



Pelham School Board Meeting Agenda

April 17, 2024

Meeting - 6:30 pm

PES Library

AGENDA

I. PUBLIC SESSION

A. Opening/Call to Order

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

B. Presentations

1. 2024 Pelham Champions For Children Award Recognition - Jennifer Maslanek

C. Main Issues

1. FY25 Operating Budget
 - a) Explanation: The Board will determine the necessary budget cuts to create an approved revised operating budget for FY25. Using the proposed cuts provided by individual members, the Board will determine which cuts to make to its FY25 proposed budget to adjust it to the bottom line figure in the FY25 default budget. This requires a reduction of \$265,011.
 - b) Materials:
 - (1) Discussion list for proposed adjustments to FY25 recommended School Board budget
 - (2) FY25 Recommended School Board Budget (for reference)
 - (3) Instructional Materials Replacement Schedule
2. Pelham Memorial School Project Update
 - a) Explanation: Superintendent McGee will update the Board regarding the Pelham Memorial School project. Given that the town is unable to

accept the modular buildings, Business Administrator Mahoney will be asking the Board to support seeking other organizations who might be willing to take the buildings prior to their disposal.

- b) Materials:
 - (1) March Update
 - (2) Email from Town Administrator Joe Roark
 - (3) Minutes from Board of Selectmen meeting on April 2, 2024

- 3. General Assurances for FY25 Federal Funds
 - a) Explanation: Assistant Superintendent Sarah Marandos has included the general assurances required to be provided by the district in order to be eligible to receive federal funds in FY25.
 - b) Materials:
 - (1) Memorandum
 - (2) General Assurances, Requirements and Definitions for Participation in Federal Programs document

- 4. Curriculum Update
 - a) Explanation: Assistant Superintendent Sarah Marandos will present the revised K-5 curriculum documents for mathematics and science for a first read.
 - b) Materials:
 - (1) Memo
 - (2) First Read
 - (a) English Overview
 - (b) Social Studies Overview
 - (3) Second Read
 - (a) Math Overview
 - (b) Science Overview

- 5. Policy Review
 - a) Explanation: The Policy Committee is presenting the following policy changes for consideration.
 - b) Materials:
 - (1) First Reading - None
 - (2) Second Reading - None

D. Board Member Reports

E. Housekeeping

- 1. Adoption of Minutes
 - a) 2024.04.03 School Board Minutes
 - b) 2024.04.03 Non Public Minutes
- 2. Vendor and Payroll Manifests
 - a) 471 \$601,145.71
 - b) PAY471P \$ 15,351.12
 - c) BFPMS63 \$148,493.74

- d) AP041724 \$707,849.05
- 3. Correspondence and Information
- 4. Enrollment Report
- 5. Staffing Updates
 - a) Leaves
 - b) Resignations
 - (1) Bethany St. Aubin PES Teacher - Grade 4
 - c) Retirements
 - (1) Wendy Dorval PHS Business Teacher
 - d) Nominations
 - (1) Kelly Holmes PHS Assistant Principal
 - (2) Todd Kress PMS Assistant Principal
 - (3) Michaela Stoncius PHS Teacher - Chemistry
 - (4) Carol Scionti PMS Special Education Case Mgr

F. Future Agenda Planning

G. Future Meetings

- 1. May 1, 2024 School Board Meeting 6:30PM
- 2. May 15, 2024 School Board Meeting 6:30PM

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

- 1. Emergency Planning

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

56	PHS	53	1033141000	610	Cocurricular Supplies	\$	10,700	\$	(2,700)	\$	8,000	Reduce to level funded	0	56								
57	PHS	58	1033142000	738	Uniforms for Boys Soccer, Field Hockey, Baseball	\$	12,000	\$	(12,000)	\$	-		0	57			\$	(12,000)	GA: Boys Soccer Uniforms			
58	PHS	58	1033142000	738	Protective Netting on Harris for Track	\$	10,000	\$	(10,000)	\$	-		0	58			\$	(10,000)	GA: Protective Netting Harris Field			
59	PHS	58	1033142000	810	Athletic Fees -Greens Fees	\$	3,500	\$	(2,000)	\$	1,500	Reduced for Default	0	59								
60	PHS	58	1033142000	810	Athletic Fees -Swimming	\$	10,000	\$	(8,000)	\$	2,000	Reduced for Default	0	60								
61	PHS	59	1033142000	810	Athletic Fees -Ice Fees	\$	3,000	\$	(1,500)	\$	1,500	Reduced for Default	0	61								
62	PHS	65	1033212000	275	Powerschool Workshp & CollegeBoard Confer.	\$	3,630	\$	(2,600)	\$	1,030	Reduce from 3 Powerschool to 1	0	62			\$	(2,600)	TB: PD -Current year spending supports this.			
63	PHS	65	1033212000	580	Powerschool Workshp & CollegeBoard Travel	\$	8,054	\$	(6,166)	\$	1,888	Reduce from 3 Powerschool to 1	0	63			\$	(6,166)	TB: PD -Current year spending supports this.			
64	PHS	66	1033212000	890	Items for PHS showcase, etc.	\$	5,000	\$	(1,000)	\$	4,000	Reduce to level funded	0	64								
65	PHS	87	1033222200	640	Library text replacements	\$	6,500	\$	(1,000)	\$	5,500		0	65								
66	PHS	86	1033222200	430	New laminator maintenance contract	\$	439	\$	(439)	\$	-		0	66								
67	PHS	87	1033222200	738	New Replacement Laminator and Table	\$	2,661	\$	(2,661)	\$	-		0	67								
68	TECH -PHS	89	1033222500	738	PHS AV Equip -Promethean Boards	\$	20,790	\$	(20,790)	\$	-	Delay	(20,790)	68			\$	(20,790)	\$	(20,790)	\$	(20,790)
69	TECH -PHS	89	1033222500	738	PHS CAD Lab Computer Replacement 16@1250	\$	15,000	\$	(15,000)	\$	-	keep Teacher laptops, digital art lab	(15,000)	69			\$	(15,000)	\$	(15,000)	\$	(15,000)
70	TECH -PHS	129	1000284000	610	New: Auditorium stage lamps, gaffers, etc.	\$	800	\$	(800)	\$	-		0	70								
71	TECH -PHS	130	1000284000	738	New: Auditorium (2) power monitor speakers	\$	1,200	\$	(1,200)	\$	-		0	71								
72	PHS	123	1033266000	610	Emergency supplies -radios	\$	3,500	\$	(1,200)	\$	2,300	level fund - remove radios	0	72								
73	PHS	123	1033266000	610	Emergency supplies backpacks	\$	2,300	\$	(1,000)	\$	1,300	reduction	0	73			\$	(1,000)	TB: Emergency Supplies -Current year spending supports this.			
74	OTHR -DW	66	1000213400	120	Nurse Subs	\$	4,000	\$	(900)	\$	3,100	Based on last years' expense	0	74								
75	OTHR -SB	90-91	1001231100	890	NEW: PMS Grand Opening Event	\$	3,200	\$	(3,200)	\$	-	Look for other funding options	0	75					\$	(3,200)	GA: PMS Grand Opening	
76	OTHR -SAU	95	1090232100	890	Leadership Retreat	\$	4,250	\$	(2,000)	\$	2,250	Reduction in food costs	0	76								
77	OTHR -DW	106	1000251000	650	Student Activity Funds Software change	\$	4,948	\$	(2,503)	\$	2,445	Implemented new software all schools, eff 7/1	(2,503)	77			\$	(2,503)	\$	(2,503)	\$	(2,503)
78	OTHR -SAU	107	1090251000	130	OT for finance	\$	1,000	\$	(250)	\$	750		0	78								
79	OTHR -SAU	107	1090251000	275	Sunguard (EFP Powerschool) Conf Workshop	\$	900	\$	(900)	\$	-	Drop both Conf	0	79			\$	(900)	\$	(900)		
80	OTHR -SAU	108	1090251000	580	Sunguard (EFP Powerschool) Conf Travel	\$	1,200	\$	(1,200)	\$	-	Drop both Conf	0	80			\$	(1,200)	\$	(1,200)		
81	B&G -DW	109	1000261000	275	School Dude U eliminate	\$	895	\$	(895)	\$	-		0	81			\$	(895)	\$	(895)		
82	B&G -DW	109	1000261000	580	School Dude U eliminate	\$	2,000	\$	(2,000)	\$	-		0	82			\$	(2,000)	\$	(2,000)		
83	B&G -DW	109	1000262000	120	Custodial Subs	\$	5,000	\$	(5,000)	\$	-		0	83			\$	(5,000)			\$	(5,000)
84	B&G -DW	110	1000262000	275	NHASBO Facilities Cert	\$	1,200	\$	(1,200)	\$	-		0	84								
85	B&G -DW	122	1000266000	610	New: Stop the bleed kits	\$	750	\$	(750)	\$	-	Look for local donations tourniquets	0	85								
86	OTHR -SAU	126	1090283000	275	EFP Powerschool User Conf Workshop	\$	900	\$	(900)	\$	-	Drop Both Conf	0	86			\$	(900)				
87	OTHR -SAU	127	1090283000	580	EFP Powerschool User Conf Travel	\$	1,200	\$	(1,200)	\$	-	Drop Both Conf	0	87			\$	(1,200)				
88	OTHR -All		varies	275	Admin Nat. Conf Workshops	\$	16,651	\$	(10,000)	\$	6,651	to manage a pool for national conferences	(10,000)	88			\$	(10,000)	\$	(10,000)	\$	(10,000)
89	OTHR -All		varies	580	Admin Nat. Conf Travel & Mileage	\$	32,544	\$	(12,000)	\$	20,544	To manage a pool for national conferences	(12,000)	89			\$	(12,000)	\$	(12,000)	\$	(12,000)
													(189,187)				\$	(270,522)	\$	(264,357)	\$	(283,905)

Change made from 4/3/24 meeting List

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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10 - GENERAL FUND

1100 - REGULAR EDUCATION PRGMS

DW REGULAR EDUCATION 00 - DISTRICT-WIDE

1000110000	110	SALARIES	\$63,072.99	\$211,543	\$64,095.35	\$180,638	\$206,309	\$25,671
	KONDI, CATHERINE	TEA CHORL DW	SALARY TEACHER					\$48,546.00
	POST FROM PERSONNEL BUDGETING							\$48,546.00
	COST OF PEA MEMBERS ATTENDING AFTER SCHOOL MEETINGS							\$500.00
	PERFECT ATTENDANCE PAYMENTS REQUIRED BY THE PEA CBA							\$0.00
	BASED ON FY17-19 3YR AVG ADJ FOR 20-24 CBA LEVEL FUND							\$37,699.40
	CPR STIPENDS REQUIRED BY THE PEA CBA							\$500.00
	PHS DETENTION & LUNCH DUTY PAYMENTS AND PES RECESS DUTY							\$0.00
	PAYMENTS BASED ON PRIOR YEAR ACTUALS, INCREASED							\$48,000.00
	ANTICIPATED PAY GRADE CHANGES REQUIRED BY CBA,							\$0.00
	REDUCED. WILL BE EXPENSED TO EMPLOYEE'S BUDGET UNIT.							\$10,086.00
	RETIREMENT SEVERANCE PAYMENTS FOR 3 RETIREES FY 2025							\$0.00
	REQUIRED BY CBA.							\$78,277.81
	SECOND YEAR RETIREMENT SEPARATION PAYMENT FOR 0 FOR							\$0.00
	FOR FY 2024 RETIREE AS REQUIRED BY CBA.							\$0.00
	TITLE I SUMMER PROGRAMMING; BASED ON PRIOR YEAR TRENDS							\$0.00
	THIS BUDGET IS LEVEL FUNDED. FY23 ACTUAL WAS \$11,200							\$11,000.00
	NEW TEACHER ORIENTATION; BASED ON PRIOR 5 YEAR AVERAGE							\$0.00
	BUDGET REDUCED. FY23 EXP. WAS \$5400, FY24 WAS \$3900.							\$4,200.00
	LEVEL 2 SUPERINTENDENT REDUCTION - PES RECESS DUTY							(\$32,500.00)
1000110000	113	TUTOR SALARIES	\$0.00	\$2,500	\$0.00	\$2,500	\$1,750	<b style="color: red;">(\$750)
	COST TO TUTOR REGULAR EDUCATION/504 STUDENTS UNABLE							\$0.00
	TO ATTEND SCHOOL; BASED ON PRIOR YRS TREND, REDUCED							\$1,750.00
1000110000	114	INSTRUC. ASST. SALARIES	\$27,390.07	\$0	\$0.00	\$0	\$0	\$0
1000110000	120	DAILY SUBSTITUTE SALARIES	\$660.00	\$110,000	\$0.00	\$135,000	\$142,500	\$7,500
	DAILY SUBSTITUTES BUDGETED BASED ON FY23 ACTUALS,							\$0.00
	BUDGET INCREASED. EXPENSED TO EMPLOYEE'S BUDGET UNIT							\$156,000.00
	LEVEL 3 SCHOOL BOARD REDUCTION - DAILY SUB SALARIES							(\$13,500.00)
1000110000	121	LONG TERM SUB SALARIES	\$0.00	\$90,000	\$0.00	\$100,000	\$105,600	\$5,600
	LONG-TERM SUBSTITUTES BASED ON 4 YEAR AVG FY 20-FY 23,							\$0.00
	BUDGET INCREASED. EXPENSED TO EMPLOYEE'S BUDGET UNIT.							\$116,393.94
	LEVEL 3 SCHOOL BOARD REDUCTION - LONG TERM SUBS SAL							(\$10,793.74)

PELHAM SCHOOL DISTRICT

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1100 - REGULAR EDUCATION PRGMS								
1000110000	211	HEALTH INSURANCE	\$145,897.94	\$174,933	\$132,745.87	\$171,831	\$177,089	\$5,258
		POST FROM PERSONNEL BUDGETING	\$12,263.40					
		DISTRICT PAID RETIREE HEALTH INSURANCE	\$141,876.42					
		SUMMER CHECKS BENEFIT RATE ADJUSTMENT, LEVEL	\$23,632.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$682.52)					
1000110000	212	DENTAL INSURANCE	\$9,431.18	\$8,451	\$6,720.00	\$14,460	\$13,920	(\$540)
		POST FROM PERSONNEL BUDGETING	\$574.20					
		DISTRICT PAID RETIREE DENTAL INSURANCE	\$6,514.58					
		SUMMER CHECKS BENEFIT RATE ADJUSTMENT, LEVEL	\$6,833.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$1.78)					
1000110000	213	LIFE INSURANCE	\$65.95	\$102	\$50.80	\$102	\$92	(\$9)
1000110000	214	DISABILITY INSURANCE	\$47.29	\$157	\$714.54	\$154	\$160	\$5
1000110000	220	SOCIAL SECURITY	\$6,753.77	\$31,674	\$4,817.63	\$35,195	\$33,733	(\$1,461)
		POST FROM PERSONNEL BUDGETING	\$3,713.51					
		AFTER SCHOOL PEA MEETINGS FICA	\$38.25					
		PEA PERFECT ATTENDANCE FICA	\$2,884.00					
		CPR STIPEND FICA	\$38.25					
		DETENTION/LUNCH/RECESS DUTY FICA	\$3,672.00					
		GRADE CHANGES	\$771.58					
		RETIREMENT SEVERANCE	\$5,988.25					
		TITLE I SUMMER PROGRAMMING FICA	\$0.00					
		NEW TEACHER ORIENTATION	\$0.00					
		SUBSTITUTES & TUTORS FICA	\$20,972.01					
		LEVEL 2 SUPERINTENDENT REDUCTION - RECESS DUTY FICA	(\$2,486.25)					
		LEVEL 3 SCHOOL BOARD REDUCTION - DAILY SUBS FICA	(\$1,032.75)					
		LEVEL 3 SCHOOL BOARD REDUCTION - LONG TERM SUBS FICA	(\$825.72)					
1000110000	232	TEACHER RETIREMENT	\$11,940.11	\$63,384	\$31,780.98	\$63,351	\$64,657	\$1,306
		POST FROM PERSONNEL BUDGETING	\$9,534.43					
		AFTER SCHOOL PEA MEETINGS NHRS	\$98.20					
		PERFECT ATTENDANCE NHRS	\$7,404.16					
		CPR STIPEND NHRS	\$98.20					
		DETENTION/LUNCH DUTY NHRS	\$9,427.20					
		GRADE CHANGES NHRS	\$1,980.89					
		RETIREMENT SEVERANCE NHRS	\$15,373.76					
		TITLE I SUMMER PROGRAMMING NHRS	\$0.00					

PELHAM SCHOOL DISTRICT

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1100 - REGULAR EDUCATION PRGMS

NEW TEACHER ORIENTATION	\$0.00
LONG-TERM SUBSTITUTES NHRS	\$22,859.77
LEVEL 3 SCHOOL BOARD REDUCTION - LONG TERM SUBS NHRS	(\$2,119.89)

1000110000 260 WORKERS COMP INSURANCE \$426.41 \$1,477 \$4,812.55 \$1,778 \$1,872 \$94

POST FROM PERSONNEL BUDGETING	\$199.04
SUBSTITUTES, TUTORS, & EXTRA PAYS WORK COMP	\$1,904.07
LEVEL 2 SUPERINTENDENT REDUCTION - RECESS DUTY WC	(\$131.20)
LEVEL 3 SCHOOL BOARD REDUCTION - DAILY SUBS WC	(\$55.35)
LEVEL 3 SCHOOL BOARD REDUCTION - LONG TERM SUBS WC	(\$44.26)

1000110000 446 RENTAL/LEASE SOFTWARE \$35,218.00 \$33,972 \$31,727.55 \$40,865 \$42,207 \$1,342

BIMAS 2 SCREENER K-5: UNIVERSAL ASSESSMENT TOOL EDUMETR	\$0.00
BUDGET REDUCED BASED ON ACTUAL	\$3,020.00
READ AND WRITE GOOGLE BY TEXTHELP. TECHNOLOGY	\$0.00
FOR SUPPORT IN READING, WRITING, AND RESEARCH	\$0.00
SKILLS, SUPPORTS WEB PAGES, PDF, EPUB & GOOGLE	\$3,523.00
VIDEO SUITE OF SOFTWARE FOR CREATING AND EDITING FOR	\$0.00
GRADES 3-12. WE VIDEO (\$3674) SCREENCASTIFY (\$3100)	\$6,774.00
FORMATIVE ASSESSMENT/PRESENTATION TOOL FOR K-12 PEARDEC	\$7,801.00
FLOCABULARY K-8	\$6,720.00
G-SUITE ENTERPRISE SUBSCRIPTION, ADDITIONAL EDUCATIONAL	\$0.00
FEATURES TO USE WITH G-SUITE FOR EDUCATION (K-12)	\$5,857.00
SEE SAW SUBSCRIPTION, NHSTE	\$1,007.00
G-SUITE SUBSCRIPTION BUDGT MOVED TO TECH 1000284000-650	\$0.00
IXL MATH SUBSCRIPTION, DISTRICT-WIDE GRADE 1-12	\$14,225.00
LEVEL 2 SUPERINTENDENT REDUCTION - FLOCABULARY K-8	(\$6,720.00)

1000110000 610 SUPPLIES \$0.30 \$500 \$0.00 \$0 \$0 \$0

TOTAL DW REGULAR EDUCATION \$300,904.01 \$728,694 \$277,465.27 \$745,874 \$789,890 \$44,016

1100 - REGULAR EDUCATION PRGMS

PES REGULAR EDUCATION 11 - PELHAM ELEMENTARY SCHOOL

1011110000 110 SALARIES \$2,219,328.66 \$2,437,806 \$2,468,348.05 \$2,590,888 \$2,613,543 \$22,655

ANDREWS, CHERYL	TEA GRADE 1	SALARY TEACHER	\$62,592.00
BAHILL, TIONNA	TEA KINDERG	SALARY TEACHER	\$59,889.00
BAKER, JEAN		ADDT'L DAYS PER	\$1,581.67

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS

Name	Grade	Subject	Position	Salary
		CONTRACT		
BAKER, JEAN	TEA	COMPTRE	SALARY TEACHER	\$58,838.00
BRIDGE, NICOLE	TEA	MATH E	SALARY TEACHER	\$68,267.00
BROWN, KIANA	TEA	GRADE 4	SALARY TEACHER	\$43,922.00
BUSHEY, HANNAH	TEA	GRADE 2	SALARY TEACHER	\$44,447.00
BYRNE, ELIZABETH	TEA	GRADE 4	SALARY TEACHER	\$69,267.00
CALLAHAN, COLLEEN	TEA	GRADE 1	SALARY TEACHER	\$48,546.00
CAMIRAND, ALEXANDRA	TEA	GRADE 3	SALARY TEACHER	\$42,871.00
COLEMAN, YVONNE	TEA	KINDERG	SALARY TEACHER	\$54,949.00
COSTA, BRIANA	TEA	KINDERG	SALARY TEACHER	\$57,787.00
DAY, STEFANI	TEA	GRADE 2	SALARY TEACHER	\$48,546.00
DROUIN, KRISTEN	TEA	GRADE 3	SALARY TEACHER	\$59,889.00
DUTIL, CARRIE	TEA	GRADE 3	SALARY TEACHER	\$63,041.00
GALLAGHER, KIERA	TEA	GRADE 2	SALARY TEACHER	\$61,990.00
GEDRICH, ASHLEY	TEA	GRADE 2	SALARY TEACHER	\$43,397.00
GRAVES, ELIZABETH	TEA	KINDERG	SALARY TEACHER	\$44,447.00
HANSEN, SHANNON	TEA	KINDERG	SALARY TEACHER	\$60,940.00
HARRIS, JOSEPH	TEA	GRADE 5	SALARY TEACHER	\$58,838.00
HENDERSON, WENDY	TEA	GRADE 1	SALARY TEACHER	\$67,481.00
HIGGINS, ELAINA	TEA	GRADE 1	SALARY TEACHER	\$60,940.00
HUSSEY, TRACY	TEA	GRADE 3	SALARY TEACHER	\$55,265.00
JACK, MORGAINA	TEA	GRADE 4	SALARY TEACHER	\$44,447.00
KEARNEY, KIM	READ	SPEC E	SALARY TEACHER	\$68,267.00
KIRANE, KIMBERLY	TEA	GRADE 5	SALARY TEACHER	\$58,838.00
KOWAL, SAMUEL	TEA	PE E	SALARY TEACHER	\$47,495.00
LACASSE, SHAWNA	TEA	KINDERG	SALARY TEACHER	\$58,838.00
LOMBARDO, KATHLEEN	TEA	GRADE 2	SALARY TEACHER	\$65,115.00
LYNDE, DIANNE	TEA	GRADE 1	SALARY TEACHER	\$59,889.00
MAGUIRE, KATE	TEA	GRADE 5	SALARY TEACHER	\$64,065.00
MAHONEY-BARNETT, MIRANDA	TEA	GRADE 1	SALARY TEACHER	\$55,685.00
MASIELLO, KELLY	TEA	KINDERG	SALARY TEACHER	\$65,695.00
MCCURRY, LIZAH	TEA	ART E	SALARY TEACHER	\$51,585.00
MCNIFF, SARA	TEA	STEAM E	SALARY TEACHER	\$43,397.00
MONTANILE, LAURA	TEA	GRADE 3	SALARY TEACHER	\$51,585.00
PARKHURST, TRACY	TEA	GRADE 3	SALARY TEACHER	\$57,787.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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1100 - REGULAR EDUCATION PRGMS

PHILCRANTZ, BETH	TEA GRADE 5	SALARY TEACHER	\$61,990.00
ROBERSON, NICOLE	TEA GRADE 5	SALARY TEACHER	\$65,430.00
ROCK, KATE	TEA GRADE 2	SALARY TEACHER	\$55,159.00
SAWYERS, MARIE	TEA HEALTH E	SALARY TEACHER	\$55,685.00
ST. AUBIN, BETHANY	TEA GRADE 4	SALARY TEACHER	\$48,020.00
SULLIVAN, MEGHAN	TEA GRADE 4	SALARY TEACHER	\$54,633.00
TALBOT, SHANNON	TEA GRADE 5	SALARY TEACHER	\$51,060.00
WEIGLER, ERIN	TEA MUSIC E	SALARY TEACHER	\$68,267.00
WEIR, NICOLE	TEA GRADE 2	SALARY TEACHER	\$55,685.00
ZIDEK, JILL	TEA GRADE 4	SALARY TEACHER	\$65,695.00
POST FROM PERSONNEL BUDGETING			\$2,612,042.67
NEW: CLASS COVERAGE PER CBA BASED FY 22 & FY 23 AVERAGE			\$1,500.00
SAU NOTE: 7TH KINDERGARTEN TEACHER FUNDED BY TRANSFER			\$0.00
OF TEACHER POSITION FROM PHS 1033110000-110 FOR FY24			\$0.00

1011110000	114	INSTRUC. ASST. SALARIES	\$130,229.85	\$221,706	\$193,341.59	\$257,609	\$281,546	\$23,937
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BOUTIN, MELISSA	IA KIND E	HOURLY PESPA	\$24,075.48
CAMPBELL, ELLEN	LUNCH MONITR	HOURLY PESPA	\$9,008.37
GLUCK, JESSICA	LUNCH MONITR	HOURLY PESPA	\$9,529.65
GOULET, KYLA	IA KIND E	HOURLY PESPA	\$20,114.45
HAMILTON, ALICIA	IA KIND E	HOURLY PESPA	\$20,649.72
HASKINS, NANCY	IA KIND E	HOURLY PESPA	\$25,443.41
LIAKOS, DAVID	LUNCH MONITR	HOURLY PESPA	\$9,703.41
MENESES, NINA	IA KIND E	HOURLY PESPA	\$23,540.21
MORAN, NANCY	IA KIND E	HOURLY PESPA	\$26,502.06
NOTTEBART, MARY	IA KIND E	HOURLY PESPA	\$25,062.77
PALINGO, LINDA	IA REG ED E	HOURLY PESPA	\$22,017.65
VACANT POSITION,	LUNCH MONITR	HOURLY PESPA	\$9,008.37
VACANT POSITION,	RECESS MONIT	HOURLY PESPA	\$9,008.37
POST FROM PERSONNEL BUDGETING			\$260,689.03
5 HRS/YR FOR 8 MONITORS FOR TRAINING LEVEL FUND			\$588.30
NEW REQUEST TO ADD 1.0 FTE REG ED IA POSITION TO COVER			\$0.00
7TH FULL DAY KINDERGARTEN CLASSROOM			\$20,269.08

1011110000	120	DAILY SUBSTITUTE SALARIES	\$69,849.05	\$0	\$73,516.00	\$0	\$0	\$0
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1011110000	121	LONG TERM SUB SALARIES	\$26,922.00	\$0	\$55,682.92	\$0	\$0	\$0
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1011110000	211	HEALTH INSURANCE	\$635,460.78	\$769,889	\$790,939.43	\$928,671	\$889,569	(\$39,102)
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PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
		POST FROM PERSONNEL BUDGETING	\$940,581.60					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$51,012.60)					
1011110000	212	DENTAL INSURANCE	\$37,519.81	\$40,548	\$38,199.85	\$40,757	\$41,336	\$578
		POST FROM PERSONNEL BUDGETING	\$41,457.60					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$121.82)					
1011110000	213	LIFE INSURANCE	\$4,124.66	\$4,575	\$4,601.50	\$5,387	\$4,919	(\$468)
1011110000	214	DISABILITY INSURANCE	\$6,249.50	\$6,866	\$6,939.65	\$8,025	\$8,328	\$303
1011110000	220	SOCIAL SECURITY	\$183,523.02	\$206,078	\$207,502.26	\$219,516	\$223,367	\$3,851
		POST FROM PERSONNEL BUDGETING	\$221,656.82					
		CLASS COVERAGE PER CBA BASED FY 22/23 AVG FICA	\$114.75					
		5 HRS/YR FOR 8 MONITORS FOR TRAINING FICA	\$45.00					
		NEW REQUEST 1.0 FTE REG IA KIND FICA	\$1,550.58					
1011110000	232	TEACHER RETIREMENT	\$462,311.21	\$505,409	\$519,178.51	\$508,850	\$513,300	\$4,449
		POST FROM PERSONNEL BUDGETING	\$513,005.17					
		CLASS COVERAGE PER CBA BASED FY 22/23 AVG NHRS	\$294.60					
1011110000	260	WORKERS COMP INSURANCE	\$11,688.70	\$10,452	\$11,929.60	\$13,073	\$11,968	(\$1,105)
		POST FROM PERSONNEL BUDGETING	\$11,876.56					
		CLASS COVERAGE PER CBA BASED FY 22/23 AVG WC	\$6.15					
		5 HRS/YR FOR 8 MONITORS FOR TRAINING WC	\$2.41					
		NEW REQUEST 1.0 FTE REG ED KIND WC	\$83.10					
1011110000	430	REPAIRS & MAINTENANCE	\$554.88	\$1,354	\$1,286.00	\$1,488	\$1,855	\$367
		ANNUAL CLEANING AND UPDATE OF KILN	\$417.00					
		PIANO TUNINGS AND REPAIRS FOR INSTRUMENTS COMPLETED YEARLY	\$0.00					
		LAMINATING CONTRACT FOR 2 LAMINATORS WHICH INCLUDES REPAIRS AND UPKEEP (2@458.00)	\$522.00					
			\$0.00					
			\$916.00					
1011110000	446	RENTAL/LEASE SOFTWARE	\$16,515.00	\$17,853	\$17,853.00	\$18,201	\$21,498	\$3,297
		IREADY (READING)	\$0.00					
		ASSESSMENT SYSTEM FOR UNIVERSAL SCREENING GRADES K-5 (710 STUDENTS AT @ 7.61 EACH), INCREASED	\$0.00					
			\$5,404.00					
		IREADY (MATH)	\$0.00					
		ASSESSMENT SYSTEM FOR UNIVERSAL SCREENING GRADES 1-5 (590 STUDENTS @ 7.61 EACH), INCREASED	\$0.00					
			\$4,490.00					
		IREADY TOOLBOX (READING, WRITING, AND MATH)	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS

PROVIDES RESEARCH-BASED INTERVENTIONS TO TEACHERS	\$0.00
GRADES K-5 (SITE LICENSE), INCREASED	\$9,301.00
KINDERGARTEN - READING A TO Z - RAZPLUS (READING)	\$0.00
PROVIDES BOOKS AND LESSONS TO TEACHERS	\$0.00
GRADE K (7 TEACHERS @ 234.00)	\$1,638.00
KINDERGARTEN - AMC (MATH)	\$0.00
MATH ASSESSMENT FOR KINDERGARTEN	\$0.00
GRADE K (7 TEACHERS @ 95.00 EACH)	\$665.00

1011110000	532	DATA COMMUNICATIONS	\$720.00	\$720	\$577.90	\$0	\$0	\$0
1011110000	580	TRAVEL & MILEAGE	\$0.00	\$500	\$35.91	\$500	\$0	(\$500)
1011110000	610	SUPPLIES	\$26,504.40	\$55,053	\$55,001.80	\$33,318	\$34,959	\$1,641

TEACHER SUPPLIES-MISC SUPPLIES FOR TEACHER	\$0.00
KINDERGARTEN (7@50.00)	\$350.00
GRADE 1 (7@50.00)	\$350.00
GRADE 2 (6@50.00)	\$300.00
GRADE 3 (6@50.00)	\$300.00
GRADE 4 (6@50.00)	\$300.00
GRADE 5 (6@50.00)	\$300.00
CLASSROOM SUPPLIES-NEEDED TO DELIVER THE CURRICULUM INCLUDING CRAYONS, MAKERS, ART SUPPLIES, BINDERS, ETC.	\$0.00
KINDERGARTEN (120 STUDENTS@25.50)	\$3,060.00
GRADE 1 (120@25.50)	\$3,060.00
GRADE 2 (121@25.50)	\$3,085.50
GRADE 3 (130@25.50)	\$3,315.00
GRADE 4 (107@25.50)	\$2,728.50
GRADE 5 (112@25.50)	\$2,856.00
GRADE 2 MAILBOXES - NEEDED FOR ORGANIZATION OF STUDENTS	\$0.00
COMMUNICATION FOLDERS AS WELL AS WORK AND NOTICES TO GO HOME (2@100.00)	\$200.00
LAMINATING FILM FOR 2 BUILDING LAMINATORS (40 X 33.00)	\$1,320.00
PORTABLE BUILDING -LAMINATING FILM. THIS BUILDING HAS ITS OWN LAMINATOR AND FILM IS USED AS WE CREATE STUDENT	\$0.00
STUDENT MATERIALS & EDUCATIONAL ACTIVITIES. (2@94.00)	\$188.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS

COMMUNICATION FOLDERS TO ORGANIZE STUDENTS AND	\$0.00
A COMMUNICATION TOOL BETWEEN HOME AND SCHOOL	\$0.00
(760@1.45)	\$1,102.00
COPIER PAPER (225@38.00)	\$8,550.00
HEADPHONES AVAILABLE TO STUDENTS IF THEY DO NOT HAVE THEM OR IF THEY BREAK DURING INSTRUCTION.	\$0.00
KINDERGARTEN (3@92.00)	\$276.00
GRADE 1 (3@92.00)	\$276.00
GRADE 2 (3@92.00)	\$276.00
GRADE 3 (3@92.00)	\$276.00
GRADE 4 (3@92.00)	\$276.00
GRADE 5 (3@92.00)	\$276.00
PENCIL SHARPENERS REPLACEMENT, EVERY OTHER YEAR	\$0.00
KINDERGARTEN (3@102)	\$306.00
GRADE 1 (4@102.00)	\$408.00
GRADE 2 (3@102.00)	\$306.00
GRADE 3 (3@102.00)	\$306.00
GRADE 4 (3@102.00)	\$306.00
GRADE 5 (3@102.00)	\$306.00
LEVEL 2 SUPERINTENDENT REDUCTION -HEADPHONES TO 1/GRADE	(\$1,104.00)

1011110000	733	FURNITURE-ADDITIONAL	\$0.00	\$0	\$3,213.05	\$3,213	\$0	(\$3,213)
1011110000	734	EQUIPMENT-ADDITIONAL	\$2,298.92	\$0	\$0.00	\$0	\$0	\$0
1011110000	737	FURNITURE-REPLACEMENT	\$21,964.62	\$19,290	\$61,551.95	\$71,979	\$42,341	(\$29,638)

GRADE 2 BOOKCASES NEEDED TO HOLD CLASSROOM	\$0.00
LIBRARIES (OLD ONES DETERIORATE OVER TIME, BECOME UNSAFE), YEAR 3 OF 3 TO PURCHASE. THIS WAS PUT ON	\$0.00
HOLD DUE TO COVID (3@730.00)	\$2,190.00
GRADE 4 DESKS AND CHAIRS - DESKS AND CHAIRS ARE OLD AND BREAKING AND NEED TO BE REPLACED	\$0.00
(YEAR 2 OF 3 YEAR REPLACEMENT PLAN (50@371.30)	\$18,565.00
REPLACEMENT OF CLASSROOM RUGS	\$0.00
(8@464.00)	\$3,712.00
REPLACE ANY BROKEN FURNITURE DURING THE SCHOOL YEAR	\$0.00
FURNITURE IS AGING AND SUPPORTS NORMAL WEAR AND TEAR	\$4,824.00
GRADE 5--NEW STUDENT DESKS YEAR 1 OF 3 (50@261.00)	\$13,050.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
1011110000	738	EQUIPMENT-REPLACEMENT	\$5,769.57	\$2,640	\$2,600.93	\$0	\$0	\$0
1011110000	890	MISCELLANEOUS	\$4,852.04	\$8,788	\$9,098.62	\$5,000	\$7,100	\$2,100
		FUNDS USED FOR TEACHER APPRECIATION, EMPLOYEE RECOGNITION AND STAFF TEAM BUILDING LUNCHEONS AND APPARREL FOR STAFF	\$0.00					
			\$0.00					
			\$7,100.00					
TOTAL PES REGULAR EDUCATION			\$3,866,386.67	\$4,309,527	\$4,521,398.52	\$4,706,476	\$4,695,629	(\$10,847)
PES ART EDUCATION 11 - PELHAM ELEMENTARY SCHOOL								
1011110002	610	SUPPLIES	\$5,484.44	\$6,592	\$6,573.05	\$6,390	\$7,100	\$710
		THE ART PROGRAM WILL INTRODUCE STUDENTS TO THE FUNDAMENTALS OF ART THROUGH THE ELEMENTS AND PRINCIPLES OF DESIGN.	\$0.00					
		CONSUMABLE MATERIALS AND TOOLS REQUIRED TO TEACH AN EFFECTIVE ART PROGRAM UTILIZING A VARIETY OF MEDIUMS AND SUPPLIES FOR GRADES K-5.	\$0.00					
		(710@10.00)	\$7,100.00					
1011110002	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$0.00	\$4,316	\$0	(\$4,316)
TOTAL PES ART EDUCATION			\$5,484.44	\$6,592	\$6,573.05	\$10,706	\$7,100	(\$3,606)
PES PHYSICAL EDUCATION 11 - PELHAM ELEMENTARY SCHOOL								
1011110008	610	SUPPLIES	\$2,635.03	\$2,158	\$2,112.62	\$3,019	\$3,218	\$199
		PE--CONSUMABLE SUPPLIES TO REPLACE DAMAGED OR BROKEN EQUIPMENT	\$0.00					
			\$1,022.00					
		PE-YOGA BALL SET TO REPLACE BAD CONDITION YOGA BALLS (SET OF 6)	\$0.00					
			\$203.00					
		PE--SLOT SHOT GOALS FOR HOCKEY UNITS	\$133.00					
		PE-6 MORE SCOOTER BOARDS TO MEET CLASS SIZE	\$530.00					
		HEALTH-MATERIALS FOR THE CLASSROOM: MARKERS, CRAYONS, PAPER, PENS, ETC. STUDENTS IN GRADES K-5	\$0.00					
			\$0.00					
		ACCESS THE HEALTH CURRICULUM AND THIS WILL ALLOW THEM TO HAVE THE SUPPLIES NEEDED TO ENGAGE IN TEAMWORK, COMMUNICATION, AND HEALTH SKILLS WITHIN THE HEALTH CURRICULUM	\$0.00					
			\$0.00					
			\$0.00					
			\$1,330.00					
1011110008	643	INFORMATION ACCESS FEES	\$150.00	\$0	\$0.00	\$0	\$150	\$150
		DRUMS ALIVE LICENSE, MOVED FROM PE SUPPLIES	\$150.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
TOTAL PES PHYSICAL EDUCATION			\$2,785.03	\$2,158	\$2,112.62	\$3,019	\$3,368	\$349
PES MATH EDUCATION			11 - PELHAM ELEMENTARY SCHOOL					
1011110011	610	SUPPLIES	\$2,211.00	\$8,478	\$8,473.19	\$1,200	\$1,700	\$500
ADDITIONAL MATERIALS FOR MATH SUCH AS			\$0.00					
MANIPULATIVES/GAMES TO SUPPORT INSTRUCTION			\$0.00					
GRADE K			\$200.00					
GRADE 1			\$200.00					
GRADE 2			\$200.00					
GRADE 3			\$200.00					
GRADE 4			\$200.00					
GRADE 5			\$200.00					
MATH COACH SUPPLIES			\$500.00					
1011110011	640	TEXTBOOKS - REPLACEMENT	\$376.56	\$600	\$502.86	\$121,941	\$5,500	(\$116,441)
SUPPLEMENTAL MATH TEXT TO SUPPORT CURRICULUM			\$5,500.00					
TOTAL PES MATH EDUCATION			\$2,587.56	\$9,078	\$8,976.05	\$123,141	\$7,200	(\$115,941)
PES MUSIC EDUCATION			11 - PELHAM ELEMENTARY SCHOOL					
1011110012	610	SUPPLIES	\$978.82	\$476	\$475.98	\$882	\$1,227	\$345
THE MUSIC PROGRAM CONSISTS OF GENERAL MUSIC			\$0.00					
FOR GRADES K-5 AND CHORUS/BAND CONSUMABLES USED			\$0.00					
EACH YEAR FOR STUDENTS AND TEACHER.			\$0.00					
PENCILS, PAPER, STAPLES, EXPO MARKERS ETC.			\$400.00					
REEDS FOR CLARINET PLAYERS (4@30.00)			\$120.00					
BATTERIES FOR UKULELE TUNER (6@5.00)			\$30.00					
REEDS FOR SAXOPHONE PLAYERS (4@30.00)			\$120.00					
XYLOPHONE REPAIR			\$18.00					
TAMBOURINE REPLACEMENTS			\$181.00					
SNARE STAND			\$71.00					
TEMPLE BLOCK STAND			\$105.00					
REMO DRUM MALLETS			\$50.00					
BUCKETS			\$132.00					
1011110012	640	TEXTBOOKS - REPLACEMENT	\$159.39	\$258	\$254.25	\$439	\$485	\$46
NEW TEXTBOOKS UPDATE THE MUSIC CURRICULUM			\$0.00					
TO KEEP UP WITH THE NATIONAL STANDARDS			\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
		AND TRENDS THAT ARE HAPPENING IN MUSIC EDUCATION	\$0.00					
		K-8 MUSIC MAGAZINE-1 YR	\$0.00					
		SUBSCRIPTION	\$175.00					
		MISCELLANEOUS CURRICULUM BOOKS (10@31.00)	\$310.00					
1011110012	738	EQUIPMENT-REPLACEMENT	\$798.00	\$667	\$637.53	\$0	\$0	\$0
TOTAL PES MUSIC EDUCATION			\$1,936.21	\$1,401	\$1,367.76	\$1,321	\$1,712	\$391
PES SCIENCE EDUCATION 11 - PELHAM ELEMENTARY SCHOOL								
1011110013	610	SUPPLIES	\$1,243.08	\$1,268	\$1,171.86	\$1,800	\$3,000	\$1,200
		SCIENCE EXPERIMENT SUPPLIES ENHANCE OUR	\$0.00					
		CURRENT CURRICULUM WHICH FOLLOWS THE NEXT	\$0.00					
		GENERATION SCIENCE STANDARDS. (CIRCUITS, BUTTERFLIES,)	\$0.00					
		KINDERGARTEN	\$500.00					
		GRADE 1	\$500.00					
		GRADE 2	\$500.00					
		GRADE 3	\$500.00					
		GRADE 4	\$500.00					
		GRADE 5	\$500.00					
		REQUEST TO REDUCE BOOKS AND INCREASE SUPPLIIES INSTEAD	\$0.00					
1011110013	640	TEXTBOOKS - REPLACEMENT	\$639.74	\$300	\$265.68	\$1,200	\$0	(\$1,200)
1011110013	643	INFORMATION ACCESS FEES	\$0.00	\$1,495	\$1,295.00	\$1,359	\$1,999	\$640
		MYSTERY SCIENCE - WEB-BASED SCIENCE PROGRAM	\$0.00					
		GRADES K-5 (SITE LICENSE)	\$1,999.00					
1011110013	650	SOFTWARE	\$1,499.00	\$0	\$0.00	\$0	\$0	\$0
TOTAL PES SCIENCE EDUCATION			\$3,381.82	\$3,063	\$2,732.54	\$4,359	\$4,999	\$640
PES SOCIAL SCIENCE EDUC 11 - PELHAM ELEMENTARY SCHOOL								
1011110015	610	SUPPLIES	\$4,785.81	\$5,696	\$5,675.07	\$9,630	\$7,310	(\$2,320)
		KINDERGARTEN- MISCELLANEOUS SOCIAL SCIENCE ITEMS/	\$0.00					
		FURNITURE FOR SOCIAL PLAY AND TO SUPPORT CENTERS	\$0.00					
		(7@200.00)	\$1,400.00					
		SCHOLASTIC NEWS-THIS MAGAZINE OFFERS WEEKLY	\$0.00					
		TOPICS ON CURRENT EVENTS AND SEASONAL THEMES	\$0.00					
		TO HELP SUPPORT THE S.S. CURRICULUM FOR	\$0.00					
		GRADES KINDERGARTEN THROUGH GRADE 5	\$4,810.00					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS

