 1.0 PES SPED Teacher, 0.5
2000-2199	Increases and decreases to salaries and benefits in accordance with the CBAs. Increase for Psychological Services, Physical and Occupational Therapy Services. Reduction for Speech Therapy Services.
2700-2799	Increase for required Special Education Transportation.

**PELHAM SCHOOL DISTRICT CALENDAR  
2025 ANNUAL MEETING & ELECTION  
OFFICIAL BALLOT DISTRICT (SB2)  
1<sup>st</sup> Deliberative Session - Wednesday, February 5, 2025**

<b>Date</b>	<b>Action</b>	<b>Reference</b>
Friday, January 10, 2025	<b>Deadline for Citizen Petition Bond Articles</b> in excess of \$100,000.	RSA 40:13, II-a (b)
Tuesday, January 14, 2025	<b>Deadline to Post Notice of Budget Hearing and Post and Publish Notice of Bond Hearing.</b> Note: At least 7 days prior notice of bond hearing must be published in the newspaper.	RSA 40:13, II-a (a), RSA 33:8-a
Tuesday, January 14, 2025	<b>Deadline for other Citizens Petition Articles.</b>	RSA 40:13 II-a (b), RSA 197:6
Tuesday, January 14, 2025	<b>Deadline to finalize CBAs.</b>	RSA 32:5-a
Tuesday, January 14, 2025	<b>Supervisor of Checklist Posts Checklist.</b> (Must contain notice of correction session).	RSA 671:15, RSA 669:5, RSA 654:26 and 27
Tuesday, January 21, 2025	<b>Deadline for Public Hearing on School Board or Budget Committee's proposed budget, and for Default Budget Presentation.</b>	RSA 40:13, II-a (c) and 40:13, XI(a)
Tuesday, January 21, 2025	<b>Deadline for School Board Bond Hearing.</b> If possible, the hearing should be within 15-60 day window required by RSA 33:8-a. (On or after January 10 and on or before January 21, 2025). Also <u>publish</u> notice at least 7 days prior to hearing and <u>post</u> notice on or before January 14, 2025. <u>If bond hearing is early, publish notice early.</u>	RSA 40:13, II-a(c) and RSA 33:8-a
Tuesday, January 21, 2025	<b>Supervisor of Checklist Correction Session.</b> 7 days prior notice must be published in newspaper or be posted in two (2) places, one of which shall be the district website, if one exists.	RSA 671:15, RSA 669:5, and RSA 654:27
Wednesday, January 22, 2025	<b>First Day of Filing Period for Candidates.</b>	RSA 671:19, RSA 669:19
Thursday, January 23, 2025	<b>Deadline for Official Budget Committee (if there is one) to deliver final budget to School Board.</b>	RSA 40:13, II-b(c)
Monday, January 27, 2025	<b>Post Warrant(s) and Budget for Session I and II</b> (Deliberative and Election Warrants).	RSA 40:13, II-a(d)
Friday, January 31, 2025	<b>Last Day of Filing Period for Candidates.</b>	RSA 671:19, RSA 669:19
<b>Wednesday February 5, 2025</b>	<b>Deliberative Session (Session I)</b>	<b>RSA 40:13 III, IV</b>
Tuesday, February 11, 2025	<b>Supervisors of Checklist re-post Checklist.</b> Must Contain Notice of all Correction Sessions.	RSA 671:15, RSA 669:5 and RSAs 654:26 and 27
Between February 26 and March 4, 2025	<b>Supervisor of Checklist Checklist Correction Session.</b> 7 days prior notice must be published in newspaper or be posted in two (2) places, one of which shall be the district website, if one exists.	RSA 671:15, RSA 669:5, RSA 654:27
Tuesday, March 4, 2025	<b>Deadline for Annual Report</b> with final budget and ballot questions.	RSA 40:13, II and RSA 32:5, VII-a
<b>Tuesday, March 11, 2025</b>	<b>District Voting (Session II) Budget/Bond Voting and Election Absentee Ballots Collected.</b> <b><u>Residents May Register at the Polls.</u></b>	<b>RSA 40:13 VIII</b>
Monday, March 31, 2025	<b>Deadline for reports to DRA of meeting results.</b>	RSA 21-J:34, II

**Eric "Chip" McGee, Ed.D.**  
*Superintendent*

**Deb Mahoney**  
*Business Administrator*



**Sarah Marandos, Ed.D.**  
*Assistant Superintendent*

**Toni Barkdoll**  
*Director of Human Resources*

**Keith Lord**  
*Director of Technology*

*59A Marsh Road  
Pelham, NH 03076*

*T:(603)-635-1145  
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**Kimberly Noyes**  
*Director of Student Services*

To: Pelham School Board  
From: Sarah Marandos, Assistant Superintendent  
Chip McGee, Superintendent  
Re: Professional Development Master Plan  
Date: January 8, 2025

Every five years, New Hampshire School Districts must submit an updated version of their Professional Development Master Plan for review by the Department of Credentialing. The Professional Development Committee is a standing committee of representatives from different stakeholder groups that work on implementing this plan and supporting faculty and staff in maintaining their credentials through professional development. No substantial changes were made in this version. A redline version is attached.

Thank you to the committee for their dedication to completing this task.

Legal Reference:

Ed 513.02 Criteria for State Approval of Local Professional Development Master Plan. The following criteria shall apply to the approval of the master plan:

(a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 513.01;

(b) The senior educational official shall establish a local professional development committee which shall include representation of licensed educators including teachers, paraeducators, certified licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons;

(c) The local professional development committee shall develop and monitor the master plan according to Ed 513.02(Ed) through (g) under the direction of the senior educational official in accordance with local school board policies, state statutes, and state board rules;

(d) The professional development master plan shall include the following (rubric provided)

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12; renumbered by #12661 (See Revision Note at part heading for Ed 512); ss by #13103, eff 10-5-20





Pelham School District  
Professional  
Development Master  
Plan  
2025-2030

## **Professional Learning Master Plan Development Committee**

The Professional Learning Master Plan Development Committee met monthly over the course of the 2024-2025 school year. They researched best practices in professional development and reviewed Ed 513. The committee consisted of a broad range of educators. This plan is a result of their efforts and should be commended.

Jill Zidek, Pelham Elementary School, Grade 4 Team Leader

Pattie Lamontagne, Pelham Memorial School, Instructional Coach

Kaleigh Martins, Pelham High School, Science Teacher

Nancy Haskins, Pelham Elementary School, Instructional Assistant

Jessica Van Vranken, Pelham Elementary School, Principal

Kim Noyes, Director of Student Services

Dr. Sarah Marandos, Assistant Superintendent

Dr. Chip McGee, Superintendent

G. David Wilkerson, Pelham School Board

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## **Section 1 – Professional Learning Master Plan**

### **1.1 Purpose of the Professional Learning Master Plan**

The purpose of the Professional Learning Master Plan is to provide a process that will enable the Pelham School District to create, implement, and evaluate plans for continuous professional learning that will increase educator effectiveness and improve student achievement. It consists of both individual and organizational responsibilities, including guiding educators through the recertification process.

Professional learning is an opportunity to continuously improve instruction and positively impact student growth. The fundamental belief of the Pelham School District is that all students can learn at high levels, and it is a teacher's job to facilitate this. Through an alignment of standards of professional practice, curriculum, instructional practices, and assessment, students will achieve the outcomes that are identified in each course/grade and articulated in the New Hampshire College and Career Ready Standards. Professional learning is most effective when informed by evaluative feedback and self-reflection.

### **Beliefs**

Beliefs upon which the Pelham School District Professional Learning Master Plan is based:

- All students and teachers can learn and perform at high levels.
- All students are capable of learning core academic subjects.
- Teachers facilitate the learning of students.
- The quality of teaching instruction directly impacts the outcomes of a student's skills.
- Teaching is a complex job and involves reflecting on practice, making judgments, and monitoring students' progress.
- Collegial sharing yields better outcomes than individual courses of action.
- Informed decisions based on data yields better results.

Key Components of Individual Professional Learning and Teacher Effectiveness:

- Strengthens personal commitment to a maximum growth process leading to effective change.  
Renews, refreshes, and broadens one's ability for new learning.
- Promotes reflection on new knowledge which can be incorporated into everyday classroom practice.
- Supports creative risk-taking and innovative explorations which are tied to student achievement.
- Sustains on-going study of the teaching and learning processes.
- Reflects school, district, and individual goals for instructional improvement.
- Promotes learning as a lifelong process.
- Enhances student performance, attitudes, experiences and citizenship.

### Key Components of Organizational Professional Learning:

- Incorporates school and district goals.
- Recognizes and addresses diverse learning needs of students and educators. Encourages risk taking, mutual trust, and support within the learning community.
- Engages in job embedded learning.
- Provides opportunities for best practices, reflection, and feedback.
- Focuses on collaborative analysis of student achievement.

### **Supporting the District and School Improvement Goals**

The Pelham School District Professional Development Learning Plan outlines the process that certified/licensed educators will use to create individual professional learning goals reflective of personal needs and informed by school and district goals. Educators will analyze a variety of data to determine their own professional learning goals. The Pelham School district uses Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* to promote a common understanding of high professional standards. This framework serves as a foundation for educators' professional growth plans and for observation and evaluation of educators' work by school administrators.