SUPPLIES TO SUPPORT SOCIAL STUDIES AND THE SEL	\$0.00
CURRICULUM:	\$0.00
GRADE K	\$500.00
GRADE 1	\$500.00
GRADE 2	\$500.00
GRADE 3	\$500.00
GRADE 4	\$500.00
GRADE 5	\$500.00
LEVEL 2 SUPERINTENDENT REDUCTION -KIND. PLAY TO 7@\$100	(\$700.00)
LEVEL 2 SUPERINTENDENT REDUCTION -SEL SUPPLIES TO \$300	(\$1,200.00)

1011110015 640 TEXTBOOKS - REPLACEMENT \$597.35 \$215 \$214.92 \$1,200 \$1,200 \$0

SOCIAL STUDIES READ ALOUDS ENHANCE OUR SOCIAL STUDIES	\$0.00
SOCIAL EMOTIONAL CURRICULUM. WE USE READ ALOUDS AS A WAY TO MAKE CONNECTIONS TO WHAT WE ARE LEARNING (K-5)	\$0.00
KINDERGARTEN	\$200.00
GRADE 1	\$200.00
GRADE 2	\$200.00
GRADE 3	\$200.00
GRADE 4	\$200.00
GRADE 5	\$200.00

TOTAL PES SOCIAL SCIENCE EDUC \$5,383.16 \$5,910 \$5,889.99 \$10,830 \$8,510 (\$2,320)

PES STEAM EDUCATION 11 - PELHAM ELEMENTARY SCHOOL

1011110019 610 SUPPLIES \$4,356.15 \$2,868 \$2,868.31 \$3,671 \$3,621 (\$50)

MISCELLANEOUS SUPPLIES TO SUPPORT STUDENTS IN ACCESSING THE STEAM/TECHNOLOGY CURRICULUM	\$0.00
MANIPULATIVES I.E., BLOCKS, MAGNET MATERIALS, LEGOS, PUZZLES, MARBLE TRAX, ETC. INCLUDES MAKER SPACE ART SUPPLIES. (710 @ \$5.10)	\$3,621.00

TOTAL PES STEAM EDUCATION \$4,356.15 \$2,868 \$2,868.31 \$3,671 \$3,621 (\$50)

PES READING EDUCATION 11 - PELHAM ELEMENTARY SCHOOL

1011110023 325 TESTING PROTOCOLS \$937.94 \$155 \$0.00 \$176 \$176 \$0

WRMT-III FORM B Q-GLOBAL DIGITAL STIMULUS BOOK	\$176.00
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1011110023 610 SUPPLIES \$9,160.90 \$4,929 \$4,929.17 \$4,127 \$5,409 \$1,282

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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1100 - REGULAR EDUCATION PRGMS

MISCELLANEOUS SUPPLIES FOR READING SPECIALIST	\$0.00
MATERIAL TO CARRY OUT INSTRUCTION, MARKERS, BOARDS, ETC. (2@200.00)	\$400.00
PHONICS READERS AND WORKBOOK TO SUPPORT BOTH SPECIALIZED INSTRUCTION FOR READING SPECIALIST & REGULAR EDUCATION FOR ONE SET	\$1,194.00
KINDERGARTEN--FUNDATIONS DURABLE REPLACEMENT (1 X 10-PACK)	\$440.00
KINDERGARTEN-FUNDATIONS REPLACEMENT MATERIALS FUNDATIONS STUDENT NOTEBOOKS K (12 X 10-PACK)	\$1,050.00
KINDERGARTEN-LITERACY GAMES TO SUPPORT INSTRUCTION GRADE K (7 TEACHERS @ 100.00 EACH)	\$700.00
GRADE 1-MODEL MAGIC TO SUPPORT HOW-TO WRITING UNIT	\$125.00
WRITING MATERIALS NEEDED TO IMPLEMENT THE NEW WRITING SERIES PROGRAM WHICH INCLUDES WRITING NOTEBOOKS GRADE 3	\$500.00
GRADE 4	\$500.00
GRADE 5	\$500.00

1011110023 640 TEXTBOOKS - REPLACEMENT \$19,099.77 \$92,202 \$92,004.40 \$6,830 \$11,500 \$4,670

DECODABLE READING /TRADE BOOKS TO SUPPORT THE READING SERIES	\$0.00
KINDERGARTEN	\$500.00
GRADE 1	\$500.00
GRADE 2	\$500.00
GRADE 3	\$500.00
GRADE 4	\$500.00
GRADE 5	\$500.00
WRITERS WORKSHOP MENTOR TEXT, TO HELP SUPPORT THE INTRODUCTION TO WRITING WITH OUR NEW PROGRAM	\$0.00
KINDERGARTEN	\$500.00
GRADE 1	\$500.00
GRADE 2	\$500.00
GRADE 3	\$500.00
GRADE 4	\$500.00
GRADE 5	\$500.00
SUPPLEMENTAL READING TEXTS TO SUPPORT CURRICULUM	\$5,500.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1100 - REGULAR EDUCATION PRGMS								
1011110023	643	INFORMATION ACCESS FEES	\$0.00	\$45	\$45.00	\$50	\$715	\$665
		WRMT-III SCORING 1-YEAR SUBSCRIPTION	\$50.00					
		FUNDATIONS ONLINE PORTAL -FUN HUB, TEACHER ACCESS	\$0.00					
		SUBSCRIPTION FEE 6@ \$95	\$570.00					
		LEVEL 2 SUPERINTENDENT ADDITION - 1 FEE @ \$95 FOR KIND.	\$95.00					
1011110023	650	SOFTWARE	\$0.00	\$25	\$0.00	\$50	\$0	(\$50)
1011110023	890	MISCELLANEOUS	\$0.00	\$45	\$45.00	\$300	\$300	\$0
		READ ACROSS AMERICA REFRESHMENTS TO	\$0.00					
		OUR COMMUNITY READERS.	\$300.00					
<u>TOTAL PES READING EDUCATION</u>			\$29,198.61	\$97,401	\$97,023.57	\$11,533	\$18,100	\$6,567

1100 - REGULAR EDUCATION PRGMS

MS REGULAR EDUCATION 22 - PELHAM MEMORIAL SCHOOL

1022110000	110	SALARIES	\$1,567,631.82	\$1,687,590	\$1,658,413.67	\$1,680,592	\$1,668,944	(\$11,648)
		BEINEKE, HEIDI	TEA G7 SCIEN SALARY TEACHER \$55,685.00					
		BOSWELL, KATIE	TEA HEALTH M SALARY TEACHER \$47,495.00					
		BRANCO, AMY	TEA GRADE 6 SALARY TEACHER \$69,267.00					
		BRYANT, JAMIE	TEA G7 SS SALARY TEACHER \$69,320.00					
		CARTEN, KARENA	TEA MATH M SALARY TEACHER \$65,695.00					
		COUTU, RANDY	TEA ART M SALARY TEACHER \$64,380.00					
		DELUCIA, MEGAN	TEA G7 EN/SS SALARY TEACHER \$54,633.00					
		DESCHENEAUX, KRISTIN	TEA GRADE 6 SALARY TEACHER \$63,041.00					
		EMERY, KAREN	READ SPEC M SALARY TEACHER \$72,472.00					
		HUIZENGA, NOAH	TEA MUSIC M SALARY TEACHER \$43,397.00					
		JAMES, JANELLE	TEA G7 MA/SS SALARY TEACHER \$54,633.00					
		KAVARNOS, JAMES	TEA PE M SALARY TEACHER \$43,922.00					
		KELLY, EILEEN	TEA G8 MATH SALARY TEACHER \$51,060.00					
		LAMONTAGNE, PATRICIA	ADDT'L DAYS PER CONTRACT \$1,806.91					
		LAMONTAGNE, PATRICIA	TEATECHINT M SALARY TEACHER \$67,217.00					
		LEE, TARYN	TEA GRADE 6 SALARY TEACHER \$59,363.00					
		LEWIS, KEITH	TEA G8 SCIEN SALARY TEACHER \$51,060.00					
		MACKINNON, JENNA	TEA G8 ENG SALARY TEACHER \$43,397.00					
		MILLER, ALLISON	TEA GRADE 6 SALARY TEACHER \$59,889.00					
		OROZCO UMANA, LESLIE	TEA G7 SC/SS SALARY TEACHER \$48,020.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)		
1100 - REGULAR EDUCATION PRGMS										
		PATTERSON, REBECCA	TEA G8 SS	SALARY TEACHER		\$58,838.00				
		PEREZ, ANDRES	TEA WLANG M	SALARY TEACHER		\$54,633.00				
		RALLS, KATIE	TEA FACS M	SALARY TEACHER		\$45,183.00				
		RANCOURT, CHEYENNE	TEA GRADE 6	SALARY TEACHER		\$55,685.00				
		SAUNDERS, ELISA	TEA MUSIC M	SALARY TEACHER		\$68,267.00				
		SHANTELER, JUDITH	TEA STEAM M	SALARY TEACHER		\$65,695.00				
		SMITH, ASHLEY	TEA GRADE 6	SALARY TEACHER		\$67,217.00				
		STECK, JENNIFER	TEA G7 ENG	SALARY TEACHER		\$43,397.00				
		TESSIER, KELLY	TEA GRADE 6	SALARY TEACHER		\$65,115.00				
		WALLACK, SAMANTHA	TEA G7 MATH	SALARY TEACHER		\$53,161.00				
		POST FROM PERSONNEL BUDGETING				\$1,662,943.91				
		DC / OVERNIGHT CHAPERONE STIPENDS; LEVEL FUND				\$6,000.00				
1022110000	113	TUTOR SALARIES				\$1,312.50	\$0	\$0.00	\$0	\$0
1022110000	114	INSTRUC. ASST. SALARIES				\$2,418.14	\$5,000	\$3,943.35	\$5,000	\$5,000
		ADDITIONAL TIME FOR 8 IAS TO COVER BUS MONITORING				\$5,000.00				
1022110000	120	DAILY SUBSTITUTE SALARIES				\$32,860.92	\$0	\$35,990.27	\$0	\$0
1022110000	121	LONG TERM SUB SALARIES				\$25,351.55	\$0	\$0.00	\$0	\$0
1022110000	211	HEALTH INSURANCE				\$438,960.03	\$490,642	\$508,316.90	\$540,582	\$574,602
		POST FROM PERSONNEL BUDGETING				\$607,581.80				
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH				(\$32,980.25)				
1022110000	212	DENTAL INSURANCE				\$24,135.01	\$24,493	\$26,181.23	\$25,630	\$27,376
		POST FROM PERSONNEL BUDGETING				\$27,456.60				
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL				(\$80.48)				
1022110000	213	LIFE INSURANCE				\$2,972.76	\$3,163	\$3,099.30	\$3,464	\$3,126
1022110000	214	DISABILITY INSURANCE				\$4,506.26	\$4,700	\$4,623.52	\$5,098	\$5,210
1022110000	220	SOCIAL SECURITY				\$122,420.77	\$129,965	\$126,761.02	\$130,325	\$129,250
		POST FROM PERSONNEL BUDGETING				\$128,408.79				
		DC STIPENDS FICA/MC				\$459.00				
		IA BUS MONITORING FICA/MC				\$382.50				
1022110000	232	TEACHER RETIREMENT				\$329,791.84	\$349,695	\$348,598.42	\$330,068	\$327,781
		POST FROM PERSONNEL BUDGETING				\$326,602.17				
		DC STIPENDS NHRS				\$1,178.40				
1022110000	260	WORKERS COMP INSURANCE				\$7,901.71	\$6,570	\$7,186.82	\$7,717	\$6,925

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1100 - REGULAR EDUCATION PRGMS								
		POST FROM PERSONNEL BUDGETING	\$6,879.60					
		DC STIPENDS WC	\$24.60					
		IA BUS MONITORING WC	\$20.50					
1022110000	275	WORKSHOPS NON-UNION	\$999.00	\$2,000	\$1,750.00	\$1,000	\$2,000	\$1,000
		SEND TEACHER TEAMS TO WORKSHOPS, NELMS, INCREASED	\$2,000.00					
1022110000	430	REPAIRS & MAINTENANCE	\$0.00	\$200	\$0.00	\$200	\$200	\$0
		OFFICE REPAIRS AS NECESSARY	\$200.00					
1022110000	446	RENTAL/LEASE SOFTWARE	\$4,560.00	\$4,560	\$4,560.00	\$4,810	\$5,019	\$209
		I-READY FOR 350 @ \$14.34 (MATH AND ELA DIAGNOSTIC)	\$5,019.00					
1022110000	532	DATA COMMUNICATIONS	\$720.00	\$720	\$577.90	\$0	\$0	\$0
1022110000	580	TRAVEL & MILEAGE	\$0.00	\$1,500	\$921.16	\$1,500	\$1,500	\$0
		TRAVEL AND MILEAGE FOR STAFF TO ATTEND WKSH/CONF INITIATED BY ADMIN OR DISTRICT	\$0.00					
			\$1,500.00					
1022110000	610	SUPPLIES	\$13,860.76	\$13,000	\$13,305.40	\$15,000	\$15,000	\$0
		GENERAL FULL SCHOOL SUPPLIES AND COPY PAPER	\$15,000.00					
1022110000	640	TEXTBOOKS - REPLACEMENT	(\$20.00)	\$0	\$0.00	\$0	\$0	\$0
1022110000	733	FURNITURE-ADDITIONAL	\$3,732.40	\$0	\$0.00	\$0	\$0	\$0
1022110000	737	FURNITURE-REPLACEMENT	\$61,901.25	\$37,419	\$38,170.64	\$0	\$0	\$0
1022110000	738	EQUIPMENT-REPLACEMENT	\$269.99	\$0	\$0.00	\$0	\$0	\$0
1022110000	890	MISCELLANEOUS	\$3,930.48	\$2,000	\$2,000.00	\$4,000	\$5,500	\$1,500
		OPENING ACTIVITIES, TEACHER APPRECIATION: HOLIDAYS, PARENT CONF, STAFF REC, APPR. WEEK, CALENDAR ACT., ETC	\$0.00					
			\$5,500.00					
TOTAL MS REGULAR EDUCATION			\$2,650,217.19	\$2,763,219	\$2,784,399.60	\$2,754,986	\$2,777,432	\$22,445
MS ART EDUCATION 22 - PELHAM MEMORIAL SCHOOL								
1022110002	610	SUPPLIES	\$6,711.60	\$5,161	\$5,135.51	\$5,000	\$5,200	\$200
		GENERAL ART SUPPLIES, PAPER, PENCILS, CLAY, ETC.	\$5,200.00					
1022110002	643	INFORMATION ACCESS FEES	\$0.00	\$0	\$0.00	\$600	\$600	\$0
		ILLUSTRATOR PROGRAM, NEW FY24	\$600.00					
1022110002	734	EQUIPMENT-ADDITIONAL	\$0.00	\$1,539	\$1,539.36	\$1,300	\$0	(\$1,300)
TOTAL MS ART EDUCATION			\$6,711.60	\$6,700	\$6,674.87	\$6,900	\$5,800	(\$1,100)
MS LANGUAGE ART EDUCATION 22 - PELHAM MEMORIAL SCHOOL								

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
1022110005	321	PROFESSIONAL EDU SERVICES	\$0.00	\$0	\$0.00	\$2,300	\$3,400	\$1,100
		HOLOCAUST VISIT, INCREASED	\$400.00					
		AUTHOR VISIT, FEE INCREASED	\$3,000.00					
1022110005	330	PROFESSIONAL SERVICES	\$1,250.00	\$263	\$0.00	\$0	\$0	\$0
1022110005	610	SUPPLIES	\$2,935.79	\$1,429	\$1,422.16	\$1,853	\$1,250	(\$603)
		TEACHER RESOURCE WORKBOOKS	\$100.00					
		PAPER FOR PROJECTS	\$650.00					
		PROJECT SUPPLIES	\$200.00					
		BULLETIN BOARD SETS	\$300.00					
1022110005	640	TEXTBOOKS - REPLACEMENT	\$361.00	\$2,700	\$2,700.11	\$1,585	\$1,922	\$337
		REPLACEMENT NOVELS, MANIAC MAGEE	\$262.00					
		REPLACEMENT NOVELS, WESTING GAME	\$120.00					
		REPLACEMENT NOVELS, HATCHET	\$330.00					
		REPLACEMENT NOVELS, PEAK	\$230.00					
		REPLACEMENT NOVELS, CHRISTMAS CAROL	\$120.00					
		REPLACEMENT NOVELS, HUNGER GAMES	\$400.00					
		REPLACEMENT NOVELS, OUTSIDERS	\$130.00					
		REPLACEMENT NOVELS, BREADWINNER	\$200.00					
		REPLACEMENT NOVELS, THE GIVER	\$130.00					
1022110005	641	TEXTBOOKS - ADDITIONAL	\$184.68	\$0	\$0.00	\$2,002	\$300	(\$1,702)
		NOVELS TO ADD TO CLASSROOM LIBRARIES	\$300.00					
1022110005	643	INFORMATION ACCESS FEES	\$3,699.94	\$3,448	\$3,447.95	\$4,900	\$5,150	\$250
		COMMON LIT SUBSCRIPTION, INCREASED	\$4,000.00					
		KID BLOG SUBSCRIPTION	\$250.00					
		STORYBOARD THAT SUBSCRIPTION, INCREASED	\$900.00					
1022110005	644	PUBLICATIONS	\$800.98	\$643	\$642.84	\$900	\$900	\$0
		SCOPE PUBLICATION FOR LITERACY, LEVEL	\$900.00					
1022110005	737	FURNITURE-REPLACEMENT	\$6,256.36	\$1,269	\$1,268.55	\$586	\$0	(\$586)
TOTAL MS LANGUAGE ART EDUCATION			\$15,488.75	\$9,752	\$9,481.61	\$14,126	\$12,922	(\$1,204)
MS WORLD LANG EDUC			22 - PELHAM MEMORIAL SCHOOL					
1022110006	610	SUPPLIES	\$904.44	\$800	\$788.03	\$1,605	\$1,531	(\$74)
		WORLD LANGUAGE GENERAL SUPPLIES, INCLUDES	\$0.00					
		HEADPHONES, OFFICE MATERIALS, SPANISH SIGNS, ETC.	\$1,531.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
1022110006	640	TEXTBOOKS - REPLACEMENT	\$8,589.60	\$0	\$0.00	\$515	\$0	(\$515)
1022110006	643	INFORMATION ACCESS FEES	\$0.00	\$0	\$0.00	\$0	\$45	\$45
		CONJUGUEMOS PREMIUM PLAN	\$45.00					
1022110006	733	FURNITURE-ADDITIONAL	\$0.00	\$300	\$297.88	\$0	\$0	\$0
TOTAL MS WORLD LANG EDUC			\$9,494.04	\$1,100	\$1,085.91	\$2,120	\$1,576	(\$544)
MS PHYS ED/HEALTH EDUC 22 - PELHAM MEMORIAL SCHOOL								
1022110008	610	SUPPLIES	\$1,433.44	\$3,158	\$3,117.45	\$1,750	\$2,732	\$982
		GENERAL HEALTH SUPPLIES TO SUPPORT CURRICULUM	\$722.00					
		HYGIENE UNIT SETS OF TRAVEL SIZED ITEMS: SAMPLE BAGS	\$20.00					
		DEODORANTS TRAVEL SIZE (PUBERTY/HYGIENE UNIT)	\$350.00					
		BODY WASH TRAVEL SIZE (PUBERTY/HYGIENE UNIT)	\$320.00					
		MOUTHWASH (PUBERTY/HYGIENE UNIT)	\$320.00					
		REPLACEMENT OF ADJUSTABLE PULL UP BAR SYSTEM	\$400.00					
		REPLACEMENT OF ROPE HOIST W/ BOX	\$380.00					
		GENERAL PE SUPPLIES, BALLS, CONES, RACKETS, STICKS, AND GOGGLES.	\$1,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - REPLACEMENT PULL UP	\$0.00					
		BAR AND ROPE HOIST, COVERED BY PROJECT BUDGET	(\$780.00)					
1022110008	643	INFORMATION ACCESS FEES	\$0.00	\$0	\$0.00	\$0	\$300	\$300
		ONLINE TEXTBOOK/ WORKSHEET TEACHER CENTER	\$300.00					
1022110008	644	PUBLICATIONS	\$0.00	\$267	\$267.39	\$315	\$375	\$60
		ONLINE HEALTH MAGAZINE FOR STUDENTS	\$375.00					
1022110008	734	EQUIPMENT-ADDITIONAL	\$1,253.41	\$0	\$0.00	\$0	\$0	\$0
1022110008	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1022110008	810	DUES AND FEES	\$75.00	\$0	\$0.00	\$75	\$75	\$0
		MEMBERSHIP TO MAHPERD - PE	\$75.00					
TOTAL MS PHYS ED/HEALTH EDUC			\$2,761.85	\$3,425	\$3,384.84	\$2,140	\$3,482	\$1,342
MS FACS EDUCATION 22 - PELHAM MEMORIAL SCHOOL								
1022110009	430	REPAIRS & MAINTENANCE	\$0.00	\$0	\$0.00	\$0	\$200	\$200
		MAINTENANCE AND REPAIRS OF KITCHEN ITEMS	\$200.00					
1022110009	610	SUPPLIES	\$0.00	\$6,869	\$6,860.70	\$10,363	\$11,252	\$889
		REPLACEMENT KITCHEN SUPPLIES AND ACCESSORIES	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
		PLATES, SERVING SUPPLIES, HAND SEWING FABRIC, NEEDLES, FILL, ETC. CLEANING SUPPLIES AND STORAGE	\$0.00					
		FOOD 130/TRIMSTER AT \$18.16 (INFLATION INCREASE)	\$3,839.00					
		VR MASTER CHEF INTERACTIVE FOOD COOKING KIT 2 AT \$65	\$7,083.00					
		5 TIER ROTATING BOOKSHELF	\$130.00					
			\$200.00					
1022110009	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$0	\$0.00	\$342	\$0	(\$342)
1022110009	641	TEXTBOOKS - ADDITIONAL	\$0.00	\$0	\$0.00	\$0	\$2,220	\$2,220
		SAFE SITTER INTRO TO BABYSITTING CERTIFICATION 40/TRIMESTER AT \$12.50 W/ SHIPPING	\$0.00					
		LEVEL 2 SUPERINTENDENT ADDITION - RATE AT \$18 EACH	\$1,560.00					
			\$660.00					
1022110009	810	DUES AND FEES	\$0.00	\$0	\$0.00	\$175	\$175	\$0
		MEMBERSHIP TO AAFCS	\$175.00					
TOTAL MS FACS EDUCATION			\$0.00	\$6,869	\$6,860.70	\$10,880	\$13,847	\$2,967
MS MATH EDUCATION			22 - PELHAM MEMORIAL SCHOOL					
1022110011	610	SUPPLIES	\$6,414.84	\$3,963	\$3,875.49	\$3,574	\$2,723	(\$851)
		SUPPLIES FOR INTERACTIVE NOTEBOOKS, MANIPULATIVES, FOLDERS, CONSTR PAPER, COLORED PENCILS, ETC.	\$0.00					
		MATH COACH SUPPLIES FOR MATHLETES AND TEACHER	\$2,223.00					
			\$500.00					
1022110011	643	INFORMATION ACCESS FEES	\$0.00	\$4,100	\$4,100.00	\$5,500	\$0	(\$5,500)
		IXL MATH SUBSCRIPTION MOVED TO 1000110000-446	\$0.00					
1022110011	737	FURNITURE-REPLACEMENT	\$13,520.27	\$6,566	\$9,103.22	\$1,500	\$500	(\$1,000)
		FURNITURE REPLACEMENT, NORMAL WEAR AND TEAR	\$500.00					
TOTAL MS MATH EDUCATION			\$19,935.11	\$14,629	\$17,078.71	\$10,574	\$3,223	(\$7,351)
MS MUSIC EDUCATION			22 - PELHAM MEMORIAL SCHOOL					
1022110012	430	REPAIRS & MAINTENANCE	\$2,984.00	\$3,000	\$1,533.00	\$3,070	\$3,070	\$0
		REPLACE CORDS, GUITAR STRINGS, MUSIC STANDS - GEN MUSIC	\$1,800.00					
		REPAIRS AND MAINTENANCE - BAND, INCREASED	\$2,500.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - PMS MUSIC REPAIRS	(\$1,230.00)					
1022110012	610	SUPPLIES	\$4,509.50	\$6,860	\$6,843.96	\$3,763	\$4,402	\$639
		CLASSROOM SUPPLIES FOR GENERAL MUSIC, LEVEL	\$1,750.00					
		NEW CHORUS PROGRAM SUPPLIES NEEDED:	\$0.00					
		PIANO WHEELS	\$20.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS

QUARTER INCH CABLES	\$45.00
QUARTER INCH TO XLR CABLES	\$50.00
MUSIC STORAGE SHELF	\$212.00
MUSIC BINDERS	\$70.00
PENCILS, HIGHLIGHTERS AND FOLDERS	\$55.00
MICROPHONES (4)	\$400.00
CONSUMABLES FOR BAND - INCLUDING BUT NOT LIMITED TO REEDS, OIL, STICKS AND MALLETS, SPECIALIZED PERCUSSION	\$0.00
REPLACEMENT INSTRUMENT CASES AND MOUTHPIECES	\$1,800.00

1022110012	640	TEXTBOOKS - REPLACEMENT	\$1,461.86	\$2,975	\$2,913.35	\$2,350	\$4,690	\$2,340
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MUSIC THEORY TEXTS - COMP, DRUM, PIANO - GEN MUSIC	\$1,000.00
NEW: FALL MUSIC - CHORUS	\$805.00
NEW: SPRING MUSIC - CHORUS	\$1,035.00
NEW: ACCOMPANIMENT TRACKS - CHORUS	\$500.00
CONCERT BAND MUSIC- 6TH 8@55, 7/8 10@55 PLUS SHIPPING	\$0.00
JAZZ BAND 5@55, CHAMBER 8@10 PLUS SHIPPING - BAND	\$1,350.00

1022110012	643	INFORMATION ACCESS FEES	\$1,553.59	\$1,329	\$1,329.42	\$2,600	\$3,149	\$549
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GEN MUSIC -ONLINE MUSIC SUBSCRIPTIONS, MUSICFIRST, INCR	\$1,500.00
BAND - MUSICFIRST ACCESS FOR COMPOSITION, EAR TRAINING, MUSIC THEORY, AND MUSIC LITERACY, REDUCED	\$0.00
NEW CHORUS - FLAT POWER (LIFETIME MEMBERSHIP)	\$149.00

1022110012	734	EQUIPMENT-ADDITIONAL	\$7,359.19	\$1,898	\$3,173.57	\$1,300	\$3,100	\$1,800
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GENERAL MUSIC EQUIPMENT ADDITIONAL	\$500.00
NEW: UNIFORM SHIRTS - CHORUS	\$1,400.00
NEW: FENDER PASSPORT V S2 (W/STANDS,CABLES) - CHORUS	\$1,200.00

1022110012	738	EQUIPMENT-REPLACEMENT	\$14,370.18	\$15,007	\$15,006.53	\$0	\$0	\$0
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1022110012	810	DUES AND FEES	\$0.00	\$135	\$135.00	\$500	\$500	\$0
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NAFME MEMBERSHIP FEE	\$300.00
NHBDA MEMBERSHIP FEE	\$200.00

TOTAL MS MUSIC EDUCATION			\$32,238.32	\$31,204	\$30,934.83	\$13,583	\$18,911	\$5,328
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MS SCIENCE EDUCATION 22 - PELHAM MEMORIAL SCHOOL

1022110013	321	PROFESSIONAL EDU SERVICES	\$0.00	\$0	\$0.00	\$1,200	\$1,500	\$300
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IN SCHOOL FIELD TRIP - SCIENCE GUY	\$1,500.00
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1022110013	430	REPAIRS & MAINTENANCE	\$800.00	\$800	\$800.00	\$800	\$800	\$0
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PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1100 - REGULAR EDUCATION PRGMS								
		REPAIR/MAINTENANCE MICROSCOPE LENSES, EYEPIECES, ETC	\$800.00					
1022110013	610	SUPPLIES	\$6,142.53	\$4,445	\$4,326.36	\$5,600	\$6,950	\$1,350
		SCIENCE CLASS CONSUMABLES, POSTERS, PAPER, CLAY ETC	\$6,000.00					
		LAB EQUIPMENT SUPPLIES, BEAKERS, PLANTERS, RACKS	\$0.00					
		BUDGET MOVED FROM 1022110013-734.	\$950.00					
1022110013	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$0	\$0.00	\$50,988	\$0	(\$50,988)
1022110013	643	INFORMATION ACCESS FEES	\$995.00	\$450	\$449.73	\$0	\$1,000	\$1,000
		GENERATION GENIUS SCHOOL SUBSCRIPTION, OVERSIGHT FY24	\$750.00					
		SCIENCE WORLD CLASS SET	\$250.00					
1022110013	733	FURNITURE-ADDITIONAL	\$689.20	\$0	\$0.00	\$500	\$0	(\$500)
1022110013	734	EQUIPMENT-ADDITIONAL	\$1,502.00	\$4,550	\$4,422.19	\$2,500	\$0	(\$2,500)
1022110013	737	FURNITURE-REPLACEMENT	\$20,807.96	\$16,548	\$16,333.80	\$0	\$1,000	\$1,000
		REPLACEMENT FURNITURE, NORMAL WEAR AND TEAR	\$1,000.00					
<u>TOTAL MS SCIENCE EDUCATION</u>			\$30,936.69	\$26,793	\$26,332.08	\$61,588	\$11,250	(\$50,338)
<u>MS SOCIAL SCIENCE EDUC 22 - PELHAM MEMORIAL SCHOOL</u>								
1022110015	610	SUPPLIES	\$1,135.10	\$1,800	\$1,793.52	\$1,500	\$1,500	\$0
		GRADE 6-8 SUPPLIES: PERSONALIZATION AND ENRICHMENT	\$1,500.00					
1022110015	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$1,000	\$598.75	\$1,000	\$32,084	\$31,084
		GRADE 6-8 NEW READERS/REPLACEMENT READERS AND TEXTBOOKS	\$1,000.00					
		TEXTBOOK REPLACEMENT SCHEDULED ITEMS, PER QUOTE:	\$0.00					
		GEOGRAPHY, 120 TEXTS INCLUDES SUBSCRIPTION	\$10,689.00					
		WORLD HISTORY, 120 TEXTS INCLUDES SUBSCRIPTION	\$9,879.00					
		US HISTORY, 120 TEXTS INCLUDES SUBSCRIPTION	\$10,516.00					
1022110015	641	TEXTBOOKS - ADDITIONAL	\$0.00	\$0	\$0.00	\$800	\$0	(\$800)
1022110015	643	INFORMATION ACCESS FEES	\$2,500.00	\$4,335	\$3,750.00	\$443	\$0	(\$443)
1022110015	733	FURNITURE-ADDITIONAL	\$1,308.95	\$1,300	\$766.93	\$1,100	\$0	(\$1,100)
1022110015	734	EQUIPMENT-ADDITIONAL	\$4,597.84	\$0	\$0.00	\$0	\$0	\$0
<u>TOTAL MS SOCIAL SCIENCE EDUC</u>			\$9,541.89	\$8,435	\$6,909.20	\$4,843	\$33,584	\$28,741
<u>MS ENRICHMENT EDUCATION 22 - PELHAM MEMORIAL SCHOOL</u>								
1022110018	610	SUPPLIES	\$0.00	\$400	\$119.95	\$0	\$0	\$0
<u>TOTAL MS ENRICHMENT EDUCATION</u>			\$0.00	\$400	\$119.95	\$0	\$0	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
MS STEAM EDUCATION 22 - PELHAM MEMORIAL SCHOOL								
1022110019	610	SUPPLIES	\$0.00	\$6,000	\$5,997.85	\$6,600	\$5,263	(\$1,337)
		CONSUMABLE STEAM SUPPLIES TO SUPPORT CURRICULUM	\$2,263.00					
		3D PRINTERS, ROBOTICS UNIT, AEROGARDEN SEED POD KITS	\$3,000.00					
1022110019	644	PUBLICATIONS	\$0.00	\$0	\$0.00	\$150	\$100	(\$50)
		SCIENCE WORLD MAGAZINE	\$100.00					
TOTAL MS STEAM EDUCATION			\$0.00	\$6,000	\$5,997.85	\$6,750	\$5,363	(\$1,387)
MS READING EDUCATION 22 - PELHAM MEMORIAL SCHOOL								
1022110023	325	TESTING PROTOCOLS	\$965.90	\$0	\$0.00	\$720	\$540	(\$180)
		DYLSEXIA SCREENER, GORT FORMS, WJRM	\$540.00					
1022110023	610	SUPPLIES	\$772.74	\$1,120	\$1,117.75	\$1,300	\$2,050	\$750
		PENS, PAPER, NOTEBOOKS, TAPE, ETC.	\$1,300.00					
		ADDITIONAL SUPPLEMENTAL READING PROGRAM MATERIALS	\$750.00					
1022110023	640	TEXTBOOKS - REPLACEMENT	\$296.98	\$525	\$516.96	\$0	\$0	\$0
1022110023	643	INFORMATION ACCESS FEES	\$95.89	\$310	\$310.42	\$136	\$136	\$0
		INSTRUCTIONAL CURRICULUM MATERIALS	\$136.00					
TOTAL MS READING EDUCATION			\$2,131.51	\$1,955	\$1,945.13	\$2,156	\$2,726	\$570
MS COMPUTER EDUCATION 22 - PELHAM MEMORIAL SCHOOL								
1022110025	446	RENTAL/LEASE SOFTWARE	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1022110025	610	SUPPLIES	\$5,438.06	\$635	\$630.24	\$1,395	\$650	(\$745)
		MISCELLANEOUS OFFICE SUPPLIES	\$200.00					
		TIGER TECHS - TSHIRTS - LONG SLEEVE	\$400.00					
		TIGER TECH FILM CLUB - (2) LAMPS FOR FILMING	\$50.00					
1022110025	643	INFORMATION ACCESS FEES	\$0.00	\$529	\$120.00	\$125	\$273	\$148
		SMORE USED FOR NEWSLETTERS	\$80.00					
		KAHOOT PRO CREATE CONTENT FOR STAFF	\$24.00					
		CLASSCRAFT TO BE USED SCHOOL WIDE	\$120.00					
		ASCD MEMBERSHIP	\$49.00					
1022110025	734	EQUIPMENT-ADDITIONAL	\$5,136.58	\$806	\$806.00	\$0	\$770	\$770
		NEW: IPAD/CHROMEBOOK-TELEPROMPTER	\$770.00					
1022110025	810	DUES AND FEES	\$0.00	\$0	\$0.00	\$60	\$0	(\$60)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS

TOTAL MS COMPUTER EDUCATION **\$10,574.64** **\$1,970** **\$1,556.24** **\$1,580** **\$1,693** **\$113**

1100 - REGULAR EDUCATION PRGMS

PHS REGULAR EDUCATION **33 - PELHAM HIGH SCHOOL**

1033110000 110 SALARIES **\$2,685,688.61** **\$2,679,596** **\$2,609,165.43** **\$2,658,710** **\$2,538,586** **(\$120,124)**

BOWMAN, ALISON	TEA ENGLISH H	SALARY TEACHER	\$48,020.00
BRAMSON, IRWIN	TEA MATH H	SALARY TEACHER	\$68,267.00
BYRNE, KATHRENE	TEA BUSIN H	SALARY TEACHER	\$73,479.62
CHARBONNEAU, STEPHEN	TEA SOCST H	SALARY TEACHER	\$58,418.00
CLARK, RYAN	TEA SOCST H	SALARY TEACHER	\$63,041.00
COLEMAN, DARRIN	TEA SOCST H	SALARY TEACHER	\$48,020.00
DAY, KRISTA	TEA ENGLISH H	SALARY TEACHER	\$54,633.00
DETELLIS, NORA	TEA BUSIN H	SALARY TEACHER	\$55,159.00
DEXTER, KIMBERLY	TEA MATH H	SALARY TEACHER	\$58,838.00
DORVAL, WENDY	TEA BUSIN H	SALARY TEACHER	\$70,326.40
FAZIOLI, PHILIP	TEA MATH H	SALARY TEACHER	\$59,889.00
FITZPATRICK, LEO	TEA SOCST H	SALARY TEACHER	\$48,020.00
FOX, MICHELLE	TEA SCINCE H	SALARY TEACHER	\$50,648.00
GLOOR, SCOTT	TEA BUSIN H	SALARY TEACHER	\$56,735.00
HANNON, BRANDON	TEA SCINCE H	SALARY TEACHER	\$44,447.00
HOLDEN, JANET	TEA SCINCE H	SALARY TEACHER	\$73,472.00
HUSBY, TRISTAN	TEA SOCST H	SALARY TEACHER	\$51,699.00
JARVIS, DEBORAH	TEA ENGLISH H	SALARY TEACHER	\$64,093.00
JONES, DANIEL	TEA PHOTO H	SALARY TEACHER	\$52,111.00
KUDALIS, TAYLOR	TEA ART H	SALARY TEACHER	\$54,633.00
LALIBERTE, ALLISON	TEA WLANG H	SALARY TEACHER	\$73,472.00
LARSON, SHANNON	TEA SCINCE H	SALARY TEACHER	\$55,265.00
LEONDIRES, DEBORAH	TEA MATH H	SALARY TEACHER	\$51,585.00
LOCKE, CASEY	TEA ART H	SALARY TEACHER	\$60,491.00
MAKARA, JESSICA	TEA MATH H	SALARY TEACHER	\$58,838.00
MARTINS, KALEIGH	TEA SCINCE H	SALARY TEACHER	\$59,889.00
MORGAN, RICKARD	TEA PE H	SALARY TEACHER	\$53,898.00
MORRIN, REBECCA	TEA ENGLISH H	SALARY TEACHER	\$57,262.00
NOLIN, AUDRA	TEA WLANG H	SALARY TEACHER	\$66,481.00
NUGENT, JENNIFER	TEA ENGLISH H	SALARY TEACHER	\$69,267.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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1100 - REGULAR EDUCATION PRGMS

PARENT, JESSICA	TEA ENGLISH H	SALARY TEACHER	\$56,735.00
ROBINSON, SHAWNI	TEA SCIENCE H	SALARY TEACHER	\$56,735.00
ROONEY, KRISTEN	TEA ART H	SALARY TEACHER	\$47,495.00
ROSSE, LEIGH ANN	TEA WLANG H	SALARY TEACHER	\$65,115.00
SEARLES, MARK	TEA PE H	SALARY TEACHER	\$70,371.00
SHUMWAY, RYAN	TEA MUSIC H	SALARY TEACHER	\$56,315.00
SIMBERG, AMY	TEA PE H	SALARY TEACHER	\$44,973.00
TANDY, DIANE	TEA MATH H	SALARY TEACHER	\$72,472.00
TOBIN, JEFFREY	TEA STEAM H	SALARY TEACHER	\$67,217.00
TORRISI, DAVID	TEA SOCST H	SALARY TEACHER	\$65,695.00
WAGNER, JEANNA		ADDT'L DAYS PER CONTRACT	\$1,975.05
WAGNER, JEANNA	TEATECHINT H	SALARY TEACHER	\$73,472.00
WATERS, PETER	TEA ENGLISH H	SALARY TEACHER	\$58,838.00
YOUNG, LINDSEY	TEA FACS H	SALARY TEACHER	\$43,922.00
POST FROM PERSONNEL BUDGETING			\$2,541,727.07
COST OF PEA MEMBERS ATTENDING CAT MEETINGS, REDUCED			\$0.00
(BASED ON 4 YEAR AVG - FY 23, 22, 20 & 19)			\$5,000.00
CLASS COVERAGE PER CBA BASED AVERAGE OF FY 21 TO FY 23			\$16,884.51
EXTRA PERIODS BASED ON 6 YR AVG (EXCL FY 22 ANOMOLY)			\$45,300.00
SAU NOTE: MOVED 1 FTE FROM PHS TO PES TO FUND NEEDED			\$0.00
7TH KINDERGARTEN TEACHER FOR FY24 (1011110000-110)			\$0.00
LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA			(\$70,326.00)