All Educators Certified by the New Hampshire Department, and Professional Educators such as Nurses, Occupational Therapists, Speech and Language Pathologists, Physical Therapists, Instructional Coaches, Behavior Specialists, and any other Professional Staff not mentioned, will develop a three-year plan consisting of SMART goals reflective of personal needs and informed by school and district goals. These goals are identified in discussions with the building administrator and are annually reviewed. Teachers are responsible for showing evidence of progress being made toward achieving these goals (see Section 3: Individual Professional Learning Plan). This process is aligned with the State of New Hampshire's recertification guidelines. Teachers are involved with, and held accountable for, continuous improvement of their practice. This process acknowledges educators as professionals and enables them to take responsibility for demonstrating professional growth in a meaningful way.

The School Board establishes district goals, and school administrators establish school goals to support those district goals. Administrators and staff give input into developing individual school building goals through school improvement teams, faculty meetings, and department teams. Every year the Professional Development Committee sends out a survey to elicit input from the entire school community as to the professional learning focus areas for the following year. Data from the survey, along with data-driven, research-based goals set at the building or district level are used to determine the professional learning opportunities for the following year. Each year the committee working with the leadership team determines themes for professional learning the next year. The Title IIA Grant is then written to support the theme for the year, the goals, as well as the individual efforts of educators.

### **Staff Expectations in Participating in High Quality Professional Learning.**

All professional staff, and all staff certified by the Department of Education who are working full or part-time, and any other professional educators deemed appropriate by the Superintendent will participate in the Professional Learning Master Plan. If there is any question as to whether or not an employee of the Pelham School District is required to participate in this plan, it is the responsibility of the employee to verify his/her status.

The Professional Learning Master Plan also includes staff who are licensed as Occupational Therapists, Physical Therapists, Speech and Language Pathologists, and Nurses. The staff who are working on licenses can incorporate much of their licensure requirements into this Master Plan in order to work on both simultaneously. At times a Professional Learning Activity for this Master Plan may not coincide with a licensure requirement.

Certification and licensure are ultimately the responsibilities of the employee. They are responsible for fulfilling the requirements of the Department of Education and/or their respective licensure board. The process outlined in this Master Plan is aligned with the requirements of the Department of Education and ED. 512 and is designed to help staff secure recertification.

Staff who are not paid as employees and are independent contractors or employed by other agencies are not included under SAU 28's Master Plan. They are responsible for their own certification in accordance with the procedures under the N.H. Department of Education.

### **Fulfilling Individual Professional Learning Plans**

Teachers will be trained in developing and fulfilling the three-year Individual Professional Learning Plans that supports their current job assignments and any additional endorsements. Professional Development Committee members, mentors, and administrators are integral in assisting the teachers in fulfilling their plans. The Individual Professional Learning Plan is informed by the outcomes of the Performance Management System, as well as School and District Goals. The Individual Professional Learning Plan process is explained in Section III: Individual Professional Learning Plans.

## Seven Standards of Professional Learning

**Learning Communities:** *Professional learning that increases educator effectiveness and results for all students* occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

**Leadership:** *Professional learning that increases educator effectiveness and results for all students* requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Resources:** *Professional learning that increases educator effectiveness and results for all students* requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data:** *Professional learning that increases educator effectiveness and results for all students* uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**Learning Designs:** *Professional learning that increases educator effectiveness and results for all students* integrates theories, research, and models of human learning to achieve its intended outcomes.

**Implementation:** *Professional learning that increases educator effectiveness and results for all students* applied research on change and sustains support for implementation of professional learning for long-term change.

**Outcomes:** *Professional learning that increases educator effectiveness and results for all students* aligns its outcomes with educator performance and student curriculum standards.

As educators invest in continuous improvement through professional learning, they demonstrate professionalism and commitment to students. School systems that invest in professional learning and build coherence throughout the system demonstrate commitment to human capital development and acknowledge that investment in educator learning is a significant lever in improving student achievement.

When educators are learning collaboratively in the context of a system-wide plan for coherent learning that is tied to a set of goals aligned from classroom to school-to-school system, their professional learning is more likely to produce its intended results.

## Learning Forward Standards Connection

The Pelham School District incorporates the Learning Forward Standards into our Professional Development Master Plan ([www.learningforward.org](http://www.learningforward.org)). Learning Forward Standards promote professional learning that increases educator effectiveness and results for all students when all standards are integrated appropriately. The Pelham School District will use the Learning Forward Standards to plan, facilitate, and evaluate professional learning for the purpose of raising the quality of educators' learning and performance and student achievement.

The seven standards focus attention on professional learning that relates to successful student learning. The standards require professional learning that is interactive, relevant, sustained, and embedded in everyday practice. The standards make explicit that the purpose of professional learning is for educators to develop knowledge, skills, practices, and dispositions they need to help students perform at higher levels. Researchers have found that it can take fifty or more hours of sustained professional learning to realize results for students.

## **1.2 Professional Development Committee**

In Pelham, the Professional Development Committee oversees the administration of the Professional Development Master Plan. The committee, composed of professional educators and other representatives from throughout the district, is charged with the responsibility of communicating and creating professional learning opportunities for their peers. To do so successfully, they must be responsible to the expressed needs of fellow educators, aware of innovations and research in education, and focused on district and building improvement goals.

Each individual educator must purposefully seek to improve his/her knowledge and practice in accordance with the Professional Development Master Plan. The Professional Development Committee exists to facilitate growth, to clarify issues, and to maintain the integrity of the plan and its fair and equitable implementation.

The Professional Development Committee meetings are scheduled at the beginning of the school year, and are usually held monthly. Each school elects a Professional Development Representative who serves on the committee for a period of three years.

### **Membership**

The Professional Learning Committee shall be composed of up to eleven members as follows:

#### **Required Members:**

- 3 Certified Professional Educators,
- 1 Certified Paraprofessional who represents all schools and is selected by the district instructional assistants
- 1 Administrative representative
- 1 Superintendent of Schools or designee (Assistant Superintendent)
- 1 member who represents Special Education, (Special Education Administrator) ● Treasurer

#### **Optional Members:**

- 1 School Board Representative
- 1 Member who represents parents and/or the community
- 1 Instructional Specialist (OT, PT, SLP)

The Superintendent (or designee) will act as the Chair for meeting facilitation.

### **Eligibility**

Every certified/licensed staff member in the Pelham School District is eligible for appointment to the Professional Development Committee. Committee vacancies shall be announced prior to the opening of each school year. If a vacancy occurs, the committee will request the group represented by the resigning member select another representative to maintain the fidelity of required members.



## **Subcommittees**

Temporary smaller committees may work on specific goals to be submitted to the whole committee for input and approval.

### **1.3 Roles and Responsibilities of the Professional Development Committee:**

#### **Committee Goal:**

To plan, promote, communicate, and evaluate high quality professional learning for the school district and to monitor the implementation of the Professional Development Master Plan.

#### **Requirements for Membership:**

- Certified staff member who has worked in the district for at least one year
- Ability to organize work tasks
- Communicate with faculty and administration
- Collaborate with other committee members
- Have an interest in professional learning

#### **Functions of the Professional Development Committee Members:**

To hold monthly meetings at which the following items may be discussed:

- To endorse the local Professional Development Master Plan, to revise and define professional learning policy, and to submit the Plan to the NH Department of Education as required for approval.
- To plan, approve and publicize in-district professional learning activities.
- To review data, surveys, school goals, initiatives and teacher needs in planning workshops, courses or training both on a school basis and on a district basis.
- To plan, promote, communicate, and evaluate high quality professional learning for Pelham School District.
- To communicate professional development information to colleagues and to act as the conduit for Professional Development information between the District office and the schools.
- To act upon the recommendations of professional learning subcommittees and district-wide committees.
- To train and orient new staff members to the Master Plan requirements, and technology processes used to request professional development approvals
- To provide on-going evaluation to assess the effectiveness of the Master Plan and school or District sponsored professional learning.

#### **Functions of Individual Positions:**

##### **Chair: (Superintendent or Designee)**

- Prepare agendas for the Professional Development Committee
- Facilitate meetings

##### **Secretary: (rotating member)**

- Responsible for recording and distributing (upon approval) meeting minutes to committee members
- The position will be rotated among the PDC representatives on a monthly basis.

**Treasurer: (Administrative Assistant to the Superintendent)**

- Responsible for overseeing funds available for Professional Development Activities.
- Attends monthly meetings as needed.

**Elected Certified Professional Educators: (One per school)**

- Attend meetings set by the chair.
  - Report to faculty.
  - Solicit input from the faculty and professional staff.
- Analyze survey data from professional development
- Communicate with Administration regarding the professional development process.
  - Assist colleagues with understanding their Individual Professional Development Plan options outlined in the Professional Development Master Plan.
  - Assist staff with the activity approval process and the use of *Teachpoint* or similar technology.
  - Monitor the implementation of the Professional Development Master Plan.

**Administrator Representative:**

- Serve as the liaison to the District Leadership Team.
- Represent the perspective of the Administrators during Professional Development Committee meetings.
- Assist the rest of the Administrators in implementing the Professional Development process.
- Solicit input from administrators.

**Elected Certified Paraprofessional:**

- Attend meetings.
- Assist the Committee in providing the perspective of Paraprofessionals as it relates to Professional Development goals, activities, and processes.
- Solicit input from instructional assistants.

**Special Education Representative:**

- Attend meetings.
- Assist the Committee in providing the perspective of Special Education Educators as it relates to Professional Development goals, activities, and processes.
- Solicit input from educators in the special education department.

**Optional Members:**

- Attend meetings.
- Assist the Committee in providing the perspective of parents as it relates to Professional Development goals, activities, and processes.
- Help inform other community groups as needed.

**Professional Development Master Plan Evaluation**

The Professional Development Committee, or subcommittees, will develop, monitor implementation, and evaluate the effectiveness of this Master Plan. The committee can propose changes to the Professional Development Master Plan and make any necessary

revisions. The committee will then submit amendments to the NH Department of Education if the plan is revised before the expiration date of the plan.

Educators demonstrate accountability through the collection and analysis of student data. Data can come in the form of academic outcomes, behavioral events, attendance, or graduation rates, to name just a few. Ultimately all outcomes work together to paint a picture of student achievement in the broadest sense and allow us to measure our progress towards the vision of the Pelham School District, Inspiring Success One Mind at a Time.

## Section 2 Data Collection, Interpretation, and Use

### 2.1 Data Collection

The Pelham School District collects many forms of data, on a daily or yearly basis. For the purposes of the Professional Development Master Plan the data outlined in the chart below is regularly collected and analyzed to help the Professional Development Committee plan, implement, and evaluate the Professional Development in the Pelham School District.

<b>Data Source</b>	<b>When is the Data Collected?</b>	<b>What Does the Data Represent?</b>	<b>How is the Data Used?</b>	<b>Who Analyzes the Data?</b>	<b>Where is the Data Reported to Stakeholders?</b>
State-Wide Annual Assessment (SAS, SAT, or DLM)	Spring (Last 12 Weeks of the SY)	Achievement in English Language Arts and Mathematics	Create Building and District Achievement Goals	Building Data Teams and Assistant Superintendent	Leadership Team and Pelham School Board
State-Wide Annual Assessment (Science SAS)	Spring (May)	Achievement in Science	Create Building and District Achievement Goals	Building Data Teams and Assistant Superintendent	Leadership Team and Pelham School Board
Common Summative Assessments	Ongoing	Achievement in all grades/courses	Evaluate Curriculum, Instruction and Assessment Cohesion	Grade Level and Department Teams	Leadership Team and Pelham School Board
Benchmark and Progress Monitoring Assessments (i-Ready, PSAT)	Ongoing	Student Progress Towards Grade Level Standards	Evaluate Curriculum, Instruction and Assessment Cohesion	Grade Level and Department Teams	Leadership Team and Pelham School Board
Post Professional Development Surveys	As Needed	Educator Opinions of District Offered Professional Development Activities	Assess the Quality of Professional Development and Make Recommendations	Professional Development Committee	Leadership Team and Pelham School Board
Personal Reflections of Professional Development	Ongoing	Self-Evaluation of Professional Development Activities	Assess the Quality of Professional Development and Make Recommendations	Professional Development Committee	Leadership Team and Pelham School Board

### 2.2 Data Use

The Pelham School District uses a data-driven decision-making model when planning, implementing, and evaluating our professional development. Data is collected and analyzed by the various groups within the organization and shared through the leadership teams. The Professional Development Committee reviews aggregate student achievement data to plan for

district lead professional development. Data from individual professional development activities are analyzed by the Professional Development Committee to evaluate the quality and effectiveness of the Professional Development Master Plan.

### **Individual and Organizational Outcomes**

Professional development can be categorized into two groups: individual and organizational. The Professional Development Master Plan guides both types. Individual outcomes are monitored at the activity level, annually, and the end of the certification cycle. Organizational outcomes are also monitored at the activity level, annually and through the strategic planning process which in our case is done every 5 years. At the activity level, educators are asked to reflect after each activity whether it be an activity they engaged on their own (Workshops, Graduate Courses, School Visits, Professional Reading, etc.) or whether it was a district organized activity (Teacher Workshop Day, Professional Development Team Meetings, New Resource Training, Professional Reading Groups, etc.) Reflection on new learning is an integral part of the learning process and required for professional development activities to be included in the renewal process. Annually the individual educator completes the Annual Reflection on Goals. At the end of the certification cycle individual educators create a recertification packet which contains evidence that they have met the requirements for recertification under one of the three options and includes a detailed analysis of their Individual Professional Development Plan goals.

## Section 3 - Individual Professional Development Plan

### 3.1 Developing the Individual Professional Development Plan

Each educator will establish an Individual Professional Development Plan that includes goals based on self reflection, an analysis of student work, analysis of student achievement data, a review of formative and summative observations, and summative evaluation. The Individual Professional Development Plan is a three-year plan. The process for developing and monitoring the Individual Professional Development Plan is outlined here.

#### Step 1. Complete the Needs Assessment (Appendix A)

The educator completes the Needs Assessment form and submits it to the supervisor for use in developing meaningful, relevant professional development goals for the educator. The Needs Assessment informs both the Pelham Observation Process (Performance Management System) and the Individual Professional Development Plan (Appendix B).

#### Step 2: Develop Goals

Each educator will collaborate with the building administrator to clarify, edit, and revise goals set forth in the Individual Professional Development Plan. This meeting will be held by **October 30** of the new recertification year or first five years of employment with the Pelham School District. Each educator will be asked to create at a minimum two goals reflective of and inclusive of the following four growth areas:

Growth Area #1: Increase knowledge of all subject areas and content areas taught and field of specialization for each endorsement area (Ed302).

Growth Area #2: Increase pedagogy: knowledge and skills in effective teaching, best practices for the content area taught and for which certification is being renewed; and increase knowledge of learners and learning.

Growth Area #3: Increase knowledge of educator effectiveness as it relates to Standards of Professional Practice in the *Enhancing Professional Practice: A Framework for Teaching*.

Growth Area #4: Reinforce school or district goals and increase student achievement.

All goals will be written in SMART format: Specific, Measurable, Attainable, Relevant, and Timely. Educators who hold multiple endorsements must develop enough goals to cover all endorsement areas.

#### Step 3: Identify Method for Tracking Professional Development

Educators can choose to track progress towards achieving the goals of the Individual Professional Development Plan in one of three ways:

1. The development of a body of evidence that documents job-embedded or formal professional development and self-reflection.

2. An accumulation of a minimum of 75 continuing education hours with 30 for each endorsement area and 45 documenting job-embedded or formal professional learning and self-reflection of district goals.
3. A combination of less than 75 continuing education hours and a body of evidence that together document job-embedded or formal professional learning and self-reflection. If choosing this option, please see the building principal for guidance.

#### Step 4: Attain Approval of the Individual Professional Development Plan

The Individual Professional Development Plan must be approved by the building administrator by October 30 of the first year of the educator's three-year certification cycle or first five years of employment with the Pelham School District. If the building administrator and the educator cannot agree on goals, the Assistant Superintendent will be asked to mediate.

#### Step 5: Annual Reflection (Year 1 and 2) of Progress (Appendix C)

At the end of the first and second years of the certification cycle, the educator will complete a self-assessment of the progress made towards completing the Individual Professional Development Plan. This will be done by completing the Annual Self-Reflection on goals form.

#### Step 6: Final Reflection (Year 3) of Progress (Appendix D)

At the end of the three-year certification cycle the Educator must complete a Final Reflection of the Individual Professional Development Plan (see form with same name). This form, along with other required documentation, is submitted to the building administrator by **April 1** of the last year of the certification cycle. Activities completed after April 1 will be credited towards the next renewal cycle.

### **3.2 Multiple Endorsement Areas**

Educators who hold multiple endorsements must develop an Individual Professional Development Plan that reflects all endorsements. This plan can be done by creating goals for each endorsement or by creating goals that encompass multiple endorsements. This process will be unique to the educator and dependent on the endorsements held.

### **3.3 Adding Endorsement Areas Mid-Cycle**

When endorsements are added mid-cycle, requirements for renewal of the endorsement will be determined on a case-by-case basis, in consultation with the Assistant Superintendent

## **Section 4 – Professional Learning Activities for Professional Development**

### **4.1 Types of Professional Learning Activities**

Listed below are various types of formal activities as well as possible types of job embedded activities in which professionals may engage. The following is a suggested list:

#### Formal Professional Learning:

Formal professional learning often occurs outside of the normal job experiences, and is presented to the educator through one of the following:

- Graduate college courses (online or conventional)
- Courses for credit that the district sponsors
- Institutes and Committees that the district sponsors
- Workshops/Webinars/Conventions/Conferences/Institutes related to recertification areas.

Formal learning has a predetermined hour value and is documented through proof of attendance and self-reflection of new learning. Seat time is not the determining factor in accrual of hours; self-reflection of learning determines if hours are approved.

#### Informal Professional Learning:

Informal professional learning can take place in many ways and is often personalized for the educator. Informal professional learning opportunities do not have hours associated with them; they contribute to the body of evidence related to new professional learning. One of the most promising approaches to professional growth in education is job-embedded learning, learning that occurs as teachers and administrators engage in their daily work activities

Job-embedded learning is the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices they have discovered while trying out new programs or planning and implementing a project. Job-embedded learning is learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others. Such activities as study groups, action research, mentoring, and coaching have frequently been identified as examples of job embedded learning. However, almost any interaction between two or more educators provides an opportunity.

Informal Professional Learning can include these activities:

- Observation of a mentor, peer, students, or team
- Independent study of a project relating to student outcomes
- Action research or a project dealing with instruction
- Peer coaching, mentoring or supervision of an intern or student teacher
- Curriculum, instruction and assessment development such as curriculum development and designing common assessments
- Participation in a professional book study with peers



- Grant writing, publication in professional journals
- Designing in-service training or program development
- Sharing professional readings from journals or books with colleagues
- Travel experiences with students

Professional learning activities are approved when they relate to an educator's new learning or can be applied in new ways in the classroom. Both formal activities designed to promote job embedded learning and the formal and informal interactions within a school can be employed to promote important professional learning. Staff attending professional development outside of the district will need to complete a reflection (Appendix G).