1033110000	113	TUTOR SALARIES	\$0.00	\$0	\$280.00	\$0	\$0	\$0
1033110000	114	INSTRUC. ASST. SALARIES	\$565.12	\$40,056	\$14,230.51	\$20,690	\$20,493	(\$198)
		QUICK, LAURIE	IA REG ED H	HOURLY PESPA	\$20,492.80			
1033110000	120	DAILY SUBSTITUTE SALARIES	\$23,925.00	\$0	\$18,115.00	\$0	\$0	\$0
1033110000	121	LONG TERM SUB SALARIES	\$5,608.75	\$0	\$39,114.52	\$0	\$0	\$0
1033110000	211	HEALTH INSURANCE	\$707,731.37	\$765,922	\$725,157.60	\$800,197	\$801,998	\$1,801
		POST FROM PERSONNEL BUDGETING		\$851,203.20				
		LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA		(\$3,000.00)				
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH		(\$46,205.14)				
1033110000	212	DENTAL INSURANCE	\$39,781.44	\$38,888	\$34,905.66	\$35,078	\$36,385	\$1,307
		POST FROM PERSONNEL BUDGETING		\$36,492.20				
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL		(\$107.62)				
1033110000	213	LIFE INSURANCE	\$4,834.80	\$4,942	\$4,733.98	\$5,382	\$4,646	(\$736)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1100 - REGULAR EDUCATION PRGMS								
		POST FROM PERSONNEL BUDGETING	\$4,778.16					
		LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA	(\$131.88)					
1033110000	214	DISABILITY INSURANCE	\$7,204.64	\$7,272	\$6,928.14	\$7,833	\$7,709	(\$124)
		POST FROM PERSONNEL BUDGETING	\$7,906.32					
		LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA	(\$197.40)					
1033110000	220	SOCIAL SECURITY	\$202,667.60	\$209,263	\$201,192.00	\$206,810	\$197,315	(\$9,495)
		POST FROM PERSONNEL BUDGETING	\$197,797.31					
		CAT MEETINGS FICA	\$382.50					
		CLASS COVERAGE PER CBA	\$1,291.67					
		EXTRA PERIODS FICA	\$3,465.45					
		LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA	(\$5,621.59)					
1033110000	232	TEACHER RETIREMENT	\$534,984.22	\$540,409	\$548,505.69	\$522,171	\$498,578	(\$23,593)
		POST FROM PERSONNEL BUDGETING	\$499,195.20					
		CAT MEETINGS NHRS	\$982.00					
		CLASS COVERAGE PER CBA	\$3,316.12					
		EXTRA PERIODS NHRS	\$8,896.92					
		LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA	(\$13,812.10)					
1033110000	260	WORKERS COMP INSURANCE	\$12,780.33	\$10,459	\$11,346.00	\$12,246	\$10,578	(\$1,668)
		POST FROM PERSONNEL BUDGETING	\$10,591.21					
		CAT MEETINGS WORK COMP	\$20.50					
		CLASS COVERAGE PER CBA	\$69.23					
		EXTRA PERIODS WORK COMP	\$185.73					
		LEVEL 2 SUPERINTENDENT REDUCTION - 1.0 FTE BUSINESS TEA	(\$288.34)					
1033110000	430	REPAIRS & MAINTENANCE	\$0.00	\$945	\$806.59	\$993	\$1,000	\$7
		AUDITORIUM REPLACE CORDS & MICROPHONES, BATTERIES, INSTRUCTIONAL EQUIP, INCLUDES INFLATION AND SHIPPING	\$0.00					
			\$1,000.00					
1033110000	532	DATA COMMUNICATIONS	\$720.00	\$720	\$577.90	\$0	\$0	\$0
1033110000	580	TRAVEL & MILEAGE	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1033110000	610	SUPPLIES	\$8,817.03	\$14,213	\$12,815.27	\$13,656	\$11,073	(\$2,583)
		REGULAR GENERAL SUPPLIES, CALCULATED AT \$20.97 PER STUDENT, USED FY25 PROJECTION ENROLLMENT OF 528. RATE INCLUDES INFLATION AND SHIPPING	\$0.00					
			\$0.00					
			\$11,073.00					
1033110000	650	SOFTWARE	\$5,450.40	\$6,737	\$6,438.00	\$6,962	\$1,810	(\$5,152)
		ADD ON PLUGIN FOR ATTENDANCE	\$1,330.00					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1100 - REGULAR EDUCATION PRGMS								
		TURN IT IN SOFTWARE, INCREASED	\$5,635.00					
		IREADY MATH TESTING, GRADE 9 MATH, 120@\$4	\$480.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - TURN IT IN SOFTWARE	(\$5,635.00)					
1033110000	733	FURNITURE-ADDITIONAL	\$7,499.36	\$7,499	\$7,499.36	\$0	\$0	\$0
		6 OUTDOOR PICNIC TABLES, INFLATION AND SHIPPING INCL (6@\$1226)	\$0.00					
		6 UMBRELLAS FOR PICNIC TABLES (6@\$60)	\$7,356.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - PICNIC TABLES & UMBR	\$360.00					
			(\$7,715.99)					
1033110000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$12,000	\$0.00	\$5,585	\$0	(\$5,585)
1033110000	737	FURNITURE-REPLACEMENT	\$28,224.21	\$14,726	\$10,472.69	\$5,111	\$10,995	\$5,884
		REPLACE DAMAGED STUDENT CHAIRS 15@\$69	\$1,035.00					
		REPLACE DAMAGED STUDENT DESKS 15@\$253	\$3,800.00					
		REPLACE CONFERENCE ROOM CHAIRS. 12@\$55.00	\$660.00					
		REPLACE DAMAGED AND BROKEN ROUND CAFE TABLES	\$0.00					
		YR 1 OF 6, 5@\$1100 EA	\$5,500.00					
TOTAL PHS REGULAR EDUCATION			\$4,276,482.88	\$4,353,646	\$4,252,284.34	\$4,301,425	\$4,141,166	(\$160,259)
PHS ART EDUCATION 33 - PELHAM HIGH SCHOOL								
1033110002	430	REPAIRS & MAINTENANCE	\$1,188.00	\$1,000	\$830.00	\$1,000	\$2,000	\$1,000
		KILN THROWING WHEEL, MILL USED DAILY, REPAIRS TO MOTORS & HEATING ELEMENTS DURING THE YEAR. KILNS AGING AND OUT OF WARRANTY PERIOD.	\$0.00					
			\$0.00					
			\$2,000.00					
1033110002	610	SUPPLIES	\$16,971.53	\$20,367	\$19,662.21	\$27,600	\$25,000	(\$2,600)
		CONSUMABLE SUPPLIES TO SUPPORT 4 ART TEACHERS.	\$0.00					
		35 SECTIONS OF ART CLASSES IN FY24. BRUSHES,PAINTS, SURFACES, SCULPTING MATERIALS, PRINTMAKING SUPPLES, DRAWING, CLAY, SCULPTING MATERIALS, AND PRINTMAKING.	\$0.00					
		THIS BUDGET INCLUDES DIGITAL ART PROGRAM MATERIALS AS WELL SUCH AS DRAWING STYLAS, REDUCED	\$0.00					
			\$25,000.00					
1033110002	640	TEXTBOOKS - REPLACEMENT	\$471.75	\$0	\$0.00	\$523	\$523	\$0
		BOOKS, MEDIA, REFERENCE MATERIAL TO GROW ART LIBRARY TO BETTER SUPPORT LESSONS AND ART HISTORY, LEVEL	\$0.00					
			\$523.00					
1033110002	734	EQUIPMENT-ADDITIONAL	\$4,471.00	\$0	\$0.00	\$0	\$0	\$0
1033110002	737	FURNITURE-REPLACEMENT	\$2,605.09	\$1,248	\$1,276.89	\$0	\$0	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1100 - REGULAR EDUCATION PRGMS								
1033110002	738	EQUIPMENT-REPLACEMENT	\$5,544.67	\$0	\$0.00	\$3,133	\$3,225	\$92
		REPLACEMENT OF WORN ART EQUIPMENT	\$1,025.00					
		REPLACEMENT OF DIGITAL CAMERAS (4@550), INCL INFLATION	\$2,200.00					
TOTAL PHS ART EDUCATION			\$31,252.04	\$22,615	\$21,769.10	\$32,256	\$30,748	(\$1,508)
PHS BUSINESS EDUCATION 33 - PELHAM HIGH SCHOOL								
1033110003	610	SUPPLIES	\$120.99	\$2,200	\$2,105.37	\$4,000	\$4,000	\$0
		MISC. CLASSROOM SUPPLIES TO SUPPORT 4 TEACHERS AND 3 CLASSROOMS. CALCULATORS, COLORED FOLDERS , ETC.	\$0.00					
		INVENTORY FOR SCHOOL STORE UNTIL SELF-SUSTAINING	\$1,000.00					
		SCHOOL STORE VINYL CUTTER SUPPLIES (VINYL/INK)	\$2,000.00					
1033110003	640	TEXTBOOKS - REPLACEMENT	\$13,365.00	\$8,025	\$6,696.79	\$2,350	\$12,050	\$9,700
		TEXTBOOKS REPLACEMENT SCHEDULE, PER QUOTE	\$0.00					
		COMPUTER APPLICATIONS, 25 @\$140.62	\$3,516.00					
		COMPUTER APPLICATIONS COLLEGE CR, 2X25@\$160.25	\$4,007.00					
		EXCEL COLLEGE CREDIT, 25@\$181.05	\$4,527.00					
1033110003	650	SOFTWARE	\$0.00	\$1,200	\$1,171.10	\$0	\$0	\$0
1033110003	734	EQUIPMENT-ADDITIONAL	\$0.00	\$9,000	\$9,225.25	\$0	\$0	\$0
1033110003	737	FURNITURE-REPLACEMENT	\$1,415.89	\$0	\$0.00	\$0	\$0	\$0
1033110003	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$0.00	\$44,000	\$0	(\$44,000)
TOTAL PHS BUSINESS EDUCATION			\$14,901.88	\$20,425	\$19,198.51	\$50,350	\$16,050	(\$34,300)
PHS LANGUAGE ARTS EDUC 33 - PELHAM HIGH SCHOOL								
1033110005	610	SUPPLIES	\$7,193.62	\$5,420	\$5,393.99	\$6,133	\$6,957	\$824
		WORDLY WISE VOCAB WORKBOOKS, FOR GRADES (9TH -102)	\$1,340.00					
		WORDLY WISE VOCAB WORKBOOKS, FOR GRADES (10TH - 128)	\$1,680.00					
		WORDLY WISE VOCAB WORKBOOKS, FOR GRADES (11TH - 145)	\$1,900.00					
		WORDLY WISE VOCAB WORKBOOKS, FOR GRADES (12TH - 80)	\$1,050.00					
		\$13.14 EA. INCLUDES FEES	\$0.00					
		CONSUMABLE SUPPLIES FOR 7 TEACHERS AND STUDENT	\$0.00					
		SUMMATIVE SUPPLIES, REDUCED	\$987.00					
1033110005	640	TEXTBOOKS - REPLACEMENT	\$13,343.29	\$9,800	\$8,165.48	\$10,000	\$10,960	\$960
		CORE COURSES REPLACEMENT TEXT, INCL SHIP/INFLATION	\$4,930.00					
		NEW NOVELS FOR STUDENT CHOICE LITERACY GROUPS	\$3,835.00					

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1100 - REGULAR EDUCATION PRGMS								
		INTRO TO WRITING STORIES & WRITING	\$1,315.00					
		GRAPHIC NOVEL PROJECT GR 9 PERSONAL VOICE, PUBLISHING	\$880.00					
1033110005	641	TEXTBOOKS - ADDITIONAL	\$2,477.56	\$7,000	\$6,755.72	\$5,000	\$5,023	\$23
		ELECTIVE COURSES (NEW MATERIAL AND STUDENT CHOICE)	\$2,738.00					
		ELECTIVE REPLACEMENT TEXT	\$2,285.00					
1033110005	643	INFORMATION ACCESS FEES	\$0.00	\$0	\$0.00	\$3,950	\$3,246	(\$704)
		BLOOKIT FORMATIVE REVIEW FOR ALL CLASSES	\$312.00					
		COMMONLIT 360, ELA MATERIAL AND DATA COLLECTION	\$2,934.00					
1033110005	733	FURNITURE-ADDITIONAL	\$0.00	\$0	\$0.00	\$0	\$872	\$872
		4 BOOKSHELVES @ \$436.00 EACH FOR INDEPENDENT	\$0.00					
		CLASSROOM READING, INCL SHIP/INFLATION	\$1,744.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - 2 BOOKSHELVES	(\$872.00)					
1033110005	737	FURNITURE-REPLACEMENT	\$0.00	\$11,500	\$11,448.25	\$8,930	\$9,570	\$640
		FOR ROOM 102, PER QUOTE:	\$0.00					
		REPLACE 30 STUDENT DESKS @\$251 EA, INCL SHIPPING	\$7,530.00					
		REPLACE 30 STUDENT CHAIRS @ 68 EA, INCL SHIPPING	\$2,040.00					
TOTAL PHS LANGUAGE ARTS EDUC			\$23,014.47	\$33,720	\$31,763.44	\$34,013	\$36,628	\$2,615
<u>PHS WORLD LANG EDUC</u>								
<u>33 - PELHAM HIGH SCHOOL</u>								
1033110006	610	SUPPLIES	\$209.15	\$0	\$0.00	\$4,500	\$4,440	(\$60)
		CONSUMABLE SUPPLIES WL CLASSROOMS	\$4,440.00					
1033110006	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$0	\$0.00	\$7,500	\$0	(\$7,500)
		NO REPLACEMENT TEXTBOOKS REQUIRED, MOVED TO THE	\$0.00					
		INFORMATION ACCESS BUDGET 1033110006-643	\$0.00					
1033110006	643	INFORMATION ACCESS FEES	\$0.00	\$0	\$0.00	\$0	\$8,475	\$8,475
		DIGITAL READERS & RESOURCES- MOVED FROM 1033110006-640	\$7,500.00					
		NEW ITEM: IXL WORLD LANGUAGE DIGITAL	\$975.00					
TOTAL PHS WORLD LANG EDUC			\$209.15	\$0	\$0.00	\$12,000	\$12,915	\$915
<u>PHS PHYS ED/HEALTH EDUC</u>								
<u>33 - PELHAM HIGH SCHOOL</u>								
1033110008	433	CONTRACTED REPAIR & MAINT	\$0.00	\$1,950	\$0.00	\$1,950	\$2,100	\$150
		PREVENTATIVE MAINTENANCE AGREEMENT FOR PHS WEIGHT ROOM	\$0.00					
		EQUIP., \$1000.00 CONTRACT AND \$75 AN HOUR, ADJUSTED	\$2,100.00					
1033110008	610	SUPPLIES	\$2,581.20	\$5,000	\$4,879.17	\$3,500	\$2,750	(\$750)

PELHAM SCHOOL DISTRICT

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1100 - REGULAR EDUCATION PRGMS								
		RACQUETS, NETS, BALLS ETC. INTRO TO PE., TEAM SPORTS	\$0.00					
		CLASSROOM SUPPLIES FOR INTRO TO PE, TEAM SPORTS,	\$0.00					
		WEIGHT TRAINING, CARDIO AND YOGA	\$2,000.00					
		MANAGING YOUR MIND WORKBOOKS	\$750.00					
1033110008	640	TEXTBOOKS - REPLACEMENT	\$2,270.11	\$2,125	\$0.00	\$0	\$0	\$0
1033110008	738	EQUIPMENT-REPLACEMENT	\$1,237.00	\$0	\$0.00	\$0	\$0	\$0
TOTAL PHS PHYS ED/HEALTH EDUC			\$6,088.31	\$9,075	\$4,879.17	\$5,450	\$4,850	(\$600)
PHS FACS EDUCATION 33 - PELHAM HIGH SCHOOL								
1033110009	430	REPAIRS & MAINTENANCE	\$0.00	\$100	\$0.00	\$100	\$0	(\$100)
1033110009	610	SUPPLIES	\$3,832.64	\$8,267	\$7,750.31	\$9,515	\$10,280	\$765
		TOWELS, APRONS, PAPER, CLEANING, ETC.	\$600.00					
		FOOD COOKING CLASSES -12 SEC. @ 20 STUDENTS @ \$37 EA	\$8,880.00					
		REPLACE SMALLWARES FOR STUDENT USE	\$800.00					
1033110009	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$0.00	\$0	\$9,570	\$9,570
		FOR ROOM 109, PER QUOTE:	\$0.00					
		REPLACE 30 STUDENT DESKS @ 251 EA, INCL SHIPPING	\$7,530.00					
		REPLACE 30 STUDENT CHAIRS @ 68 EA, INCL SHIPPING	\$2,040.00					
1033110009	738	EQUIPMENT-REPLACEMENT	\$1,314.96	\$1,500	\$1,162.27	\$2,575	\$2,700	\$125
		ONE LARGE & SMALL APPLIANCE ROTATION & REMOVAL FEE	\$1,700.00					
		STOVE/OVEN, WASHER/DRYER, MIXERS/FRYERS	\$1,000.00					
TOTAL PHS FACS EDUCATION			\$5,147.60	\$9,867	\$8,912.58	\$12,190	\$22,550	\$10,360
PHS TECH EDUCATION 33 - PELHAM HIGH SCHOOL								
1033110010	430	REPAIRS & MAINTENANCE	\$272.50	\$2,400	\$925.00	\$3,500	\$1,000	(\$2,500)
		MAINTENANCE LASER PRO	\$1,000.00					
1033110010	610	SUPPLIES	\$2,110.08	\$5,800	\$5,021.31	\$6,346	\$5,917	(\$429)
		MISCELLANEOUS SUPPLIES FOR ULTMAKER3 EXTRUDER	\$0.00					
		SUPPLIES USED FOR REGULAR REPAIR AND MAINTENANCE SUCH	\$0.00					
		AS EXTRUDERS, NOZZELS, AND REPLACEMENT LENSES	\$1,077.00					
		3D PRINTER FILAMENT 24 STUDENTS 2 SPOOLS EACH	\$1,250.00					
		MISCELLANEOUS SUPPLIES TO MAINTAIN/USE X-CARVE ROUTER	\$790.00					
		LASER PRO AND VINYL PRINTER CUTTER MATERIALS	\$800.00					
		X-CARE PROJECT MATERIAL 12X4X\$20	\$960.00					

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1100 - REGULAR EDUCATION PRGMS								
		TILE 12X4X5	\$240.00					
		LENSES, DIFRACTION GRATINGS, LIGHT SOURCES	\$500.00					
		MONITORING EQUIPMENT	\$300.00					
1033110010	650	SOFTWARE	\$2,987.00	\$3,600	\$2,400.00	\$3,619	\$3,574	(\$45)
		ANNUAL RENEWAL OF SOLIDWORKS LICENSE CAD, ADJUSTED	\$2,500.00					
		ANNUAL RENEWAL OF CORELDRAW 6 LICENSES @ \$75	\$450.00					
		ANNUAL RNEWAL OF MAXON ONE -3 LICENSES @\$208	\$624.00					
1033110010	733	FURNITURE-ADDITIONAL	\$0.00	\$300	\$0.00	\$0	\$0	\$0
1033110010	734	EQUIPMENT-ADDITIONAL	\$3,759.00	\$300	\$0.00	\$0	\$0	\$0
		NEW: TWO 3D PRINTERS WITH LARGER PRINT VOLUME 2 @ \$1157	\$2,314.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - TWO 3D PRINTERS	(\$2,313.99)					
TOTAL PHS TECH EDUCATION			\$9,128.58	\$12,400	\$8,346.31	\$13,465	\$10,491	(\$2,974)
PHS MATH EDUCATION			33 - PELHAM HIGH SCHOOL					
1033110011	610	SUPPLIES	\$2,634.13	\$3,700	\$3,615.27	\$3,700	\$4,700	\$1,000
		CONSUMABLE SUPPLIES TO SUPPORT 6 TEACHERS, AND	\$0.00					
		REPLACE EXISTING REMEDIATION MATERIALS, SUPPLIES, LEVEL	\$3,700.00					
		MATH LAB SUPPLIES, NEW REQUEST	\$1,000.00					
1033110011	640	TEXTBOOKS - REPLACEMENT	\$6,185.57	\$13,500	\$11,957.76	\$19,574	\$1,010	(\$18,564)
		ONLINE TEACHER EDITIONS FOR GEOMETRY AND FOR	\$0.00					
		ALGEBRA II, SUBSCRIPTION BASED	\$1,010.00					
TOTAL PHS MATH EDUCATION			\$8,819.70	\$17,200	\$15,573.03	\$23,274	\$5,710	(\$17,564)
PHS MUSIC EDUCATION			33 - PELHAM HIGH SCHOOL					
1033110012	430	REPAIRS & MAINTENANCE	\$830.00	\$1,838	\$515.00	\$1,674	\$1,750	\$76
		TUNING OF GRAND PIANO (TWICE/YR) FOR CHOIR CLASSES	\$0.00					
		MAINTENANCE OF INSTRUMENTS THAT NEED REPAIRS	\$1,750.00					
1033110012	610	SUPPLIES	\$3,582.44	\$2,050	\$2,010.20	\$2,696	\$2,765	\$69
		MUSIC LIBRARY (SHEET MUSIC) CONSUMABLE MUSIC SUPPLIES:	\$0.00					
		CABLES, GUITAR STRINGS, PICKS, DRUMSTICKS/MALLETS,	\$0.00					
		DRUM HEADS, OILS, ETC.	\$2,765.00					
1033110012	640	TEXTBOOKS - REPLACEMENT	\$1,642.12	\$2,563	\$1,399.19	\$2,619	\$0	(\$2,619)
1033110012	643	INFORMATION ACCESS FEES	\$0.00	\$1,025	\$0.00	\$1,655	\$1,117	(\$538)
		CONTINUING YEARLY SUBSCRIPTION TO MUSIC SOFTWARE	\$0.00					

PELHAM SCHOOL DISTRICT

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1100 - REGULAR EDUCATION PRGMS								
		TO SUPPORT EDUCATION.	\$1,117.00					
1033110012	650	SOFTWARE	\$776.14	\$0	\$0.00	\$0	\$0	\$0
1033110012	734	EQUIPMENT-ADDITIONAL	\$26,973.05	\$5,309	\$4,929.03	\$5,810	\$5,955	\$145
		CHOIR NEW EQUIPMENT AND UNIFORMS.	\$2,385.00					
		ADDITIONAL SIZES OF MARCHING BAND UNIFORMS	\$0.00					
		15@\$238 EACH UNIFORM, PER QUOTE	\$3,570.00					
1033110012	738	EQUIPMENT-REPLACEMENT	\$13,827.03	\$0	\$0.00	\$4,826	\$4,950	\$124
		INSTRUMENTS AND EQUIPMENT BECOME WORN DOWN AND	\$0.00					
		NEED REPLACEMENT, INLCUDING:	\$0.00					
		CONCERT TOMS (2 SETS), PORTABLE WIRELESS SPEAKER W/	\$0.00					
		MICROPHONE FOR MARCHING AND PLAYING FOR OUTSIDE	\$0.00					
		EVENTS.	\$4,950.00					
TOTAL PHS MUSIC EDUCATION			\$47,630.78	\$12,785	\$8,853.42	\$19,280	\$16,537	(\$2,743)
PHS SCIENCE EDUCATION 33 - PELHAM HIGH SCHOOL								
1033110013	421	UTILITIES-DISPOSAL	\$0.00	\$2,800	\$2,800.00	\$5,600	\$3,000	(\$2,600)
		INCREASE IN COST OF TRANSPORTATION AND HANDLING	\$0.00					
		OF CHEMICAL DISPOSAL	\$3,000.00					
1033110013	430	REPAIRS & MAINTENANCE	\$0.00	\$1,400	\$1,400.00	\$5,400	\$4,000	(\$1,400)
		CALIBRATE AND REPAIR SCALES, SPECTROMETERS AND CLASS	\$0.00					
		MICROSCOPES AS NEEDED.	\$4,000.00					
1033110013	610	SUPPLIES	\$12,335.28	\$11,804	\$5,372.35	\$16,000	\$19,400	\$3,400
		CONSUMBABLE LAB MATERIALS, INCLUDING FOOD FOR	\$0.00					
		NEW FOOD SCIENCE COURSE INTRODUCED IN FY24.	\$16,000.00					
		REPLACEMENT OF PROBES, MICROSCOPES, HEATING PAD,	\$0.00					
		AND OTHER LAB EQUIPMENT, MOVED FROM 1033110013-738	\$3,400.00					
1033110013	640	TEXTBOOKS - REPLACEMENT	\$5,584.15	\$14,600	\$14,499.44	\$11,208	\$6,576	(\$4,632)
		TEXTBOOK REPLACEMENT SCHEDULE, PER QUOTE	\$0.00					
		UNLEVELED CHEMISTRY, 48 @ \$137, INCL SUBSCRIPTION	\$6,576.00					
1033110013	733	FURNITURE-ADDITIONAL	\$1,850.00	\$3,755	\$1,850.00	\$0	\$0	\$0
1033110013	734	EQUIPMENT-ADDITIONAL	\$0.00	\$6,388	\$3,919.50	\$3,400	\$0	(\$3,400)
1033110013	738	EQUIPMENT-REPLACEMENT	\$0.00	\$3,020	\$1,576.41	\$3,400	\$4,095	\$695
		REPLACE (3) SPECTROPHOTOMETERS THAT CAN'T BE REPAIRED,	\$0.00					
		WE HAVE 8 TOTAL, 4 DO NOT WORK. EQUIPMENT IS USED IN	\$0.00					

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1100 - REGULAR EDUCATION PRGMS								
		PHYSICAL SCIENCE AND CHEMISTRY.	\$4,095.00					
TOTAL PHS SCIENCE EDUCATION			\$19,769.43	\$43,767	\$31,417.70	\$45,008	\$37,071	(\$7,936)
PHS SOCIAL SCIENCE EDUC 33 - PELHAM HIGH SCHOOL								
1033110015	610	SUPPLIES	\$0.00	\$500	\$464.48	\$500	\$1,500	\$1,000
		CONSUMABLE SUPPLIES FOR 6 TEACHERS AND STUDENT	\$0.00					
		SUMMATIVE SUPPLIES	\$1,500.00					
1033110015	640	TEXTBOOKS - REPLACEMENT	\$4,662.35	\$13,588	\$12,464.71	\$16,028	\$7,886	(\$8,142)
		TEXTBOOK REPLACEMENT SCHEDULE, PER QUOTE	\$0.00					
		PSYCHOLOGY 24 @ \$117.72, INCL SUBSCRIPTION	\$5,886.00					
		US HISTORY MEMOIR & BIOGRAPHY BOOKS	\$500.00					
		WORLD RELIGION: MEMOIR, BIOGRAPY & OTHER NONFICTION	\$500.00					
		CIVIL WAR REPLACEMENT NOVELS	\$500.00					
		ELECTIVE READING CIRCLE NOVELS	\$500.00					
1033110015	733	FURNITURE-ADDITIONAL	\$0.00	\$0	\$0.00	\$0	\$413	\$413
		BOOKSHELF FOR ROOM 1, MISSING ONE	\$413.00					
TOTAL PHS SOCIAL SCIENCE EDUC			\$4,662.35	\$14,088	\$12,929.19	\$16,528	\$9,799	(\$6,730)
PHS READING EDUCATION 33 - PELHAM HIGH SCHOOL								
1033110023	610	SUPPLIES	\$0.00	\$500	\$12.09	\$500	\$0	(\$500)
1033110023	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$640	\$0.00	\$640	\$0	(\$640)
TOTAL PHS READING EDUCATION			\$0.00	\$1,140	\$12.09	\$1,140	\$0	(\$1,140)
TOTAL 1100 - REGULAR EDUCATION PRGMS			\$11,459,542.42	\$12,599,871	\$12,245,108.08	\$13,079,534	\$12,776,453	(\$303,081)
1210 - SPECIAL EDUCATION PRGMS								
DW SPECIAL EDUCATION 00 - DISTRICT-WIDE								
1000121000	110	SALARIES	\$58,629.08	\$88,435	\$62,614.39	\$90,431	\$99,420	\$8,989
		HANSEN, VICTORIA REG BEH TECH HOURLY	\$50,620.95					
		POST FROM PERSONNEL BUDGETING	\$50,620.95					
		EXTRA SALARIES - COST OF PEA MEMBERS ATTENDING AFTER	\$0.00					
		SCHOOL MEETINGS, ETC (E.G. IEP, ASSESSMENT, ETC)	\$0.00					
		REQUIRED BY THE CBA; LEVEL FUND	\$12,000.00					
		STIPENDS FOR PEA STAFF TO ATTEND CPI TRAINING	\$3,500.00					

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1210 - SPECIAL EDUCATION PRGMS								
		EXTRA DAYS FOR EACH OF 26 SPECIAL EDUCATION TEACHERS	\$0.00					
		FOR CASE MANAGEMENT WORK (APPROX 4 EACH), INCREASED	\$33,299.06					
1000121000	113	TUTOR SALARIES	\$0.00	\$4,000	\$0.00	\$4,000	\$3,000	(\$1,000)
		COST TO TUTOR SPEC SVC STUDENTS WHO ARE UNABLE TO ATTEND SCHOOL; BASED ON PRIOR YEAR TRENDS	\$0.00					
			\$3,000.00					
1000121000	114	INSTRUC. ASST. SALARIES	\$2,218.49	\$8,850	\$188.43	\$7,950	\$8,450	\$500
		EXTRA SALARIES - COST OF PESPA MEMBERS ATTENDING BEFORE OR AFTER SCHOOL MEETINGS (E.G. IEP, ETC) REQUIRED BY CBA BASED ON PRIOR YEAR TRENDS - LEVEL FUND	\$0.00					
			\$400.00					
		EXTRA HOURS FOR PESPA MEMBERS IN THE MACS & PALS PROGRAMS TO ATTEND PD & COLLABORATIVE MEETINGS ONCE A MONTH; LEVEL FUND	\$0.00					
			\$2,000.00					
		ADDITIONAL PAY FOR IAS TO ATTEND CPI TRAINING	\$3,700.00					
		UNUSUED PERSONAL LEAVE PAYOUT PER NEW CBA BASED ON 3 YR AVG FY 19, 22, & 23 (ADJ FOR NEW CBA RATES)	\$0.00					
			\$2,350.00					
1000121000	130	OVERTIME SALARIES	\$0.00	\$0	\$72.00	\$0	\$0	\$0
1000121000	211	HEALTH INSURANCE	\$11,143.10	\$11,364	\$11,630.74	\$12,648	\$10,171	(\$2,477)
		POST FROM PERSONNEL BUDGETING	\$10,770.96					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$599.54)					
1000121000	212	DENTAL INSURANCE	\$546.72	\$539	\$546.30	\$547	\$572	\$26
		POST FROM PERSONNEL BUDGETING	\$574.08					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$1.66)					
1000121000	213	LIFE INSURANCE	\$81.12	\$81	\$83.15	\$97	\$96	(\$1)
1000121000	214	DISABILITY INSURANCE	\$123.84	\$124	\$127.19	\$149	\$167	\$17
1000121000	220	SOCIAL SECURITY	\$4,570.42	\$7,748	\$4,862.81	\$7,832	\$8,482	\$649
		POST FROM PERSONNEL BUDGETING	\$3,872.50					
		EXTRA SALARIES-MEETINGS PEA	\$918.00					
		CPI TRAINING STIPENDS PEA FICA	\$267.75					
		EXTRA DAYS SPECIAL ED TCHRS FICA	\$2,547.38					
		TUTOR FICA	\$229.50					
		EXTRA HOURS-MEETINGS PESPA FICA	\$30.60					
		EXTRA HOURS - PD & COLLABORATIVE MEETINGS	\$153.00					
		CPI TRAINING PESPA FICA	\$283.05					
		UNUSED PERSONAL LEAVE PAYOUT PER CBA FICA	\$179.78					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1210 - SPECIAL EDUCATION PRGMS								
1000121000	231	NON-TEACHER RETIREMENT	\$11,232.92	\$6,025	\$6,564.40	\$5,920	\$6,849	\$929
1000121000	232	TEACHER RETIREMENT	\$2,981.36	\$10,423	\$3,622.10	\$9,952	\$10,173	\$221
		EXTRA SALARIES-MEETINGS PEA	\$2,356.80					
		CPI TRAINING STIPENDS PEA	\$687.40					
		EXTRA DAYS SPECIAL ED TCHRS FICA	\$6,539.93					
		TUTOR SPEC SVCS STUDENTS - PEA	\$589.20					
1000121000	260	WORKERS COMP INSURANCE	\$280.44	\$391	\$269.34	\$464	\$455	(\$9)
		POST FROM PERSONNEL BUDGETING	\$207.55					
		EXTRA SALARIES-MEETINGS PEA WC	\$49.20					
		CPI TRAINING STIPENDS PEA WC	\$14.35					
		EXTRA DAYS SPECIAL ED TCHRS WC	\$136.53					
		TUTOR WC	\$12.30					
		EXTRA HOURS-MEETINGS PESPA WC	\$1.64					
		EXTRA HOURS - PD & COLLABORATIVE MEETINGS WC	\$8.20					
		CPI TRAINING PESPA WC	\$15.17					
		UNUSED PERSONAL LEAVE PAYOUT PER CBA WC	\$9.64					
1000121000	275	WORKSHOPS NON-UNION	\$9,346.00	\$7,000	\$6,608.40	\$8,250	\$6,600	(\$1,650)
		RBT TRAINING PER CONTRACT (1 X \$250)	\$250.00					
		CPI PREVENTION AND INTERVENTION TO MAINTAIN	\$0.00					
		RECERTIFICATION FOR TRAINERS (5 X \$200)	\$1,000.00					
		MANDATORY RE-TRAINING FOR TRAINERS (2 X \$1600)	\$3,200.00					
		NEW INSTRUCTOR CERTIFICATION (1 X \$2150)	\$2,150.00					
1000121000	320	IN-DIST PROF DEVELOPMENT	\$478.98	\$5,500	\$850.00	\$5,500	\$5,500	\$0
		PROFESSIONAL TO COME IN AND SHARE THEIR EXPERTISE WITH	\$0.00					
		SPECIAL EDUCATION STAFF, INCLUDING MEDICAID,	\$0.00					
		OUTSIDE CONSULTANT BEHAVIORAL SPECIALIST, AND	\$0.00					
		SCHOOL PSYCHOLOGISTS, LEVEL FUNDED	\$5,500.00					
1000121000	321	PROFESSIONAL EDU SERVICES	\$0.00	\$3,000	\$0.00	\$2,000	\$0	(\$2,000)
		REMOVED BUDGET LINE	\$0.00					
1000121000	330	PROFESSIONAL SERVICES	\$115,339.51	\$104,456	\$50,757.71	\$33,175	\$202,115	\$168,940
		ITEMIZED SERVICES:	\$0.00					
		PROJECTED TEACHER OF THE VISUAL IMPAIRED SERVICES	\$5,000.00					
		CONTRACTED TEACHER OF THE DEAF SERVICES, INCREASED	\$12,000.00					
		PROJECTED ORIENTATION AND MOBILITY SERVICES, REDUCED	\$3,000.00					
		PROJECTED FEEDING & SWALLOWING, REDUCED	\$3,000.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS								
		PROJECTED VOCATIONAL EVALUATIONS, LEVEL FUNDED	\$6,000.00					
		PROJECTED TRANSLATION SERVICES, REDUCED	\$1,500.00					
		NECC CONTRACTS MOVED FROM 10002140-330 PSYCHOLOGY SERV	\$0.00					
		BCBA CONSULTATION SERVICES, BUDGET WAS \$68,000, AND	\$0.00					
		COOPERATIVE CLASSROOM SERVICES, BUDGET WAS \$82,000	\$150,000.00					
		NEW, CONTRACTED MUSIC THERAPIST HOME SERV OOD STUDENT	\$4,500.00					
		NEW, CONTRACTED LANGUAGE BASED PROGRAMMING FOR	\$0.00					
		ORTON GILLINGHAM	\$58,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - VISUAL IMPAIRED	(\$2,500.00)					
		LEVEL 2 SUPERINTENDENT REDUCTION - ORIENT. MOBILITY	(\$1,500.00)					
		LEVEL 2 SUPERINTENDENT REDUCTION - FEEDING/SWALLOWING	(\$1,500.00)					
		LEVEL 2 SUPERINTENDENT REDUCTION - VOC. EVALUATIONS	(\$3,000.00)					
		LEVEL 2 SUPERINTENDENT REDUCTION - PT READING SPECIALIS	\$0.00					
		POSITION AT PHS, OFFSET FOR CONTRACTED READING SERV.	(\$32,385.00)					
1000121000	332	TUTOR SERVICES	\$69,013.28	\$135,650	\$144,563.46	\$140,063	\$100,650	(\$39,413)
		SPECIALIZED TUTORING REQUIRED FOR STUDENTS WITH IEPS	\$0.00					
		HOMEBOUND STUDENTS, HOSPITAL TUTORING, AND	\$0.00					
		SPECIALIZED INSTRUCTION FOR STUDENTS (19) ATTENDING	\$0.00					
		CHARTER SCHOOL	\$100,650.00					
		1:1 CHARTER SCHOOL, REDUCED	\$25,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - 1:1 CHARTER SCHOOL	(\$25,000.00)					
1000121000	335	LEGAL SERVICES	\$35,900.00	\$53,128	\$50,922.50	\$46,044	\$46,000	(\$44)
		REQUIRED LEGAL SERVICES	\$46,000.00					
1000121000	421	UTILITIES-DISPOSAL	\$256.00	\$350	\$382.00	\$1,138	\$600	(\$538)
		SHREDDING/DISPOSAL OF CONFIDENTIAL INFORMATION	\$600.00					
1000121000	430	REPAIRS & MAINTENANCE	\$0.00	\$1,000	\$488.93	\$1,000	\$500	(\$500)
		REPAIRS FOR CLASSROOM AMPLIFICATION SYSTEMS	\$0.00					
		THAT IS OUT OF WARRANTY; REQUIRED IN STUDENTS IEP	\$500.00					
1000121000	534	POSTAGE/GENERAL EXPENSES	\$221.79	\$1,800	\$224.49	\$1,000	\$500	(\$500)
		POSTAGE AND GENERAL MAILINGS SUCH AS CERTIFIED MAIL	\$0.00					
		TO DOCUMENT RECIEPT OF SERVICES PER IEP AND FOR CHILD	\$0.00					
		FIND LETTERS, REDUCED	\$500.00					
1000121000	540	ADVERTISING	\$652.05	\$0	\$717.02	\$0	\$900	\$900
		ADVERTISING - LEGAL NOTICES, INCLUDES CHILD FIND AND	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS								
		RECORD DESTRUCTION, NEW BUDGET AS NEEDED.	\$900.00					
1000121000	561	TUITION TO OTHER LEAS	\$25,905.78	\$17,496	\$55,522.98	\$55,621	\$58,295	\$2,674
		NEW SEARLES TUITION (100.00 P/D X 180), INCREASED	\$18,000.00					
		INTERPRETATION (116.61 P/D X 180 DAYS), INCREASED	\$20,990.00					
		1:1 AIDE (39.63 P/DAY X 180 DAYS), REDUCED	\$7,133.00					
		TOD (55.59 P/D X 180 DAYS), REDUCED	\$10,006.00					
		SLP GROUP (154.72 P/ MNTH X 10 MNTHS), INCREASED	\$1,547.00					
		OT GROUP (17.20 30MIN/WK X 36WKS), REDUCED	\$619.00					
1000121000	564	TUITION TO PRIVATE SCHOOL	\$800,753.57	\$876,667	\$730,414.56	\$783,765	\$1,321,852	\$538,087
		VALLEY COLLABORATIVE (416.75 P/D X 180 DAYS)	\$75,015.00					
		VC 1:1 AID (333.16 P/D X 180 DAYS)	\$59,969.00					
		VALLEY COLLABORATIVE (253.73 P/D X 180 DAYS)	\$45,672.00					
		OT (144.45 P/HR 1.25 SESSIONS PER WK)	\$6,019.00					
		PT (144.45 P/HR 1.25 SESSIONS PER WK)	\$6,019.00					
		SLP (144.45 P/HR 1.25 SESSIONS PER WK)	\$6,019.00					
		VALLEY COLLABORATIVE (\$340 P/D X 180 DAYS)	\$61,200.00					
		VC 1:1 AID (333.16 P/D X 180 DAYS)	\$59,969.00					
		CREST COLLABORATIVE (619.50 P/DAY X 180 DAYS)	\$0.00					
		INCLUDES IA	\$111,510.00					
		ST.ANNS HOME (428.51 P/D X 180 DAYS)	\$77,132.00					
		ST.ANNS HOME (428.51 P/D X 180 DAYS)	\$77,132.00					
		WINDHAM WOODS, CONTRACTED TUITION	\$45,000.00					
		RSEC (388.55 P/D X180 DAYS)	\$69,939.00					
		SLP INDV (70.39 P/SESSION X 40 SESSIONS)	\$2,816.00					
		SLP GRP (23.45 P/SESSION X 40 SESSIONS)	\$938.00					
		SLP CONSULT (70.39 P/SESSION X 10 SESSIONS)	\$704.00					
		COUNSELING (82.40 P/SESSION X 36)	\$2,966.00					
		HOPEFUL JOURNEYS (739.34 P/D X216 DAYS)	\$159,697.00					
		LIGHTHOUSE (758.00 P/D X 180 DAYS)	\$136,440.00					
		PARKER ACADEMY (405.12 P/D X 180 DAYS)	\$72,921.00					
		GRP. COUNSELING (32.00 P/SESSION X 36 SESSION)	\$1,152.00					
		INDV. COUNSELING (95.00 P/SESSION X 36 SESSION)	\$3,420.00					
		ANTICIPATED LANDMARK (368.00 P/D X 180 DAYS)	\$66,240.00					
		ANTICIPATED MONARCH SCHOOL (442.46 P/D X 180 DAYS)	\$79,643.00					
		ANTICIPATED CREST (524 P/D X 180 DAYS)	\$94,320.00					
1000121000	569	TUITION RESIDENTIAL	\$63,349.20	\$524,047	\$300,146.03	\$610,747	\$504,473	(\$106,274)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1210 - SPECIAL EDUCATION PRGMS								
		JRI - GLENHAVEN (800.36 P/DAY X 303 DAYS)	\$245,509.00					
		ANTICIPATED MT.PROSPECT R&B (638.00 P/D X 303 DAYS)	\$193,314.00					
		INSTRUCTIONAL DAYS (325.00 P/D X 202 DAYS)	\$65,650.00					
1000121000	580	TRAVEL & MILEAGE	\$1,077.36	\$3,000	\$1,470.37	\$3,000	\$3,000	\$0
		TRAVEL AND MILEAGE FOR DIRECTOR/ASST. DIRECTOR,	\$0.00					
		DIRECTOR/OOD COORDINATOR AND BUILDING COORDINATORS	\$0.00					
		TO TRAVEL TO COURT/OOD PLACEMENTS REQUIRED BY IEPS	\$1,800.00					
		BUILDING COORDINATORS ATTENDING NHASEA PLCS	\$600.00					
		SERVICE PROVIDERS SERVICING CHARTER STUDENTS	\$600.00					
1000121000	610	SUPPLIES	\$1,130.59	\$1,550	\$1,175.64	\$800	\$800	\$0
		SUPPLIES TO SUPPORT SPECIAL EDUCATION STUDENTS IEPS	\$0.00					
		PRIMARILY USED FOR OOD STUDENTS AND OOD COORDINATOR	\$1,500.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - SUPPLIES	(\$700.00)					
1000121000	643	INFORMATION ACCESS FEES	\$9,342.71	\$7,794	\$9,417.20	\$7,794	\$8,394	\$600
		ACE ABA CURRICULUM (10 STUDENTS AT 39.95)	\$4,794.00					
		Q-INTERACTIVE LICENSE (12 USERS X 300), INCREASED	\$3,600.00					
1000121000	650	SOFTWARE	\$0.00	\$300	\$0.00	\$300	\$0	(\$300)
1000121000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$3,250	\$686.98	\$2,500	\$0	(\$2,500)
1000121000	738	EQUIPMENT-REPLACEMENT	\$1,554.36	\$2,000	\$189.99	\$2,000	\$1,000	(\$1,000)
		COMMUNICATION DEVICES OR FM SYSTEMS REPLACEMENT	\$0.00					
		OR REPAIR FOR EQUIPMENT OUT OF WARRANTY; FOR OUT OF	\$0.00					
		DISTRICT STUDENTS, AS REQUIRED BY IEP, REDUCED	\$1,000.00					
1000121000	810	DUES AND FEES	\$7.45	\$15,000	\$128.83	\$15,020	\$5,000	(\$10,020)
		MULTI-STATE BILLING FOR MEDICAID REIMBURSEMENT, REDUCED	\$5,000.00					
1000121000	890	MISCELLANEOUS	\$1,157.10	\$2,200	\$1,710.45	\$3,400	\$3,400	\$0
		8TH GRADE DC TRIP, ADULT PROGRAM FEE FOR CHAPERONE X 1	\$2,400.00					
		CATERING FOR WORKSHOPS AND PARENT FOCUS GROUP	\$1,000.00					
TOTAL DW SPECIAL EDUCATION			\$1,227,293.22	\$1,903,168	\$1,446,958.39	\$1,863,109	\$2,417,414	\$554,305