### **Clarifications about certain types of activities:**

Travel: When accompanying students on field trips or travel experiences, the time used for student supervision is not associated with professional learning. Subject-related experiences in museums, or visits can be used as a professional learning activity, if the educator provides evidence through self-reflection and documentation of how it will be used in teaching.

Supervision of student teachers or interns: For a semester experience up to a maximum of 10 hours can be devoted to content areas and 10 hours devoted to district goals.

Reading professional books: Professional reading is associated with informal professional learning and contributes to the body of evidence through self-reflection and documentation of how it will be used in teaching. Meetings associated with professional book studies can be associated with hours.

Teacher Grants: Pelham activities can be associated with informal professional learning and contribute to the body of evidence through self-reflection and documentation of new learning and how it will be used in teaching.

## **4.2 Process for Obtaining Approval of Professional Learning**

Professional learning happens in many ways and at various times. True learning takes place when new information is presented and then through self-reflection and practice it is synthesized into practice. All professional learning must include self-reflection to be approved. Because professional learning is not always planned, only professional learning that is accompanied by a request for reimbursement needs to be pre-approved. All other professional learning can be submitted for approval within 30 days of the activity being completed. For the purposes of approvals and reimbursement, professional learning can be divided into two categories: professional learning with request for reimbursement, and professional learning without request for reimbursement.

### **Request to Attend Event Form for Reimbursement (Appendix F)**

Formal and informal professional learning that is accompanied by a request for reimbursement **must** be submitted for **prior** approval using the "Request to Attend

Event” form. All professional learning that is accompanied by a request for reimbursement should be submitted for prior approval at least 30 days before the activity. Requests related to courses cannot be submitted more than 6 weeks (42 days) before the start date of the course. Requests related to workshops or other expenses can be submitted any time prior to the activity start date. Requests for approval submitted after the start date of the activity will be denied funds and processed for hours or body of evidence only. If funds are available at the end of the year, the educator can request reimbursement again. Reimbursements REQUIRE proof of attendance and payment.

#### Request to Attend Event (without reimbursement) (Appendix E)

Formal and informal professional learning that is not accompanied by a request for reimbursement can be submitted for approval using the “Request to Attend Event” form. Requests for approval must be submitted within 30 days, or June 30, of the activity completion whichever is sooner.

- Example 1: Educators engage in professional reading and develop a new behavior management system for their classrooms. They finish reading the book on April 3 and start the new system after April vacation (May 1). The request for approval of the new professional learning should be entered by May 30.
- Example 2: Educators attend a workshop on January 23. The request for approval of the new professional learning should be entered by February 23.
- Example 3: Educators attend a PLC meeting (weekly/monthly/bi-monthly). The request for approval of the new professional learning should be entered by June 30.

#### Conditions of Approval

The principal determines if the professional learning activity is appropriate, whether the content relates to the needs of the job assignment, and whether the staff person can be excused from their job on the requested day(s). Educators cannot appeal a denial from their administrator or the SAU to attend the activity or for a request for a professional day. Appeals or disagreement concerning hours must be appealed to the Professional Development Committee, in writing, within 30 days of the completion of the activity. The Professional Development Committee will make the final determination.

**4.3 Process for Attaining Reimbursement of Expenses Related to Professional Learning** All educators have 30 days after completion of a Professional Learning Activity with Request for Reimbursement to submit the necessary paperwork to the Treasurer.

#### **4.4 Transferring Professional Development: Newly Hired Staff**

Newly hired staff will have 90 days from the date of hire or from the start of the school year, whichever is later, to submit their approved professional development evidence from a previous public school district to the Assistant Superintendent. In cases where new employees have not been covered under a school’s professional development master plan, they need to submit a listing of activities with evidence of completion, and the Assistant Superintendent will award clock hours as is deemed appropriate for employees who did not use a traditional clock hour system. The Assistant Superintendent will review the evidence collected and determinations as to the status of the clock hours or the body of evidence that will be accepted and transferred.

#### **4.5 Requesting Changes to Allocated Hours**

If educators wish to correct any errors made in the PD software, they must submit the request in writing to the Professional Development Committee or the Assistant Superintendent. Any necessary changes must be made within 60 calendar days after the activity has been completed. Clock hours will not be reallocated or transferred between areas, for the purpose of meeting recertification requirements, during the last year.

## Section 5 – Renewal of Certification Process

### 5.1 Individual Professional Development Plan Completion

In the final year of the certification cycle, all Individual Professional Development Plan activities and paperwork must be concluded by **April 1** in order to meet the review timelines. All educators who are up for recertification may meet with their administrators to review the evidence indicating completion of the Individual Professional Development Plan. Educators will provide evidence of the professional learning gained through a written summary that documents:

- the completion of formal and informal professional learning activities, and
- the reflection on the total experience and the resulting professional learning, and
- the contribution of that learning to the fulfillment of their assignment and their Individual Professional Development Plan.

Educators may schedule a meeting with the administrator prior to April 1. The criteria used to determine the successful completion of the Individual Professional Development Plan are based on documentation of the following:

- 30 hours in each endorsement and 45 in school/district goals, if Option 2 or
- the comprehensive summary reflecting on the total experience and the resulting professional learning.
- the extent to which the educator was able to fulfill their IPDP goals.

Building principals will review the complete recertification packet (see the *Renewal of Certification Form* for contents of the packet) to determine if the educator met the recertification requirements. Administrators will notify educators who have not met the requirements under the Professional Development Master Plan **by April 15**, and identify what has to be done for subsequent approval by April 30. A written request for an appeal, including the specific decision being appealed, must be filed with the Assistant Superintendent by **April 30**. The Assistant Superintendent will meet with the educator to view the evidence and notify the educator of the appeal decision by **May 15**. The decision of the Assistant Superintendent is final.

**5.2 Completing the Renewal of Certification Process for the Department of Education** The educator submits the *Renewal of Certification Form* and supporting documentation to the administrator by April 1 (Appendix H). The administrator signs the form signifying they have read the documentation and granted approval for renewal of certification, and then submits it to the Assistant Superintendent. This process will be completed by April 15. Recommendations for renewal will be made by the Superintendent or designee to the NH State Department of Education. Once this is done, the educator will receive an email from the Superintendent or designee indicating they can pay the fee and renew their certificate. At that time, educators will be able to log into the DOE's single sign on website using their secure username and password to complete the recertification transactions. This last step should be done in a timely manner during the month of May. Technically, educators have until June 30 to meet the DOE's recertification timelines. In addition, new certificates must be received by the district no later than June 30 otherwise educators will be notified that their contract is void and their jobs will be posted as open.

### 5.3 Submitting the New Certificate to the District:

All educators and licensed staff must submit copies of the new certificate/license to Human Resources no later than **June 30**. In some cases, originals will be requested if copies cannot be

read or if they have been altered. Consequences of not meeting the District's and/or State's requirements of recertification can include voiding an educator's employment contract.

#### **5.4 Condition of Employment**

Certification is a condition of employment. It is the responsibility of each staff member to manage the Individual Professional Development Plan and documentation of new learning. Failure to meet the deadlines in the Professional Development Master Plan can impact summative evaluations and contract status.

#### **5.5 Timelines**

The Professional Development Committee can revise the timelines, forms or processes needed in this Professional Development Master Plan for recertification purposes. Educators will be notified of changes to the timelines, forms, or processes through faculty meeting notices or school-wide emails.

## **Appendices**

### **Appendix A: Needs Assessment (Educator)**

Name:

This form is filled out by all Educators based on their Supervision Plan.

- Developing = Annually
- Targeted or Intervention = Annually
- Collaborative = Every 3 Years (at the beginning of the plan)

Using feedback received from your Summative Evaluation, Formative Observations and self-reflection identify relative strengths and weaknesses in each area of the Danielson Framework.

#### **Domain 1: Planning and Preparation**

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

#### **Domain 2: Classroom Environment**

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

#### **Domain 3: Instruction**

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

#### **Domain 4: Professional Responsibilities**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community

Growing and Developing Professionally  
Showing Professionalism

Comments

Educator Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

**Additional Versions:**

- Instructional Specialist
- Library Media Specialist
- School Counselors
- School Nurse
- School Psychologist
- Therapeutic Specialist

## **Appendix B: Individual Professional Development Plan**

**Name**

**Endorsement(s)**

**Expiration Date**

### **Method for Tracking Professional Learning**

1. The development of a body of evidence that documents job-embedded or formal professional learning.
2. An accumulation of a minimum of 75 continuing education hours with 30 for each endorsement area and 45 documenting job-embedded or formal professional learning.
3. A combination of less than 75 continuing education hours and evidence that together document job-embedded or formal professional development addressing the school or district improvement goals and content area.

### **Reflection**

Each educator will establish an Individual Professional Development Plan that includes goals based on self-reflection, an analysis of student work, analysis of student achievement data, a review of formative and summative observations and summative evaluation (Ed512(e)(3)). In addition, educators should review building and district goals for areas of goal coherence, as well as the Standards of Professional Practice associated with your endorsements ([http://education.nh.gov/certification/cert\\_stand.htm](http://education.nh.gov/certification/cert_stand.htm)). After review and analysis of these sources create at least two professional learning goals in SMART format.