1210 - SPECIAL EDUCATION PRGMS

PES SPECIAL EDUCATION 11 - PELHAM ELEMENTARY SCHOOL

1011121000	110	SALARIES	\$678,424.39	\$739,569	\$607,740.07	\$732,437	\$812,079	\$79,642
		COVART, NICOLE SPED COOR -E SALARY NON-UNION	\$94,338.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS

DESMARAIS, NICOLE	SECR SPED E	HOURLY	\$27,375.75
INFANTE, STEPHANIE	TEA SEL E	SALARY TEACHER	\$55,159.00
LIBBY, AMIE	TEA PRE-K	SALARY TEACHER	\$69,320.00
LONGDEN, JODI	TEA PRE-K	SALARY TEACHER	\$67,217.00
MONDEJAR, MADISON	TEA SPED E	SALARY TEACHER	\$43,397.00
PLANTE, ELISSA	TEA SPED E	SALARY TEACHER	\$51,585.00
PORTALLA, ANGELA	TEA SPED E	SALARY TEACHER	\$44,973.00
SHIELDS, JANE	TEA PRE-K	SALARY TEACHER	\$52,846.00
SILVA, KASSIDY	TEA SPED E	SALARY TEACHER	\$47,495.00
TERRIO, REBECCA	TEA PRE-K	SALARY TEACHER	\$59,363.00
VACANT POSITION,	NURSE SPED	SALARY TEACHER	\$48,546.00
VACANT POSITION,	TEA SPED E	SALARY TEACHER	\$48,546.00
WONG-SIERRA, CHRYSTA	TEA SPED E	SALARY TEACHER	\$53,372.00
POST FROM PERSONNEL BUDGETING			\$812,078.75
SAU NOTE: VACANT NURSE SPED IS 1.0 FTE @ \$48,546 EA			\$0.00
SAU NOTE: VACANT TEA SPED E IS 2.0 FTE @ \$48,546 EA			\$0.00

1011121000	114	INSTRUC. ASST. SALARIES	\$417,840.80	\$605,430	\$352,273.18	\$578,632	\$547,107	(\$31,525)
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BASINAS, KELLY	IA SPED E	HOURLY PESPA	\$21,589.43
DAILEY, DONNA	IA SPED E	HOURLY PESPA	\$28,262.52
DEMERS, DESIREE	IA SPED E	HOURLY PESPA	\$21,589.43
DESMARAIS, ASHLEY	IA SPED E	HOURLY PESPA	\$21,678.64
DESMARAIS, DEBRA	IA SPED E	HOURLY PESPA	\$10,818.50
FALLON, MACKENZIE	IA SPED E	HOURLY PESPA	\$20,114.45
GETTY, DEBRA	IA SPED E	HOURLY PESPA	\$26,204.69
GILLIS, VENNESSA	IA SPED E	HOURLY PESPA	\$19,733.81
KOBRENSKI, KRISTIN	IA SPED E	HOURLY PESPA	\$26,422.00
MARCOTTE, CONSTANCE	IA SPED E	HOURLY PESPA	\$27,215.76
MCCARTY, VALERIE	IA SPED E	HOURLY PESPA	\$25,824.05
MILLSTONE, PATRICK	IA SPED E	HOURLY PESPA	\$20,447.51
MULLEN, KATHLEEN	IA SPED E	HOURLY PESPA	\$21,637.01
O'CONNOR, TIMOTHY	IA SPED E	HOURLY PESPA	\$20,447.51
PACE, CAITLIN	IA SPED E	HOURLY PESPA	\$22,731.35
SORENSEN, KRISTENE	IA SPED E	HOURLY PESPA	\$20,447.51
STEWART, MOLLY	IA SPED E	HOURLY PESPA	\$19,353.17
TEED, KERRY	IA SPED E	HOURLY PESPA	\$24,253.91
VACANT POSITION,	IA SPED E	HOURLY PESPA	\$21,048.66

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS								
		POST FROM PERSONNEL BUDGETING	\$598,733.52					
		SAU NOTE: VACANT IA SPED IS 9.5 FTE @ \$21,048.66 EA	\$0.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - 2.5 FTE IA SALARY	(\$51,626.57)					
1011121000	120	DAILY SUBSTITUTE SALARIES	\$16,720.00	\$0	\$19,207.72	\$0	\$0	\$0
1011121000	121	LONG TERM SUB SALARIES	\$0.00	\$0	\$3,411.16	\$0	\$0	\$0
1011121000	211	HEALTH INSURANCE	\$174,678.12	\$177,704	\$166,899.02	\$263,813	\$312,483	\$48,670
		POST FROM PERSONNEL BUDGETING	\$389,425.32					
		SAU NOTE: REDUCE HEALTH BUDGET FOR VACANT IA POSITIONS	(\$51,227.86)					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$18,271.48)					
		LEVEL 3 SCHOOL BOARD REDUCTION - 2.5 FTE IA HEALTH	(\$7,442.58)					
1011121000	212	DENTAL INSURANCE	\$8,992.59	\$8,047	\$7,467.83	\$10,296	\$13,986	\$3,690
		POST FROM PERSONNEL BUDGETING	\$14,027.20					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$40.87)					
1011121000	213	LIFE INSURANCE	\$1,407.68	\$1,418	\$1,247.88	\$1,652	\$1,662	\$9
1011121000	214	DISABILITY INSURANCE	\$1,889.54	\$1,895	\$1,645.50	\$2,226	\$2,539	\$313
1011121000	220	SOCIAL SECURITY	\$82,119.48	\$103,833	\$73,017.26	\$101,215	\$104,684	\$3,469
		POST FROM PERSONNEL BUDGETING	\$108,633.30					
		LEVEL 3 SCHOOL BOARD REDUCTION - 2.5 FTE IA FICA	(\$3,949.43)					
1011121000	232	TEACHER RETIREMENT	\$130,683.75	\$140,219	\$119,613.52	\$138,901	\$154,116	\$15,215
1011121000	260	WORKERS COMP INSURANCE	\$5,255.04	\$5,267	\$4,165.23	\$5,920	\$5,610	(\$311)
		POST FROM PERSONNEL BUDGETING	\$5,821.25					
		LEVEL 3 SCHOOL BOARD REDUCTION - 2.5 FTE IA WC	(\$211.67)					
1011121000	275	WORKSHOPS NON-UNION	\$594.26	\$952	\$944.07	\$1,504	\$1,528	\$24
		ATTEND MISC CONFERENCES AVAILABLE TO ADMINISTRATOR	\$0.00					
		FOR SPED COORDINATOR	\$778.00					
		ATTEND NATIONAL CONFERENCE PER CONTRACT	\$750.00					
1011121000	291	TSA MATCH CONTRIBUTION	\$1,950.00	\$3,000	\$3,500.00	\$3,500	\$3,500	\$0
1011121000	534	POSTAGE/GENERAL EXPENSES	\$472.58	\$400	\$399.95	\$400	\$400	\$0
		POSTAGE FOR MAILING OF STUDENT RECORDS/PARENT	\$0.00					
		CORRESPONDENCE FOR SPECIAL EDUCATION	\$400.00					
1011121000	580	TRAVEL & MILEAGE	\$2,678.35	\$2,790	\$2,331.51	\$2,471	\$2,221	(\$250)
		PER ADMINISTRATIVE CONTRACT TRAVEL, HOTEL, AIRFARE	\$0.00					
		FOR ADMINISTRATORS TO ATTEND ONE NATIONAL CONFERENCE	\$1,888.00					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS								
		MILEAGE REIMBURSEMENT	\$333.00					
1011121000	610	SUPPLIES	\$5,080.38	\$5,222	\$5,116.55	\$6,341	\$5,941	(\$400)
		PRESCHOOL-CLASSROOM SUPPLIES NEEDED TO DELIVER CURRICULUM INCLUDING CRAYONS, MARKERS, ART SUPPLIES, BINDERS, ETC.(72@26.00)	\$0.00					
		PRESCHOOL--MISC MATERIALS FOR TRANSPORTATION UNIT	\$1,872.00					
		PRESCHOOL TEACHER SUPPLIES (3@51.00)	\$250.00					
		SPECIAL EDUCATION GENERAL SUPPLIES (K-GR.5) (PAPER, BINDERS, MANIPULATIVES, SUPPLIES FOR MATH AND READING, OFFICE SUPPLIES)	\$153.00					
		SEL GENERAL SUPPLIES FOR 1 CLASSROOM (MANIPULATIVES, BOOKS)	\$0.00					
		PALS GENERAL SUPPLIES (CONSTRUCTION PAPER, VELCRO, CRAYONS, VISUAL AIDS)	\$0.00					
			\$300.00					
1011121000	640	TEXTBOOKS - REPLACEMENT	\$497.20	\$0	\$0.00	\$0	\$0	\$0
1011121000	650	SOFTWARE	\$1,200.00	\$2,220	\$1,350.00	\$2,340	\$910	(\$1,430)
		APPS TO USE FOR SPECIAL EDUCATION	\$100.00					
		IREADY INSTRUCTIONAL LICENSES (15@25.00), REDUCED	\$810.00					
1011121000	734	EQUIPMENT-ADDITIONAL	\$279.00	\$2,617	\$0.00	\$2,754	\$3,746	\$992
		ASSISTIVE TECHNOLOGY (FM SYSTEMS) FOR STUDENTS WHO ARE NONVERBAL AND NEED A MEANS OF COMMUNICATING	\$0.00					
		1 SYSTEMS@2608.00)	\$2,608.00					
		IPADS TO SUPPORT EVALUATION PROCESS FOR SPECIAL EDUCATION TEACHERS. (2@569.00)	\$0.00					
			\$1,138.00					
1011121000	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$0.00	\$0	\$3,000	\$3,000
		NEW REQUEST: REPLACE SEL FURNITURE TO SUPPORT THE SEL RESOURCE ROOM LEARNING.	\$0.00					
			\$3,000.00					
1011121000	810	DUES AND FEES	\$0.00	\$850	\$555.00	\$892	\$892	\$0
		MEMBERSHIP FEES FOR SPED COORDINATOR	\$892.00					
<u>TOTAL PES SPECIAL EDUCATION</u>			\$1,530,763.16	\$1,801,432	\$1,370,885.45	\$1,855,295	\$1,976,403	\$121,108

1210 - SPECIAL EDUCATION PRGMS

MS SPECIAL EDUCATION 22 - PELHAM MEMORIAL SCHOOL

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1210 - SPECIAL EDUCATION PRGMS								
1022121000	110	SALARIES	\$461,960.75	\$458,090	\$474,109.70	\$476,004	\$476,750	\$746
		BARRIOS, SARAH	\$44,447.00					
		ENO, SARA ANN	\$46,970.00					
		LEMERISE, KELLY	\$28,893.50					
		MADDEN, DOROTHY	\$83,989.68					
		MCCUNE, ERIN	\$59,889.00					
		NORTHRUP, CHERYL	\$92,594.00					
		STEVENS, LISA	\$71,421.00					
		VACANT POSITION,	\$48,546.00					
		POST FROM PERSONNEL BUDGETING	\$476,750.18					
		SAU NOTE: VACANT TEA SPED M IS 1.0 FTE @ \$48,546	\$0.00					
1022121000	114	INSTRUC. ASST. SALARIES	\$212,046.30	\$373,317	\$197,413.84	\$284,731	\$272,533	(\$12,198)
		CASAVANT, DIANE	\$28,818.38					
		ERNST, CATHLEEN	\$28,077.23					
		GRIFFIN, ANGELA	\$28,818.38					
		JEAN, KELLY	\$28,818.38					
		MARVIN, MELISSA	\$21,678.64					
		MURPHY, RONALD	\$22,629.78					
		RAYMOND, KELLEY	\$22,024.51					
		VACANT POSITION,	\$21,048.66					
		VANTI, LINDA	\$27,521.37					
		POST FROM PERSONNEL BUDGETING	\$292,581.31					
		SAU NOTE: VACANT IA SPED IS 4.0 FTE @ \$21,048.66 EA	\$0.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - 1.0 FTE IA SALARY	(\$20,048.66)					
1022121000	120	DAILY SUBSTITUTE SALARIES	\$1,540.00	\$0	\$2,585.00	\$0	\$0	\$0
1022121000	121	LONG TERM SUB SALARIES	\$0.00	\$0	\$1,137.05	\$0	\$0	\$0
1022121000	211	HEALTH INSURANCE	\$120,617.43	\$149,409	\$144,018.60	\$158,473	\$158,271	(\$203)
		POST FROM PERSONNEL BUDGETING	\$190,703.92					
		SAU NOTE: REDUCE HEALTH BUDGET FOR VACANT IA POSITIONS	(\$15,762.44)					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$9,228.19)					
		LEVEL 3 SCHOOL BOARD REDUCTION - 1.0 FTE IA HEALTH	(\$7,442.58)					
1022121000	212	DENTAL INSURANCE	\$5,615.12	\$6,377	\$7,417.06	\$6,993	\$6,607	(\$386)
		POST FROM PERSONNEL BUDGETING	\$6,625.90					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$18.44)					
1022121000	213	LIFE INSURANCE	\$1,021.74	\$938	\$1,037.08	\$1,177	\$1,079	(\$98)

PELHAM SCHOOL DISTRICT
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1210 - SPECIAL EDUCATION PRGMS								
1022121000	214	DISABILITY INSURANCE	\$1,245.15	\$1,100	\$1,271.02	\$1,416	\$1,452	\$36
1022121000	220	SOCIAL SECURITY	\$49,655.98	\$63,635	\$49,996.61	\$58,285	\$57,628	(\$658)
		POST FROM PERSONNEL BUDGETING	\$59,161.54					
		LEVEL 3 SCHOOL BOARD REDUCTION - 1.0 FTE IA FICA	(\$1,533.72)					
1022121000	232	TEACHER RETIREMENT	\$97,001.62	\$96,291	\$99,551.46	\$93,487	\$93,634	\$146
1022121000	260	WORKERS COMP INSURANCE	\$3,179.52	\$3,149	\$2,838.11	\$3,451	\$3,084	(\$367)
		POST FROM PERSONNEL BUDGETING	\$3,166.58					
		LEVEL 3 SCHOOL BOARD REDUCTION - 1.0 FTE IA WC	(\$82.20)					
1022121000	275	WORKSHOPS NON-UNION	\$250.00	\$2,000	\$325.00	\$2,000	\$2,000	\$0
		NATIONAL CONF, ADMIN CONTRACT	\$750.00					
		WORKSHOPS, SPED COORD	\$350.00					
		SUMMER ACADEMY, NHASEA LAW CONF, ANNUAL ED CONF	\$900.00					
1022121000	291	TSA MATCH CONTRIBUTION	\$0.00	\$3,000	\$0.00	\$3,500	\$3,500	\$0
1022121000	325	TESTING PROTOCOLS	\$1,886.00	\$2,000	\$1,976.17	\$2,000	\$1,951	(\$49)
		TESTING PROTOCOLS FOR SPECIAL EDUCATION ASSESSMENT	\$1,951.00					
1022121000	534	POSTAGE/GENERAL EXPENSES	\$400.00	\$1,200	\$558.00	\$600	\$600	\$0
		SPED POSTAGE, CERT MAIL, IEP/PROGRESS REPORTS	\$600.00					
1022121000	580	TRAVEL & MILEAGE	\$24.57	\$2,600	\$0.00	\$2,600	\$2,600	\$0
		NATIONAL CONF, ADMIN CONTRACT	\$1,800.00					
		OTHER TRAVEL COSTS	\$800.00					
1022121000	610	SUPPLIES	\$4,060.57	\$4,000	\$3,990.09	\$4,581	\$5,561	\$980
		SPECIAL EDUCATION SUPPLIES TO SUPPORT CURRICULUM NEEDS	\$0.00					
		AND SPECIAL EDUCATION TEACHER SUPPLIES	\$4,581.00					
		SPECIAL EDUCATION COORDINATOR SUPPLIES	\$500.00					
		BATTERIES, HEARING AIDS FOR REDCAT	\$480.00					
1022121000	640	TEXTBOOKS - REPLACEMENT	\$500.00	\$1,000	\$944.22	\$938	\$923	(\$15)
		REPLACEMENT OF MULTIPLE DAMAGED MATERIALS AS LISTED:	\$0.00					
		THE GIVER GRAPHIC NOVEL	\$90.00					
		THE BREADWINNER	\$100.00					
		THE OUTSIDERS PAPERBACK	\$85.00					
		THE HUNGER GAMES	\$136.00					
		MANIAC MAGEE	\$70.00					
		PEAK	\$70.00					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS								
		BOY IN THE STRIPED PAJAMAS	\$20.00					
		BITSP INSTRUCTIONAL GUIDE	\$10.00					
		A CHRISTMAS CAROL: WORKBOOK	\$10.00					
		A CHRISTMAS CAROL PAPERBACK	\$30.00					
		FRENCH AND INDIAN WAR: CHILDREN'S MILITARY	\$32.00					
		THE REVOLUTIONARY WAR	\$20.00					
		DK READERS: THE STORY OF ANNE FRANK	\$10.00					
		THE CIVIL WAR	\$30.00					
		WESTWARD EXPANSION	\$20.00					
		A KID'S LIFE DURING THE WESTWARD EXPANSION	\$40.00					
		THE OREGON TRAIL	\$80.00					
		COLONIAL AMERICA HISTORY FOR KIDS	\$40.00					
		GEORGE VS. GEORGE	\$30.00					
1022121000	643	INFORMATION ACCESS FEES	\$2,581.95	\$7,640	\$2,753.94	\$7,340	\$3,238	(\$4,102)
		INFORMATION ACCESS FEES REVIEWED AND ADJUSTED TO ACTUAL	\$0.00					
		IXL - ELA (READING & WRITING)	\$1,080.00					
		READING A-Z	\$128.00					
		QUILL	\$70.00					
		NEWS 2 YOU, NEW FY24, RECURRING FEE	\$700.00					
		SCHOOL CONNECT	\$950.00					
		ADDITIONAL SUBSCRIPTIONS THAT INCLUDE, TEACHERVISION,	\$0.00					
		DRA3 STUDENT SUBSCRIPTION 1 YEAR (DIGITAL) PEARSON,	\$0.00					
		HAVE FUN TEACHING, EDHELPER, ABCTEACH, MATHWORKS FOR	\$0.00					
		KIDS, ENCHANTEDLEARNING, ETC.	\$310.00					
1022121000	650	SOFTWARE	\$0.00	\$500	\$0.00	\$500	\$0	(\$500)
1022121000	733	FURNITURE-ADDITIONAL	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1022121000	734	EQUIPMENT-ADDITIONAL	\$1,148.00	\$0	\$599.99	\$0	\$0	\$0
1022121000	737	FURNITURE-REPLACEMENT	\$7,001.18	\$0	\$0.00	\$0	\$0	\$0
1022121000	810	DUES AND FEES	\$555.00	\$650	\$555.00	\$650	\$555	(\$95)
		NHASEA MEMBERSHIP FEE - SPED COORD	\$555.00					
1022121000	890	MISCELLANEOUS	\$926.00	\$2,400	\$1,403.00	\$2,400	\$2,500	\$100
		2 ADD'L CHAPERONE FEES AS REQUIRED BY IEPS	\$2,500.00					
<u>TOTAL MS SPECIAL EDUCATION</u>			\$973,216.88	\$1,179,296	\$994,480.94	\$1,111,128	\$1,094,466	(\$16,662)

PELHAM SCHOOL DISTRICT

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1210 - SPECIAL EDUCATION PRGMS

PHS SPECIAL EDUCATION 33 - PELHAM HIGH SCHOOL

1033121000 110 SALARIES **\$455,003.66** **\$492,630** **\$378,689.66** **\$444,000** **\$337,835** **(\$106,165)**

CARMODY, KAITLIN	SPED COOR -H	SALARY NON-UNION	\$97,017.00
FOSKITT, TEGHAN	TEA TRANS H	SALARY TEACHER	\$44,447.00
HOGUE, LARA	TEA SEL H	SALARY TEACHER	\$54,633.00
JIANG-DEMETRION, DARLENE	TEA SPED H	SALARY TEACHER	\$60,940.00
VACANT POSITION,	READ SPEC PT	HOURLY	\$75,005.58
VACANT POSITION,	TEA SPED H	SALARY TEACHER	\$48,546.00
POST FROM PERSONNEL BUDGETING			\$337,835.40
SAU NOTE: VACANT READ SPEC PT IS 0.43 FTE AT \$32,252.40			\$0.00
SAU NOTE: VACANT TEA SPED H IS 1.0 FTE AT \$48,546			\$0.00
SAU NOTE: REDUCED 1.0 TEA SPED H TO SUPPORT PES			\$0.00
NURSE SPED POSITION NEEDED IN FY24 (1011121000-110)			\$0.00

1033121000 113 TUTOR SALARIES **\$2,660.00** **\$0** **\$787.50** **\$0** **\$0** **\$0**

1033121000 114 INSTRUC. ASST. SALARIES **\$259,864.61** **\$360,295** **\$256,720.07** **\$354,461** **\$295,682** **(\$58,779)**

BRAY, CYNTHIA	IA SPED H	HOURLY PESPA	\$27,163.15
DECINTO, BRYAN	IA SPED H	HOURLY PESPA	\$24,840.88
ENGLISH, AMELIA	IA SPED H	HOURLY PESPA	\$22,234.50
HURLEY, THOMAS	IA SPED H	HOURLY PESPA	\$25,236.16
MARTIN, LORRIE	IA SPED H	HOURLY PESPA	\$28,818.38
ROGERS, LAURA	IA SPED H	HOURLY PESPA	\$27,521.37
SANCHIS, BERNARD	IA SPED H	HOURLY PESPA	\$21,233.95
SCANLON, IRENE	IA SPED H	HOURLY PESPA	\$27,373.14
SCANZANI, LOUISE	IA SPED H	HOURLY PESPA	\$28,114.29
SCANZANI, WILLIAM	IA SPED H	HOURLY PESPA	\$21,048.66
VACANT POSITION,	IA SPED H	HOURLY PESPA	\$21,048.66
POST FROM PERSONNEL BUDGETING			\$358,827.78
SAU NOTE: VACANT IA SPED IS 5.0 FTE @ \$21,048.66 EA			\$0.00
LEVEL 3 SCHOOL BOARD REDUCTION - 3.0 FTE IA SALARY			(\$63,145.98)

1033121000 120 DAILY SUBSTITUTE SALARIES **\$1,980.00** **\$0** **\$3,003.10** **\$0** **\$0** **\$0**

1033121000 121 LONG TERM SUB SALARIES **\$0.00** **\$0** **\$227.41** **\$0** **\$0** **\$0**

1033121000 211 HEALTH INSURANCE **\$132,077.56** **\$143,121** **\$103,513.28** **\$152,028** **\$111,065** **(\$40,963)**

POST FROM PERSONNEL BUDGETING			\$148,958.20
SAU NOTE: REDUCE HEALTH BUDGET FOR VACANT IA POSITIONS			(\$23,643.64)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1210 - SPECIAL EDUCATION PRGMS								
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$6,807.33)					
		LEVEL 3 SCHOOL BOARD REDUCTION - 3.0 FTE IA HEALTH	(\$7,442.58)					
1033121000	212	DENTAL INSURANCE	\$5,395.85	\$5,329	\$3,966.27	\$4,862	\$3,633	(\$1,229)
		POST FROM PERSONNEL BUDGETING	\$3,643.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$10.78)					
1033121000	213	LIFE INSURANCE	\$1,009.92	\$1,036	\$836.40	\$1,047	\$759	(\$287)
1033121000	214	DISABILITY INSURANCE	\$1,274.40	\$1,301	\$998.30	\$1,286	\$1,002	(\$284)
1033121000	220	SOCIAL SECURITY	\$53,550.96	\$65,515	\$47,535.55	\$61,452	\$48,710	(\$12,742)
		POST FROM PERSONNEL BUDGETING	\$53,540.18					
		LEVEL 3 SCHOOL BOARD REDUCTION - 3.0 FTE IA FICA	(\$4,830.67)					
1033121000	232	TEACHER RETIREMENT	\$96,108.30	\$96,998	\$79,365.17	\$81,081	\$60,016	(\$21,064)
1033121000	260	WORKERS COMP INSURANCE	\$3,370.13	\$3,311	\$2,781.81	\$3,639	\$2,610	(\$1,029)
		POST FROM PERSONNEL BUDGETING	\$2,868.63					
		LEVEL 3 SCHOOL BOARD REDUCTION - 3.0 FTE IA WC	(\$258.90)					
1033121000	275	WORKSHOPS NON-UNION	\$625.00	\$1,250	\$325.00	\$1,250	\$1,250	\$0
		NATIONAL CONFERENCE FEE, PER CONTRACT	\$750.00					
		NHASEA LAW CONFERENCE FEE	\$200.00					
		NHASEA SUMMER CONFERENCE	\$300.00					
1033121000	291	TSA MATCH CONTRIBUTION	\$0.00	\$3,000	\$0.00	\$3,500	\$3,500	\$0
1033121000	325	TESTING PROTOCOLS	\$1,221.60	\$2,000	\$0.00	\$5,000	\$5,000	\$0
		KTEA, KEYMATH, ACADEMIC TESTING DONE PERIODICALLY	\$3,000.00					
		BUDGET SUPPORTS NEW REFERRALS THAT REQUIRE TESTING	\$2,000.00					
1033121000	442	RENTAL/LEASE EQUIPMENT	\$0.00	\$4,700	\$4,699.92	\$4,700	\$4,700	\$0
		LEASE YEAR 4 OF 4, ANNUAL FEE FOR COPIER/PRINTER FOR	\$0.00					
		SPECIAL EDUCATION DEPARTMENT	\$4,700.00					
1033121000	534	POSTAGE/GENERAL EXPENSES	\$18.95	\$1,500	\$0.00	\$1,500	\$1,500	\$0
		SPECIAL ED MAIL, PROGRESS REPORTS, CERTIFIED MAIL, ETC.	\$1,500.00					
1033121000	580	TRAVEL & MILEAGE	\$533.86	\$2,200	\$0.00	\$2,200	\$2,200	\$0
		NATIONAL CONFERENCE TRAVEL COSTS PER CONTRACT, LEVEL	\$1,888.00					
		WORKSHOP TRAVEL AND MILEAGE	\$312.00					
1033121000	610	SUPPLIES	\$6,608.30	\$7,000	\$3,631.44	\$8,000	\$8,000	\$0
		VOCATIONAL AND RESOURCE ROOM SUPPLIES	\$7,500.00					
		REPLACEMENT IPAD COVERS AND HEADPHONES	\$500.00					

PELHAM SCHOOL DISTRICT

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1210 - SPECIAL EDUCATION PRGMS								
1033121000	640	TEXTBOOKS - REPLACEMENT	\$475.40	\$1,000	\$75.00	\$1,000	\$500	(\$500)
		RESOURCE ROOM, SEL, ABA, STEPPS , AT-HOME PROGRAM TEXTS	\$500.00					
1033121000	644	PUBLICATIONS	\$104.39	\$500	\$0.00	\$500	\$250	(\$250)
		SUBSCRIPTIONS FOR RESOURCE ROOM & STEPPS PROGRAM	\$250.00					
1033121000	650	SOFTWARE	\$0.00	\$1,000	\$0.00	\$1,000	\$1,000	\$0
		APPLICATIONS FOR SUPPLEMENTS / PROVIDES STUDENT ACCESS TO CURRICULUM	\$0.00 \$1,000.00					
1033121000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$4,000	\$3,087.15	\$0	\$0	\$0
1033121000	737	FURNITURE-REPLACEMENT	\$1,464.35	\$0	\$0.00	\$0	\$0	\$0
1033121000	810	DUES AND FEES	\$555.00	\$555	\$555.00	\$555	\$555	\$0
		NHASEA MEMBERSHIP FEE	\$555.00					
TOTAL PHS SPECIAL EDUCATION			\$1,023,902.24	\$1,198,240	\$890,798.03	\$1,133,060	\$889,767	(\$243,293)
TOTAL 1210 - SPECIAL EDUCATION PRGMS			\$4,755,175.50	\$6,082,137	\$4,703,122.81	\$5,962,593	\$6,378,050	\$415,458
1260 - BILINGUAL PROGRAMS								
DW BILINGUAL PROGRAMS			00 - DISTRICT-WIDE					
1000126000	110	SALARIES	\$65,829.50	\$66,774	\$66,774.00	\$68,267	\$68,267	\$0
		GOLDSACK, SARAH TEA ESOL SALARY TEACHER	\$68,267.00					
1000126000	114	INSTRUC. ASST. SALARIES	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1000126000	211	HEALTH INSURANCE	\$25,439.39	\$28,035	\$28,161.37	\$31,203	\$31,268	\$65
		POST FROM PERSONNEL BUDGETING	\$33,111.20					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,842.81)					
1000126000	212	DENTAL INSURANCE	\$1,526.59	\$1,508	\$1,511.33	\$1,530	\$1,602	\$72
		POST FROM PERSONNEL BUDGETING	\$1,607.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$4.64)					
1000126000	213	LIFE INSURANCE	\$122.40	\$126	\$126.24	\$141	\$128	(\$13)
1000126000	214	DISABILITY INSURANCE	\$173.52	\$174	\$173.52	\$191	\$197	\$7
1000126000	220	SOCIAL SECURITY	\$4,820.52	\$5,110	\$4,875.71	\$5,222	\$5,226	\$4
1000126000	232	TEACHER RETIREMENT	\$13,837.41	\$14,036	\$14,035.85	\$13,408	\$13,408	\$0
1000126000	260	WORKERS COMP INSURANCE	\$307.91	\$258	\$280.02	\$309	\$280	(\$29)
1000126000	580	TRAVEL & MILEAGE	\$0.00	\$400	\$0.00	\$400	\$400	\$0

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1260 - BILINGUAL PROGRAMS								
		TRAVEL RELATED TO JOB RESPONSIBILITIES (ESOL)	\$400.00					
1000126000	610	SUPPLIES	\$250.95	\$250	\$237.09	\$250	\$250	\$0
		MATERIALS FOR ESOL PROGRAM, LEVEL FUNDED	\$250.00					
1000126000	640	TEXTBOOKS - REPLACEMENT	\$250.00	\$250	\$0.00	\$250	\$250	\$0
		NEWCOMER BOOKS	\$250.00					
<u>TOTAL DW BILINGUAL PROGRAMS</u>			\$112,558.19	\$116,921	\$116,175.13	\$121,171	\$121,277	\$106
TOTAL 1260 - BILINGUAL PROGRAMS			\$112,558.19	\$116,921	\$116,175.13	\$121,171	\$121,277	\$106
1280 - EXTENDED SCHOOL YEAR								
<u>DW EXTENDED SCHOOL YEAR</u> <u>00 - DISTRICT-WIDE</u>								
1000128000	110	SALARIES	\$55,305.50	\$71,500	\$61,042.96	\$71,500	\$58,000	(\$13,500)
		EXTENDED YEAR SUMMER CLASSES FOR SPEC SVC STUDENTS	\$0.00					
		REQUIRING SUMMER EDUCATIONAL PROGRAMS. BASED ON	\$0.00					
		5 YR AVERAGE FY20-FY24, SIGNIFICANT REDUCTION	\$58,000.00					
1000128000	114	INSTRUC. ASST. SALARIES	\$21,519.92	\$21,500	\$21,916.81	\$22,000	\$25,000	\$3,000
		EXTENDED YEAR SUMMER CLASSES FOR SPEC SVC STUDENTS	\$0.00					
		REQUIRING SUMMER EDUCATIONAL PROGRAMS. BASED ON	\$0.00					
		PRIOR YEAR TRENDS; INCREASED	\$25,000.00					
1000128000	220	SOCIAL SECURITY	\$5,874.31	\$7,114	\$6,346.45	\$7,153	\$6,350	(\$803)
		ESY FICA	\$6,349.50					
1000128000	231	NON-TEACHER RETIREMENT	\$614.04	\$0	\$487.13	\$0	\$0	\$0
1000128000	232	TEACHER RETIREMENT	\$9,341.66	\$15,029	\$10,122.97	\$14,043	\$11,391	(\$2,651)
		ESY TEACHER RETIREMENT	\$11,391.20					
1000128000	260	WORKERS COMP INSURANCE	\$359.30	\$360	\$347.97	\$424	\$340	(\$83)
		ESY WORK COMP	\$340.30					
1000128000	330	PROFESSIONAL SERVICES	\$20,849.43	\$39,000	\$22,944.16	\$32,000	\$41,000	\$9,000
		ITEMIZED SERVICES:	\$0.00					
		CONTRACTED SPEECH AND LANGUAGE FOR ESY	\$10,000.00					
		CONTRACTED OT FOR ESY	\$4,000.00					
		CONTRACTED BCBA FOR ESY	\$6,000.00					
		CONTRACTED SCHOOL PSYCH	\$8,000.00					
		CONTRACTED LANGUAGE BASED PROGRAMMING	\$6,000.00					

PELHAM SCHOOL DISTRICT

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1280 - EXTENDED SCHOOL YEAR								
		NEW CONTRACTED 1:1 NURSE PROVIDER FOR ESY	\$7,000.00					
1000128000	332	TUTOR SERVICES	\$1,628.91	\$4,000	\$7,565.00	\$4,000	\$4,000	\$0
		SPECIALIZED TUTORING FOR STUDENTS WITH IEPS	\$4,000.00					
1000128000	561	TUITION TO OTHER LEAS	\$1,912.15	\$2,447	\$2,639.75	\$2,448	\$3,576	\$1,128
		NEW SEARLES TUITION (61.53 P/D X 20)	\$1,231.00					
		INTERPRETATION (77.74 P/D X 20 DAYS)	\$1,555.00					
		TOD (35.19 P/D X 20 DAYS)	\$704.00					
		SLP GROUP (17.18 30MIN/WK X 5 WEEKS)	\$86.00					
1000128000	564	TUITION TO PRIVATE SCHOOL	\$86,003.23	\$135,280	\$93,718.86	\$127,391	\$218,098	\$90,707
		VALLEY COLLABORATIVE (416.75 P/D X 30 DAYS)	\$12,502.00					
		VC 1:1 AID (333.16 P/D X 30 DAYS)	\$10,085.00					
		VALLEY COLLABORATIVE (316.34 P/D X 30 DAYS)	\$9,490.00					
		OT (144.45 P/HR 1.25 HOURS P/WK X 6 WKS)	\$1,083.00					
		PT (144.45 P/HR 0.75 HOURS P/WK X 6 WKS)	\$650.00					
		SPL (144.45 P/HR 1.25 HOURS P/WK X 6WKS)	\$1,083.00					
		CREST COLLABORATIVE INCLUDES 1:1 (619.50 P/D X 30 DAYS)	\$18,585.00					
		HOPEFUL JOURNEYS (739.34 P/D X 36 DAYS) INCLUDES IA	\$26,616.00					
		ST.ANNS HOME (342.79 P/D X 36 DAYS)	\$12,340.00					
		ST.ANNS HOME (342.79 P/D X 36 DAYS)	\$12,340.00					
		RSEC (388.55 P/D X30 DAYS)	\$11,657.00					
		SLP INDV (70.39 P/SESSION X 8 SESSIONS)	\$563.00					
		SLP GRP (23.45 P/SESSION X 8 SESSIONS)	\$188.00					
		SLP CONSULT (70.39 P/SESSION X 2 SESSIONS)	\$141.00					
		COUNSELING (82.40 P/SESSION X 6 SESSIONS)	\$494.00					
		LIGHTHOUSE (758.00 P/D X 30 DAYS)	\$22,740.00					
		PARKER ACADEMY (405.12 P/D X 30 DAYS)	\$12,154.00					
		GRP. COUNSELING (32.00 P/SESSION X 6 SESSION)	\$196.00					
		INDV. COUNSELING (95.00 P/SESSION X 6 SESSION)	\$570.00					
		VALLEY (416.75 P/D X 30 DAYS)	\$12,502.00					
		VC 1:1 AID (333.16 P/D X 30 DAYS)	\$10,085.00					
		ANTICIPATED LANDMARK (368.00 P/D X 30 DAYS)	\$11,040.00					
		ANTICIPATED MONARCH SCHOOL (442.46 P/D X 30 DAYS)	\$13,274.00					
		ANTICIPATED CREST (524 P/D X 30 DAYS)	\$15,720.00					
		PARK AND REC./ CAMPS	\$2,000.00					
1000128000	569	TUITION RESIDENTIAL	\$33,281.54	\$103,328	\$72,345.80	\$110,458	\$103,478	(\$6,980)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1280 - EXTENDED SCHOOL YEAR								
		JRI - GLENHAVEN (800.36 P/DAY X 62 DAYS)	\$49,622.00					
		ANTICIPATED MT.PROSPECT R&B (638.00 P/D X 62 DAYS)	\$39,556.00					
		INSTRUCTIONAL DAYS (325.00 P/D X 44 DAYS)	\$14,300.00					
1000128000	610	SUPPLIES	\$612.78	\$1,200	\$924.06	\$1,200	\$1,000	(\$200)
		CONSUMABLE SUPPLIES PRE-K	\$100.00					
		CONSUMABLE SUPPLIES ELEMENTARY PROGRAM	\$0.00					
		(\$100 X 3 PROGRAMS) SPECIALIZED INSTRUCTION IN	\$0.00					
		READING, MATH, AND SOCIAL SKILLS	\$300.00					
		CONSUMABLE SUPPLIES INCLUDING COOKING SUPPLIES A WEEK	\$0.00					
		FOR 5 WEEKS, MACS, HS PROGRAM, STEPS	\$0.00					
		PER IEPS FOR MACS AND HS PROGRAM	\$500.00					
		NURSE SUPPLIES	\$100.00					
1000128000	890	MISCELLANEOUS	\$142.85	\$320	\$314.57	\$500	\$500	\$0
		2 FIELD TRIPS PER CLASS AT \$250 EA TRIP, STEPPS/MACS	\$0.00					
		PER IEPS FOR SOCIAL- EMOTIONAL DEVELOPMENT FIELD TRIP	\$500.00					
<u>TOTAL DW EXTENDED SCHOOL YEAR</u>			\$237,445.62	\$401,079	\$300,716.49	\$393,116	\$472,733	\$79,617
TOTAL 1280 - EXTENDED SCHOOL YEAR			\$237,445.62	\$401,079	\$300,716.49	\$393,116	\$472,733	\$79,617
1301 - VOCATIONAL EDUCATION PRGM								
<u>PHS VOCATIONAL EDUCATION 33 - PELHAM HIGH SCHOOL</u>								
1033130100	561	TUITION TO OTHER LEAS	\$112,583.42	\$118,860	\$84,474.36	\$153,123	\$115,213	(\$37,910)
		CAREER AND TECHNICAL EDUCATION (CTE) TUITION ESTIMATE:	\$0.00					
		BASED ON FY23 ENROLLMENT 50, FY24 ENROLLMENT 71	\$0.00					
		STATE FUNDED PORTION RATE NOT SET FOR FY25.	\$0.00					
		ESTIMATED ENROLLMENT FOR FY25 AT 71.	\$115,213.00					
<u>TOTAL PHS VOCATIONAL EDUCATION</u>			\$112,583.42	\$118,860	\$84,474.36	\$153,123	\$115,213	(\$37,910)
TOTAL 1301 - VOCATIONAL EDUCATION PRGM			\$112,583.42	\$118,860	\$84,474.36	\$153,123	\$115,213	(\$37,910)
1410 - CO-CURRICULAR ACTIVITIES								
<u>PES CO-CURRICULAR 11 - PELHAM ELEMENTARY SCHOOL</u>								
1011141000	110	SALARIES	\$12,105.00	\$19,865	\$5,586.00	\$19,865	\$19,865	\$0