### **Professional Learning Goals**

Professional Learning Goals should be written in SMART format: Specific, Measurable, Achievable, Relevant, and Timely. It is recommended that you write three-year goals; however, one-year goals can be created for each of the three years in the certification cycle. Goals can be modified or updated during the three-year cycle with approval from the building administrator. There are four areas of growth that professional learning intends to positively impact:

Growth Area #1: Increase knowledge of all subject areas and content areas taught and field of specialization for each endorsement area (Ed302)

Growth Area #2: Increase pedagogy: knowledge and skills in the area of effective teaching, best practices for the content area taught and for which certification is being renewed; and increase knowledge of learners and learning.

Growth Area #3: Increase knowledge of educator effectiveness as it relates to Standards of Professional Practice in the *Enhancing Professional Practice: A Framework for Teaching*.

Growth Area #4: Reinforce school or district goals and increase student achievement.



The SMART Goals must include each of these growth areas at least once. This can be done in two goals or more as appropriate for the individual educator. At least one SMART Goal will need to be measured by student achievement.

**Goal #1**

---

To which endorsement area does Goal #1 apply:

To which Growth Area(s) does Goal #1 apply:

**Goal #2**

---

To which endorsement area does Goal #2 apply:

To which Growth Area(s) does Goal #2 apply:

**Goal #3 (if needed)**

---

To which endorsement area does Goal #3 apply:

To which Growth Area(s) does Goal #3 apply:

**Planning**

Educator Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

## **Appendix C: Annual Reflection (Year 1 and 2) of Progress**

**Name**

**Endorsement(s)**

**Expiration Date**

1. What did I accomplish this year towards my Individual Professional Development Plan goal(s)? How was my teaching impacted by my new learning?

2. Questions/concerns/challenges I faced this year in moving towards my goal(s):

3. In regard to achieving my goals, I am (check one):

\_\_\_\_\_ on schedule

\_\_\_\_\_ ahead of schedule

\_\_\_\_\_ behind schedule

By Checking I Agree this is in lieu of my signature

Educator Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

## **Appendix D: Final Reflection (Year 3) of Progress**

Name:

Endorsement(s):

Expiration Date:

As you reflect on your responses, please construct a meaningful account responding to the prompts below.

-----

-----Describe how working towards my goals impacted my professional growth.

Describe how you adapted your plan during your three-year cycle to meet  
  
your goals.

Describe how your professional learning impacted student growth and  
  
achievement.

Educator Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

## Appendix E: Activity Approval Form (Request to Attend Event)

### No Reimbursement Requested

Name:

Title of Activity:

Description of Activity:

Schedule Type: Single or Multiple

Start and End Dates:


Location:

Credits: (choose Professional Hours)

Budget (if applicable)

Select your Evaluator

Add Attachment:

*Title:	<input type="text"/>	Course #:	<input type="text" value="Optional user searchable field"/>
Description:	<input type="text"/>		
Schedule Type: <input checked="" type="radio"/> Single <input type="radio"/> Multiple			
*Start:	<input type="text" value="Jun 25, 2026"/>	*End:	<input type="text" value="Jun 25, 2026"/>
	<input type="text" value="11:00 AM"/>		<input type="text" value="12:00 PM"/>
*Location:	<input type="text"/>		
Credits:	<input type="text" value="0"/> Professional Hours	<input type="text" value="0"/> Continuing Education Units	<input type="text" value="0"/> In Service hours
	<input type="text" value="0"/> Graduate Credits	<input type="text" value="0"/> Professional Development Points	
Budget:	<input type="text" value="None"/>		
Approvals:	Evaluator Choose your evaluator <input type="text" value="Select"/>		
	Administrator Review		
	Administrator Approval		
 <a href="#">Add Attachment</a>			

## **Appendix F: Activity Approval Form (Request to Attend Event)**

### **Reimbursement Requested**

Name:

Title of Activity:

Description of Activity:

Schedule Type: Single or Multiple

Start and End Dates:

Location:

Credits: (choose Professional Hours)

Budget (if applicable)

Select your Evaluator

Add Attachment:

**Appendix G: Self-Reflection of Professional Learning (to be filled out for every out of district activity request)**

How has my understanding of the topic investigated in this activity changed as a result of this new

learning?

How do you expect this change in your understanding to impact your students?

What will you do differently in the future based on this professional learning activity?

## Appendix H: Renewal of Certification Form

### Renewal of Certification Form

Name: \_\_\_\_\_ Certificate Expiration: \_\_\_\_\_

School: \_\_\_\_\_

Endorsements: (Please list all): \_\_\_\_\_

Please check: Option 1 ☐ Option 2 ☐ Option 3 ☐

#### **Part I: Educator Completes**

##### **A. I have completed my Individual Professional Development Plan.**

- Attach a copy of the Individual Professional Development Plan approved by the Administrator.
- Attach a copy of the Summative Reflection of the Individual Professional Development Plan.

##### **B. I have completed the requirements for renewal of certification in each endorsement area.**

- (Option 1) I have created a body of evidence describing informal professional learning for each endorsement.
- (Option 2) I have 30 hours of formal professional learning for each endorsement.
- (Option 3) I have a combination of hours and a body of evidence of formal and informal professional learning for each endorsement.

##### **C. I have completed the requirements of additional professional learning related to school/district/other goals.**

- Attach a copy of hours (45) earned and/or the body of evidence created.

I certify that I have met the professional learning requirements as outlined in the Pelham School District Professional Development Master Plan.

Educator \_\_\_\_\_ date: \_\_\_\_\_

*Make a copy and submit the original packet to your principal.*

#### **Part II. Administrator's Determination:**

I have reviewed the evidence submitted and attest that this educator ☐ has ☐ has not adequately completed the professional development requirements as outlined in the Pelham School District Professional Development Master Plan.

Administrator \_\_\_\_\_ Date: \_\_\_\_\_

*Make a copy of this form for the educator and submit this packet to the Assistant Superintendent*

**Part III. Superintendent's Determination:**

The Superintendent will make the final determination that the educator has adequately completed the professional learning requirements as outlined in the Pelham School District Professional Development Master Plan. If there are any concerns, the Assistant Superintendent will notify the educator with any deficiencies.



# PELHAM SCHOOL DISTRICT POLICY

## IGE – PARENTAL OBJECTION TO SPECIFIC COURSE MATERIAL

*Category: Priority*

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

Parents and legal guardians shall be notified by email or other written means, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. Like all other curriculum, this will be accessible via the website. The notice will identify and provide contact information for the member of staff or faculty a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative material, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent/guardian must mutually agree to the alternative material. The alternative material must meet the state requirements for education in a particular subject area. If the parties cannot agree on acceptable alternative material, either party may appeal to the Superintendent who will have final decision-making authority. The parent/guardian will be responsible for any cost associated with delivering the alternative material.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents/guardians who wish for particular instructional material to be reviewed for appropriateness may submit a request for review in accordance with Board policy KEC.

The name of the parent or legal guardian and any specific reasons disclosed to school officials for the objection to the material shall not be public information and shall be excluded from access under RSA 91-A.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, and NH RSA 186:11, IX-c, the Superintendent shall develop procedures to allow parents/guardians of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

The District will provide parents or legal guardians a minimum of 2 weeks advance notice of any curriculum course material to be used regarding human sexuality, human sexual education, sexual orientation, gender, gender identity, or gender expression.

Such notice will be delivered via email, other direct written means, or phone call. As indicated in RSA 186:11, IX-c, no notice is required if the District employee is responding to a question from a student during class.

**PELHAM SCHOOL DISTRICT POLICY**  
**IGE – PARENTAL OBJECTION TO SPECIFIC COURSE MATERIAL**

*Category: Priority*

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**District Policy History:**

*Adopted: May 9, 2012*

*Revised: July 7, 2021*

*Revised: October 28, 2021*

**Legal References:**

*RSA 186:11, IX-b & IX-c State Board of Education; Duties.*

*20 U.S.C §1232h, (c)(1)(C), Protection of pupil rights*

*RSA 193:40, Prohibition on Teaching Discrimination*

# PELHAM SCHOOL DISTRICT POLICY

## IHAM – HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

*Category: Priority*

Consistent with Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program. Health education shall include instruction relative to sexually transmitted infections.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents/guardians will have the right to inspect health and physical instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents and legal guardians shall be notified according to Policy IGE by email, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education. The notice identify and provide contact information for the whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Parents/guardians who wish to review or inspect health and physical education materials may arrange a meeting with the Principal to review the materials according to Policy KEC.

### Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction.