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1410 - CO-CURRICULAR ACTIVITIES								
		ART CLUB E - ART CLUB ADVISOR	\$715.00					
		BAND DIR E - BAND DIRECTOR	\$1,085.00					
		BANKING E - BANKING PROGRAM	\$930.00					
		CHORUS E - CHORUS DIRECTOR	\$770.00					
		COMPUTER E - COMPUTER CLUB ADVISOR	\$650.00					
		DRAMA E - DRAMA CLUB ADVISOR	\$650.00					
		HOMEWORK E - HOMEWORK CLUB ADVISOR	\$1,085.00					
		HOMEWORK E - HOMEWORK CLUB ADVISOR	\$1,085.00					
		INT JUMPR E - INTRAMURAL JUMP ROPE	\$1,116.00					
		INT SOCCER E - INTRAMURAL SOCCER	\$1,085.00					
		INT VOLLYB E - INTRAMURAL VOLLEYBALL	\$1,085.00					
		KIDS CARE E - KIDS CARE CLUB ADVISOR	\$650.00					
		LITERACY C E - LITERACY CIRCLE CLUB ADVISOR	\$982.00					
		LITERACY C E - LITERACY CIRCLE CLUB ADVISOR	\$982.00					
		MATH CLUB E - MATH CLUB	\$982.00					
		MATH CLUB E - MATH CLUB	\$982.00					
		NEWSLETTER E - NEWSLETTER ADVISOR	\$930.00					
		POETRY CL E - POETRY CLUB ADVISOR	\$1,085.00					
		RECORDER E - RECORDER CLUB ADVISOR	\$1,116.00					
		WALKING CL E - WALKING CLUB ADVISOR	\$950.00					
		WALKING CL E - WALKING CLUB ADVISOR	\$950.00					
1011141000	220	SOCIAL SECURITY	\$909.45	\$1,520	\$420.64	\$1,520	\$1,520	\$0
		SOCIAL SECURITY/MEDICARE ON PES CO-CURRICULAR	\$1,519.67					
1011141000	231	NON-TEACHER RETIREMENT	\$0.00	\$91	\$0.00	\$0	\$0	\$0
1011141000	232	TEACHER RETIREMENT	\$2,479.29	\$3,833	\$1,174.17	\$3,901	\$3,901	\$0
		TEACHER RETIRMENT ON PES CO-CURRICULAR	\$3,901.49					
1011141000	260	WORKERS COMP INSURANCE	\$56.65	\$77	\$23.44	\$90	\$90	\$0
		WORKER'S COMP ON PES CO-CURRICULAR	\$90.01					
1011141000	610	SUPPLIES	\$159.80	\$500	\$348.80	\$600	\$600	\$0
		SUPPLIES FOR EXTRA-CURRICULAR ACTIVITIES THAT MAY BE	\$0.00					
		NEEDED SUCH AS PENCILS, CRAYONS, PAPER, ETC. FOR	\$0.00					
		ART CLUB, NEWSPAPER CLUB, POETRY CLUB, ETC. OR	\$0.00					
		REPLACEMENT EQUIPMENT FOR INTRAMURAL JUMP	\$0.00					
		ROPE/VOLLEYBALL/SOCCER	\$600.00					
<u>TOTAL PES CO-CURRICULAR</u>			\$15,710.19	\$25,885	\$7,553.05	\$25,976	\$25,976	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1410 - CO-CURRICULAR ACTIVITIES								
MS CO-CURRICULAR 22 - PELHAM MEMORIAL SCHOOL								
1022141000	110	SALARIES	\$27,105.00	\$29,275	\$23,850.00	\$29,275	\$29,275	\$0
		ART CLUB M - ART CLUB ADVISOR	\$1,085.00					
		BAND DIR M - BAND DIRECTOR	\$1,085.00					
		CHAMBER -M - CHAMBER ENSEMBLE DIRECTOR	\$1,214.00					
		CHESS M - CHESS CLUB ADVISOR	\$1,085.00					
		CHORUS M - CHORUS DIRECTOR	\$1,085.00					
		DRAMA M - DRAMA CLUB ADVISOR	\$2,431.00					
		GUITAR CL M - GUITAR CLUB CLUB ADVISOR	\$1,085.00					
		HIKING CL M - HIKING CLUB ADVISOR	\$1,085.00					
		HIKING CL M - HIKING CLUB ADVISOR	\$1,085.00					
		HOMEWORK M - HOMEWORK CLUB ADVISOR	\$1,085.00					
		INT VOLLYB M - INTRAMURAL VOLLEYBALL	\$1,292.00					
		JAZZ BAND M - JAZZ BAND DIRECTOR	\$1,085.00					
		LEGO CLUB M - LEGO CLUB ADVISOR	\$1,085.00					
		LEGO CLUB M - LEGO CLUB ADVISOR	\$1,085.00					
		LITERACY C M - LITERACY CIRCLE CLUB ADVISOR	\$1,085.00					
		MATH CLUB M - MATH CLUB/EXTRA HLP	\$1,085.00					
		MATH CLUB M - MATH CLUB/EXTRA HLP	\$1,085.00					
		MORN ASST M - MORNING ASSISTANCE	\$2,431.00					
		NJHS M - NATIONAL JUNIOR HONOR SOCIETY	\$1,292.00					
		NEWSPAPER M - NEWSPAPER CLUB ADVISOR	\$1,085.00					
		SCIENCE CL M - SCIENCE CLUB ADVISOR	\$1,085.00					
		STUDENT C M - STUDENT COUNCIL ADVISOR	\$1,085.00					
		STUDENT C M - STUDENT COUNCIL ADVISOR	\$1,085.00					
		YEARBOOK M - YEARBOOK CLUB ADVIOSR	\$1,085.00					
1022141000	220	SOCIAL SECURITY	\$2,033.20	\$2,240	\$1,799.06	\$2,240	\$2,240	\$0
		SOCIAL SECURITY/MEDICARE ON PMS CO-CURRICULAR	\$2,239.54					
1022141000	232	TEACHER RETIREMENT	\$5,697.40	\$5,882	\$5,013.25	\$5,750	\$5,750	\$0
		TEACHER RETIRMENT ON PMS CO-CURRICULAR	\$5,749.61					
1022141000	260	WORKERS COMP INSURANCE	\$126.88	\$113	\$100.18	\$133	\$133	\$0
		WORKER'S COMP ON PMS CO-CURRICULAR	\$132.65					
TOTAL MS CO-CURRICULAR			\$34,962.48	\$37,510	\$30,762.49	\$37,397	\$37,397	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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1410 - CO-CURRICULAR ACTIVITIES

PHS CO-CURRICULAR 33 - PELHAM HIGH SCHOOL

1033141000 110 SALARIES **\$50,773.00** **\$55,728** **\$45,817.50** **\$55,728** **\$55,728** **\$0**

ANTI-DRUG & ALCOHOL CLUB ADVISOR	\$1,085.00
AMBASSADORS CLUB ADVISOR	\$1,085.00
ART CLUB ADVISOR	\$1,085.00
BAND DIRECTOR	\$3,155.00
CREATIVE WRITING CLUB ADVISOR	\$1,085.00
DRAMA CLUB ADVISOR	\$3,673.00
DRAMA TECHNICAL DIRECTOR	\$2,120.00
FBLA -FUTURE BUSINESS LEADER ADVISOR	\$1,085.00
FRESHMAN CLASS ADVISOR	\$817.00
FRESHMAN CLASS ADVISOR	\$817.00
HONOR SOCIETY ART	\$1,292.00
HONOR SOCIETY ENGLISH	\$1,292.00
HONOR SOCIETY FRENCH	\$1,292.00
HONOR SOCIETY MATH	\$1,292.00
HONOR SOCIETY SPANISH	\$1,292.00
HONOR SOCIETY TECHNOLOGY	\$1,292.00
JAZZ BAND DIRECTOR	\$1,085.00
JUNIOR CLASS ADVISOR	\$1,189.00
JUNIOR CLASS ADVISOR	\$1,189.00
MATH EXTRA HELP PROCTORS	\$1,085.00
MATH EXTRA HELP PROCTORS	\$1,085.00
NATIONAL HONOR SOCIETY	\$1,292.00
ASST. NATIONAL HONOR SOCIETY	\$200.00
ASST. NATIONAL HONOR SOCIETY	\$200.00
ASST. NATIONAL HONOR SOCIETY	\$200.00
ASST. NATIONAL HONOR SOCIETY	\$200.00
ASST. NATIONAL HONOR SOCIETY	\$200.00
PEER OUTREACH	\$856.00
PERCUSSION ENSEMBLE DIRECTOR	\$1,085.00
PSYCHOLOGY CLUB ADVISOR	\$1,085.00
ROBOTICS CLUB ADVISOR	\$2,550.00
ROBOTICS CLUB ADVISOR	\$2,550.00
ROBOTICS CLUB ASSISTANT	\$1,500.00

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1410 - CO-CURRICULAR ACTIVITIES								
		SCIENCE CLUB ADVISOR	\$1,085.00					
		SCIENCE CLUB ADVISOR	\$1,085.00					
		SENIOR CLASS ADVISOR	\$1,524.00					
		SENIOR CLASS ADVISOR	\$1,524.00					
		SOPHOMORE CLASS ADVISOR	\$817.00					
		SOPHOMORE CLASS ADVISOR	\$817.00					
		SPIRIT WEEK DIRECTOR	\$557.00					
		STUDENT GOVERNMENT ADVISOR	\$2,120.00					
		STUDENT GOVERNMENT ADVISOR	\$2,120.00					
		YEARBOOK CLUB ADVISOR	\$2,769.00					
1033141000	220	SOCIAL SECURITY	\$3,838.14	\$4,263	\$3,462.85	\$4,263	\$4,263	\$0
		SOCIAL SECURITY/MEDICARE ON PHS CO-CURRICULAR	\$4,263.19					
1033141000	231	NON-TEACHER RETIREMENT	\$516.42	\$516	\$516.42	\$497	\$497	\$0
		NON-TEACHER RETIRMENT ON PHS CO-CURRICULAR	\$497.23					
1033141000	232	TEACHER RETIREMENT	\$9,183.21	\$10,496	\$8,858.74	\$10,244	\$10,244	\$0
		TEACHER RETIRMENT ON PHS CO-CURRICULAR	\$10,243.83					
1033141000	260	WORKERS COMP INSURANCE	\$237.50	\$215	\$192.24	\$252	\$253	\$0
		WORKER'S COMP ON PHS CO-CURRICULAR	\$252.51					
1033141000	580	TRAVEL & MILEAGE	\$1,408.46	\$5,130	\$3,834.35	\$5,130	\$0	(\$5,130)
		ALL BUDGET LINES MOVED TO PHS CO-CURRICULAR	\$0.00					
		TRANSPORTATION BUDGET 1033272500-519	\$0.00					
		FY24 APPROVED BUDGET WAS \$5130	\$0.00					
1033141000	610	SUPPLIES	\$4,956.13	\$5,000	\$3,918.87	\$8,000	\$10,700	\$2,700
		SUPPLIES TO BUILD DRAMA SETS: COSTUMING/ PRINTING	\$0.00					
		PRODUCTION POSTERS & PLAYBILLS, FOOD DURING PERFORMANCE	\$0.00					
		FOR PRODUCTION: LIGHTS, SOUND, SOFTWARE FOR MUSCIANS	\$0.00					
		AND PRODUCTIONS, FOOD & CAST PARTY	\$4,300.00					
		OTHER COCURRICULAR SUPPLIES AS NEEDED, ADJUSTED	\$1,100.00					
		ROBOTICS SUPPLIES, ADJUSTED	\$3,300.00					
		NEW -GENERAL EXPENSES INCURRED BY PHS STUDENT COUNCIL	\$0.00					
		TO SUPPORT DISTRICT BELONGING GOAL	\$2,000.00					
1033141000	810	DUES AND FEES	\$1,564.00	\$6,500	\$5,232.17	\$6,500	\$6,786	\$286
		DUES & ENTRY FEES REQUIRED TO PARTICIPATE:	\$0.00					
		NATIONAL STUDENT COUNCIL AFFLIATION	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1410 - CO-CURRICULAR ACTIVITIES								
		NATIONAL HONOR SOCIETY AFFLICTION	\$0.00					
		NEW HAMPSHIRE MUSIC EDUCATORS ASSOCIATION	\$0.00					
		NEW HAMPSHIRE ASSOCIATION OF STUDENT COUNCILS	\$0.00					
		PLAYBILL TRADEMARK LICENSE FEE, SCIENCE HONOR SOCIETY,	\$0.00					
		MATH HONOR SOCIETY, ALL STATE BAND, SCRIPT-	\$0.00					
		PRODUCTION LICENSE, MINECRAFT, ADJUSTED	\$3,500.00					
		ROBOTICS CLUB FEES, ADJUSTED	\$3,286.00					
TOTAL PHS CO-CURRICULAR			\$72,476.86	\$87,849	\$71,833.14	\$90,615	\$88,471	(\$2,144)
TOTAL 1410 - CO-CURRICULAR ACTIVITIES			\$123,149.53	\$151,244	\$110,148.68	\$153,988	\$151,844	(\$2,144)
1420 - ATHLETIC ACTIVITIES								
MS ATHLETICS 22 - PELHAM MEMORIAL SCHOOL								
1022142000	110	SALARIES	\$40,726.64	\$32,110	\$32,022.82	\$32,110	\$32,110	\$0
		ATHLTC COOR M - ATHLETIC COORDINATOR	\$4,000.00					
		BASEBALL M - BASEBALL - COACH SPRING	\$2,120.00					
		BSKTBALL MB - BASKETBALL BOYS - COACH WINTER	\$2,120.00					
		BSKTBALL MG - BASKETBALL GIRLS - COACH WINTER	\$2,120.00					
		CHEER M - CHEERLEADING WINTER VARSITY - COACH WINTER	\$2,120.00					
		CCOUNTRY MA - CROSS COUNTRY ASST - COACH FALL	\$550.00					
		CCOUNTRY M - CROSS COUNTRY - COACH FALL	\$2,120.00					
		FIELD HK M - FIELD HOCKEY - COACH FALL	\$2,120.00					
		GOLF M - GOLF TEAM - COACH SPRING	\$2,120.00					
		SOCCER MB - SOCCER BOYS - COACH FALL	\$2,120.00					
		SOCCER MG - SOCCER GIRLS - COACH FALL	\$2,120.00					
		SOFTBALL M - SOFTBALL - COACH SPRING	\$2,120.00					
		TRACK M - TRACK AND FIELD - COACH SPRING	\$2,120.00					
		TRACK M - TRACK AND FIELD - COACH SPRING	\$2,120.00					
		WRESTLING M - WRESTLING - COACH WINTER	\$2,120.00					
1022142000	220	SOCIAL SECURITY	\$3,016.31	\$2,456	\$2,503.87	\$2,456	\$2,456	\$0
		SOCIAL SECURITY/MEDICARE ON PMS ATHLETICS	\$2,456.42					
1022142000	231	NON-TEACHER RETIREMENT	\$2,381.26	\$6,513	\$72.29	\$0	\$0	\$0
1022142000	232	TEACHER RETIREMENT	\$3,119.36	\$4,572	\$3,960.17	\$4,270	\$4,270	\$0
		TEACHER RETIRMENT ON PMS ATHLETICS	\$4,269.74					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
1420 - ATHLETIC ACTIVITIES								
1022142000	260	WORKERS COMP INSURANCE	\$190.56	\$124	\$139.02	\$145	\$145	\$0
		WORKER'S COMP ON PMS ATHLETICS	\$145.49					
1022142000	338	GAME OFFICIALS	\$5,900.00	\$4,614	\$2,800.00	\$6,950	\$7,600	\$650
		BOYS/GIRLS SOCCER	\$1,500.00					
		FIELD HOCKEY, INCREASED	\$900.00					
		CROSS COUNTRY/TRACK	\$600.00					
		SOFTBALL/BASEBALL, INCREASED	\$2,000.00					
		GIRLS/BOYS BASKETBALL	\$2,000.00					
		WRESTLING, INCREASED	\$600.00					
1022142000	430	REPAIRS & MAINTENANCE	\$0.00	\$500	\$0.00	\$500	\$0	(\$500)
1022142000	610	SUPPLIES	\$6,984.57	\$6,037	\$6,014.78	\$7,070	\$13,195	\$6,125
		SPORTS BANNERS FOR GYM, INCREASED	\$2,500.00					
		NEW ITEM: REPLACE TIGER MASCOT	\$1,200.00					
		SOFTBALL GAME BALLS	\$200.00					
		BASEBALL GAME BALLS	\$200.00					
		SCORE BOOKS	\$150.00					
		ATHLETIC SOCKS	\$200.00					
		BASKETBALL GAME BALLS (5 X \$60/BALL)	\$300.00					
		SOFTBALL GAME BALLS	\$250.00					
		WRESTLING MAT TAPE	\$400.00					
		FIELD HOCKEY GAME BALLS	\$80.00					
		SOCCER GAME BALLS, PRACTICE BALLS	\$400.00					
		FLAGS	\$60.00					
		GAME BALLS-VOLLEYBALL	\$60.00					
		TIMERS	\$60.00					
		WHISTLES	\$25.00					
		MOUTHGUARDS	\$60.00					
		VINYL FOR BANNERS AND APPAREL	\$200.00					
		COACHES SHIRTS AND BLANK SHIRTS	\$600.00					
		FIRST AID SUPPLIES	\$200.00					
		HATS FOR BASEBALL, SOFTBALL, GOLF	\$900.00					
		TRACK EQUIPMENT	\$200.00					
		NEW: DRYING AGENT FOR BASEBALL FIELDS	\$400.00					
		NEW: CHEER BOWS	\$550.00					
		NEW: CHEER MUSIC COST	\$500.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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1420 - ATHLETIC ACTIVITIES

NEW: CHEER CHOREOGRAPHY	\$1,200.00
NEW: BASKETBALL BOYS AND GIRLS + SHOOTER SHIRTS	\$3,500.00
LEVEL 2 SUPERINTENDENT REDUCTION - NEW TIGER MASCOT	(\$1,200.00)

1022142000 738 EQUIPMENT-REPLACEMENT \$0.00 \$2,984 \$15,900.85 \$9,439 \$10,000 \$561

CHEER MATS, IN NEED OF REPLACEMENT, COMMUNITY USE	\$10,000.00
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1022142000 810 DUES AND FEES \$2,680.11 \$4,500 \$3,776.00 \$6,570 \$6,800 \$230

FEES (ARBITER, ASSIGNERS, ETC)	\$800.00
LEAGUE DUES	\$1,250.00
GREENS FEES - (GOLF SEASON COST)	\$3,000.00
BASKETBALL TOURNAMENTS	\$450.00
WRESTLING- ESTIMATED TOURNAMENT FEES	\$700.00
CHEERLEADING- ESTIMATED COMPETITION FEES	\$600.00

TOTAL MS ATHLETICS \$64,998.81 \$64,410 \$67,189.80 \$69,511 \$76,577 \$7,066

1420 - ATHLETIC ACTIVITIES

PHS ATHLETICS 33 - PELHAM HIGH SCHOOL

1033142000 110 SALARIES \$202,524.00 \$209,597 \$203,896.20 \$215,541 \$223,522 \$7,981

KRESS, TODD	DIR HS ATHLT	SALARY NON-UNION	\$100,073.00
POST FROM PERSONNEL BUDGETING			\$100,073.00
BASEBALL HJV - BASEBALL JR VARSITY - COACH SPRING			\$2,120.00
BASEBALL HV - BASEBALL VARSITY - COACH SPRING			\$3,673.00
BSKTBAL HBJV - BSKTBLL BOYS JR VARSITY - COACH WINTER			\$2,638.00
BSKTBAL HGJV - BSKTBLL GIRLS JR VARSITY - COACH WINTER			\$2,638.00
BSKTBALL HBV - BASKETBALL BOYS VARSITY - COACH WINTER			\$4,190.00
BSKTBALL HGV - BSKTBLL GIRLS VARSITY - COACH WINTER			\$4,190.00
CCOUNTRY HBV - CROSS COUNTRY BOYS - COACH FALL			\$3,155.00
CCOUNTRY HGV - CROSS COUNTRY GIRLS - COACH FALL			\$3,155.00
CHEER FALL HV - CHEER FALL VARSITY - COACH FALL			\$2,638.00
CHEER WN HV - CHEER WINTER VARSITY - COACH WINTER			\$3,155.00
FIELD HK HJV - FIELD HOCKEY JR VARSITY - COACH FALL			\$2,120.00
FIELD HK HV - FIELD HOCKEY VARSITY - COACH FALL			\$3,673.00
FOOTBALL HA - FOOTBALL COACH ASSISTANT - COACH FALL			\$1,603.00
FOOTBALL HA - FOOTBALL COACH ASSISTANT - COACH FALL			\$1,603.00
FOOTBALL HJV - FOOTBALL JR VARSITY - COACH FALL			\$2,120.00

PELHAM SCHOOL DISTRICT

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1420 - ATHLETIC ACTIVITIES								
		FOOTBALL HV - FOOTBALL HEAD COACH - COACH FALL	\$4,190.00					
		GOLF HV - GOLF TEAM VARSITY - COACH FALL	\$2,120.00					
		GYMNASTICS HV - GYMNASTICS VARSITY - COACH WINTER	\$3,155.00					
		HOCKEY H - HOCKEY - COACH WINTER	\$3,400.00					
		INDR TR HA - INDOOR TRK COACH ASSISTANT - COACH WINTER	\$1,603.00					
		INDR TRK HBV - INDOOR TRK BOYS VARSITY - COACH WINTER	\$3,155.00					
		INDR TRK HGV - INDOOR TRK GIRLS VARSITY - COACH WINTER	\$3,155.00					
		LACRS HBJV - LACROSSE BOYS JR VARSITY - COACH SPRING	\$2,120.00					
		LACRS HBV - LACROSSE BOYS VARSITY - COACH SPRING	\$3,673.00					
		LACRS HGJV - LACROSSE GIRLS JR VARSITY - COACH SPRING	\$2,120.00					
		LACRS HGV - LACROSSE GIRLS VARSITY - COACH SPRING	\$3,673.00					
		SOCCER HBGV - SOCCER GIRLS JR VARSITY - COACH FALL	\$2,120.00					
		SOCCER HBJV - SOCCER BOYS JR VARSITY - COACH FALL	\$2,120.00					
		SOCCER HBV - SOCCER BOYS VARSITY - COACH FALL	\$3,673.00					
		SOCCER HGV - SOCCER GIRLS VARSITY - COACH FALL	\$3,673.00					
		SOFTBALL HJV - SOFTBALL JR VARSITY - COACH SPRING	\$2,120.00					
		SOFTBALL HV - SOFTBALL VARSITY - COACH SPRING	\$3,673.00					
		SWIM HV - SWIM TEAM VARSITY - COACH WINTER	\$3,155.00					
		TENNIS HBV - TENNIS BOYS VARSITY - COACH SPRING	\$3,673.00					
		TENNIS HGV - TENNIS GIRLS VARSITY - COACH SPRING	\$3,673.00					
		TRACK HA - TRACK AND FIELD ASSISTANT - COACH SPRING	\$2,120.00					
		TRACK HA - TRACK AND FIELD ASSISTANT - COACH SPRING	\$2,120.00					
		TRACK HBV - TRACK AND FIELD VARSITY - COACH SPRING	\$3,673.00					
		VOLYBALL HJV - VOLLEYBALL JR VARSITY - COACH FALL	\$2,120.00					
		VOLYBALL HV - VOLLEYBALL VARSITY - COACH FALL	\$3,673.00					
		WRESTLING HV - WRESTLING VARSITY - COACH WINTER	\$4,190.00					
		WRESTLNG HJV - WRESTLING JR VARSITY - COACH WINTER	\$2,638.00					
1033142000	211	HEALTH INSURANCE	\$27,274.43	\$30,684	\$30,683.66	\$34,151	\$27,671	(\$6,480)
		POST FROM PERSONNEL BUDGETING	\$29,302.32					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,630.95)					
1033142000	212	DENTAL INSURANCE	\$1,913.04	\$1,884	\$1,884.36	\$1,913	\$2,003	\$90
		POST FROM PERSONNEL BUDGETING	\$2,008.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$5.85)					
1033142000	213	LIFE INSURANCE	\$324.00	\$324	\$346.56	\$381	\$377	(\$4)
1033142000	214	DISABILITY INSURANCE	\$248.88	\$249	\$266.13	\$293	\$329	\$36

PELHAM SCHOOL DISTRICT

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1420 - ATHLETIC ACTIVITIES								
1033142000	220	SOCIAL SECURITY	\$15,371.12	\$16,060	\$15,495.29	\$16,489	\$17,131	\$642
		POST FROM PERSONNEL BUDGETING	\$7,687.25					
		SOCIAL SECURITY/MEDICARE ON PHS ATHLETICS	\$9,443.85					
1033142000	232	TEACHER RETIREMENT	\$27,805.45	\$32,010	\$25,658.64	\$31,076	\$32,644	\$1,567
		POST FROM PERSONNEL BUDGETING	\$19,654.34					
		TEACHER RETIRMENT ON PHS ATHLETICS	\$12,989.31					
1033142000	260	WORKERS COMP INSURANCE	\$947.40	\$810	\$848.00	\$976	\$970	(\$7)
		POST FROM PERSONNEL BUDGETING	\$410.30					
		WORKER'S COMP ON PHS ATHLETICS	\$559.35					
1033142000	291	TSA MATCH CONTRIBUTION	\$0.00	\$0	\$0.00	\$0	\$3,500	\$3,500
1033142000	330	PROFESSIONAL SERVICES	\$1,451.33	\$0	\$1,323.20	\$0	\$0	\$0
		NASHUA SOUTH/PELHAM HOCKEY COACH STIPEND, BUDGETED	\$0.00					
		IN SALARIES, BUT PAID AS CONTRACTED SERVICES	\$0.00					
1033142000	338	GAME OFFICIALS	\$35,315.88	\$35,000	\$34,747.22	\$35,000	\$35,000	\$0
		GAME OFFICIALS, POLICE DETAIL, GAME MANAGEMENT , LEVEL	\$35,000.00					
1033142000	339	ATHLETIC TRAINER SERVICES	\$31,836.00	\$33,545	\$33,366.00	\$34,000	\$34,680	\$680
		ATHLETIC TRAINING SERVICES, ADJUSTED	\$34,680.00					
1033142000	446	RENTAL/LEASE SOFTWARE	\$824.00	\$875	\$824.00	\$675	\$875	\$200
		ANNUAL FEE FOR LEAGUE ATHLETICS, USED BY PHS AND PMS	\$675.00					
		LEVEL 2 SUPERINTENDENT ADDITION - ATHL SOFTWARE UPGRADE	\$200.00					
1033142000	580	TRAVEL & MILEAGE	\$1,272.67	\$3,300	\$1,017.76	\$2,775	\$2,000	(\$775)
		AD AND PHS COACHES TRAVEL EXPENSES FOR NHIAA EVENTS	\$2,000.00					
1033142000	610	SUPPLIES	\$22,843.04	\$28,800	\$22,504.27	\$26,000	\$26,000	\$0
		ANNUAL CONSUMABLE SUPPLIES FOR 27 PHS SPORTS PROGRAMS	\$30,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - ATHLETIC SUPPLIES	(\$4,000.00)					
1033142000	738	EQUIPMENT-REPLACEMENT	\$38,663.91	\$24,000	\$23,498.38	\$22,000	\$22,000	\$0
		UNIFORMS FOR BOYS SOCCER, FIELD HOCKEY, BASEBALL	\$12,000.00					
		PROTECTIVE NETTING ON HARRIS FOR TRACK ATHLETE SAFETY	\$10,000.00					
1033142000	810	DUES AND FEES	\$23,182.40	\$30,000	\$26,613.54	\$28,500	\$28,100	(\$400)
		ANNUAL DUES PAID TO NHIAA FOR PHS TEAMS AND COACHES	\$5,100.00					
		GREENS FEES FOR 2025 PHS GOLF TEAM	\$3,500.00					
		ENTRY FEES FOR INVATIONALS AND ELITE EVENTS	\$3,000.00					
		POOL FEES FOR PHS 2025 SWIM TEAM. APPROX. 20 SWIMMERS	\$10,000.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1420 - ATHLETIC ACTIVITIES								
		ICE RINK FEES FOR 2025 KINGS ICE HOCKEY TEAM, ADJUSTED	\$3,000.00					
		INDOOR TRACK FEES FOR 2025 PHS INDOOR TRACK TEAMS	\$1,500.00					
		COACHES DUES, MEMBERSHIPS AND CERTIFICATIONS	\$1,000.00					
		ASSIGNER FEES FOR OBTAINING OFFICIALS FOR HOME EVENTS	\$1,000.00					
1033142000	890	MISCELLANEOUS	\$960.67	\$2,500	\$2,500.00	\$1,000	\$1,500	\$500
		MISCELLANEOUS ITEMS, SENIOR BOUQUETS, SPECIAL EVENTS	\$1,500.00					
TOTAL PHS ATHLETICS			\$432,758.22	\$449,639	\$425,473.21	\$450,770	\$458,302	\$7,532
TOTAL 1420 - ATHLETIC ACTIVITIES			\$497,757.03	\$514,048	\$492,663.01	\$520,281	\$534,878	\$14,597
1490 - OTHER STUDENT ACTIVITIES								
PHS OTHR STUDENT ACTIVITY 33 - PELHAM HIGH SCHOOL								
1033149000	110	SALARIES	\$28,028.20	\$36,284	\$28,174.78	\$28,504	\$30,968	\$2,464
		MASSAHOS, LISA SCH TOCAREER HOURLY	\$30,968.00					
1033149000	211	HEALTH INSURANCE	\$20,624.14	\$22,729	\$22,086.18	\$25,297	\$20,497	(\$4,800)
		POST FROM PERSONNEL BUDGETING	\$21,705.26					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,208.01)					
1033149000	212	DENTAL INSURANCE	\$843.95	\$834	\$835.48	\$846	\$886	\$40
		POST FROM PERSONNEL BUDGETING	\$888.42					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$2.60)					
1033149000	213	LIFE INSURANCE	\$52.80	\$53	\$54.72	\$60	\$58	(\$2)
1033149000	214	DISABILITY INSURANCE	\$80.40	\$80	\$82.32	\$91	\$102	\$11
1033149000	220	SOCIAL SECURITY	\$2,070.08	\$2,776	\$2,091.84	\$2,181	\$2,369	\$188
1033149000	231	NON-TEACHER RETIREMENT	\$3,940.75	\$5,102	\$3,972.08	\$3,857	\$4,190	\$333
1033149000	260	WORKERS COMP INSURANCE	\$131.06	\$140	\$118.43	\$129	\$127	(\$2)
1033149000	275	WORKSHOPS NON-UNION	\$0.00	\$250	\$0.00	\$250	\$0	(\$250)
1033149000	580	TRAVEL & MILEAGE	\$0.00	\$1,200	\$0.00	\$600	\$0	(\$600)
1033149000	610	SUPPLIES	\$310.22	\$550	\$231.75	\$550	\$0	(\$550)
		MOVED BUDGET FOR SCHOOL TO CAREER TO GUIDANCE FUNCTION	\$0.00					
		1033212000-610, TO ALIGN WITH OPERATIONS	\$0.00					
1033149000	890	MISCELLANEOUS	\$63.44	\$550	\$136.50	\$550	\$0	(\$550)
		MOVED BUDGET FOR SCHOOL TO CAREER EVENTS TO GUIDANCE	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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1490 - OTHER STUDENT ACTIVITIES								
		BUDGET 1033212000-890. THIS ALIGNS BUDGET WITH DEPT.	\$0.00					
		ACTIVITIES AND ALLOWS FOR BETTER BUDGET MANAGEMENT	\$0.00					
TOTAL PHS OTHR STUDENT ACTIVITY			\$56,145.04	\$70,547	\$57,784.08	\$62,914	\$59,197	(\$3,717)
TOTAL 1490 - OTHER STUDENT ACTIVITIES			\$56,145.04	\$70,547	\$57,784.08	\$62,914	\$59,197	(\$3,717)
1501 - SELF-FUNDED PROGRAMS								
<u>PES SELF-FUNDED PROGRAMS</u> <u>11 - PELHAM ELEMENTARY SCHOOL</u>								
1011150100	519	TRANSPORTATION	\$0.00	\$8,931	\$0.00	\$8,931	\$8,964	\$33
		GRADE LEVEL EDUCATIONAL FIELD TRIPS, FULLY SELF FUNDED	\$0.00					
		BUT REQUIRED IN BUDGET FOR GROSS APPROPRIATION	\$8,964.00					
TOTAL PES SELF-FUNDED PROGRAMS			\$0.00	\$8,931	\$0.00	\$8,931	\$8,964	\$33
1501 - SELF-FUNDED PROGRAMS								
<u>PHS SELF-FUNDED PROGRAMS</u> <u>33 - PELHAM HIGH SCHOOL</u>								
1033150100	519	TRANSPORTATION	\$293.77	\$6,200	\$0.00	\$6,200	\$6,300	\$100
		2 FBLA FIELD TRIPS - FALL AND SPRING LEADERSHIP	\$0.00					
		CONFERENCE, SELF-FUNDED, INCLUDES PARTICIPATION FEES	\$5,400.00					
		AND REQUIRED TRANSPORTATION TO PARTICIPATE	\$900.00					
TOTAL PHS SELF-FUNDED PROGRAMS			\$293.77	\$6,200	\$0.00	\$6,200	\$6,300	\$100
TOTAL 1501 - SELF-FUNDED PROGRAMS			\$293.77	\$15,131	\$0.00	\$15,131	\$15,264	\$133
2110 - SOCIAL WORK SERVICES								
<u>DW SOCIAL WORK SERVICES</u> <u>00 - DISTRICT-WIDE</u>								
1000211000	110	SALARIES	\$43,952.74	\$48,417	\$67,000.00	\$67,000	\$72,504	\$5,504
		HEBERT, SHANNON MENHEAL CLIN SALARY NON-UNION	\$72,504.00					
1000211000	211	HEALTH INSURANCE	\$26,295.82	\$28,979	\$21,033.98	\$23,892	\$20,497	(\$3,394)
		POST FROM PERSONNEL BUDGETING	\$21,705.20					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,207.95)					
1000211000	212	DENTAL INSURANCE	\$1,526.59	\$1,508	\$835.48	\$846	\$886	\$40
		POST FROM PERSONNEL BUDGETING	\$888.40					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2110 - SOCIAL WORK SERVICES								
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$2.58)					
1000211000	213	LIFE INSURANCE	\$90.48	\$90	\$126.24	\$139	\$138	(\$1)
1000211000	214	DISABILITY INSURANCE	\$139.92	\$140	\$173.52	\$191	\$197	\$7
1000211000	220	SOCIAL SECURITY	\$3,137.52	\$3,704	\$4,979.08	\$5,126	\$5,550	\$424
1000211000	232	TEACHER RETIREMENT	\$9,238.81	\$10,177	\$14,083.44	\$13,159	\$14,240	\$1,081
1000211000	260	WORKERS COMP INSURANCE	\$205.58	\$187	\$281.06	\$304	\$297	(\$6)
<u>TOTAL DW SOCIAL WORK SERVICES</u>			\$84,587.46	\$93,202	\$108,512.80	\$110,655	\$114,309	\$3,654
2110 - SOCIAL WORK SERVICES								
<u>PES SOCIAL WORK SERVICES</u> <u>11 - PELHAM ELEMENTARY SCHOOL</u>								
1011211000	550	PRINTING	\$0.00	\$0	\$0.00	\$100	\$0	(\$100)
1011211000	610	SUPPLIES	\$545.68	\$460	\$393.63	\$600	\$800	\$200
		SUPPLIES FOR SOCIAL WORKER FOR TEACHERS, STUDENTS AND OFFICE.	\$0.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - SO.WK. SUPPLIES	\$1,000.00					
			(\$200.00)					
1011211000	890	MISCELLANEOUS	\$0.00	\$140	\$0.00	\$200	\$0	(\$200)
<u>TOTAL PES SOCIAL WORK SERVICES</u>			\$545.68	\$600	\$393.63	\$900	\$800	(\$100)
2110 - SOCIAL WORK SERVICES								
<u>MS SOCIAL WORK SERVICES</u> <u>22 - PELHAM MEMORIAL SCHOOL</u>								
1022211000	550	PRINTING	\$0.00	\$100	\$0.00	\$100	\$0	(\$100)
1022211000	610	SUPPLIES	\$449.46	\$150	\$129.83	\$150	\$200	\$50
		SUPPLIES	\$200.00					
1022211000	890	MISCELLANEOUS	\$0.00	\$300	\$288.58	\$300	\$350	\$50
		MISCELLANEOUS NEEDS	\$350.00					
<u>TOTAL MS SOCIAL WORK SERVICES</u>			\$449.46	\$550	\$418.41	\$550	\$550	\$0
2110 - SOCIAL WORK SERVICES								
<u>PHS SOCIAL WORK SERVICES</u> <u>33 - PELHAM HIGH SCHOOL</u>								
1033211000	610	SUPPLIES	\$492.92	\$500	\$500.00	\$500	\$500	\$0

PELHAM SCHOOL DISTRICT

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2110 - SOCIAL WORK SERVICES								
		SOCIAL WORK MISC SUPPLIES, TESTING SUPPLIES	\$500.00					
TOTAL PHS SOCIAL WORK SERVICES			\$492.92	\$500	\$500.00	\$500	\$500	\$0
TOTAL 2110 - SOCIAL WORK SERVICES			\$86,075.52	\$94,852	\$109,824.84	\$112,605	\$116,159	\$3,554
2120 - GUIDANCE SERVICES								
DW GUIDANCE 00 - DISTRICT-WIDE								
1000212000	446	RENTAL/LEASE SOFTWARE	\$2,000.00	\$2,000	\$2,000.00	\$2,000	\$2,000	\$0
		504 DATA MANAGEMENT SERVICES - ACUITY	\$2,000.00					
TOTAL DW GUIDANCE			\$2,000.00	\$2,000	\$2,000.00	\$2,000	\$2,000	\$0
2120 - GUIDANCE SERVICES								
PES GUIDANCE SERVICES 11 - PELHAM ELEMENTARY SCHOOL								
1011212000	110	SALARIES	\$163,825.00	\$172,633	\$172,633.00	\$177,177	\$161,492	(\$15,685)
		GRANT, CHELSEY GUIDANCE E SALARY TEACHER	\$48,546.00					
		LEE, STEPHANIE GUIDANCE E SALARY TEACHER	\$57,787.00					
		PROUTY, SHANNON GUIDANCE E SALARY TEACHER	\$55,159.00					
1011212000	211	HEALTH INSURANCE	\$76,318.17	\$84,106	\$84,484.11	\$93,610	\$65,537	(\$28,073)
		POST FROM PERSONNEL BUDGETING	\$69,222.40					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,685.62)					
1011212000	212	DENTAL INSURANCE	\$4,579.77	\$4,523	\$4,533.99	\$4,591	\$4,807	\$216
		POST FROM PERSONNEL BUDGETING	\$4,821.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$13.92)					
1011212000	213	LIFE INSURANCE	\$307.20	\$324	\$324.00	\$367	\$305	(\$61)
1011212000	214	DISABILITY INSURANCE	\$443.76	\$465	\$464.64	\$521	\$531	\$11
1011212000	220	SOCIAL SECURITY	\$11,445.22	\$13,214	\$12,007.83	\$13,554	\$12,585	(\$969)
1011212000	232	TEACHER RETIREMENT	\$34,435.98	\$36,287	\$36,287.42	\$34,798	\$31,717	(\$3,081)
1011212000	260	WORKERS COMP INSURANCE	\$766.22	\$668	\$724.36	\$803	\$674	(\$128)
1011212000	610	SUPPLIES	\$1,596.20	\$1,619	\$1,596.67	\$2,050	\$1,650	(\$400)
		SUPPLIES TO RUN OFFICE AND TO REPLENISH	\$0.00					
		ANY NEEDED SUPPLIES THAT HAVE BEEN DEPLETED (3@250.00)	\$0.00					
			\$750.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2120 - GUIDANCE SERVICES								
		THERAPEUTIC MATERIALS TO SUPPORT COUNSELING	\$0.00					
		GOALS WITH STUDENTS. THIS WILL INCLUDE SENSORY/	\$0.00					
		SELF REGULATION MATERIALS FOR TEACHER	\$0.00					
		BASKETS (REPLENISH)	\$800.00					
		SUPPLIES 504 STUDENTS MAY NEED	\$500.00					
		LEVEL 2 SUPERINTENDENT REDUCTION -THERAPEUTIC MATERIALS	(\$400.00)					
1011212000	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$0	\$0.00	\$650	\$550	(\$100)
		BOOKS TO BE PURCHASED TO SUPPORT STUDENT GOALS	\$500.00					
		APPS FOR IPADS	\$50.00					
1011212000	641	TEXTBOOKS - ADDITIONAL	\$596.78	\$300	\$215.92	\$300	\$0	(\$300)
1011212000	643	INFORMATION ACCESS FEES	\$0.00	\$25	\$0.00	\$0	\$0	\$0
1011212000	734	EQUIPMENT-ADDITIONAL	\$3,041.98	\$2,498	\$0.00	\$2,754	\$2,608	(\$146)
		504 SUPPLIES INCLUDING FM/CAT SYSTEMS	\$0.00					
		STUDENTS WITH HEARING LOSS REQUIRE SYSTEMS	\$0.00					
		IN ORDER TO HAVE ACCESS TO SCHOOL SUBJECTS	\$2,608.00					
<u>TOTAL PES GUIDANCE SERVICES</u>			\$297,356.28	\$316,662	\$313,271.94	\$331,173	\$282,457	(\$48,716)
2120 - GUIDANCE SERVICES								
<u>MS GUIDANCE SERVICES</u>			<u>22 - PELHAM MEMORIAL SCHOOL</u>					
1022212000	110	SALARIES	\$131,095.00	\$134,387	\$129,533.25	\$127,552	\$141,662	\$14,110
		CARTIER, KATHLEEN GUIDANCE M SALARY TEACHER	\$79,786.06					
		DRISCOLL, BRIAN MHLTH CNSL M SALARY NON-UNION	\$61,876.00					
1022212000	211	HEALTH INSURANCE	\$28,266.05	\$31,150	\$14,402.98	\$34,670	\$21,830	(\$12,841)
		POST FROM PERSONNEL BUDGETING	\$23,116.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,286.49)					
1022212000	212	DENTAL INSURANCE	\$1,389.29	\$1,372	\$989.90	\$1,393	\$1,145	(\$248)
		POST FROM PERSONNEL BUDGETING	\$1,148.40					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$3.56)					
1022212000	213	LIFE INSURANCE	\$246.72	\$252	\$243.00	\$265	\$267	\$2
1022212000	214	DISABILITY INSURANCE	\$326.40	\$334	\$316.92	\$345	\$395	\$50
1022212000	220	SOCIAL SECURITY	\$9,833.09	\$10,298	\$10,050.06	\$9,758	\$10,874	\$1,116
1022212000	232	TEACHER RETIREMENT	\$27,556.13	\$28,248	\$27,227.86	\$25,051	\$27,822	\$2,771