Parents/guardians who wish to have their child opt-out of such instruction are required to inform the school in advance of instruction complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

~~Parents/guardians who do not want their child to participate in a particular unit of health or physical education for religious reasons must complete a Health or Physical Education Opt-Out Form.~~

~~Opt-Out Forms are available from either the health education teacher or the Principal.~~

# PELHAM SCHOOL DISTRICT POLICY

## IHAM – HEALTH EDUCATION & EXEMPTION FROM INSTRUCTION

*Category: Priority*

~~Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.~~

~~In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.~~

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### **District Policy History:**

*Adopted: April 23, 2020*

### **Legal References:**

*20 U.S.C §1232h, (c)(1)(C), Protection of Pupil Rights*

*RSA 186:11, IX, Instruction as to Intoxicants and Sexually Transmitted Diseases*

*RSA 186:11, IX-b, Health and Sex Education*

*RSA 186:11, IX-c, Objectionable Course Material*

*RSA 186:11, IX-e Notice to Parents/Guardian Required*

*NH Code of Administrative Rules, Section Ed 306.40, Health Education Program*

*NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program*

# PELHAM SCHOOL DISTRICT POLICY

## IKF - HIGH SCHOOL GRADUATION POLICY

*Category: Priority*

### **Pelham High School Diploma**

A minimum of 26 credits and 40 hours of community service learning are required to graduate and earn a Pelham High School diploma. The required subjects and credits for high school graduation are:

<u>Area of Study</u>	<u>Credits</u>
English (Freshman English, Sophomore English, American Literature, and English elective(s))	4.0
Mathematics (3 math credits including Algebra I and a math credit or math-intensive course each year)	3.5
Science (3 lab sciences: physical science, biology, and chemistry)	3.0
Social Studies (World Studies - 1 credit, Civics - 0.5 credits, Economics - 0.5 credits, U. S. History - 1 credit.)	3.0
Fine Arts Education	0.5
Information and Communication Technology	0.5
Physical Education	1.0
Health Education	0.5
Personal Financial Planning or Managing your Money	0.5
Personal Choice Electives	9.5
<b>Total</b>	<b>26.0</b>

The Pelham High School Program of Studies will explain further the course sequences, prerequisites courses, and course descriptions.

In addition to the above requirements, the School Board may approve other academic requirements for graduation.

# PELHAM SCHOOL DISTRICT POLICY

## IKF - HIGH SCHOOL GRADUATION POLICY

*Category: Priority*

### **New Hampshire State Core Diploma**

A minimum of 20 credits and 40 hours of community service learning are required to graduate and earn a New Hampshire State Core Diploma. The required subjects and credits for high school graduation are:

<u><b>Area of Study</b></u>	<u><b>Credits</b></u>
English (Freshman English, Sophomore English, and English electives)	4.0
Mathematics (3 math credits including Algebra I and a math credit or math-intensive course each year)	3.5
Science (two lab sciences: physical science and biology)	2.0
Social Studies (World Studies - 1 credit, Civics - 0.5 credits, Economics - 0.5 credits, U. S. History - 1 credit.)	3.0
Fine Arts Education	0.5
Information and Communication Technology	0.5
Physical Education	1.0
Health Education	0.5
Personal Financial Planning or Managing your Money	0.5
Personal Choice Electives	4.5
<b>Total</b>	<b>20.0</b>

### **AWARDING OF CREDIT**

Credit will be awarded in accordance with Policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course unless specified otherwise in the Program of Studies with the same content during the secondary school experience.

# PELHAM SCHOOL DISTRICT POLICY

## IKF - HIGH SCHOOL GRADUATION POLICY

*Category: Priority*

### **TRANSFER CREDITS**

The Principal or designee shall evaluate the transcripts of students who transfer into Pelham High School from another educational program or school in or out of state in order to determine previous educational experiences toward meeting PHS graduation requirements.

### **ALTERNATIVE CREDIT OPTIONS**

Alternative credit may be granted pursuant to the provisions of Policy IMBC, Alternative Credit Options and other applicable Board policies.

### **PASSAGE OF CIVICS EXAM**

The District will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students who attain a passing grade on this assessment will be eligible to receive a high school diploma.

Effective starting with students graduating in 2024, the District will administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This exam may be modified for a student with a disability in accordance with the student’s individualized education program (IEP). Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

### **FEDERAL STUDENT AID APPLICATION**

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include, but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;
2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

### **GRADUATION OPTIONS**

#### **A. Pelham High School Diploma**

## PELHAM SCHOOL DISTRICT POLICY IKF - HIGH SCHOOL GRADUATION POLICY

*Category: Priority*

All students, regardless of disability, must earn the credits required above and satisfy other academic requirements for graduation established by the School Board in order to receive a Pelham High School diploma or a New Hampshire State Core Diploma and be eligible for participation in graduation.

The Pelham High School Program of Studies will identify and explain further the Pelham High School Diploma options.

### B. Certificate of Achievement

A Certificate of Achievement is not a diploma and is awarded to any student who has successfully completed an individual program of studies not leading to a standard diploma. Students eligible for special education that are pursuing a certificate of completion may participate in one graduation ceremony in the year determined most appropriate by the student's IEP team. For students eligible for special education, participation in graduation will not end the student's eligibility for a free appropriate public education. Students eligible for special education may continue in an approved program until such time as the student has earned a regular high school diploma or has attained the age of 21, whichever occurs first.

### C. Other Options

Early Graduation is addressed under Board Policy IKFA.

Alternative learning plans are addressed under Board Policy IHBI.

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### **District Policy History:**

*Adopted: May 25, 2011*

*Revised: December 21, 2016*

*Revised: March 3, 2021*

*Revised: January 5, 2022*

### **Legal References:**

*NH Code of Administrative Rules, Section Ed 306.04(a)(14), How Credit Can Be Earned*

*N.H. Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit for Required Subjects and Open Electives*

*N.H. Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies*

*N.H. Code of Administrative Rules, Section Ed 306.27(m), Credits Required for Graduation*



# PELHAM SCHOOL DISTRICT POLICY

## JCA – CHANGE OF SCHOOL ASSIGNMENT BEST INTEREST AND MANIFEST EDUCATIONAL HARDSHIP

*Category: Priority*

*Related Policies: JFAA, JFAB, JG*

### A. Best Interest Re-Assignment – Determination by Superintendent

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District ~~to another public school, within the District,~~ to another public school or public academy in another district, or approved private school.

Authorization granted to the Superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

#### 1. Procedure

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
- b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.
- c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be reassigned ~~to another public school, public academy, or approved private school within the District,~~ or to a public school, public academy, or approved private school in another district.
- d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.
- e. The Superintendent may present such information as he or she deems appropriate.
- f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.

# **PELHAM SCHOOL DISTRICT POLICY**

## **JCA – CHANGE OF SCHOOL ASSIGNMENT BEST INTEREST AND MANIFEST EDUCATIONAL HARDSHIP**

*Category: Priority*

*Related Policies: JFAA, JFAB, JG*

### **2. Finding Reassignment Is or Is Not in Best Interest**

- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
- b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:
  - i. A change of assignment within the student's current assigned school;
  - ii. The student's transfer to another public school, public academy, or approved private school within the district of residence; or
  - iii. The student's transfer to a public school, public academy, or approved private school in another district.
- c. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

### **3. Tuition Determination**

If a student is to be reassigned to another school district or approved school as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.

If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance. Any such agreement shall be subject to approval by the School Board on behalf of the School District and shall be at the sole discretion of the School Board with due consideration given to the fiscal impact of such approval of the District, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

**PELHAM SCHOOL DISTRICT POLICY**  
**JCA – CHANGE OF SCHOOL ASSIGNMENT BEST INTEREST AND**  
**MANIFEST EDUCATIONAL HARDSHIP**

*Category: Priority*

*Related Policies: JFAA, JFAB, JG*

The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

4. Transportation

Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.

5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I

It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

6. Other In-District Assignments

Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.

7. Review/Appeal of Decision. The decision of the Superintendent shall be final and any appeal shall be limited to the process set forth in Section B, below.

8. Annual Review of Decision. A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at his/her discretion waive the review when he/she deems such to be appropriate.

**B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board**

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined

# **PELHAM SCHOOL DISTRICT POLICY**

## **JCA – CHANGE OF SCHOOL ASSIGNMENT BEST INTEREST AND MANIFEST EDUCATIONAL HARDSHIP**

*Category: Priority*

*Related Policies: JFAA, JFAB, JG*

As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.

### **2. Procedure for Determination of Manifest Educational Hardship**

- a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.C, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
- a. The Superintendent shall duly notify the School Board that the parent/guardian has requested a manifest educational hardship hearing, upon which the School Board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days notice of the hearing. The Board will conduct the hearing in a non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
- b. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student attend ~~another public school, public academy, or approved private school in the District, or attend a public school, public academy, or approved private school in another school district.~~ The Superintendent shall provide the request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
- c. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.
- d. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.

# PELHAM SCHOOL DISTRICT POLICY

## JCA – CHANGE OF SCHOOL ASSIGNMENT BEST INTEREST AND MANIFEST EDUCATIONAL HARDSHIP

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- e. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).

### 3. Finding of Manifest Educational Hardship

If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request ~~to reassign the student another public school, public academy, or approved private school in the District, or to a public school, public academy, or approved private school in another district.~~

### 4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education

If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education (“SBOE”), within thirty (30) days of receipt of the Board’s written decision in accordance with NH Dept. of Ed. Rule Ed. 204.01(g). If a parent/guardian believes that denial of a reassignment under this policy upon the child’s disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.

### 5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship

If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

### 6. Transportation

Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.

### 7. Annual Review of Manifest Hardship Determination. A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the

# PELHAM SCHOOL DISTRICT POLICY

## JCA – CHANGE OF SCHOOL ASSIGNMENT BEST INTEREST AND MANIFEST EDUCATIONAL HARDSHIP

*Category: Priority*

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understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate.

### C. **Admission Requirements**

Students reassigned under this Policy must meet the admission requirements of the school to which the student is to be reassigned.