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2120 - GUIDANCE SERVICES								
1022212000	260	WORKERS COMP INSURANCE	\$613.34	\$519	\$553.57	\$578	\$581	\$3
1022212000	325	TESTING PROTOCOLS	\$500.00	\$700	\$0.00	\$300	\$300	\$0
		TESTING PROTOCOLS	\$300.00					
1022212000	330	PROFESSIONAL SERVICES	\$478.80	\$2,500	\$1,450.72	\$1,578	\$1,000	(\$578)
		PROFESSIONAL SERVICES	\$1,000.00					
1022212000	610	SUPPLIES	\$689.54	\$1,200	\$1,177.61	\$1,600	\$1,600	\$0
		SUPPLIES	\$1,600.00					
1022212000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$2,000	\$0.00	\$1,000	\$500	(\$500)
		EQUIPMENT FOR 504 ACCOMODATIONS	\$500.00					
1022212000	737	FURNITURE-REPLACEMENT	\$0.00	\$700	\$0.00	\$700	\$0	(\$700)
1022212000	890	MISCELLANEOUS	\$0.00	\$1,200	\$0.00	\$2,550	\$2,650	\$100
		BOOK/SUPPLY ASSISTANCE	\$150.00					
		DC STUDENT SUPPORT FOR PARTICIPATION	\$2,500.00					
TOTAL MS GUIDANCE SERVICES			\$200,994.36	\$214,861	\$185,945.87	\$207,340	\$210,626	\$3,285
2120 - GUIDANCE SERVICES								
PHS GUIDANCE SERVICES			33 - PELHAM HIGH SCHOOL					
1033212000	110	SALARIES	\$328,450.06	\$243,657	\$204,182.94	\$230,965	\$291,342	\$60,376
		DOWDLE, BELINDA	\$33,675.00					
		EMMETT, HOLLY	\$3,558.65					
		EMMETT, HOLLY	\$55,159.00					
		ERELLI, ERICA	\$3,098.06					
		ERELLI, ERICA	\$48,020.00					
		FRECHETTE, ERIN	\$26,600.00					
		GAUTHIER, ALEXANDRIA	\$47,495.00					
		KRESS, HEATHER	\$4,468.84					
		KRESS, HEATHER	\$69,267.00					
1033212000	211	HEALTH INSURANCE	\$122,548.79	\$112,483	\$61,731.38	\$88,562	\$75,821	(\$12,741)
		POST FROM PERSONNEL BUDGETING	\$79,758.86					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,938.09)					
1033212000	212	DENTAL INSURANCE	\$6,481.28	\$6,143	\$2,299.06	\$3,222	\$2,657	(\$565)
		POST FROM PERSONNEL BUDGETING	\$2,665.22					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$7.76)					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2120 - GUIDANCE SERVICES								
1033212000	213	LIFE INSURANCE	\$762.72	\$441	\$370.00	\$444	\$507	\$63
1033212000	214	DISABILITY INSURANCE	\$887.04	\$642	\$539.24	\$645	\$847	\$202
1033212000	220	SOCIAL SECURITY	\$24,715.38	\$18,874	\$15,794.04	\$18,128	\$22,981	\$4,853
1033212000	231	NON-TEACHER RETIREMENT	\$6,805.38	\$6,758	\$5,307.64	\$7,516	\$8,155	\$639
1033212000	232	TEACHER RETIREMENT	\$57,621.03	\$41,114	\$34,984.17	\$34,451	\$45,381	\$10,930
1033212000	260	WORKERS COMP INSURANCE	\$1,522.70	\$857	\$881.78	\$1,076	\$1,231	\$155
1033212000	275	WORKSHOPS NON-UNION	\$0.00	\$0	\$0.00	\$2,100	\$3,630	\$1,530
		POWERSCHOOL UNIVERISTY -3 PEOPLE @ \$1000 EA, INCREASED	\$3,000.00					
		MISC. CONFERENCES - COLLEGE BOARD ETC.	\$630.00					
1033212000	291	TSA MATCH CONTRIBUTION	\$0.00	\$3,000	\$0.00	\$0	\$0	\$0
1033212000	321	PROFESSIONAL EDU SERVICES	\$0.00	\$0	\$0.00	\$263	\$0	(\$263)
1033212000	330	PROFESSIONAL SERVICES	\$0.00	\$250	\$67,035.44	\$0	\$0	\$0
1033212000	332	TUTOR SERVICES	\$0.00	\$0	\$825.00	\$0	\$0	\$0
1033212000	446	RENTAL/LEASE SOFTWARE	\$3,851.00	\$4,000	\$3,630.00	\$4,280	\$4,408	\$128
		POWERSCHOOL-NAVIANCE SUBSCRIPTION FY24 INVOICE	\$0.00					
		PLUS ESTIMATED INCREASE	\$4,408.00					
1033212000	550	PRINTING	\$119.99	\$1,000	\$0.00	\$1,049	\$675	(\$374)
		PRINTING FOR OPEN HOUSE AND AWARD CEREMONY INVITES	\$150.00					
		GUIDANCE DEPT. PROFESSONAL PRINTING BROCHURES ETC.	\$525.00					
1033212000	580	TRAVEL & MILEAGE	\$0.00	\$200	\$200.17	\$5,065	\$8,054	\$2,989
		POWERSCHOOL UNIVERSITY- TRAVEL EXPENSES FOR	\$0.00					
		FOR 3 PEOPLE TO ATTEND @ \$1888 EACH	\$5,664.00					
		COLLEGE BOARD CONFERENCE, LEVEL	\$1,835.00					
		MILEAGE REIMBURSEMENT, LEVEL	\$555.00					
1033212000	610	SUPPLIES	\$11,873.74	\$16,320	\$14,454.04	\$14,872	\$12,965	(\$1,907)
		COLLEGE AND CAREER READY SUPPLIES THAT SUPPORT	\$0.00					
		FUTURE READY. BUDGET MOVED FROM 1033149000-610, \$550	\$550.00					
		PSAT GRADE 8/9 \$14 X 112	\$1,568.00					
		PSAT GRADE 10 \$18.89 X 128	\$2,418.00					
		PSAT/SAT TESTING \$18.89 X 145	\$2,740.00					
		TABLE RENTALS FOR SAT TESTING, ADJUSTED	\$1,189.00					
		MISC. OFFICE SUPPLIES TO SUPPORT THE COUNSELING DEPT	\$0.00					
		LEVEL, THIS BUDGET WILL ALSO SUPPORT SAT BOOTCAMP	\$4,500.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2120 - GUIDANCE SERVICES								
1033212000	640	TEXTBOOKS - REPLACEMENT	\$0.00	\$500	\$0.00	\$500	\$0	(\$500)
1033212000	733	FURNITURE-ADDITIONAL	\$568.89	\$0	\$0.00	\$0	\$0	\$0
1033212000	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$0.00	\$0	\$0	\$0
		REPLACEMENT DESK FOR COUNSELING RECEPTIONIST	\$1,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - DESK	(\$999.99)					
1033212000	810	DUES AND FEES	\$1,045.00	\$1,370	\$554.00	\$1,429	\$1,528	\$99
		FEES ARE ADJUSTED FROM FY24 BUDGET RATES	\$0.00					
		COLLEGE BOARD MEMBERSHIP FOR PHS	\$448.00					
		NEACAC MEMBERSHIP \$25 X 4 COUNSELORS	\$100.00					
		ASCA MEMBERSHIP \$160 X 4	\$640.00					
		NHSCA MEMBERSHIP \$60 X 4	\$240.00					
		NAASP COUNSELING OFFICE MEMBERSHIP	\$100.00					
1033212000	890	MISCELLANEOUS	\$500.00	\$500	\$107.92	\$4,000	\$5,000	\$1,000
		TABLECLOTHS AND RUNNERS FOR SCHOOL WIDE EVENTS- COLLEGE	\$0.00					
		AND CAREER. MOVED BUDGET FROM 1033149000-890, \$550	\$550.00					
		BOOK AWARDS, ACADEMIC AWARDS, PINS, CORDS, PLAQUES	\$1,300.00					
		FRESHMAN ORIENTATION EVENT MATERIALS, INCLUDES	\$0.00					
		T-SHIRTS, INCREASED	\$2,740.00					
		PHS SHOWCASE EVENT MATERIALS	\$2,000.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - PHS GUIDANCE MISC	(\$1,590.00)					
TOTAL PHS GUIDANCE SERVICES			\$567,753.00	\$458,109	\$412,896.82	\$418,567	\$485,183	\$66,616
TOTAL 2120 - GUIDANCE SERVICES			\$1,068,103.64	\$991,632	\$914,114.63	\$959,080	\$980,266	\$21,185
2134 - NURSE SERVICES								
DW NURSE SERVICES 00 - DISTRICT-WIDE								
1000213400	110	SALARIES	\$0.00	\$0	\$0.00	\$0	\$4,000	\$4,000
		NURSE DAILY SUBSTITUTES (BASED ON PRIOR YEAR TRENDS)	\$4,000.00					
1000213400	120	DAILY SUBSTITUTE SALARIES	\$0.00	\$7,885	\$0.00	\$4,000	\$0	(\$4,000)
1000213400	220	SOCIAL SECURITY	\$0.00	\$603	\$0.00	\$306	\$306	\$0
		NURSE DAILY FICA	\$306.00					
1000213400	260	WORKERS COMP INSURANCE	\$0.00	\$30	\$0.00	\$18	\$16	(\$2)
		NURSE DAILY WC	\$16.40					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2134 - NURSE SERVICES								
TOTAL DW NURSE SERVICES			\$0.00	\$8,518	\$0.00	\$4,324	\$4,322	(\$2)
2134 - NURSE SERVICES								
PES NURSE SERVICES								
11 - PELHAM ELEMENTARY SCHOOL								
1011213400	110	SALARIES	\$117,738.09	\$121,349	\$122,324.00	\$124,728	\$126,186	\$1,458
		BODENRADER, JENNIFER	\$65,695.00					
		COGAN, KIRSTEN	\$60,491.00					
1011213400	114	INSTRUC. ASST. SALARIES	\$16,388.42	\$21,495	\$0.00	\$26,422	\$21,081	(\$5,341)
		GREENLAW, JENNIFER	\$21,081.45					
1011213400	120	DAILY SUBSTITUTE SALARIES	\$1,275.00	\$0	\$2,130.00	\$0	\$0	\$0
1011213400	211	HEALTH INSURANCE	\$55,253.78	\$61,571	\$56,322.74	\$62,406	\$62,537	\$130
		POST FROM PERSONNEL BUDGETING	\$66,222.40					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$3,685.62)					
1011213400	212	DENTAL INSURANCE	\$2,829.84	\$3,015	\$3,022.66	\$3,060	\$3,205	\$144
		POST FROM PERSONNEL BUDGETING	\$3,214.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$9.28)					
1011213400	213	LIFE INSURANCE	\$224.40	\$230	\$229.68	\$257	\$237	(\$19)
1011213400	214	DISABILITY INSURANCE	\$334.08	\$342	\$341.52	\$382	\$395	\$13
1011213400	220	SOCIAL SECURITY	\$9,105.41	\$10,930	\$9,048.52	\$11,563	\$11,269	(\$294)
1011213400	232	TEACHER RETIREMENT	\$24,748.57	\$25,508	\$25,712.42	\$24,497	\$24,783	\$286
1011213400	260	WORKERS COMP INSURANCE	\$633.34	\$552	\$521.89	\$685	\$604	(\$81)
1011213400	330	PROFESSIONAL SERVICES	\$1,121.09	\$1,120	\$507.48	\$2,434	\$1,168	(\$1,266)
		CPR AND FIRST AID-TO RECERTIFY STAFF AND NEW	\$0.00					
		CERTIFICATION CLASSES FOR FIELD TRIP, BEFORE AND AFTER	\$0.00					
		SCHOOL COVERAGE	\$0.00					
		NEW CERTIFICATION/RECERTIFICATION (16@73.00)	\$1,168.00					
1011213400	430	REPAIRS & MAINTENANCE	\$140.00	\$150	\$157.50	\$150	\$156	\$6
		YEARLY AUDIOMETER CALIBRATION-YEARLY CHECK FOR	\$0.00					
		ACCURATE HEARING SCREENING RESULTS	\$156.00					
1011213400	610	SUPPLIES	\$2,025.58	\$4,005	\$3,876.33	\$4,508	\$4,207	(\$301)
		EPI PEN-EMERGENCY MEDICATION TO HAVE AVAILABLE	\$0.00					
		FOR SEVERE ALLERGIC REACTION	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2134 - NURSE SERVICES

REGULAR	\$350.00
EPI PEN JR	\$350.00
HEALTH OFFICE SUPPLIES -SUPPLIES TO REPLENISH	\$0.00
PK-GRADE 5 SUPPLIES IN HEALTH OFFICE (782@\$4.27)	\$3,339.00
AED PAD REPLACEMENT FOR EXPIRATION (CHILD)	\$108.00
AED PAD REPLACEMENT FOR EXPIRATION (ADULT)	\$60.00
EMERGENCY BACKPACK SUPPLIES BUDGET MOVED TO	\$0.00
1011266000-610 FY24 APPROVED BUDGET \$300	\$0.00

1011213400	650	SOFTWARE	\$1,087.08	\$1,113	\$1,113.28	\$1,116	\$1,200	\$84
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SNAP PROGRAM ANNUAL FEE/SUPPORT (4 COMPUTERS)	\$0.00
300 PER USER	\$1,200.00

1011213400	733	FURNITURE-ADDITIONAL	\$0.00	\$505	\$489.06	\$0	\$0	\$0
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1011213400	810	DUES AND FEES	\$0.00	\$300	\$300.00	\$310	\$310	\$0
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NATIONAL ASSOCIATION OF SCHOOL	\$0.00
NURSES MEMBERSHIP (2@105.00)	\$210.00
NEW HAMPSHIRE ASSOCIATION	\$0.00
OF SCHOOL NURSES MEMBERSHIP	\$0.00
(2@50.00)	\$100.00

TOTAL PES NURSE SERVICES		\$232,904.68	\$252,184	\$226,097.08	\$262,517	\$257,338	(\$5,180)
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2134 - NURSE SERVICES

MS NURSE SERVICES 22 - PELHAM MEMORIAL SCHOOL

1022213400	110	SALARIES	\$51,419.00	\$53,925	\$54,935.50	\$56,315	\$56,315	\$0
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MORRISON, JOANNE	NURSE M	SALARY TEACHER	\$56,315.00
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1022213400	120	DAILY SUBSTITUTE SALARIES	\$300.00	\$0	\$0.00	\$0	\$0	\$0
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1022213400	211	HEALTH INSURANCE	\$25,439.39	\$28,035	\$28,161.37	\$31,203	\$31,268	\$65
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POST FROM PERSONNEL BUDGETING	\$33,111.20
LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,842.81)

1022213400	212	DENTAL INSURANCE	\$1,526.59	\$1,508	\$1,511.33	\$1,530	\$1,602	\$72
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POST FROM PERSONNEL BUDGETING	\$1,607.00
LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$4.64)

1022213400	213	LIFE INSURANCE	\$96.00	\$102	\$101.76	\$116	\$105	(\$11)
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1022213400	214	DISABILITY INSURANCE	\$148.56	\$156	\$155.76	\$179	\$185	\$6
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PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2134 - NURSE SERVICES								
1022213400	220	SOCIAL SECURITY	\$3,738.93	\$4,126	\$3,968.87	\$4,308	\$4,312	\$4
1022213400	232	TEACHER RETIREMENT	\$10,808.22	\$11,335	\$11,334.96	\$11,060	\$11,060	\$0
1022213400	260	WORKERS COMP INSURANCE	\$241.90	\$208	\$230.44	\$255	\$231	(\$24)
1022213400	330	PROFESSIONAL SERVICES	\$677.24	\$3,972	\$370.88	\$5,047	\$4,740	(\$307)
		NURSE PROFESSIONAL SERVICE READYNURSE, LEVEL FUND	\$2,632.00					
		CPR RECERTIFY 20 STAFF MEMBERS, 20 @ \$73	\$1,460.00					
		YOGA/MINDFULNESS FOR GRADE 6 HEALTH CLASSES, LEVEL	\$648.00					
1022213400	430	REPAIRS & MAINTENANCE	\$90.00	\$200	\$105.00	\$90	\$105	\$15
		CALIBRATION OF AUDIOMETER, INCREASED TO FY23 COST	\$105.00					
1022213400	610	SUPPLIES	\$1,776.44	\$2,560	\$2,458.44	\$2,908	\$2,575	(\$333)
		MEDICAL SUPPLIES \$4.27/STUDENT 350 STUDENTS	\$1,495.00					
		EPI-PENS IF UNABLE TO OBTAIN FOR FREE	\$680.00					
		AED PADS X 2	\$400.00					
1022213400	650	SOFTWARE	\$271.77	\$272	\$278.33	\$279	\$300	\$21
		SNAP - ANNUAL RENEWAL	\$300.00					
1022213400	734	EQUIPMENT-ADDITIONAL	\$0.00	\$0	\$0.00	\$2,500	\$0	(\$2,500)
1022213400	810	DUES AND FEES	\$0.00	\$0	\$0.00	\$155	\$155	\$0
		NH ASSOC OF SCHOOL NURSES MEMBERSHIP	\$50.00					
		NATIONAL ASSOC OF SCHOOL NURSES MEMBERSHIP	\$105.00					
<u>TOTAL MS NURSE SERVICES</u>			\$96,534.04	\$106,399	\$103,612.64	\$115,946	\$112,954	(\$2,992)
2134 - NURSE SERVICES								
<u>PHS NURSE SERVICES</u>			<u>33 - PELHAM HIGH SCHOOL</u>					
1033213400	110	SALARIES	\$49,304.39	\$52,884	\$50,802.00	\$53,161	\$53,161	\$0
		MACPHERSON, LAUREN NURSE H SALARY TEACHER	\$53,161.00					
1033213400	120	DAILY SUBSTITUTE SALARIES	\$150.00	\$0	\$150.00	\$0	\$0	\$0
1033213400	211	HEALTH INSURANCE	\$25,439.39	\$28,035	\$20,860.35	\$23,114	\$23,162	\$48
		POST FROM PERSONNEL BUDGETING	\$24,526.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,365.04)					
1033213400	212	DENTAL INSURANCE	\$1,526.59	\$1,508	\$835.48	\$846	\$886	\$40
		POST FROM PERSONNEL BUDGETING	\$888.40					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$2.58)					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2134 - NURSE SERVICES								
1033213400	213	LIFE INSURANCE	\$94.32	\$100	\$96.00	\$110	\$100	(\$10)
1033213400	214	DISABILITY INSURANCE	\$145.68	\$153	\$146.88	\$169	\$175	\$6
1033213400	220	SOCIAL SECURITY	\$3,564.83	\$4,046	\$3,601.91	\$4,067	\$4,067	\$0
1033213400	232	TEACHER RETIREMENT	\$10,363.84	\$11,116	\$10,678.48	\$10,441	\$10,441	\$0
1033213400	260	WORKERS COMP INSURANCE	\$231.45	\$204	\$213.83	\$241	\$218	(\$23)
1033213400	330	PROFESSIONAL SERVICES	\$58.50	\$2,023	\$449.04	\$4,954	\$1,168	(\$3,786)
		CPR/FIRST AID RECERTIFICATION OF STAFF	\$0.00					
		ESTIMATED 16 @ \$73, REDUCED	\$1,168.00					
1033213400	430	REPAIRS & MAINTENANCE	\$0.00	\$0	\$0.00	\$150	\$150	\$0
		YEARLY AUDIOMETER CALIBRATION-YEARLY CHECK FOR ACCURATE HEARING SCREENING RESULTS	\$0.00					
			\$150.00					
1033213400	446	RENTAL/LEASE SOFTWARE	\$0.00	\$0	\$0.00	\$279	\$300	\$21
		SNAP STUDENT RECORDS SOFTWARE ANNUAL LICENSE FOR ONE	\$300.00					
1033213400	610	SUPPLIES	\$1,439.91	\$2,400	\$1,774.17	\$3,162	\$2,752	(\$410)
		NURSING SUPPLIES FOR STUDENTS, FY25 EST \$4.23/STUDENT	\$2,234.00					
		EPI PEN -EMERGENCY MEDICATION TO HAVE AVAILABLE FOR SERVERE ALLERGIC REACTION	\$0.00					
			\$350.00					
		AED ADULT PAD REPLACEMENT FOR EXPIRATION	\$108.00					
		AED CHILD PAD REPLACEMENT FOR EXPIRATION	\$60.00					
1033213400	650	SOFTWARE	\$271.77	\$272	\$278.33	\$0	\$0	\$0
1033213400	737	FURNITURE-REPLACEMENT	\$712.37	\$0	\$0.00	\$0	\$0	\$0
1033213400	810	DUES AND FEES	\$0.00	\$0	\$0.00	\$155	\$155	\$0
		NATIONAL ASSOCIATION OF SCHOOL NURSES MEMBESHIP	\$105.00					
		NEW HAMPSHIRE ASSOCIATION OF SCHOOL NURSES MEMBERSHIP	\$50.00					
TOTAL PHS NURSE SERVICES			\$93,303.04	\$102,741	\$89,886.47	\$100,848	\$96,734	(\$4,114)
TOTAL 2134 - NURSE SERVICES			\$422,741.76	\$469,842	\$419,596.19	\$483,636	\$471,349	(\$12,287)
2140 - PSYCHOLOGICAL SERVICES								
DW PSYCH SERVICES 00 - DISTRICT-WIDE								
1000214000	110	SALARIES	\$127,125.00	\$199,125	\$544.72	\$226,800	\$237,000	\$10,200
		VACANT POSITION, PSYCHOLOGIST SALARY NON-UNION	\$79,000.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2140 - PSYCHOLOGICAL SERVICES								
		POST FROM PERSONNEL BUDGETING	\$237,000.00					
		SAU NOTE: VACANT PSYCHOLOGIST IS 3.0 FTE @ \$79,000 EA	\$0.00					
1000214000	211	HEALTH INSURANCE	\$20,203.34	\$45,457	\$0.00	\$71,675	\$61,492	(\$10,183)
		POST FROM PERSONNEL BUDGETING	\$65,115.60					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,623.85)					
1000214000	212	DENTAL INSURANCE	\$1,093.44	\$2,119	\$0.00	\$2,538	\$2,657	\$119
		POST FROM PERSONNEL BUDGETING	\$2,665.20					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$7.74)					
1000214000	213	LIFE INSURANCE	\$239.28	\$375	\$0.00	\$473	\$446	(\$27)
1000214000	214	DISABILITY INSURANCE	\$330.48	\$504	\$0.00	\$572	\$592	\$20
1000214000	220	SOCIAL SECURITY	\$9,670.52	\$15,235	\$41.67	\$17,350	\$18,130	\$780
1000214000	232	TEACHER RETIREMENT	\$26,721.77	\$41,856	\$0.00	\$44,544	\$46,547	\$2,003
1000214000	260	WORKERS COMP INSURANCE	\$594.62	\$770	\$2.29	\$1,027	\$972	(\$56)
1000214000	275	WORKSHOPS NON-UNION	\$1,785.00	\$1,550	\$0.00	\$1,950	\$750	(\$1,200)
		PROFESSIONAL DEVELOPMENT 3 @ \$250	\$750.00					
1000214000	321	PROFESSIONAL EDU SERVICES	\$0.00	\$1,500	\$0.00	\$1,500	\$0	(\$1,500)
1000214000	325	TESTING PROTOCOLS	\$46.75	\$500	\$2,064.46	\$500	\$2,000	\$1,500
		PROTOCOLS FOR PSYCH. ASSESSMENT (IQ, COG, SOCIAL EMOTIONAL, AND BEHAVIORAL) OOD, INCREASED AS NEEDED	\$0.00					
			\$2,000.00					
1000214000	330	PROFESSIONAL SERVICES	\$200,676.63	\$203,000	\$416,906.15	\$222,012	\$107,500	(\$114,512)
		INDEPENDENT EDUCATION EVALS PER PARENT REQUEST, REDUCED	\$6,000.00					
		NECC CLASSROOM AND BCBA SERVICES LINES MOVED TO 1000121000-330, FY24 APPROVED BUDGET TOTAL \$150,000	\$0.00					
		COUNSELING FOR 5 CHARTER SCHOOL STUDENTS, INCREASED	\$11,500.00					
		CONTRACTED HIRING FOR DISTRICT PSYCHOLOGIST POSITIONS	\$0.00					
		DUE TO DIFFICULTY HIRING, 2 @ \$45,000, BASED ON HISTORICAL CONTRACT RATES	\$90,000.00					
1000214000	430	REPAIRS & MAINTENANCE	\$0.00	\$250	\$0.00	\$250	\$250	\$0
		ASSESSMENT EQUIPMENT REPAIR AND MAINTENANCE	\$250.00					
1000214000	580	TRAVEL & MILEAGE	\$179.26	\$500	\$0.00	\$500	\$500	\$0
		TRAVEL AND MILEAGE AT IRS RATE FOR TRAVEL	\$0.00					
		TO/FROM OOD PLACEMETNS TO PARTICIPATE IN MEETINGS	\$500.00					
1000214000	610	SUPPLIES	\$960.93	\$5,130	\$2,569.92	\$2,630	\$2,630	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2140 - PSYCHOLOGICAL SERVICES								
		TO ACCESS STUDENT SKILL ACQUISITION	\$350.00					
		EDUCATIONAL TESTING SUPPLIES FOR SPECIAL ED STUDENTS OR THOSE IN THE REFERRAL PROCESS-OOD STUDENTS	\$0.00					
			\$2,280.00					
1000214000	643	INFORMATION ACCESS FEES	\$0.00	\$0	\$0.00	\$2,500	\$2,500	\$0
		CPI TRAINING MATERIALS	\$2,500.00					
1000214000	644	PUBLICATIONS	\$0.00	\$200	\$0.00	\$200	\$0	(\$200)
1000214000	650	SOFTWARE	\$0.00	\$500	\$0.00	\$500	\$0	(\$500)
1000214000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$1,000	\$0.00	\$0	\$0	\$0
1000214000	810	DUES AND FEES	\$0.00	\$140	\$0.00	\$210	\$690	\$480
		NHASP 3 X \$230	\$690.00					
TOTAL DW PSYCH SERVICES			\$389,627.02	\$519,712	\$422,129.21	\$597,732	\$484,657	(\$113,075)

2140 - PSYCHOLOGICAL SERVICES

PES PSYCH SERVICES 11 - PELHAM ELEMENTARY SCHOOL

1011214000	325	TESTING PROTOCOLS	\$3,750.22	\$4,791	\$4,575.60	\$5,801	\$5,922	\$121
		PROTOCOLS OUTLINED BELOW:	\$0.00					
		WISC-V PROTOCOL SUPPLIES	\$715.00					
		BASC PROTOCOL SUPPLIES-PAPER- PARENT/TEACHER	\$0.00					
		UNLIMITED SCORE SUBSCRIPTION 1 YEAR	\$500.00					
		VINELAND PROTOCOL SUPPLIES--PAPER- PARENT/TEACHER	\$0.00					
		UNLIMITED SCORE SUBSCRIPTION 1 YEAR (1@71.00)	\$720.00					
		BRIEF2 PROTOCOL SUPPLIES- PAPER	\$0.00					
		P/T SCORING SUMMARY/PROFILE FORMS/P/T FORMS/MANUAL	\$800.00					
		SRS2- PAPER- (1/25 PK@83.00)	\$170.00					
		MASC2-DIGITAL- (1@4.25)	\$215.00					
		CONNERS 3- DIGITAL - PARENT/TEACHER (260@5.00)	\$1,300.00					
		KTEA-III TESTING PROTOCOLS	\$357.00					
		DAY-C TESTING PROTOCOLS (PRESCHOOL)	\$105.00					
		TEACHING STRATEGIES GOLD POMS (PRESCHOOL)	\$0.00					
		(40@14.00)	\$570.00					
		BRIGANCE SCREEN III TESTING PROTOCOLS (PRESCHOOL)	\$180.00					
		WIAT-4 TESTING PROTOCOLS	\$290.00					
1011214000	610	SUPPLIES	\$176.35	\$420	\$0.00	\$470	\$470	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2140 - PSYCHOLOGICAL SERVICES								
		TESTING SUPPLIES (PENCILS, PAPER, INCENTIVES)	\$0.00					
		(70 STUDENTS@3.00)	\$210.00					
		COUNSELING SUPPLIES (MARKERS, CRAYONS, FOLDERS, MANIPULATIVES) 10 STUDENTS@26.00	\$260.00					
TOTAL PES PSYCH SERVICES			\$3,926.57	\$5,211	\$4,575.60	\$6,271	\$6,392	\$121
2140 - PSYCHOLOGICAL SERVICES								
MS PSYCH SERVICES 22 - PELHAM MEMORIAL SCHOOL								
1022214000	325	TESTING PROTOCOLS	\$1,757.28	\$2,000	\$1,196.23	\$3,061	\$3,000	(\$61)
		TESTING PROTOCOLS	\$2,000.00					
		Q-INTERACTIVE SCORING	\$1,000.00					
1022214000	610	SUPPLIES	\$189.64	\$300	\$0.00	\$300	\$300	\$0
		PSYCHOLOGIST SUPPLIES	\$300.00					
TOTAL MS PSYCH SERVICES			\$1,946.92	\$2,300	\$1,196.23	\$3,361	\$3,300	(\$61)
2140 - PSYCHOLOGICAL SERVICES								
PHS PSYCH SERVICES 33 - PELHAM HIGH SCHOOL								
1033214000	325	TESTING PROTOCOLS	\$1,581.91	\$2,823	\$2,149.91	\$2,740	\$2,500	(\$240)
		TESTING PROTOCOLS: WISC, VINELAND, CTOPP ETC.	\$2,500.00					
1033214000	610	SUPPLIES	\$320.16	\$350	\$0.00	\$350	\$350	\$0
		SUPPLIES, PENS, FIDGETS, FOLDERS, LEVEL FUNDED	\$350.00					
TOTAL PHS PSYCH SERVICES			\$1,902.07	\$3,173	\$2,149.91	\$3,090	\$2,850	(\$240)
TOTAL 2140 - PSYCHOLOGICAL SERVICES			\$397,402.58	\$530,396	\$430,050.95	\$610,454	\$497,199	(\$113,255)
2150 - SPEECH SERVICES								
DW SPEECH SERVICES 00 - DISTRICT-WIDE								
1000215000	110	SALARIES	\$172,247.75	\$321,983	\$140,980.60	\$365,697	\$380,489	\$14,792
		LOVETT, BARBARA	\$92,429.00					
		SAN ANTONIO, KAILEY	\$64,500.00					
		VACANT POSITION,	\$74,520.00					
		POST FROM PERSONNEL BUDGETING	\$380,489.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2150 - SPEECH SERVICES								
		SAU NOTE: VACANT SPEECH LANG IS 3.0 FTE @ \$74,520 EA	\$0.00					
1000215000	211	HEALTH INSURANCE	\$31,948.70	\$78,763	\$24,033.98	\$98,566	\$92,160	(\$6,406)
		POST FROM PERSONNEL BUDGETING	\$97,591.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$5,431.38)					
1000215000	212	DENTAL INSURANCE	\$1,343.73	\$3,039	\$835.48	\$3,384	\$4,116	\$732
		POST FROM PERSONNEL BUDGETING	\$4,127.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$12.10)					
1000215000	213	LIFE INSURANCE	\$326.96	\$582	\$282.72	\$759	\$720	(\$39)
1000215000	214	DISABILITY INSURANCE	\$426.46	\$786	\$347.04	\$954	\$987	\$33
1000215000	220	SOCIAL SECURITY	\$13,261.38	\$24,903	\$10,908.61	\$28,205	\$29,157	\$952
1000215000	231	NON-TEACHER RETIREMENT	\$3,684.14	\$4,490	\$3.23	\$0	\$0	\$0
1000215000	232	TEACHER RETIREMENT	\$30,698.75	\$60,967	\$29,629.32	\$71,823	\$74,728	\$2,905
1000215000	260	WORKERS COMP INSURANCE	\$819.80	\$1,257	\$603.88	\$1,670	\$1,560	(\$110)
1000215000	275	WORKSHOPS NON-UNION	\$975.00	\$1,000	\$207.00	\$1,000	\$1,000	\$0
		WORKSHOPS, NON-UNION (4X \$250)	\$1,000.00					
1000215000	330	PROFESSIONAL SERVICES	\$340,919.62	\$225,591	\$457,654.97	\$95,020	\$167,939	\$72,919
		CONTRACTED AUDIOLOGIST (FM SYSTEMS CONSULTS, AND CAPD EVALUATIONS), INCREASED	\$9,625.00					
		CONTRACTED SPL EVALAUTIONS FOR INDEPENDENT EVALUATIONS REQUESTED BY PARENTS	\$5,000.00					
		CONTRACTED SLP SERVICES PROVIDED TO 7 STUDENTS AT CHARTER SCHOOLS, REDUCED	\$25,000.00					
		CONTRACTED ASSISTIVE TECHNOLOGY/ AAC SERVICES, INCREASE	\$21,400.00					
		CONTRACTED HIRING FOR DISTRICT SLP POSITIONS DUE TO DIFFICULTY HIRING, 3 SLP @ \$34,000	\$102,000.00					
		LEVEL 2 SUPERINTENDENT ADDITION - NEW SERVICES	\$0.00					
		CONTRACTED SLP SERVICES FOR OOD -PARKER ACADEMY GROUP (68.25 P/30 MIN SESSIONS X 36 SESSIONS)	\$2,457.00					
		INDIVIDUAL (68.25 P/30 MIN SESSIONS X 36 SESSIONS)	\$2,457.00					
1000215000	430	REPAIRS & MAINTENANCE	\$0.00	\$200	\$0.00	\$200	\$0	(\$200)
1000215000	580	TRAVEL & MILEAGE	\$0.00	\$0	\$0.00	\$200	\$200	\$0
		MILEAGE	\$200.00					
1000215000	610	SUPPLIES	\$183.99	\$200	\$15.92	\$200	\$200	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2150 - SPEECH SERVICES								
		SUPPLIES NEED FOR OOD OR CHARTER SCHOOL STUDENTS	\$200.00					
1000215000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$2,000	\$0.00	\$2,000	\$0	(\$2,000)
TOTAL DW SPEECH SERVICES			\$596,836.28	\$725,762	\$665,502.75	\$669,678	\$753,256	\$83,578
2150 - SPEECH SERVICES								
<u>PES SPEECH SERVICES</u> <u>11 - PELHAM ELEMENTARY SCHOOL</u>								
1011215000	325	TESTING PROTOCOLS	\$775.42	\$1,000	\$958.10	\$1,650	\$1,650	\$0
		REPLENISH TESTING PROTOCOLS (C-TOPP, CASTLE, ETC.)	\$1,100.00					
		UPDATE OLDER TESTING MATERIALS	\$550.00					
1011215000	610	SUPPLIES	\$959.91	\$800	\$799.55	\$1,000	\$750	(\$250)
		SUPPLIES USED FOR SPEECH THERAPY (PAPER, PENS, PENCILS, UTENSILS, LAMINATING, GAMES, MANIPULATIVES	\$0.00					
		(3 THERAPISTS, 1 IA@250.00)	\$1,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - SLP SUPPLIES	(\$250.00)					
1011215000	650	SOFTWARE	\$0.00	\$150	\$149.99	\$150	\$150	\$0
		APPS FOR IPADS	\$150.00					
TOTAL PES SPEECH SERVICES			\$1,735.33	\$1,950	\$1,907.64	\$2,800	\$2,550	(\$250)
2150 - SPEECH SERVICES								
<u>MS SPEECH SERVICES</u> <u>22 - PELHAM MEMORIAL SCHOOL</u>								
1022215000	325	TESTING PROTOCOLS	\$315.80	\$1,006	\$954.36	\$1,000	\$1,000	\$0
		SPEECH PROTOCOLS, RECORD FORMS	\$1,000.00					
1022215000	610	SUPPLIES	\$0.00	\$200	\$187.51	\$300	\$300	\$0
		SPEECH SUPPLIES, MATERIALS	\$300.00					
TOTAL MS SPEECH SERVICES			\$315.80	\$1,206	\$1,141.87	\$1,300	\$1,300	\$0
2150 - SPEECH SERVICES								
<u>PHS SPEECH SERVICES</u> <u>33 - PELHAM HIGH SCHOOL</u>								
1033215000	325	TESTING PROTOCOLS	\$200.00	\$1,141	\$0.00	\$1,000	\$1,000	\$0
		CELF-5, PRAGMATIC TESTS, ETC.	\$1,000.00					
1033215000	610	SUPPLIES	\$362.40	\$500	\$0.00	\$250	\$250	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2150 - SPEECH SERVICES								
		FLASHCARDS, GAMES, PENS, PAPER, SUPPLIES	\$250.00					
TOTAL PHS SPEECH SERVICES			\$562.40	\$1,641	\$0.00	\$1,250	\$1,250	\$0
TOTAL 2150 - SPEECH SERVICES			\$599,449.81	\$730,559	\$668,552.26	\$675,028	\$758,356	\$83,328
2162 - PT SERVICES								
DW PT SERVICES 00 - DISTRICT-WIDE								
1000216200	321	PROFESSIONAL EDU SERVICES	\$0.00	\$0	\$0.00	\$0	\$100	\$100
		CONTRACTED PT FOR CHARTER SCHOOL STUDENTS	\$100.00					
1000216200	330	PROFESSIONAL SERVICES	\$42,478.42	\$73,100	\$29,601.52	\$66,000	\$49,000	(\$17,000)
		CONTRACTED PHYSICAL THERAPY EVALAUTION PER IEP	\$1,000.00					
		CONTRACTED PHYSICAL THERAPY, REDUCED	\$48,000.00					
1000216200	610	SUPPLIES	\$397.29	\$200	\$0.00	\$200	\$200	\$0
		SUPPLIES FOR IMPLEMENTING IEP GOALS	\$200.00					
1000216200	734	EQUIPMENT-ADDITIONAL	\$0.00	\$1,000	\$0.00	\$1,000	\$0	(\$1,000)
TOTAL DW PT SERVICES			\$42,875.71	\$74,300	\$29,601.52	\$67,200	\$49,300	(\$17,900)
2162 - PT SERVICES								
PHS PT SERVICES 33 - PELHAM HIGH SCHOOL								
1033216200	610	SUPPLIES	\$179.89	\$300	\$0.00	\$150	\$150	\$0
		MISC SUPPLIES	\$150.00					
TOTAL PHS PT SERVICES			\$179.89	\$300	\$0.00	\$150	\$150	\$0
TOTAL 2162 - PT SERVICES			\$43,055.60	\$74,600	\$29,601.52	\$67,350	\$49,450	(\$17,900)
2163 - OT SERVICES								
DW OT SERVICES 00 - DISTRICT-WIDE								
1000216300	110	SALARIES	\$189,642.00	\$255,642	\$268,884.00	\$268,884	\$290,073	\$21,189
		BELIVEAU, EILEEN	\$72,992.00					
		FASTNACHT, ALYSSA	\$65,637.00					
		MERRILL, KRISTEN	\$74,782.00					
		MILNER, KRISTINE	\$76,662.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2163 - OT SERVICES								
1000216300	211	HEALTH INSURANCE	\$62,330.85	\$93,157	\$95,704.58	\$108,707	\$86,014	(\$22,693)
		POST FROM PERSONNEL BUDGETING	\$90,906.60					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$4,892.49)					
1000216300	212	DENTAL INSURANCE	\$3,598.52	\$4,387	\$3,562.48	\$3,607	\$3,777	\$170
		POST FROM PERSONNEL BUDGETING	\$3,788.20					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$11.06)					
1000216300	213	LIFE INSURANCE	\$358.08	\$475	\$506.64	\$558	\$548	(\$9)
1000216300	214	DISABILITY INSURANCE	\$509.28	\$683	\$692.64	\$762	\$790	\$28
1000216300	220	SOCIAL SECURITY	\$13,996.71	\$19,676	\$19,779.14	\$20,570	\$22,440	\$1,870
1000216300	232	TEACHER RETIREMENT	\$39,862.94	\$53,736	\$56,519.51	\$52,809	\$56,970	\$4,162
1000216300	260	WORKERS COMP INSURANCE	\$886.87	\$1,094	\$1,127.88	\$1,218	\$1,202	(\$16)
1000216300	275	WORKSHOPS NON-UNION	\$0.00	\$1,250	\$1,237.97	\$1,239	\$1,000	(\$239)
		NON-UNION WORKSHOPS 4 @ \$250	\$1,000.00					
1000216300	325	TESTING PROTOCOLS	\$158.50	\$250	\$144.10	\$250	\$250	\$0
		EVALUATIONS TO COMPLETED 3 YEAR RE-EVALAUTIONS	\$0.00					
		AS REQUIRED BY LAW	\$250.00					
1000216300	330	PROFESSIONAL SERVICES	\$66,320.55	\$23,000	\$4,311.75	\$0	\$2,457	\$2,457
		LEVEL 2 SUPERINTENDENT ADDITION - NEW SERVICES	\$0.00					
		CONTRACTED OT SERVICES OOD - PARKER ACADEMY	\$0.00					
		INDIVIDUAL (68.25 P/30 MIN SESSION X 36 SESSIONS)	\$2,457.00					
1000216300	580	TRAVEL & MILEAGE	\$0.00	\$0	\$0.00	\$945	\$945	\$0
		MILEAGE AT IRS RATE FOR DISTRICT EMPLOYEES	\$0.00					
		TRAVEL TO CHARTER & OOD SCHOOLS FOR SERVICES, LEVEL	\$945.00					
1000216300	610	SUPPLIES	\$57.97	\$300	\$124.43	\$300	\$300	\$0
		SUPPLIES FOR OOD STUDENTS	\$300.00					
1000216300	734	EQUIPMENT-ADDITIONAL	\$0.00	\$1,000	\$0.00	\$0	\$0	\$0
1000216300	738	EQUIPMENT-REPLACEMENT	\$0.00	\$100	\$0.00	\$100	\$0	(\$100)
TOTAL DW OT SERVICES			\$377,722.27	\$454,749	\$452,595.12	\$459,948	\$466,766	\$6,818

2163 - OT SERVICES

PES OT SERVICES 11 - PELHAM ELEMENTARY SCHOOL

1011216300	325	TESTING PROTOCOLS	\$428.72	\$897	\$896.91	\$1,220	\$1,365	\$145
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PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2163 - OT SERVICES