### D. **Statutory Reassignment Limit**

The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

### E. **Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation**

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

### F. **Notice to the Department of Education**

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

### G. **Special Education Placements**

A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

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### **District Policy History:**

*Adopted: November 22, 2006*

*Revised: December 15, 2021*

*Revised: January 3, 2024*

### **Legal References:**

RSA 193:3, III - Change of School Assignment

RSA 193:14-a - Change of School Assignment; Duties of State Board of Education

**Pelham School Board Meeting**  
**Pelham Elementary School**  
**December 18, 2024**  
**6:30 p.m.**

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

**Superintendent:** Chip McGee

**Assistant Superintendent:** Sarah Marandos

**Business Administrator:** Deb Mahoney

**Student Representatives:** Alexia Nou

**Absent:** Mya Belanger

**Also in Attendance:** Deb Jarvis, PHS English Teacher; Darrin Coleman, PHS Social Studies Teacher; and Adam Barriere, PHS Assistant Principal

**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 6:32 p.m.

**C. Opening Remarks:**

**a. Superintendent:**

Superintendent McGee noted that the past week-and-a-half of school events celebrated the District's Music Programs. He mentioned that PES had an elementary chorus concert, PMS had a chorus and band concert, and PHS had a chorus and band concert. Dr. McGee expressed appreciation and pride for the talent and dedication of the students and staff. He also highlighted that the week before winter break remained active, with notable events such as the junior American Literature project presentations.

The Board welcomed a surprise visitor, Santa Claus, who appreciated the Board's work and extended holiday cheer. Santa's visit added a unique and festive element to the evening.

**b. Student Representatives:**

Ms. Nou acknowledged the quiet nature of the holiday season and school events.

**II. Presentations:**

**A. PHS International Field Trip Update**

**International Field Trip Update**

The Board received an update on the planned international field trip to Greece and Rome, which the high school organized. Ms. Jarvis and Mr. Coleman presented the details alongside two students.

Highlights of the trip include:

- a. A **nine-day itinerary** over February break, with visits to historic landmarks in Rome, such as the Colosseum, Vatican City, and Pompeii, followed by travel to Greece, including Athens.
- b. **89 participants**, including **73 students**, chaperones, and some parents.
- c. Comprehensive preparations include anti-theft procedures, packing guidelines, and adherence to District policies for safety and conduct.

Two students shared their excitement about the trip, noting it would be their first international experience. They expressed gratitude for the opportunity and reflected on how the trip was introduced in their classes. One student mentioned that her parents were very excited for her to go on the trip. The other students noted his excitement about the trip since Ms. Jarvis mentioned it during English class.

Mr. Bressette inquired about fundraising efforts for the trip. One student shared her participation in a summer musical bingo event, while the other student noted that scheduling conflicts prevented him from joining fundraising activities.

Mr. Bressette commended the detailed planning and was impressed by the growth in participation since the initial proposal. Ms. Greenwood appreciated the inclusion of contingency plans, such as COVID-19 procedures, to ensure the safety and well-being of all participants.

Mr. Abare asked if there were any rules regarding where the staff and students could eat. Mr. Coleman stated that the hotels would provide breakfast, and the dinners are scheduled by Education First (EF). Lunch is the only meal that the students and staff will have to find places to eat, but a tour guide will be present.

Due to the number of students and staff going on the trip, Mr. Coleman mentioned that there will be two buses. He will oversee one bus, and Ms. Jarvis will oversee the other.

Mr. Abare asked how Ms. Jarvis and Mr. Coleman decided on Greece for an international field trip. Ms. Jarvis stated that she teaches the Odyssey, and Mr. Coleman teaches an Archeology class. He also did an archeological excavation in Cyprus.

Ms. Cummings recommended swimming in the water while in Greece.

Mr. Bressette asked if all the adult travelers had been vetted for the trip. Mr. Coleman said that every adult from Pelham has been vetted. Ms. Jarvis and Mr. Coleman are scheduled to attend a training session in Spain over the Martin Luther King Jr. holiday weekend. The training will cover emergency preparedness, including handling situations where a traveler goes missing. The sessions combine classroom learning with practical exercises in tourist areas like Toledo.

Mr. Bressette asked Ms. Mahoney if the COI from EF was on file with the District. Dr. McGee noted that he was positive that they had it, but he would double-check.

The presentation concluded with the Board expressing enthusiasm for the trip's educational and cultural value and gratitude to the organizers and participants for their efforts.

### III. Main Issues:

#### A. PHS Program of Studies:

The meeting shifted to the PHS Program of Studies. PHS Assistant Principal Adam Barriere and PHS Principal Dawn Mead provided a detailed overview with key updates.

Mr. Barriere reviewed the document provided to the Board's packet. He thanked the PHS Counselors who work with the Program of Studies and enforce the program.



**Community Service Requirements (page 9):**

- a. Juniors must complete 20 hours of community service to be eligible for parking passes.
- b. Seniors must complete their Community Service hours to participate in privileges such as Department passes and Senior Activities.
- c. Pre-approval of community service activities is now required to avoid disputes over eligibility.
- d. Community Service hours cannot be performed during school hours.

**Financial Aid Guidance (page 10):**

- a. The requirement for seniors to complete the FAFSA has been rescinded. However, the District will continue to provide resources and information on financial aid.

**Academic Supports (page 13):**

- a. Math and Literacy labs have been consolidated under a broader "Academic Lab" umbrella, making resources more accessible. This helps to codify the importance of these resources for students to gain additional support.

**Alternative Learning Credits (page 13):**

- a. Students pursuing VLACS and Independent College Credit Requests must complete a pre-approval form. Credit will be awarded and noted on the PHS transcript upon completing the course and submitting an official transcript. Only VLACS grades will be included in a student's GPA calculation.

Ms. Greenwood raised concerns about excluding external coursework from GPA calculations, especially for weighted grading. Historical practices and challenges in standardizing weights for varied courses were cited as reasons for the current policy.

The Board engaged in a detailed discussion regarding updates to the Program of Studies. Topics included GPA calculations, independent study policies, early college credits, and course recovery procedures.

**GPA Calculation Inclusion:**

Dr. McGee and Dr. Marandos reviewed the policies concerning including grades from college credit programs in school GPAs. It was noted that such inclusion could lead to inconsistencies when comparing students in competitive contexts like valedictorian rankings. The consensus was maintaining the policy of excluding college credit grades from GPA calculations to avoid discrepancies.

**Deadlines for Independent Study Requests:**

- a. Deadlines for submitting independent study forms were revised. Previously, the deadline was the end of the school year. The updated policy sets the deadlines to:
  - i. 10 days before the end of the school year for the first semester of the upcoming year.
  - ii. End of Quarter 1 for the second semester.

Mr. Barriere stated that Counselors now have sufficient time to review and process these forms to integrate them into student schedules.

**Independent Study Guarantees:**

- a. Clarifications were made regarding independent studies, ensuring they are scheduled during regular school hours.
- b. The revised policy does not guarantee that approved independent studies will fit into the student's schedule, emphasizing the importance of honoring students' efforts in designing these studies.

**Early College Credit Forms:**

- a. Students interested in taking independent college credit courses must complete the "Independent College Credit Form."

159 **Course Recovery Updates:**

- 160 a. A previously offered after-school credit recovery block is no longer available. Instead, in-course and end-  
161 of-course recovery procedures will align with current practices. Language updates in the policy now  
162 reflect this shift.

163  
164 **Career Pathways and Course Updates (Page 15):**

- 165 a. Career pathways and course offerings have been updated to align with the District's current curriculum.  
166 Obsolete courses have been removed, and descriptions of new and existing courses have been revised.  
167 The Board confirmed that pathways will be reviewed annually to ensure alignment with course  
168 availability.

169  
170 **Course Selection Process (Page 40):**

- 171 a. Students are required to submit course selection sheets. If they fail to do so, Counselors will select  
172 courses on their behalf to ensure schedule completion. A new process allows students to meet with  
173 Counselors during the first five days of the quarter to discuss schedule changes, replacing the previous  
174 cumbersome request form system.

175  
176 **Early Graduation Application Deadlines (Page 41):**

- 177 a. Discrepancies in early graduation deadlines were resolved. Students must now submit applications and  
178 supporting documents by the end of Quarter 3 of their junior year, ensuring consistency across all  
179 documentation.

180  
181 **Course Description Changes (Pages 42 and 89):**

- 182 a. All course description changes align with the proposed changes at the November meeting.  
183 b. Beginning on page 89, Pinkerton Academy updated all the course descriptions for the CTE courses that it  
184 offers students.

185  
186 Mr. Abare asked if the District could set a goal for students in their sophomore year so they are not up against the  
187 Community Service decisions during their junior year. Ms. Mead noted challenges such as age restrictions (the  
188 minimum age for many opportunities is 16) and transportation dependence. While distributing service hours  
189 across all four years was considered, no immediate changes were implemented.

190  
191 Mr. Bressette asked if PHS carved out the recovery process within the studies program. Ms. Mead noted that the  
192 Board had requested a review and revision of language related to both in-course and post-course recovery. This  
193 review was necessary to tighten the existing language, as the original program of studies referenced a "fifth block"  
194 funded by a grant no longer available.

195  
196 The updated language aims to ensure clarity and alignment with current practices. Ms. Mead emphasized the  
197 importance of engaging teachers in this process, recognizing their role in implementing recovery strategies  
198 tailored to individual student needs.

199  
200 Mr. Bressette expressed appreciation for the effort to identify and address this opportunity for improvement,  
201 emphasizing its importance in alignment with District goals. To proceed, Mr. Bressette suggested that the Board  
202 agree to approve the program of studies as presented, with the understanding that an addendum and amendment  
203 will be introduced following further discussion on the recovery process.

204  
205 Ms. Greenwood moved to approve the Program of Studies as presented. Mr. Abare seconded the motion, which passed (4-  
206 0-0).

207  
208 Dr. McGee stated that the recovery section was not included in the motion.

209  
210 The Board thanked Mr. Barriere and Ms. Mead for participating and wished them a joyful holiday season.  
211

**Reconsideration:**

The meeting shifted to a discussion on the review of the District's budget. Ms. Mahoney noted that the budget development process started in May and was finalized in August before being presented to the Board. Since the school year had not commenced at the time of presentation, conditions, and needs occasionally evolve as the year progresses. A review of the District's current situation, particularly in Special Education, revealed no recommended changes to the budget at this time. Ms. Mahoney mentioned discussing this with the Special Education Director and confirmed no adjustments were necessary.

Mr. Bressette inquired about transportation adjustments linked to a prior downward adjustment in Special Education for Out-Of-District (OOD) placements. The administration confirmed that this had been reviewed and that there was no room for further reductions. The Board was satisfied with this explanation and moved to the next item.

The second item concerned the boilers at PHS. Ms. Mahoney stated that the Budget Committee had previously removed boiler replacement from the proposed budget, recommending an independent assessment. A professional HVAC company unaffiliated with the District conducted the evaluation, inspecting both boiler rooms. Their report advised eventual replacement but did not indicate an immediate need for action, either this winter or the next.

The Board acknowledged the risks, including boiler redundancy, corrosion, and the obsolescence of certain parts, but agreed that the risks did not necessitate immediate reconsideration of the budget item. Ongoing monitoring and maintenance were recommended.

The independent report highlighted three primary issues:

- a. **Corrosion:** Significant corrosion could lead to leaks and eventual boiler failure, though no immediate risk was identified.
- b. **Flue Damage:** The shared flue for both boilers, which extends 23 feet above the building, shows signs of corrosion due to condensation. While temporary repairs are ongoing, replacement is considered extensive and cost-intensive.
- c. **Obsolete Parts:** Certain sections of the boilers are no longer supported with available parts, raising concerns about potential delays in repair during future breakdowns.

The Board expressed appreciation for the diligence in obtaining an independent assessment and the transparency in addressing potential risks. They requested to be informed of any costs or developments related to the boilers. Mr. Bressette commented on the possible need to secure competitive quotes for boiler replacement and issue an RFP for future budgeting cycles. Mr. Abare suggested that presenting a more economical alternative to the **\$500,000** figure initially quoted might be more palatable to the Budget Committee.

The administration noted that the following steps include presenting a finalized warrant article and incorporating adjustments from the Budget Committee at the January 8, 2025, meeting. The Board thanked the team for navigating these challenges while recruiting a new Facilities Director. Interim Director Karen Churchill and other staff members were commended for stepping up during this transitional period.

**B. Policy Review:**

The Board reviewed the policies listed below.

**a. First Reading:**

- |          |   |
|----------|---|
| i. IGE   | - Parental Objections to Specific Course Material                             |
| ii. IHAM | - Health Education and Exemption from Instruction                             |
| iii. IKF | - High School Graduation Requirements   |
| iv. JCA  | - Change of School Assignment Best Interest and Manifest Educational Hardship |

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**b. Second Reading:**

- i. None

Mr. Abare commented that he liked Policy IGE because parents are not surprised by their students' learning.

**VI. Other:**

- A. None

**VII. Board Member Reports:**

- A. None

**VIII. Consent Agenda:**

**A. Adoption of Minutes**

- a. December 4, 2024 – Draft Public Minutes

**B. Vendor and Payroll Manifests:**

- a. 563 \$649,861.94
- b. AP121824 \$943,431.96
- d. PAY563P \$328,242.16

**C. Correspondence & Information:**

- a. None

**D. Enrollment Report:**

- a. None

**E. Staffing Updates:**

**a. Leaves:**

- i. None

**b. Resignations:**

- i. Leslie Fernandez PES LTS – Grade 1

**c. Retirements:**

- i. None

**d. Nominations:**

- i. Deborah Hovey PMS Reading Specialist

Dr. McGee acknowledged PES Principal Jessica VanVranken for her exceptional efforts in managing Long-Term Substitutes. The Board recognized that juggling substitute assignments is challenging, and Jess has handled it beautifully.

Dr. McGee mentioned LTS Leslie Fernandez's resignation due to personnel reasons. A discussion followed regarding a significant recruitment success: the hiring of a Reading Specialist and Special Educator with middle school experience. The candidate was described as a “unicorn” due to her unique qualifications and enthusiasm. Deborah Hovey is expected to start at Pelham Memorial School in 2025, pending the Board’s acceptance. The Board expressed excitement and gratitude for this hiring, referring to it as a “Christmas miracle.”

Ms. Greenwood moved to approve the Consent Agenda. Mr. Abare seconded the motion, which passed (4-0-0).

**IX. Future Agenda Planning:**

- None

December 18, 2024

- 311  
312 **X. Future Meetings:**  
313 A. 01/08/2025 – 6:30 p.m. School Board Meeting @ PES Library  
314 B. 01/22/2025 – 6:30 p.m. School Board Meeting @ PES Library  
315  
316

317 **XI. Non-Public Session:**

318 (c) Matters that, if discussed in public, would likely adversely affect the reputation of any person other than a  
319 public body member unless such person requests an open meeting. This exemption shall extend to any  
320 application for assistance, tax abatement, or waiver of a fee, fine, or other levy based on the applicant's inability to  
321 pay or poverty.  
322

323 Mr. Abare moved to enter non-public 91-A:3, II (c)—Reputation 7:24 p.m. Ms. Greenwood seconded the motion, which  
324 passed (4-0-0).  
325

- 326 a. T. Bressette - Aye  
327 b. G. Abare - Aye  
328 c. R. Cummings - Aye  
329 d. D. Greenwood - Aye  
330  
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332 **XII. Reconvene:**

333 7:40 p.m.  
334  
335

336 **XI. Adjournment:**

337 Mr. Bressette moved to adjourn the School Board Meeting at 7:41 p.m. Mr. Abare seconded the motion, which passed (4-0-  
338 0).  
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341

342 Respectfully Submitted,  
343 Matthew Sullivan  
344 School Board Recording Secretary  
345  
346

**Pelham School Board Meeting  
Pelham Elementary School  
December 18, 2024  
Non-Public Session**

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

**Superintendent:** Chip McGee

**Also in Attendance:** None

**Absent:** David Wilkerson, Vice-Chair

**Enter Non-Public Session:**

Mr. Abare moved to enter non-public 91-A:3, II (c)—Reputation 7:24 p.m. Ms. Greenwood seconded the motion, which passed (4-0-0).

**Roll Call:**

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

**Non-Public Session:**

The Board discussed a Personnel Matter.

**End of Non-Public**

Mr. Abare moved to leave the non-public session at 7:40 p.m. Ms. Greenwood seconded the motion. The motion passed (4-0-0).

**Roll Call:**

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

Respectfully Submitted,  
Matthew Sullivan  
School Board Recording Secretary

November 6, 2024

**Monthly Enrollment**  
**Pelham School District**  
**As of January 01, 2025**

Enrollment							
Grade Level	End of Year 23-24	9/3/24	10/1/24	11/1/24	12/1/24	1/1/25	Change from December
Preschool	69	66	65	64	66	69	3
Kindergarten	122	99	99	99	99	99	0
1	104	129	128	129	128	128	0
2	132	106	107	107	107	107	0
3	108	134	134	135	134	134	0
4	106	108	108	107	107	107	0
5	121	111	111	111	109	109	0
6	115	121	122	123	123	123	0
7	118	113	113	113	112	112	0
8	110	114	114	115	116	117	1
9	119	110	102	103	103	103	0
10	139	121	118	118	116	116	0
11	143	145	143	144	144	142	-2
12	148	148	147	146	146	147	1
<b>PES Total</b>	<b>762</b>	<b>753</b>	<b>752</b>	<b>752</b>	<b>750</b>	<b>753</b>	<b>3</b>
<b>PMS Total</b>	<b>343</b>	<b>348</b>	<b>349</b>	<b>351</b>	<b>351</b>	<b>352</b>	<b>1</b>
<b>PHS Total</b>	<b>549</b>	<b>524</b>	<b>510</b>	<b>511</b>	<b>509</b>	<b>508</b>	<b>-1</b>
<b>PSD Total</b>	<b>1654</b>	<b>1,625</b>	<b>1,611</b>	<b>1,614</b>	<b>1,610</b>	<b>1,613</b>	<b>3</b>

Withdrawals			
School	Grade	Date	Notes
PHS	11	12/6/24	VLACS
PHS	11	12/11/24	Merrimack NH
New Students			
School	Grade	Date	Notes
PHS	12	12/18/24	Return from out of district
PMS	8	12/9/24	Academy of Science and Design, Nashua NH
PES	PK	12/6/24	New Enrollment
PES	PK	12/6/24	New Enrollment
PES	PK	12/13/24	New Enrollment

PELHAM SCHOOL DISTRICT, SAU28

Professional Nomination

Academic Year: 2024-2025

School Board Meeting 01/08/2025

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NAME	POSITION LOCATION	SALARY GRADE/STEP	POSITION ASSIGNMENT
Brian Kinney	District Wide	\$103,000	Director of Facilities
Elizabeth Rollins	PHS	\$230.49 per day	Long Term Substitute