OT TESTING PROTOCOLS (BEERY-VMI, TVPS-4, BOT-2, SPM)	\$1,100.00
OT PK TESTING PROTOCOLS (DAYC-2 PHYSICAL DOMAIN)	\$0.00
(1/25PK@65.00)	\$65.00
SENSORY PROCESSING MEASURE (SPM)--PRESCHOOL	\$0.00
2/25 PK@100.00	\$200.00

1011216300 610 SUPPLIES **\$1,176.13** **\$933** **\$894.42** **\$1,414** **\$650** **(\$764)**

SUPPLIES FOR SPECIALIZED INSTRUCTION (PENCILS, ARTS & CRAFT SUPPLIES, SCISSORS, LAMINATING SHEETS)	\$0.00
SUPPLIES FOR SENSORY DIET (WIGGLE SEATS, THERA-BAND, FIDGETS, NOISE CANCELLING HEADPHONES, THERAPUTTY) (3@200.00)	\$600.00
CONSTRUCTION PAPER FOR FINE MOTOR CRAFTS	\$50.00

1011216300 650 SOFTWARE **\$54.99** **\$85** **\$57.99** **\$100** **\$175** **\$75**

APPS FOR IPADS	\$25.00
TOOLS TO GROW MEMBERSHIP	\$0.00
A VALUABLE RESOURCE THAT OFFERS ACTIVITIES, PRINT AND GO RESOURCES, INTERACTIVE DIGITAL TELE-THERAPY	\$0.00
TECHNOLOGY ACTIVITIES, HANDOUTS, WORKSHEETS, GAMES AND EDUCATIONAL MATERIALS	\$150.00

1011216300 734 EQUIPMENT-ADDITIONAL **\$0.00** **\$1,625** **\$1,616.08** **\$479** **\$0** **(\$479)**

TOTAL PES OT SERVICES **\$1,659.84** **\$3,540** **\$3,465.40** **\$3,213** **\$2,190** **(\$1,023)**

2163 - OT SERVICES

MS OT SERVICES 22 - PELHAM MEMORIAL SCHOOL

1022216300 325 TESTING PROTOCOLS **\$280.50** **\$250** **\$209.03** **\$500** **\$500** **\$0**

TESTING PROTOCOLS FOR OT TESTING	\$500.00
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1022216300 610 SUPPLIES **\$355.10** **\$750** **\$746.78** **\$700** **\$700** **\$0**

OT SUPPLIES	\$700.00
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TOTAL MS OT SERVICES **\$635.60** **\$1,000** **\$955.81** **\$1,200** **\$1,200** **\$0**

2163 - OT SERVICES

PHS OT SERVICES 33 - PELHAM HIGH SCHOOL

1033216300 325 TESTING PROTOCOLS **\$0.00** **\$500** **\$0.00** **\$600** **\$600** **\$0**

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2163 - OT SERVICES								
		TVPS-4, SENSORY PROFILE, BOT-2 PROTOCOLS	\$600.00					
1033216300	610	SUPPLIES	\$892.63	\$2,000	\$1,065.68	\$2,000	\$2,000	\$0
		SENSORY SUPPLIES, ORGANIZATIONAL SUPPLIES, FINE MOTOR	\$0.00					
		KITCHEN/DAILY LIVING SKILLS SUPPLIES, AND ASSISTIVE	\$0.00					
		TECHNOLOGY NEEDS	\$2,000.00					
1033216300	734	EQUIPMENT-ADDITIONAL	\$0.00	\$2,000	\$0.00	\$2,000	\$2,000	\$0
		ASSISTIVE EQUIPMENT FOR STUDENTS WITH GROSS	\$0.00					
		AND FINE MOTOR DIFFICULTIES TO ACCESS CURRICULUM	\$2,000.00					
1033216300	737	FURNITURE-REPLACEMENT	\$0.00	\$1,000	\$0.00	\$1,000	\$1,000	\$0
		UPDATED FURNITURE FOR INCOMING STUDENTS WITH PHYSICAL	\$0.00					
		DISABILITIES	\$1,000.00					
TOTAL PHS OT SERVICES			\$892.63	\$5,500	\$1,065.68	\$5,600	\$5,600	\$0
TOTAL 2163 - OT SERVICES			\$380,910.34	\$464,789	\$458,082.01	\$469,961	\$475,756	\$5,795
2190 - OTHER PUPIL SERVICES								
<u>PES OTHER STUDENT SERVICE</u>			<u>11 - PELHAM ELEMENTARY SCHOOL</u>					
1011219000	890	MISCELLANEOUS	\$858.00	\$0	\$0.00	\$2,000	\$5,000	\$3,000
		WHOLE SCHOOL ASSEMBLIES, INCREASED DUE TO SPEAKER	\$0.00					
		COSTS	\$5,000.00					
TOTAL PES OTHER STUDENT SERVICE			\$858.00	\$0	\$0.00	\$2,000	\$5,000	\$3,000
2190 - OTHER PUPIL SERVICES								
<u>MS OTHER PUPIL SERVICES</u>			<u>22 - PELHAM MEMORIAL SCHOOL</u>					
1022219000	610	SUPPLIES	\$638.37	\$1,200	\$754.06	\$1,200	\$1,500	\$300
		MISC SUPPLIES FOR ADVISORY LESSONS	\$1,500.00					
TOTAL MS OTHER PUPIL SERVICES			\$638.37	\$1,200	\$754.06	\$1,200	\$1,500	\$300
2190 - OTHER PUPIL SERVICES								
<u>PHS OTHER STUDENT SERVICE</u>			<u>33 - PELHAM HIGH SCHOOL</u>					
1033219000	610	SUPPLIES	\$0.00	\$0	\$0.00	\$0	\$2,000	\$2,000

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2190 - OTHER PUPIL SERVICES								
		NEW REQUEST: ADVISORY SUPPLIES, 53 ADVISORY GROUPS,	\$0.00					
		SUPPLIES USED FOR ACTIVITIES RELATED TO RELATIONSHIP	\$0.00					
		BUIDING, SEL	\$2,000.00					
1033219000	890	MISCELLANEOUS	\$997.83	\$1,000	\$990.68	\$2,000	\$1,000	(\$1,000)
		ASSEMBLIES	\$1,000.00					
TOTAL PHS OTHER STUDENT SERVICE			\$997.83	\$1,000	\$990.68	\$2,000	\$3,000	\$1,000
TOTAL 2190 - OTHER PUPIL SERVICES			\$2,494.20	\$2,200	\$1,744.74	\$5,200	\$9,500	\$4,300
2210 - IMPROVEMENT- INSTRUCTION								
DW IMPROVEMENT INSTRUC 00 - DISTRICT-WIDE								
1000221000	110	SALARIES	\$199,554.65	\$206,993	\$197,205.17	\$213,298	\$224,335	\$11,037
		MARANDOS, SARAH ASUPT -CIA SALARY NON-UNION	\$126,835.00					
		POST FROM PERSONNEL BUDGETING	\$126,835.00					
		RESPONSIBILITY POOL SALARIES REQUIRED BY CBA	\$76,000.00					
		TGIF SALARIES REQUIRED BY CBA	\$10,750.00					
		SCHOOL IMPROVEMENT SALARIES REQUIRED BY CBA	\$10,750.00					
1000221000	211	HEALTH INSURANCE	\$27,274.43	\$30,684	\$30,683.66	\$34,151	\$27,671	(\$6,480)
		POST FROM PERSONNEL BUDGETING	\$29,302.32					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,630.95)					
1000221000	212	DENTAL INSURANCE	\$1,913.04	\$1,884	\$1,884.36	\$1,913	\$2,003	\$90
		POST FROM PERSONNEL BUDGETING	\$2,008.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$5.85)					
1000221000	213	LIFE INSURANCE	\$412.56	\$413	\$437.04	\$481	\$479	(\$2)
1000221000	214	DISABILITY INSURANCE	\$982.92	\$972	\$1,075.68	\$1,183	\$1,144	(\$40)
1000221000	220	SOCIAL SECURITY	\$15,122.95	\$15,850	\$15,012.70	\$16,317	\$17,180	\$863
		POST FROM PERSONNEL BUDGETING	\$9,721.61					
		RESP POOL, TGIF, & SCHOOL IMPROV FICA	\$7,458.75					
1000221000	232	TEACHER RETIREMENT	\$41,886.57	\$43,510	\$40,986.24	\$41,892	\$44,059	\$2,168
		POST FROM PERSONNEL BUDGETING	\$24,910.39					
		RESP POOL, TGIF, & SCHOOL IMPROV NHRS	\$19,149.00					
1000221000	260	WORKERS COMP INSURANCE	\$933.69	\$800	\$818.08	\$966	\$920	(\$47)
		POST FROM PERSONNEL BUDGETING	\$520.02					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2210 - IMPROVEMENT- INSTRUCTION								
		RESP POOL, TGIF, & SCHOOL IMPROV WC	\$399.75					
1000221000	275	WORKSHOPS NON-UNION	\$1,025.00	\$1,250	\$653.30	\$1,250	\$1,250	\$0
		NATIONAL CONFERENCE PER CONTRACT	\$750.00					
		WORKSHOPS PER CONTRACT	\$500.00					
1000221000	291	TSA MATCH CONTRIBUTION	\$3,000.00	\$3,000	\$3,500.00	\$3,500	\$3,500	\$0
1000221000	446	RENTAL/LEASE SOFTWARE	\$8,822.90	\$7,920	\$7,956.40	\$7,920	\$7,270	(\$650)
		DANIELSON, PERFORMANCE EVALUATION OF STAFF, REDUCED	\$600.00					
		TEACHPOINT-SUPERVISION/PD (SCENARIO), EVAL+, AND	\$0.00					
		PD TRACKING, FY24 FEE PLUS EST INC.	\$6,670.00					
1000221000	550	PRINTING	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1000221000	580	TRAVEL & MILEAGE	\$1,796.94	\$2,800	\$2,620.79	\$2,800	\$2,800	\$0
		NATIONAL CONFERENCE FOR ASST. SUPT PER CONTRACT	\$1,888.00					
		TRAVEL OUT OF DISTRICT RELATED TO JOB DUTIES	\$912.00					
1000221000	610	SUPPLIES	\$1,636.23	\$1,500	\$1,119.50	\$1,500	\$1,500	\$0
		SUPPLIES FOR ASSISTANT SUPERINTENDENT	\$1,500.00					
1000221000	810	DUES AND FEES	\$1,522.41	\$2,174	\$2,084.37	\$2,217	\$2,450	\$233
		DUES AND FEES FOR ASST. SUPT -NHSAA, INCREASED	\$1,700.00					
		DUES AND FEES FOR ASST. SUPT -ASCD	\$750.00					
1000221000	890	MISCELLANEOUS	\$2,065.50	\$1,000	\$1,000.00	\$1,500	\$1,500	\$0
		REFRESHMENTS FOR PROFESSIONAL DEVELOPMENT WKSHP	\$1,500.00					
<u>TOTAL DW IMPROVEMENT INSTRUC</u>			\$307,949.79	\$320,750	\$307,037.29	\$330,888	\$338,061	\$7,173

2210 - IMPROVEMENT- INSTRUCTION

PES IMPROV INSTRUCTION 11 - PELHAM ELEMENTARY SCHOOL

1011221000	644	PUBLICATIONS	\$350.64	\$400	\$359.97	\$400	\$400	\$0
		PUBLICATIONS	\$400.00					
<u>TOTAL PES IMPROV INSTRUCTION</u>			\$350.64	\$400	\$359.97	\$400	\$400	\$0

2210 - IMPROVEMENT- INSTRUCTION

MS IMPROVE INSTRUCTION 22 - PELHAM MEMORIAL SCHOOL

1022221000	641	TEXTBOOKS - ADDITIONAL	\$274.96	\$400	\$185.23	\$400	\$400	\$0
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PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2210 - IMPROVEMENT- INSTRUCTION								
		PROF PUBLICATIONS FOR STAFF	\$400.00					
1022221000	890	MISCELLANEOUS	\$903.69	\$1,200	\$871.10	\$1,200	\$1,750	\$550
		STAFF REC, INCENTIVES, ETC., INCREASED	\$1,750.00					
<u>TOTAL MS IMPROVE INSTRUCTION</u>			\$1,178.65	\$1,600	\$1,056.33	\$1,600	\$2,150	\$550
2210 - IMPROVEMENT- INSTRUCTION								
<u>PHS IMPROVE INSTRUCTION</u>								
33 - PELHAM HIGH SCHOOL								
1033221000	644	PUBLICATIONS	\$0.00	\$400	\$0.00	\$400	\$0	(\$400)
<u>TOTAL PHS IMPROVE INSTRUCTION</u>			\$0.00	\$400	\$0.00	\$400	\$0	(\$400)
TOTAL 2210 - IMPROVEMENT- INSTRUCTION			\$309,479.08	\$323,150	\$308,453.59	\$333,288	\$340,611	\$7,323
2212 - INSTR/CURRIC DEVELOPMENT								
<u>INSTR & CURRICULUM LEVEL</u>								
00 - DISTRICT-WIDE								
1000221200	110	SALARIES	\$20,471.35	\$15,000	\$14,680.50	\$25,200	\$25,200	\$0
		SUMMER INSTITUTE STIPENDS FOR CURRICULUM WORK	\$0.00					
		BASED ON FY 23 ACTUAL EXPENDITURES	\$25,200.00					
1000221200	220	SOCIAL SECURITY	\$1,533.99	\$1,148	\$1,108.83	\$1,928	\$1,928	\$0
		SUMMER INSTITUTE STIPENDS FICA	\$1,927.80					
1000221200	232	TEACHER RETIREMENT	\$4,511.01	\$3,153	\$2,980.71	\$4,949	\$4,949	\$0
		SUMMER INSTITUTE STIPENDS NHRS	\$4,949.28					
1000221200	260	WORKERS COMP INSURANCE	\$94.51	\$58	\$61.61	\$114	\$103	(\$11)
		SUMMER INSTITUTE STIPENDS WC	\$103.32					
1000221200	610	SUPPLIES	\$0.00	\$250	\$0.00	\$500	\$500	\$0
		SUPPLIES (SUMMER INSTITUTE)	\$500.00					
1000221200	890	MISCELLANEOUS	\$416.50	\$1,000	\$171.76	\$1,500	\$1,500	\$0
		MISCELLANEOUS (SUMMER INSTITUTE)	\$1,500.00					
<u>TOTAL INSTR & CURRICULUM LEVEL</u>			\$27,027.36	\$20,609	\$19,003.41	\$34,191	\$34,180	(\$11)
TOTAL 2212 - INSTR/CURRIC DEVELOPMENT			\$27,027.36	\$20,609	\$19,003.41	\$34,191	\$34,180	(\$11)
2213 - INSTRUCTION STAFF TRAIN'G								

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2213 - INSTRUCTION STAFF TRAIN'G								
DW INSTRUC STAFF TRAINING 00 - DISTRICT-WIDE								
1000221300	110	SALARIES	\$19,000.00	\$18,750	\$18,000.00	\$19,000	\$26,600	\$7,600
		DW PEA & PROF MENTORING (BASED ON PRIOR YEAR TRENDS)	\$19,000.00					
		NEW REQUEST, INCREASE MENTOR PAY FROM \$500 TO \$700 EA	\$7,600.00					
1000221300	114	INSTRUC. ASST. SALARIES	\$2,000.00	\$3,500	\$3,775.00	\$3,500	\$3,500	\$0
		IA MENTOR STIPENDS (LEVEL FUND)	\$3,500.00					
1000221300	220	SOCIAL SECURITY	\$1,583.53	\$1,702	\$1,595.21	\$1,721	\$2,303	\$581
		MENTOR FICA	\$1,721.25					
		NEW REQUEST, INCREASE PAY MENTORS FICA	\$581.40					
1000221300	232	TEACHER RETIREMENT	\$3,993.85	\$3,941	\$3,783.60	\$3,732	\$5,224	\$1,493
		MENTOR NHRS	\$3,731.60					
		NEW REQUEST, INCREASE PAY MENTORS NHRS	\$1,492.64					
1000221300	260	WORKERS COMP INSURANCE	\$98.28	\$86	\$91.42	\$102	\$123	\$21
		MENTOR WC	\$92.25					
		NEW REQUEST, INCREASE PAY MENTORS WC	\$31.16					
1000221300	271	WORKSHOPS PESPA	\$348.00	\$9,000	\$300.00	\$9,000	\$9,000	\$0
		PER CBA WORKSHOPS PESPA (18,000 TOTAL PD)	\$9,000.00					
1000221300	272	COURSE REIMBURSE PESPA	\$0.00	\$9,000	\$2,844.00	\$9,000	\$9,000	\$0
		PER CBA COURSES PESPA (18,000 TOTAL PD)	\$9,000.00					
1000221300	273	WORKSHOPS PEA	\$7,089.41	\$22,000	\$6,971.29	\$22,100	\$22,000	(\$100)
		PER CBA WORKSHOPS PEA	\$22,000.00					
1000221300	274	COURSE REIMBURSEMENT PEA	\$73,938.50	\$59,000	\$32,823.00	\$62,323	\$59,000	(\$3,323)
		PER CBA COURSES PEA	\$59,000.00					
1000221300	275	WORKSHOPS NON-UNION	\$0.00	\$0	\$0.00	\$0	\$0	\$0
1000221300	276	COURSE REIMBURS NON-UNION	\$15,288.00	\$31,160	\$13,894.97	\$31,160	\$31,160	\$0
		COURSES FOR NON-UNION ADMIN AND PROFESSIONAL	\$0.00					
		STAFF PER CONTRACT, LEVEL FUNDED	\$31,160.00					
1000221300	330	PROFESSIONAL SERVICES	\$5,925.00	\$13,000	\$13,951.92	\$8,500	\$8,500	\$0
		OUTSIDE SPEAKER	\$1,500.00					
		SUICIDE PREVENTION SPEAKER TO MEET STATE REQUIREMENTS	\$2,500.00					
		OUT OF DISTRICT MENTORS -ADMIN	\$4,500.00					
1000221300	610	SUPPLIES	\$550.00	\$550	\$533.32	\$550	\$550	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2213 - INSTRUCTION STAFF TRAIN'G								
		MATERIALS TO SUPPORT NEW TEACHER ORIENTATION	\$550.00					
1000221300	890	MISCELLANEOUS	\$1,279.58	\$1,300	\$1,300.00	\$1,800	\$1,800	\$0
		REFRESHMENTS FOR NEW TEACHER ORIENTATION	\$1,800.00					
TOTAL DW INSTRUC STAFF TRAINING			\$131,094.15	\$172,990	\$99,863.73	\$172,488	\$178,760	\$6,272
TOTAL 2213 - INSTRUCTION STAFF TRAIN'G			\$131,094.15	\$172,990	\$99,863.73	\$172,488	\$178,760	\$6,272
2222 - LIBRARY SERVICES								
PES LIBRARY SERVICES			11 - PELHAM ELEMENTARY SCHOOL					
1011222200	110	SALARIES	\$48,843.00	\$50,802	\$50,828.25	\$53,161	\$53,161	\$0
		GAMBLE, TRACY LIBRARIAN E SALARY TEACHER	\$53,161.00					
1011222200	114	INSTRUC. ASST. SALARIES	\$19,112.13	\$22,359	\$18,096.52	\$21,447	\$25,443	\$3,996
		KOSIK, TANYA LIB ASST E HOURLY PESPA	\$25,443.41					
1011222200	120	DAILY SUBSTITUTE SALARIES	\$385.00	\$0	\$825.00	\$0	\$0	\$0
1011222200	211	HEALTH INSURANCE	\$3,000.00	\$3,000	\$3,000.00	\$3,000	\$3,000	\$0
1011222200	213	LIFE INSURANCE	\$92.40	\$96	\$96.00	\$110	\$100	(\$10)
1011222200	214	DISABILITY INSURANCE	\$141.12	\$147	\$146.88	\$169	\$175	\$6
1011222200	220	SOCIAL SECURITY	\$5,457.35	\$5,826	\$5,565.49	\$5,937	\$6,243	\$306
1011222200	232	TEACHER RETIREMENT	\$10,266.88	\$10,679	\$10,684.04	\$10,441	\$10,441	\$0
1011222200	260	WORKERS COMP INSURANCE	\$333.69	\$295	\$305.23	\$351	\$335	(\$16)
1011222200	610	SUPPLIES	\$837.39	\$600	\$517.42	\$500	\$590	\$90
		SUPPLIES INCLUDE: PENS, PENCILS, COLORED PENCILS, CRAYONS, AND GLUE STICKS NEED FOR CLASSROOM LESSONS.	\$0.00					
		MATERIALS FOR CATALOGING AND LIBRARY BOOK	\$0.00					
		MAINTENANCE, OFFICE SUPPLIES, AND BULLETIN BOARD	\$0.00					
		SUPPLIES ARE NEEDED THROUGHOUT THE SCHOOL YEAR.	\$590.00					
1011222200	640	TEXTBOOKS - REPLACEMENT	\$4,420.15	\$2,683	\$2,460.77	\$2,750	\$2,750	\$0
		FOLLETT/TEXTBOOK NEW TITLES, GREAT STONE FACE AND LADYBUG PICTURE BOOK COLLECTION. THIS BUDGET IS USED TO UPDATE AND REPLACE READING MATERIALS TO SUPPORT LITERACY SKILLS AND STUDENT GOALS.	\$0.00					
			\$0.00					
			\$0.00					
			\$2,750.00					
1011222200	643	INFORMATION ACCESS FEES	\$3,909.00	\$4,125	\$3,964.20	\$5,299	\$5,400	\$101

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2222 - LIBRARY SERVICES								
		INFORMATION ACCESS FEES FOR:	\$0.00					
		BRAINPOP/BRAINPOP JR.	\$3,500.00					
		E BOOK COLLECTION TO BE ACCESSED IN THE CLASSROOM	\$0.00					
		MEDIA CENTER AND AT HOME. 24 HR ACCESS UNLIMITED	\$800.00					
		BRITANNICA - ONLINE ENCYCLOPEDIA RESOURCE	\$1,100.00					
1011222200	644	PUBLICATIONS	\$159.41	\$175	\$159.41	\$200	\$250	\$50
		IN ORDER TO UPDATE TEXT INFORMATION FOR MEDIA CENTER AND STUDENT USE.	\$0.00					
		ORDERED BY MONTHLY SUBSCRIPTION.	\$250.00					
1011222200	650	SOFTWARE	\$922.19	\$992	\$991.35	\$1,000	\$1,200	\$200
		ANNUAL SUBSCRIPTION FOR DESTINY SOFTWARE - LIBRARY	\$0.00					
		SEARCH INTERFACE	\$1,200.00					
1011222200	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$3,779.10	\$3,779	\$0	(\$3,779)
1011222200	738	EQUIPMENT-REPLACEMENT	\$2,990.00	\$3,240	\$3,234.90	\$0	\$0	\$0
<u>TOTAL PES LIBRARY SERVICES</u>			\$100,869.71	\$105,018	\$104,654.56	\$108,143	\$109,088	\$945

2222 - LIBRARY SERVICES

MS LIBRARY SERVICES 22 - PELHAM MEMORIAL SCHOOL

1022222200	110	SALARIES	\$63,087.00	\$65,734	\$66,774.00	\$69,320	\$69,320	\$0
		SANDERS, ANN-MARIE LIBRARIAN M SALARY TEACHER	\$69,320.00					
1022222200	120	DAILY SUBSTITUTE SALARIES	\$440.00	\$0	\$110.00	\$0	\$0	\$0
1022222200	211	HEALTH INSURANCE	\$18,844.01	\$20,767	\$20,860.35	\$23,114	\$23,162	\$48
		POST FROM PERSONNEL BUDGETING	\$24,526.80					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,365.04)					
1022222200	212	DENTAL INSURANCE	\$843.95	\$833	\$835.48	\$846	\$886	\$40
		POST FROM PERSONNEL BUDGETING	\$888.40					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$2.58)					
1022222200	213	LIFE INSURANCE	\$118.80	\$124	\$126.24	\$143	\$130	(\$13)
1022222200	214	DISABILITY INSURANCE	\$173.52	\$174	\$173.52	\$191	\$197	\$7
1022222200	220	SOCIAL SECURITY	\$4,704.53	\$5,030	\$4,947.10	\$5,303	\$5,306	\$3
1022222200	232	TEACHER RETIREMENT	\$13,260.80	\$13,817	\$14,035.85	\$13,614	\$13,614	\$0
1022222200	260	WORKERS COMP INSURANCE	\$297.14	\$254	\$280.49	\$314	\$284	(\$30)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2222 - LIBRARY SERVICES								
102222200	430	REPAIRS & MAINTENANCE	\$399.00	\$419	\$419.00	\$450	\$1,062	\$612
		LAMINATOR AND POSTER MAINTENANCE CONTRACTS	\$1,062.00					
102222200	610	SUPPLIES	\$0.00	\$283	\$90.60	\$300	\$1,050	\$750
		CONSUMABLE SUPPLIES INC. POSTER INK	\$1,050.00					
102222200	640	TEXTBOOKS - REPLACEMENT	\$2,477.86	\$2,500	\$2,494.88	\$2,500	\$3,000	\$500
		BOOKS TO KEEP OUR SELECTION CURRENT	\$3,000.00					
102222200	643	INFORMATION ACCESS FEES	\$6,181.65	\$6,576	\$6,576.10	\$6,565	\$6,131	(\$434)
		ACCESS FEES (DESTINY 1100, VOCAB 2400,BRAINPOP 2631)	\$6,131.00					
102222200	644	PUBLICATIONS	\$0.00	\$789	\$789.46	\$800	\$800	\$0
		PUBLICATIONS SCHOLASTIC-500, STAFF-100 STUDENTS-200	\$800.00					
102222200	890	MISCELLANEOUS	\$472.95	\$900	\$683.32	\$900	\$900	\$0
		SUMMER READING FESTIVITIES	\$900.00					
<u>TOTAL MS LIBRARY SERVICES</u>			\$111,301.21	\$118,201	\$119,196.39	\$124,360	\$125,842	\$1,482
2222 - LIBRARY SERVICES								
<u>PHS LIBRARY SERVICES</u>			<u>33 - PELHAM HIGH SCHOOL</u>					
103322200	110	SALARIES	\$49,580.98	\$51,007	\$49,073.94	\$58,158	\$58,158	\$0
		HENDERSON, ERIN	\$3,524.71					
		HENDERSON, ERIN LIBRARIAN H	\$54,633.00					
103322200	211	HEALTH INSURANCE	\$3,000.00	\$3,000	\$3,000.00	\$3,000	\$3,000	\$0
103322200	213	LIFE INSURANCE	\$88.56	\$90	\$90.48	\$114	\$104	(\$10)
103322200	214	DISABILITY INSURANCE	\$135.12	\$138	\$138.48	\$174	\$180	\$6
103322200	220	SOCIAL SECURITY	\$4,022.55	\$4,132	\$3,983.59	\$4,679	\$4,679	\$0
103322200	232	TEACHER RETIREMENT	\$10,421.89	\$10,722	\$10,315.30	\$11,422	\$11,422	\$0
103322200	260	WORKERS COMP INSURANCE	\$246.05	\$209	\$218.43	\$277	\$251	(\$26)
103322200	430	REPAIRS & MAINTENANCE	\$1,124.00	\$1,000	\$529.00	\$1,250	\$1,689	\$439
		POSTER PRINTERER - USED UNIVERSALLY -MAINTENANCE	\$0.00					
		CONTRACT, AND REPAIR BUDGET	\$1,250.00					
		NEW LAMINATOR- MAINTENANCE CONTRACT (AFTER 90 DAY WARR)	\$439.00					
103322200	610	SUPPLIES	\$3,526.65	\$3,458	\$3,426.02	\$3,000	\$3,000	\$0
		POSTER PRINTER SUPPLIES, LIBRARY SUPPLIES, MAKER ITEMS	\$3,000.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2222 - LIBRARY SERVICES								
1033222200	640	TEXTBOOKS - REPLACEMENT	\$8,402.33	\$7,010	\$6,866.94	\$6,519	\$6,500	(\$19)
		UPDATING NONFICTION TO BETTER SUPPORT	\$0.00					
		CURRICULUM, AVERAGE AGE OF COLLECTION IS APPROXIMATELY 25+ YRS & WE HAVE SIGNIFICANT GAPS. UPDATE FICTION BY STUDENT INTEREST TO INCREASE READING CULTURE IN PHS, INCREASED	\$0.00					
			\$0.00					
			\$0.00					
			\$6,500.00					
1033222200	643	INFORMATION ACCESS FEES	\$23,115.32	\$25,110	\$23,401.91	\$26,000	\$28,000	\$2,000
		SUBSCRIPTIONS TO ONLINE DATABASES FOR RESEARCH: GALE IN CONTEXT FOR EDUCATORS SUITE, JSTORE, EBSCO ABC CLIO SUITE, NEWSPAPERS, VIDEOS, ENCYCLOPEDIAS, ONLINE BOOKS, DESTINY LIBRARY OPAC	\$0.00					
			\$0.00					
			\$0.00					
			\$28,000.00					
1033222200	644	PUBLICATIONS	\$588.66	\$900	\$701.72	\$900	\$600	(\$300)
		MAGAZINE SUBSCRIPTIONS, REDUCED	\$600.00					
1033222200	649	TAPES/CD/DVD/AUDIO VISUAL	\$10.96	\$500	\$115.80	\$500	\$250	(\$250)
		DVD'S, UPDATE, AUDIOBOOK OPTIONS, AVAIL DIGITALLY	\$250.00					
1033222200	733	FURNITURE-ADDITIONAL	\$0.00	\$14,292	\$13,388.74	\$28,128	\$0	(\$28,128)
1033222200	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$0.00	\$0	\$2,661	\$2,661
		NEW REPLACEMENT LAMINATOR AND TABLE	\$2,661.00					
<u>TOTAL PHS LIBRARY SERVICES</u>			\$104,263.07	\$121,568	\$115,250.35	\$144,120	\$120,493	(\$23,627)
TOTAL 2222 - LIBRARY SERVICES			\$316,433.99	\$344,788	\$339,101.30	\$376,623	\$355,423	(\$21,200)
2225 - COMPUTER TECHNOLOGY								
<u>DW COMPUTER INSTRUCTION</u> <u>00 - DISTRICT-WIDE</u>								
1000222500	275	WORKSHOPS NON-UNION	\$190.00	\$2,500	\$1,865.00	\$2,500	\$2,500	\$0
		COURSES AND TRAINING FOR TECH INTEGRATOR STAFF	\$0.00					
		TRAINING FOR TECH INTEGRATORS TO LEARN ABOUT NEW TECHNIQUES AND MAXIMIZE THE USE OF UP-COMING TECHNOLOGIES IN THE CLASSROOM.	\$0.00					
			\$0.00					
			\$2,500.00					
1000222500	330	PROFESSIONAL SERVICES	\$0.00	\$0	\$1,200.00	\$0	\$0	\$0
1000222500	442	RENTAL/LEASE EQUIPMENT	\$130,032.80	\$104,000	\$98,836.31	\$121,957	\$119,985	(\$1,972)
		NEW YEAR 1 CHROMEBOOK LEASE- 3 GRADES 360 PCS	\$36,360.00					
		YEAR 3 CHROMEBOOK LEASE PAYMENT -4 GRADES	\$31,625.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2225 - COMPUTER TECHNOLOGY								
		YEAR 2 CHROMEBOOK LEASE PAYMENT - 4 GRADES	\$52,000.00					
		STUDENT DEVICES PER TECHNOLOGY PLAN	\$0.00					
1000222500	580	TRAVEL & MILEAGE	\$0.00	\$2,000	\$0.00	\$1,000	\$500	(\$500)
		TRAVEL AND MILEAGE EXPENSES FOR INTEGRATORS TO ATTEND CONFERENCES, REDUCED	\$0.00					
			\$500.00					
1000222500	610	SUPPLIES	\$11,497.81	\$9,215	\$5,806.42	\$15,100	\$15,800	\$700
		FOR STUDENT CHROMEBOOK/CHARGER SUPPLIES LEVEL FUNDED	\$0.00					
			\$7,100.00					
		SUPPLIES FOR TECH INTEGRATORS TO TRY NEW TECHNOLOGIES AND TEST ACROSS THE DISTRICT	\$0.00					
			\$1,500.00					
		CASES FOR 1:1 TO PROTECT DEVICES AND ENABLE STUDENTS TO TAKE HOME DEVICES FOR GRADES 5 AND 9 (\$30 X 240)	\$0.00					
			\$7,200.00					
1000222500	650	SOFTWARE	\$968.88	\$1,500	\$221.95	\$1,500	\$500	(\$1,000)
		SOFTWARE FOR TECHNOLOGY INTEGRATORS AND STAFF TO BE TESTED FOR USE IN THE CLASSROOM	\$0.00					
			\$500.00					
1000222500	734	EQUIPMENT-ADDITIONAL	\$36,401.60	\$4,985	\$4,985.00	\$0	\$0	\$0
<u>TOTAL DW COMPUTER INSTRUCTION</u>			\$179,091.09	\$124,200	\$112,914.68	\$142,057	\$139,285	(\$2,772)

2225 - COMPUTER TECHNOLOGY

PES COMPUTER TECHNOLOGY 11 - PELHAM ELEMENTARY SCHOOL

1011222500	610	SUPPLIES	\$0.00	\$0	\$0.00	\$2,745	\$2,654	(\$91)
		INSTRUCTIONAL COACH--CONSUMABLE SUPPLIES	\$0.00					
		MATERIALS FOR CLASSROOM-BASED LESSONS, I.E., OSMO MATERIALS, SQUISHY CIRCUITS, ETC.	\$0.00					
			\$563.00					
		IC--MISC ROBOTIC SUPPLIES	\$700.00					
		IC--BATTERIES TO SUPPORT LITTLE BITS CIRCUITS AND ROBOTICS AND MAKERSPACE ACTIVITIES	\$0.00					
			\$0.00					
		(13@11.00)	\$143.00					
		IC--REPLACEMENT PARTS FOR HANDS ON TECHNOLOGY INCLUDING LITTLE BITS, ROBOTICS, SPHERO, ETC.	\$0.00					
			\$511.00					
		REPLACEMENT FILAMENT TO SUPPORT 3D PRINTING USED FOR ART AND TECHNOLOGY INSTRUCTION	\$0.00					
			\$0.00					
		FOR GR. K-5 (14@26.00)	\$364.00					
		3D PRINT PENS FOR USE IN CLASSROOMS WITH	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2225 - COMPUTER TECHNOLOGY								
		PRESCHOOL-5 (5@56.00)	\$281.00					
		FILAMENT FOR 3D PRINT PENS (5@18.00)	\$92.00					
1011222500	650	SOFTWARE	\$0.00	\$0	\$0.00	\$300	\$300	\$0
		IC--TECHNOLOGY EDUCATION AT PES	\$300.00					
1011222500	734	EQUIPMENT-ADDITIONAL	\$40,116.45	\$0	\$4,321.00	\$0	\$3,119	\$3,119
		NEW: OZOBOTS: THE EVO CLASSROOM KIT. INCLUDES 18 EVO	\$0.00					
		ROBOTS & ACCESSORIES. K-12 STUDENTS CAN CODE EVO TWO	\$0.00					
		WAYS: SCREEN-FREE WITH COLOR CODE MARKERS OR ONLINE	\$0.00					
		WITH OZOBOT BLOCKLY VISUAL PROGRAMMING. OZOBOT	\$0.00					
		CLASSROOM SOFTWARE UNLOCKS TEACHER TRAINING AND FREE	\$0.00					
		ACCESS TO HUNDREDS OF LESSONS IN OUR LESSON LIBRARY	\$3,119.00					
		NEW: SECURITY CAMERAS TO EXPAND ON CURRENT VISIBILITY	\$0.00					
		INCAFE AND GYM (2 @ \$1250)	\$2,500.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - SECURITY CAMERAS	(\$2,500.00)					
1011222500	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$0.00	\$2,310	\$0	(\$2,310)
1011222500	738	EQUIPMENT-REPLACEMENT	\$0.00	\$65,656	\$69,889.27	\$1,287	\$0	(\$1,287)
<u>TOTAL PES COMPUTER TECHNOLOGY</u>			\$40,116.45	\$65,656	\$74,210.27	\$6,642	\$6,073	(\$569)

2225 - COMPUTER TECHNOLOGY

MS COMPUTER TECH _____ 22 - PELHAM MEMORIAL SCHOOL

		1022222500 734 EQUIPMENT-ADDITIONAL	\$24,947.12	\$0	\$0.00	\$0	\$0	\$0
<u>TOTAL MS COMPUTER TECH _____</u>			\$24,947.12	\$0	\$0.00	\$0	\$0	\$0

2225 - COMPUTER TECHNOLOGY

PHS COMPUTER TECH _____ 33 - PELHAM HIGH SCHOOL

		1033222500 738 EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$2,400.00	\$20,106	\$117,630	\$97,524
		EQUIPMENT REPLACEMENT PER THE TECHNOLOGY PLAN:	\$0.00					
		PHS AV EQUIPMENT FOR CLASSROOMS, 19@\$3465, THIS	\$0.00					
		COMPLETES PHS REPLACEMENT PLAN	\$65,835.00					
		PHS TEACHER LAPTOP REPLACEMENT (80@\$800)	\$64,000.00					
		PHS CAD LAB COMPUTER REPLACEMENT (16@\$1250)	\$20,000.00					
		DIGITAL ART LAB COMPUTER REPLACEMENT (24@\$910)	\$21,840.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2225 - COMPUTER TECHNOLOGY

LEVEL 2 SUPERINTENDENT REDUCTION -AV EQUIPMENT REDUCE	\$0.00
TO 6@\$3465 -MODIFY REPLACEMENT PLAN	(\$45,045.00)
LEVEL 2 SUPERINTENDENT ADDITION -PROJECTOR MAINTENANCE	\$4,000.00
LEVEL 2 SUPERINTENDENT REDUCTION -CAD LAB TO 12@\$1250	(\$5,000.00)
LEVEL 3 SCHOOL BOARD REDUCTION - TEA LAPTOP 80PCS TO 70	(\$8,000.00)

TOTAL PHS COMPUTER TECH **\$0.00** **\$0** **\$2,400.00** **\$20,106** **\$117,630** **\$97,524**

TOTAL 2225 - COMPUTER TECHNOLOGY **\$244,154.66** **\$189,856** **\$189,524.95** **\$168,805** **\$262,988** **\$94,183**

2311 - SCHOOL BOARD SERVICES

SCHOOL BOARD SERVICES 01 - SCHOOL BOARD

1001231100	110	SALARIES	\$9,482.30	\$11,000	\$8,667.60	\$11,000	\$11,000	\$0
		BRESSETTE, TROY	\$1,700.00					
		GELLAR, THOMAS	\$1,200.00					
		GREENWOOD, DARLENE	\$1,200.00					
		RUSSELL, JOHN	\$1,200.00					
		SULLIVAN, MATTHEW	\$4,500.26					
		WILKERSON, GLYNN	\$1,200.00					
1001231100	220	SOCIAL SECURITY	\$725.41	\$842	\$663.09	\$842	\$842	\$0
1001231100	275	WORKSHOPS NON-UNION	\$250.00	\$215	\$250.00	\$250	\$250	\$0
		SCHOOL BOARD MEMBER WORKSHOPS, SUBSCRIPTION	\$250.00					
1001231100	540	ADVERTISING	\$1,620.15	\$2,000	\$1,590.40	\$2,000	\$2,000	\$0
		ADVERTISEMENTS FOR SCHOOL BOARD NOTICES	\$500.00					
		MAILERS -VOTING	\$1,500.00					
1001231100	550	PRINTING	\$1,350.00	\$2,000	\$1,750.00	\$2,000	\$1,350	(\$650)
		MAILERS -VOTING	\$1,100.00					
		INFORMATION BROCHURES	\$250.00					
1001231100	610	SUPPLIES	\$82.00	\$600	\$255.75	\$300	\$300	\$0
		SUPPLIES	\$300.00					
1001231100	810	DUES AND FEES	\$5,319.85	\$5,350	\$6,619.85	\$5,350	\$5,350	\$0
		NHSBA MEMBERSHIP	\$4,900.00					
		NHSBA POLICY SUBSCRIPTION	\$450.00					
1001231100	890	MISCELLANEOUS	\$942.79	\$1,000	\$328.17	\$1,000	\$4,200	\$3,200

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2311 - SCHOOL BOARD SERVICES								
		COMMITTEE EXPENSES	\$500.00					
		DISTRICT MEETING COSTS	\$500.00					
		NEW: PMS GRAND OPENING EVENT	\$3,200.00					
<u>TOTAL SCHOOL BOARD SERVICES</u>			\$19,772.50	\$23,006	\$20,124.86	\$22,742	\$25,292	\$2,550
TOTAL 2311 - SCHOOL BOARD SERVICES			\$19,772.50	\$23,006	\$20,124.86	\$22,742	\$25,292	\$2,550
2312 - DISTRICT CLERK SERVICES								
<u>DISTRICT CLERK SERVICES</u>								
<u>01 - SCHOOL BOARD</u>								
1001231200	110	SALARIES	\$500.00	\$500	\$500.00	\$500	\$500	\$0
		PILATO, DANIELLE PSD CLERK SALARY ELECTED OFFICIALS	\$500.00					
1001231200	220	SOCIAL SECURITY	\$36.42	\$38	\$36.19	\$38	\$38	\$0
1001231200	610	SUPPLIES	\$140.05	\$200	\$2,096.43	\$200	\$200	\$0
		DISTRICT CLERK SUPPLIES	\$200.00					
<u>TOTAL DISTRICT CLERK SERVICES</u>			\$676.47	\$738	\$2,632.62	\$738	\$738	\$0
TOTAL 2312 - DISTRICT CLERK SERVICES			\$676.47	\$738	\$2,632.62	\$738	\$738	\$0
2313 - DIST TRESURER SERVICES								
<u>DISTRICT TRESURER SERVIC</u>								
<u>01 - SCHOOL BOARD</u>								
1001231300	110	SALARIES	\$5,000.00	\$5,000	\$5,000.00	\$6,000	\$6,000	\$0
		GARCIA, ARLANNA SD TREASURER SALARY ELECTED OFFICIALS	\$6,000.00					
1001231300	220	SOCIAL SECURITY	\$382.50	\$382	\$382.50	\$459	\$459	\$0
1001231300	580	TRAVEL & MILEAGE	\$215.26	\$200	\$222.64	\$220	\$220	\$0
		TREASURER MILEAGE REIMBURSEMENT, LEVEL	\$220.00					
1001231300	610	SUPPLIES	\$282.97	\$400	\$125.78	\$400	\$400	\$0
		TREASURER SUPPLIES	\$400.00					
<u>TOTAL DISTRICT TRESURER SERVIC</u>			\$5,880.73	\$5,982	\$5,730.92	\$7,079	\$7,079	\$0
TOTAL 2313 - DIST TRESURER SERVICES			\$5,880.73	\$5,982	\$5,730.92	\$7,079	\$7,079	\$0
2314 - ELECTION SERVICES								

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2314 - ELECTION SERVICES								
<u>ELECTION SERVICES</u>			<u>01 - SCHOOL BOARD</u>					
1001231400	110	SALARIES	\$500.00	\$500	\$500.00	\$500	\$500	\$0
		VACANT POSITION, PSD MODERATR SALARY ELECTED OFFICIALS	\$500.00					
1001231400	220	SOCIAL SECURITY	\$38.25	\$38	\$38.25	\$38	\$38	\$0
1001231400	442	RENTAL/LEASE EQUIPMENT	\$300.00	\$250	\$325.00	\$350	\$350	\$0
		ELECTION BALLOT BOXES	\$350.00					
1001231400	610	SUPPLIES	\$1,473.95	\$1,700	\$0.00	\$1,700	\$1,700	\$0
		ELECTION SUPPLIES -BALLOTS AND MACHINE CALIBRATION	\$1,700.00					
<u>TOTAL ELECTION SERVICES</u>			\$2,312.20	\$2,488	\$863.25	\$2,588	\$2,588	\$0
TOTAL 2314 - ELECTION SERVICES			\$2,312.20	\$2,488	\$863.25	\$2,588	\$2,588	\$0
2317 - AUDIT SERVICES								
<u>AUDIT SERVICES</u>			<u>01 - SCHOOL BOARD</u>					
1001231700	331	AUDIT SERVICES	\$18,755.00	\$22,000	\$19,750.00	\$22,000	\$22,000	\$0
		AUDIT SERVICES	\$22,000.00					
<u>TOTAL AUDIT SERVICES</u>			\$18,755.00	\$22,000	\$19,750.00	\$22,000	\$22,000	\$0
TOTAL 2317 - AUDIT SERVICES			\$18,755.00	\$22,000	\$19,750.00	\$22,000	\$22,000	\$0
2318 - LEGAL SERVICES								
<u>LEGAL SERVICES</u>			<u>01 - SCHOOL BOARD</u>					
1001231800	335	LEGAL SERVICES	\$30,293.11	\$43,069	\$41,451.36	\$42,569	\$37,500	(\$5,069)
		NON-SPEC ED LEGAL FEES	\$37,500.00					
<u>TOTAL LEGAL SERVICES</u>			\$30,293.11	\$43,069	\$41,451.36	\$42,569	\$37,500	(\$5,069)
TOTAL 2318 - LEGAL SERVICES			\$30,293.11	\$43,069	\$41,451.36	\$42,569	\$37,500	(\$5,069)
2321 - SUPERINTENDENT SERVICES								
<u>DW SUPERINTENDENT SERVICE</u>			<u>00 - DISTRICT-WIDE</u>					
1000232100	110	SALARIES	\$0.00	\$168,202	\$0.00	\$212,344	\$224,197	\$11,854

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2321 - SUPERINTENDENT SERVICES								
		NON-BARGAINING SALARY POOL - 3.0% SALARIES	\$136,921.00					
		NON-UNION SEPARATION PAYMENTS & SAL ADJUSTMENTS	\$5,000.00					
		PROPOSAL FOR MARKET ADJUSTMENT NON-BARGAINING	\$45,640.21					
		ADMINISTRATOR UNUSED VACA PER CONTRACT, INCREASED	\$36,636.08					
1000232100	220	SOCIAL SECURITY	\$0.00	\$12,485	\$0.00	\$15,857	\$17,151	\$1,294
		NON-BARGAINING SALARY POOL FICA	\$10,474.43					
		NON-UNION SEPARATION PAYMENTS & SAL ADJ FICA	\$382.50					
		PROPOSAL FOR MARKET ADJUSTMENT NONBARGAINING	\$3,491.48					
		ADMINISTRATOR UNUSED VACA PER CONTRACT FICA	\$2,802.66					
1000232100	231	NON-TEACHER RETIREMENT	\$0.00	\$8,304	\$0.00	\$9,586	\$12,110	\$2,523
		NON-BARGAINING SALARY POOL NHRS	\$9,082.26					
		PROPOSAL FOR MARKET ADJUSTMENT NONBARG NHRS	\$3,027.42					
1000232100	232	TEACHER RETIREMENT	\$0.00	\$20,164	\$0.00	\$25,548	\$25,208	(\$339)
		NON-BARGAINING SALARY POOL NHRS	\$12,773.29					
		NON-UNION SEPARATION PAYMENTS & SAL ADJ NHRS	\$982.00					
		PROPOSAL FOR MARKET ADJUSTMENT NONBARG NHRS	\$4,257.76					
		ADMINISTRATOR UNUSED VACA PER CONTRACT NHRS	\$7,195.33					
1000232100	260	WORKERS COMP INSURANCE	\$0.00	\$1,170	\$0.00	\$1,720	\$1,662	(\$58)
		NON-BARGAINING SALARY POOL WC	\$1,118.77					
		NON-UNION SEPARATION PAYMENTS & SAL ADJ WC	\$20.50					
		PROPOSAL FOR MARKET ADJUSTMENT NONBARGAINING	\$372.92					
		ADMINISTRATOR UNUSED VACA PER CONTRACT WC	\$150.21					
TOTAL DW SUPERINTENDENT SERVICE			\$0.00	\$210,325	\$0.00	\$265,055	\$280,329	\$15,274
2321 - SUPERINTENDENT SERVICES								
SUPERINTENDENT SERVICES								
90 - SAU #28								
1090232100	110	SALARIES	\$224,765.53	\$224,574	\$217,885.39	\$230,632	\$232,324	\$1,691
		MAZZARIELLO, ERIN	\$56,728.35					
		MCGEE, ERIC	\$152,040.00					
		TETREULT, CHRISTINA	\$23,555.25					
1090232100	130	OVERTIME SALARIES	\$253.63	\$0	\$60.64	\$0	\$0	\$0
1090232100	211	HEALTH INSURANCE	\$46,758.48	\$48,847	\$56,359.66	\$62,729	\$55,343	(\$7,386)
		POST FROM PERSONNEL BUDGETING	\$58,604.64					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2321 - SUPERINTENDENT SERVICES								
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,261.90)					
1090232100	212	DENTAL INSURANCE	\$2,718.79	\$2,341	\$3,014.98	\$3,060	\$3,205	\$144
		POST FROM PERSONNEL BUDGETING	\$3,214.08					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$9.36)					
1090232100	213	LIFE INSURANCE	\$1,034.40	\$1,034	\$1,041.84	\$1,146	\$1,049	(\$97)
1090232100	214	DISABILITY INSURANCE	\$1,393.32	\$1,378	\$1,459.20	\$1,146	\$1,554	\$408
1090232100	220	SOCIAL SECURITY	\$16,775.50	\$16,837	\$16,452.86	\$17,457	\$17,869	\$411
1090232100	231	NON-TEACHER RETIREMENT	\$27,965.83	\$27,791	\$28,628.67	\$27,405	\$28,246	\$841
1090232100	260	WORKERS COMP INSURANCE	\$1,044.07	\$869	\$910.15	\$1,045	\$953	(\$92)
1090232100	275	WORKSHOPS NON-UNION	\$2,702.35	\$3,235	\$2,280.00	\$3,360	\$2,985	(\$375)
		STATE CONFERENCE	\$685.00					
		NHSAA SEASON PASS	\$2,300.00					
1090232100	291	TSA MATCH CONTRIBUTION	\$13,194.40	\$7,500	\$16,741.71	\$14,500	\$18,000	\$3,500
1090232100	330	PROFESSIONAL SERVICES	\$6,268.60	\$8,500	\$18,342.14	\$8,500	\$8,500	\$0
		OUTSIDE SPEAKERS	\$1,500.00					
		PUBLIC RELATIONS SUPPORT	\$1,000.00					
		WEBSITE DESIGN AND MAINTENANCE SERVICES	\$6,000.00					
1090232100	421	UTILITIES-DISPOSAL	\$250.00	\$250	\$44.00	\$250	\$250	\$0
		DOCUMENT SHREDDING	\$250.00					
1090232100	433	CONTRACTED REPAIR & MAINT	\$4,130.83	\$5,460	\$5,874.00	\$5,821	\$4,260	(\$1,561)
		ANNUAL COPIER SERVICE AGREEMENT FOR SAU	\$0.00					
		INCLUDES SERVICE AND TONER, REDUCED	\$4,260.00					
1090232100	442	RENTAL/LEASE EQUIPMENT	\$4,692.00	\$4,700	\$3,316.94	\$4,700	\$2,940	(\$1,760)
		CANON DX C5870I -COPIER ANNUAL LEASE PAYMENT, REDUCED	\$3,480.00					
		LEVEL 2 SUPERINTENDENT REDUCTION - NEW CONTRACT LEASE	(\$540.00)					
1090232100	534	POSTAGE/GENERAL EXPENSES	\$3,235.74	\$3,850	\$2,455.81	\$3,850	\$3,000	(\$850)
		GENERAL POSTAGE	\$3,000.00					
1090232100	550	PRINTING	\$6,427.11	\$1,200	\$640.15	\$1,200	\$1,200	\$0
		SAU PRINTING	\$1,200.00					
1090232100	580	TRAVEL & MILEAGE	\$494.34	\$1,200	\$184.49	\$1,200	\$700	(\$500)
		MILEAGE REIMBURSEMENT	\$700.00					
1090232100	610	SUPPLIES	\$747.57	\$1,000	\$704.49	\$1,000	\$987	(\$13)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2321 - SUPERINTENDENT SERVICES								
		SUPERINTENDENT SUPPLIES	\$987.00					
1090232100	644	PUBLICATIONS	\$428.80	\$378	\$731.00	\$428	\$696	\$268
		EAGLE TRIBUNE DISTRICT SUBSCRIPTION	\$250.00					
		MARSHALL MEMO	\$300.00					
		MAIN IDEA	\$49.00					
		EDUCATION WEEK	\$97.00					
1090232100	810	DUES AND FEES	\$2,501.13	\$3,060	\$2,075.00	\$3,060	\$3,060	\$0
		NHSAA MEMBERSHIP	\$2,000.00					
		AASA MEMBERSHIP	\$460.00					
		SOUTH CENTRAL NHSAA	\$200.00					
		OTHER ORGANIZATIONS: ASCD	\$400.00					
1090232100	890	MISCELLANEOUS	\$12,414.77	\$10,450	\$12,617.45	\$10,450	\$13,450	\$3,000
		OPENING DAY BREAKFAST EXPENSE, ADJUSTED	\$1,500.00					
		OPENING DAY LUNCH EXPENSE, ADJUSTED	\$3,100.00					
		LEADERSHIP MEETING EXPENSES, LEVEL FUNDED	\$1,100.00					
		LEADERSHIP RETREAT, ADJUSTED	\$4,250.00					
		END OF YEAR, ANNUAL DISTRICT COOKOUT, ADJUSTED	\$3,000.00					
		20 YEAR STAFF RECOGNITION, LEVEL FUNDED	\$500.00					
<u>TOTAL SUPERINTENDENT SERVICES</u>			\$380,197.19	\$374,454	\$391,820.57	\$402,940	\$400,571	(\$2,369)
TOTAL 2321 - SUPERINTENDENT SERVICES			\$380,197.19	\$584,779	\$391,820.57	\$667,995	\$680,899	\$12,905
2332 - SPECIAL SERVICES ADMIN								
<u>DW SPEC SERVICES ADMIN</u>			<u>00 - DISTRICT-WIDE</u>					
1000233200	110	SALARIES	\$237,060.46	\$236,692	\$278,134.08	\$250,361	\$262,445	\$12,084
		MACDONALD, TARA	\$90,000.00					
		NOYES, KIMBERLY	\$116,500.00					
		RODRIGUE, KRISTEN	\$55,945.35					
1000233200	130	OVERTIME SALARIES	\$54.99	\$0	\$0.00	\$0	\$0	\$0
1000233200	211	HEALTH INSURANCE	\$40,376.10	\$45,048	\$54,707.78	\$49,800	\$82,805	\$33,006
		POST FROM PERSONNEL BUDGETING	\$87,685.92					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$4,880.48)					
1000233200	212	DENTAL INSURANCE	\$3,443.47	\$3,392	\$3,391.85	\$3,443	\$5,608	\$2,165

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2332 - SPECIAL SERVICES ADMIN								
		POST FROM PERSONNEL BUDGETING	\$5,624.64					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$16.38)					
1000233200	213	LIFE INSURANCE	\$810.24	\$810	\$845.87	\$930	\$884	(\$47)
1000233200	214	DISABILITY INSURANCE	\$1,320.54	\$1,310	\$1,409.88	\$1,551	\$1,609	\$58
1000233200	220	SOCIAL SECURITY	\$18,271.06	\$18,376	\$21,371.04	\$19,382	\$20,089	\$707
1000233200	231	NON-TEACHER RETIREMENT	\$6,100.66	\$6,041	\$7,310.38	\$7,007	\$7,569	\$562
1000233200	232	TEACHER RETIREMENT	\$40,721.20	\$40,721	\$41,739.11	\$38,999	\$40,557	\$1,558
1000233200	260	WORKERS COMP INSURANCE	\$1,122.22	\$928	\$1,063.33	\$1,148	\$1,076	(\$72)
1000233200	275	WORKSHOPS NON-UNION	\$3,191.50	\$5,000	\$3,608.00	\$5,500	\$5,500	\$0
		NHASEA CONFERENCES (SUMMER ACADEMY, LAW CONFERENCE, ANNUAL EDUCATION CONFERENCE) X2	\$0.00					
		ANNUAL EDUCATION CONFERENCE) X2	\$3,500.00					
		NATIONAL CONFERENCE REGISTRATION FEE PER CONTRACT X 2	\$2,000.00					
1000233200	291	TSA MATCH CONTRIBUTION	\$0.00	\$6,000	\$0.00	\$7,000	\$7,000	\$0
1000233200	320	IN-DIST PROF DEVELOPMENT	\$0.00	\$750	\$0.00	\$750	\$750	\$0
		IN DISTRICT PD OPPORTUNITES, MATERIALS PREPARATION AS NECESSARY	\$0.00					
			\$750.00					
1000233200	330	PROFESSIONAL SERVICES	\$1,272.50	\$0	\$0.00	\$0	\$0	\$0
1000233200	421	UTILITIES-DISPOSAL	\$0.00	\$600	\$0.00	\$0	\$0	\$0
1000233200	534	POSTAGE/GENERAL EXPENSES	\$0.00	\$20	\$0.00	\$50	\$0	(\$50)
1000233200	550	PRINTING	\$695.00	\$800	\$695.00	\$800	\$800	\$0
		STUDENT SPECIAL EDUCATION FILE FOLDERS	\$800.00					
1000233200	580	TRAVEL & MILEAGE	\$234.53	\$5,000	\$2,573.32	\$5,000	\$5,000	\$0
		MILEAGE AT IRS RATE FOR DISTRICT EMPLOYEES, OOD	\$1,000.00					
		TRAVEL TO OOD AND NATIONAL CONFERENCE PER CONTRACT X 2	\$4,000.00					
1000233200	610	SUPPLIES	\$266.73	\$300	\$251.04	\$300	\$300	\$0
		SUPPLIES REQUIRED	\$300.00					
1000233200	650	SOFTWARE	\$588.00	\$600	\$588.00	\$600	\$0	(\$600)
1000233200	733	FURNITURE-ADDITIONAL	(\$126.99)	\$0	\$0.00	\$0	\$0	\$0
1000233200	810	DUES AND FEES	\$1,965.00	\$2,330	\$1,410.00	\$2,430	\$2,670	\$240
		DUES FOR FOR NH SPECIAL EDUCATION ADMINISTRATOR ASSOCIATION FOR DIRECTOR AND ASSISTANT DIRECTOR 2X555	\$0.00					
			\$1,110.00					
		CEC MEMBERSHIP DIRECTOR AND ASST. DIRECTOR 2X230	\$460.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2332 - SPECIAL SERVICES ADMIN								
		SOUTH-CENTRAL SPECIAL EDUCATION DIRECTORS MEETING FEE	\$0.00					
		DIRECTOR AND ASSISTANT DIRECTOR 2X300	\$600.00					
		NHSSA SPECIAL ED ADMIN SUPPORT	\$500.00					
TOTAL DW SPEC SERVICES ADMIN			\$357,367.21	\$374,718	\$419,098.68	\$395,051	\$444,662	\$49,611
TOTAL 2332 - SPECIAL SERVICES ADMIN			\$357,367.21	\$374,718	\$419,098.68	\$395,051	\$444,662	\$49,611
2410 - SCHOOL ADMINISTRATION								
PES SCHOOL ADMINISTRATION			11 - PELHAM ELEMENTARY SCHOOL					
1011241000	110	SALARIES	\$391,112.48	\$389,731	\$411,721.09	\$407,178	\$434,234	\$27,056
		BIANCHI, SUSAN	AA OFF PES	HOURLY	\$55,358.10			
		LABONTE, KELLY	APRINC -PES	SALARY NON-UNION	\$99,916.00			
		PILATO, DANIELLE	SECR OFF PES	HOURLY	\$26,775.75			
		STRUTH, KERRY	APRINC -PES	SALARY NON-UNION	\$99,678.00			
		VAN VRANKEN, JESSICA	PRINC -PES	SALARY NON-UNION	\$116,146.00			
		WEIGLER, LAURA	SECR OFF PES	HOURLY	\$36,360.00			
1011241000	130	OVERTIME SALARIES	\$10.33	\$500	\$104.94	\$500	\$500	\$0
		OVERTIME FOR SECRETARIES	\$500.00					
1011241000	211	HEALTH INSURANCE	\$91,421.97	\$101,461	\$100,592.94	\$112,247	\$91,857	(\$20,391)
		POST FROM PERSONNEL BUDGETING	\$96,917.18					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$5,060.28)					
1011241000	212	DENTAL INSURANCE	\$5,377.74	\$5,303	\$5,307.33	\$5,382	\$7,639	\$2,257
		POST FROM PERSONNEL BUDGETING	\$7,661.26					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$22.34)					
1011241000	213	LIFE INSURANCE	\$1,271.76	\$1,272	\$1,333.75	\$1,467	\$1,412	(\$56)
1011241000	214	DISABILITY INSURANCE	\$1,126.32	\$1,126	\$1,177.23	\$1,295	\$1,428	\$133
1011241000	220	SOCIAL SECURITY	\$30,141.70	\$30,358	\$31,710.08	\$31,608	\$33,739	\$2,131
1011241000	231	NON-TEACHER RETIREMENT	\$14,990.38	\$14,865	\$15,349.37	\$14,682	\$16,032	\$1,350
1011241000	232	TEACHER RETIREMENT	\$59,867.52	\$59,803	\$63,222.69	\$58,657	\$62,011	\$3,354
1011241000	260	WORKERS COMP INSURANCE	\$1,857.22	\$1,533	\$1,735.51	\$1,872	\$1,805	(\$67)
1011241000	275	WORKSHOPS NON-UNION	\$1,782.78	\$2,302	\$2,247.21	\$4,512	\$4,512	\$0
		ATTEND MISCELLANEOUS CONFERENCES AVAILABLE TO	\$0.00					
		ADMINISTRATION (3@778)	\$2,334.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2410 - SCHOOL ADMINISTRATION								
		ATTEND NATIONAL CONFERENCE PER CONTRACT (3@726.00)	\$2,178.00					
1011241000	291	TSA MATCH CONTRIBUTION	\$6,000.00	\$9,000	\$7,000.00	\$10,500	\$10,500	\$0
1011241000	433	CONTRACTED REPAIR & MAINT	\$14,082.74	\$15,000	\$15,495.69	\$13,558	\$12,033	(\$1,525)
		ANNUAL SERVICE AGREEMENT FOR COPIERS, COVERS SERVICE REPAIRS, AND TONER, OVERAGE COSTS FOR PRINT SERVICE AGREEMENT, COLOR AND BLACK/WHITE, LEVEL FUNDED	\$0.00					
			\$0.00					
			\$12,033.00					
1011241000	442	RENTAL/LEASE EQUIPMENT	\$16,261.50	\$14,100	\$12,729.35	\$14,100	\$9,816	(\$4,284)
		RATES ADJUSTED TO ALIGN WITH NEW CANON CONTRACT:	\$0.00					
		CANON DX C5870I ANNUAL LEASE PAYMENT -COPY	\$3,336.00					
		CANON DX 8986I ANNUAL LEASE PAYMENT -EAST	\$3,228.00					
		CANON DX 8786I ANNUAL LEASE PAYMENT -WEST	\$3,252.00					
1011241000	534	POSTAGE/GENERAL EXPENSES	\$1,011.30	\$1,500	\$1,103.07	\$1,000	\$1,000	\$0
		POSTAGE FOR PRESCHOOL THROUGH GRADE 5 FOR MAILINGS OF STUDENT RECORDS, PARENT/TEACHER CORRESPONDENCE, ONLINE POSTAGE SERVICE AND SUPPLIES	\$0.00					
			\$0.00					
			\$1,000.00					
1011241000	550	PRINTING	\$2,012.18	\$1,623	\$1,622.63	\$1,900	\$1,911	\$11
		CONSUMABLE PRINTED MATERIALS FOR OFFICE I.E., LETTERHEAD, ENVELOPES, SIRF FORMS, ETC.	\$0.00					
			\$1,200.00					
		ASSIGNMENT/AGENDA BOOKS FOR STUDENTS IN GRADES 4 & 5 TO ORGANIZE CLASS ASSIGNMENTS (237@3.00)	\$0.00					
			\$0.00					
			\$711.00					
1011241000	580	TRAVEL & MILEAGE	\$7,479.77	\$7,350	\$8,269.36	\$8,146	\$6,663	(\$1,483)
		PER ADMINISTRATOR CONTRACT TRAVEL, HOTEL AND AIR-FARE FOR ADMINISTRATORS TO ATTEND ONE NATIONAL CONFERENCE PER CONTRACT YEAR FOR THEIR PROFESSIONAL DEVELOPMENT (3@ \$1888)	\$0.00					
			\$0.00					
			\$0.00					
			\$5,664.00					
		MILEAGE REIMBURSEMENT	\$999.00					
1011241000	610	SUPPLIES	\$3,740.56	\$3,960	\$3,891.46	\$4,700	\$4,700	\$0
		CONSUMABLE SUPPLIES FOR OFFICE TO SUPPORT STUDENTS AND STAFF PRESCHOOL THROUGH GRADE 5, I.E., PENS, PENCILS, TAPE, FOLDERS, ETC.	\$0.00					
			\$0.00					
			\$4,000.00					
		COPIER SUPPLIES	\$700.00					
1011241000	650	SOFTWARE	\$910.00	\$1,054	\$1,039.50	\$1,420	\$2,920	\$1,500
		CLASS CREATOR SOFTWARE TO ASSIST WITH CREATING	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2410 - SCHOOL ADMINISTRATION								
		CLASSES FOR THE NEXT YEAR K-4 (710@2.00)	\$1,420.00					
		PICK UP PATROL SOFTWARE, INSTALLED FY24	\$1,500.00					
1011241000	737	FURNITURE-REPLACEMENT	\$0.00	\$0	\$0.00	\$0	\$2,500	\$2,500
		NEW: REPLACE AGED/BROKEN FURNITURE FOR OFFICE	\$2,500.00					
1011241000	810	DUES AND FEES	\$2,385.00	\$2,417	\$2,417.00	\$2,600	\$2,600	\$0
		NATIONAL AND STATE RENEWAL MEMBERSHIPS FOR	\$0.00					
		PRINCIPAL AND TWO ASSISTANT PRINCIPALS	\$2,600.00					
TOTAL PES SCHOOL ADMINISTRATION			\$652,843.25	\$664,257	\$688,070.20	\$697,325	\$709,812	\$12,487
2410 - SCHOOL ADMINISTRATION								
MS SCHOOL ADMINISTRATION								
22 - PELHAM MEMORIAL SCHOOL								
1022241000	110	SALARIES	\$265,199.31	\$266,055	\$278,688.63	\$281,470	\$301,082	\$19,611
		KIVIKOSKI, JEAN	\$37,547.55					
		MAGHAKIAN, STACY	\$120,922.00					
		MEDLOCK, ZACHARY	\$99,058.00					
		SECCARECCIO, MICHELLE	\$43,554.38					
1022241000	120	DAILY SUBSTITUTE SALARIES	\$3,200.50	\$0	\$2,657.75	\$0	\$0	\$0
1022241000	130	OVERTIME SALARIES	\$15.27	\$0	\$474.07	\$0	\$0	\$0
1022241000	211	HEALTH INSURANCE	\$78,173.00	\$87,096	\$102,394.10	\$118,896	\$96,337	(\$22,559)
		POST FROM PERSONNEL BUDGETING	\$102,015.26					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$5,678.02)					
1022241000	212	DENTAL INSURANCE	\$4,670.03	\$4,602	\$5,298.80	\$5,518	\$5,778	\$260
		POST FROM PERSONNEL BUDGETING	\$5,794.50					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$16.96)					
1022241000	213	LIFE INSURANCE	\$866.64	\$867	\$914.96	\$1,013	\$984	(\$30)
1022241000	214	DISABILITY INSURANCE	\$768.96	\$769	\$804.32	\$895	\$987	\$92
1022241000	220	SOCIAL SECURITY	\$20,500.85	\$20,622	\$21,117.51	\$21,532	\$23,080	\$1,547
1022241000	231	NON-TEACHER RETIREMENT	\$10,235.12	\$10,168	\$9,934.93	\$10,107	\$10,973	\$866
1022241000	232	TEACHER RETIREMENT	\$40,723.75	\$40,724	\$43,513.39	\$40,610	\$43,204	\$2,594
1022241000	260	WORKERS COMP INSURANCE	\$1,381.16	\$1,040	\$1,174.63	\$1,275	\$1,234	(\$41)
1022241000	275	WORKSHOPS NON-UNION	\$450.00	\$3,500	\$1,029.00	\$3,500	\$3,500	\$0
		P/AP/OFFICE STAFF WORKSHOPS, NELMS, NATL CONF,	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2410 - SCHOOL ADMINISTRATION								
		IREADY, POWERSCHOOL, NHASP LEADERS, ETC	\$3,500.00					
1022241000	291	TSA MATCH CONTRIBUTION	\$3,000.00	\$6,000	\$3,500.00	\$7,000	\$7,000	\$0
1022241000	433	CONTRACTED REPAIR & MAINT	\$5,823.03	\$7,200	\$6,363.64	\$5,615	\$5,070	(\$545)
		ANNUAL SERVICE AGREEMENT FOR COPIERS, COVERS SERVICE, REPAIRS, AND TONER, OVERAGE COSTS FOR PRINT SERVICE AGREEMENT, COLOR AND BLACK/WHITE.	\$0.00					
			\$0.00					
			\$5,070.00					
1022241000	442	RENTAL/LEASE EQUIPMENT	\$11,688.40	\$11,548	\$13,073.20	\$14,100	\$13,416	(\$684)
		RATES ADJUSTED TO ALIGN WITH NEW CANON CONTRACT:	\$0.00					
		CANON DX 8986I ANNUAL LEASE PAYMENT - COPY RM 1	\$3,228.00					
		CANON DX 8986I ANNUAL LEASE PAYMENT - COPY RM 2	\$3,228.00					
		CANNON DX C5870I ANNUAL LEASE PAYMENT - MAIN OFFICE	\$3,480.00					
		NEW LEASE REQUEST FOR COPIER MACHINE TO BE ADDED TO MEDIA CENTER, INCLUDING PAPER CUT. WILL BE USED TO CENTRALIZE PRINTING FROM DESKTOPS, REDUCE COSTS.	\$0.00					
			\$0.00					
			\$3,480.00					
1022241000	534	POSTAGE/GENERAL EXPENSES	\$1,068.37	\$2,500	\$1,755.42	\$2,500	\$2,500	\$0
		WHOLE SCHOOL MAILINGS, RECORDS, EOY, CERT. MAIL, METER FEES, FILE TRANSFERS, ETC., LEVEL FUNDED	\$0.00					
			\$2,500.00					
1022241000	550	PRINTING	\$2,006.11	\$3,500	\$2,392.41	\$3,500	\$3,000	(\$500)
		AGENDAS, ENVELOPES, STATIONARY, REDUCED	\$3,000.00					
1022241000	580	TRAVEL & MILEAGE	\$225.68	\$5,800	\$887.51	\$5,800	\$5,800	\$0
		NATL CONF PRINCIPAL	\$1,888.00					
		NATL CONF ASST PRINCIPAL	\$1,888.00					
		ADDL TRAVEL MILEAGE LODGING FOR OTHER WORKSHOPS	\$1,000.00					
		NELMS HOTEL AND MILEAGE	\$1,024.00					
1022241000	610	SUPPLIES	\$488.54	\$500	\$490.81	\$500	\$500	\$0
		ADMIN OFFICE SUPPLIES	\$500.00					
1022241000	810	DUES AND FEES	\$1,470.00	\$2,500	\$1,938.00	\$2,500	\$2,500	\$0
		PROF MEMBERSHIPS - NHASP, NASSP, NELMS, ASCD	\$2,500.00					
TOTAL MS SCHOOL ADMINISTRATION			\$451,954.72	\$474,992	\$498,403.08	\$526,332	\$526,945	\$613

2410 - SCHOOL ADMINISTRATION

PHS SCHOOL ADMINISTRATION 33 - PELHAM HIGH SCHOOL

1033241000	110	SALARIES	\$295,398.82	\$385,994	\$407,549.65	\$401,521	\$428,744	\$27,223
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PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)	
2410 - SCHOOL ADMINISTRATION									
		BABAIAN, THOMAS	APRINC -PHS	SALARY NON-UNION	\$100,760.00				
		BARR, MEGAN	SECR OFF PHS	HOURLY	\$26,277.00				
		BARRIERE, ADAM	APRINC -PHS	SALARY NON-UNION	\$104,388.00				
		KRUMLAUF, SHANNON	AA OFF PHS	HOURLY	\$44,337.38				
		MEAD, DAWN	PRINC -PHS	SALARY NON-UNION	\$128,297.00				
		MEUSE, JILL	SECR OFF PHS	HOURLY	\$24,684.80				
1033241000	130	OVERTIME SALARIES		\$223.69	\$0	\$155.67	\$0	\$0	
1033241000	211	HEALTH INSURANCE		\$90,620.15	\$129,554	\$128,364.68	\$144,193	\$116,757	(\$27,436)
		POST FROM PERSONNEL BUDGETING		\$123,638.85					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH		(\$6,881.56)					
1033241000	212	DENTAL INSURANCE		\$6,944.75	\$7,899	\$8,414.19	\$8,618	\$8,490	(\$129)
		POST FROM PERSONNEL BUDGETING		\$8,514.42					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL		(\$24.70)					
1033241000	213	LIFE INSURANCE		\$957.12	\$1,292	\$1,354.27	\$1,490	\$1,437	(\$53)
1033241000	214	DISABILITY INSURANCE		\$857.76	\$1,116	\$1,154.89	\$1,271	\$1,383	\$113
1033241000	220	SOCIAL SECURITY		\$22,407.45	\$29,637	\$30,922.38	\$30,716	\$32,926	\$2,210
1033241000	231	NON-TEACHER RETIREMENT		\$12,301.80	\$12,470	\$12,274.55	\$11,809	\$12,894	\$1,085
1033241000	232	TEACHER RETIREMENT		\$43,748.15	\$62,493	\$66,921.53	\$61,717	\$65,489	\$3,771
1033241000	260	WORKERS COMP INSURANCE		\$1,381.58	\$1,590	\$1,684.00	\$1,819	\$1,758	(\$61)
1033241000	275	WORKSHOPS NON-UNION		\$0.00	\$4,699	\$649.00	\$3,084	\$3,084	\$0
		NATIONAL CONFERENCE FEE PER CONTRACT 3 @ \$778		\$2,334.00					
		MISC. CONFERENCE FEES FOR ADMINISTRATION STAFF		\$750.00					
1033241000	291	TSA MATCH CONTRIBUTION		\$0.00	\$6,000	\$0.00	\$10,500	\$10,500	\$0
1033241000	433	CONTRACTED REPAIR & MAINT		\$3,033.60	\$8,820	\$4,302.39	\$5,813	\$4,264	(\$1,549)
		ANNUAL SERVICE AGREEMENT FOR COPIERS, COVERS		\$0.00					
		SERVICE, REPAIRS, AND TONER, OVERAGE COST FOR		\$0.00					
		PRINT SERVICE AGREEMENT, COLOR AND BLACK/WHITE		\$0.00					
		REDUCED BASED ON HISTORICAL COSTS.		\$4,264.00					
1033241000	442	RENTAL/LEASE EQUIPMENT		\$10,936.64	\$9,400	\$7,217.18	\$14,100	\$14,348	\$248
		CANON IR-8285 ANNUAL LEASE PAYMENT - RM101		\$4,700.00					
		RATES ADJUSTED TO ALIGN WITH NEW CANON CONTRACT BELOW:		\$0.00					
		CANON DX 6780I ANNUAL LEASE PAYMENT - TEACHERS		\$2,940.00					
		CANON DX 8986I ANNUAL LEASE PAYMENT - LIBRARY		\$3,228.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2410 - SCHOOL ADMINISTRATION								
		NEW LEASE REQUEST FOR COPIER MACHINE TO BE ADDED TO GUIDANCE, INCLUDING PAPER CUT. TO REPLACE OLD MACHINE AND CENTRALIZE PRINTING FROM DESKTOPS, REDUCE COSTS	\$0.00					
			\$0.00					
			\$3,480.00					
1033241000	534	POSTAGE/GENERAL EXPENSES	\$2,002.70	\$3,500	\$2,241.56	\$3,500	\$2,400	(\$1,100)
		POSTAGE FOR SCHOOL OFFICE, ATHLETIC DEPT COUNSELING DEPT (13/YR PLUS)	\$0.00					
			\$2,400.00					
1033241000	550	PRINTING	\$772.00	\$2,500	\$1,279.89	\$2,500	\$1,500	(\$1,000)
		TRANSCRIPTS, MAILING SUPPLIES - LABELS	\$0.00					
		PRINTING OF LETTERHEAD, ENVELOPES, STAFF PARKING PASSES AND HALL PASSES.	\$0.00					
			\$1,500.00					
1033241000	580	TRAVEL & MILEAGE	\$1,529.73	\$9,151	\$385.84	\$6,200	\$6,664	\$464
		NATIONAL CONFERENCE PER ADMIN CONTRACT, 3 @1888.00	\$5,664.00					
		TRAVEL AND MILEAGE TO COVER COST TO ATTEND MEETINGS FOR ADMINISTRATORS	\$0.00					
			\$1,000.00					
1033241000	610	SUPPLIES	\$326.26	\$1,000	\$1,006.96	\$1,500	\$1,500	\$0
		BASIC OFFICE SUPPLIES USED BY MAIN OFFICE 3 PRINCIPALS	\$1,500.00					
1033241000	650	SOFTWARE	\$450.00	\$600	\$450.00	\$600	\$600	\$0
		SCREENCLOUD ANNUAL SUBSCRIPTION SCREENS	\$600.00					
1033241000	734	EQUIPMENT-ADDITIONAL	\$1,420.22	\$0	\$0.00	\$0	\$0	\$0
1033241000	737	FURNITURE-REPLACEMENT	\$636.21	\$0	\$0.00	\$750	\$0	(\$750)
1033241000	810	DUES AND FEES	\$6,103.00	\$6,770	\$5,958.00	\$7,341	\$7,530	\$189
		NEASC MEMBERSHIP, PELHAM HIGH SCHOOL	\$4,130.00					
		NHASP MEMBERSHIP X 3 ADMINISTRATORS, ADJUSTED	\$2,600.00					
		ASCD MEMBERSHIP X 3 ADMINISTRATORS, ADJUSTED	\$800.00					
1033241000	890	MISCELLANEOUS	\$1,918.80	\$3,500	\$3,490.67	\$5,000	\$5,000	\$0
		FACULTY & STAFF APPRECIATION MEALS (4) AND TEAM BUILDING, PARENT VOICE, SPIRIT GEAR T-SHIRTS, MATERIALS TO SUPPORT CLIMATE AND CULTURE GOALS	\$0.00					
			\$0.00					
			\$6,000.00					
		LEVEL 3 SCHOOL BOARD REDUCTION - PHS ADMIN MISC	(\$1,000.00)					
TOTAL PHS SCHOOL ADMINISTRATION			\$503,970.43	\$687,984	\$685,777.30	\$724,042	\$727,268	\$3,226
TOTAL 2410 - SCHOOL ADMINISTRATION			\$1,608,768.40	\$1,827,233	\$1,872,250.58	\$1,947,700	\$1,964,025	\$16,326

2490 - OTHER SUPPORT SERVICES

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2490 - OTHER SUPPORT SERVICES

PES OTHER SUPPORT SERVICE 11 - PELHAM ELEMENTARY SCHOOL

1011249000	110	SALARIES	\$12,600.58	\$12,600	\$12,600.00	\$12,600	\$18,000	\$5,400
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BYRNE, ELIZABETH	TL GRADE 4	TEAM LEADER	\$700.00
DROUIN, KRISTEN	TL GRADE 3	TEAM LEADER	\$1,400.00
GALLAGHER, KIERA	TL GRADE 2	TEAM LEADER	\$1,400.00
HANSEN, SHANNON	TL KINDERGTM	TEAM LEADER	\$1,400.00
HARRIS, JOSEPH	TL GRADE 5	TEAM LEADER	\$1,400.00
HIGGINS, ELAINA	TL GRADE 1	TEAM LEADER	\$1,400.00
LONGDEN, JODI	TL PRE-K	TEAM LEADER	\$1,400.00
PROUTY, SHANNON	TL SPED	TEAM LEADER	\$1,400.00
WEIGLER, ERIN	TL U ARTS	TEAM LEADER	\$1,400.00
ZIDEK, JILL	TL GRADE 4	TEAM LEADER	\$700.00
POST FROM PERSONNEL BUDGETING			\$12,600.00
NEW REQUEST, INCREASE PAY OF TEAM LEADER POSITIONS, TO \$2000 EACH, CURRENTLY \$1400, 9 POSITIONS			\$5,400.00

1011249000	220	SOCIAL SECURITY	\$920.42	\$964	\$923.24	\$964	\$1,377	\$413
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POST FROM PERSONNEL BUDGETING	\$963.90
NEW REQUEST, INCREASE PAY OF TEAM LEADERS FICA	\$413.10

1011249000	232	TEACHER RETIREMENT	\$2,648.80	\$2,649	\$2,648.67	\$2,475	\$3,535	\$1,061
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POST FROM PERSONNEL BUDGETING	\$2,474.64
NEW REQUEST, INCREASE PAY OF TEAM LEADERS NHRS	\$1,060.56

1011249000	260	WORKERS COMP INSURANCE	\$58.57	\$48	\$53.79	\$57	\$74	\$17
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POST FROM PERSONNEL BUDGETING	\$51.66
NEW REQUEST, INCREASE PAY OF TEAM LEADERS WC	\$22.14

<u>TOTAL PES OTHER SUPPORT SERVICE</u>			\$16,228.37	\$16,261	\$16,225.70	\$16,096	\$22,986	\$6,890
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2490 - OTHER SUPPORT SERVICES

MS OTHER SUPPORT SERVICES 22 - PELHAM MEMORIAL SCHOOL

1022249000	110	SALARIES	\$7,000.00	\$8,200	\$8,200.00	\$8,200	\$12,200	\$4,000
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BRANCO, AMY	DH LANGARTS	DEPARTMENT HEAD	\$2,200.00
BRYANT, JAMIE	DH SOC STU	DEPARTMENT HEAD	\$1,200.00
CARTEN, KARENA	DH MATH	DEPARTMENT HEAD	\$1,200.00
COUTU, RANDY	DH U ARTS	DEPARTMENT HEAD	\$1,200.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2490 - OTHER SUPPORT SERVICES

LEE, TARYN	DH SCIENCE	DEPARTMENT HEAD	\$1,200.00
STEVENS, LISA	DH SPED	DEPARTMENT HEAD	\$1,200.00
POST FROM PERSONNEL BUDGETING			\$8,200.00
NEW REQUEST, INCREASE PAY OF DEPARTMENT HEADS UP TO \$2000, CURRENTLY \$1200, 5 POSITIONS			\$4,000.00

1022249000 220 SOCIAL SECURITY \$513.88 \$627 \$601.82 \$627 \$933 \$306

POST FROM PERSONNEL BUDGETING		\$627.30
NEW REQUEST, INCREASE PAY OF DEPT HEADS FICA		\$306.00

1022249000 232 TEACHER RETIREMENT \$1,471.38 \$1,724 \$1,723.61 \$1,375 \$2,396 \$1,021

POST FROM PERSONNEL BUDGETING		\$1,610.48
NEW REQUEST, INCREASE PAY OF DEPT HEADS NHRS		\$785.60

1022249000 260 WORKERS COMP INSURANCE \$33.23 \$32 \$33.95 \$37 \$50 \$13

POST FROM PERSONNEL BUDGETING		\$33.62
NEW REQUEST, INCREASE PAY OF DEPT HEADS WC		\$16.40

1022249000 890 MISCELLANEOUS \$2,500.00 \$2,800 \$4,560.70 \$4,100 \$3,550 (\$550)

MEMORIES AT MEMORIAL (REMOVED SCREEN RENTAL):		\$0.00
PROGRAM BROCHURES		\$300.00
STUDENT PARTING GIFTS		\$2,500.00
DECORATIONS		\$750.00

TOTAL MS OTHER SUPPORT SERVICES \$11,518.49 \$13,383 \$15,120.08 \$14,339 \$19,129 \$4,790

2490 - OTHER SUPPORT SERVICES

PHS OTHER SUPPORT SERVICE 33 - PELHAM HIGH SCHOOL

1033249000 110 SALARIES \$16,500.00 \$16,500 \$16,500.00 \$16,500 \$24,500 \$8,000

DAY, KRISTA	DEAN ENGLISH	ACADEMIC DEAN	\$1,500.00
DEXTER, KIMBERLY	DEAN MATH	ACADEMIC DEAN	\$1,500.00
DORVAL, WENDY	DEAN BUSINSS	ACADEMIC DEAN	\$1,500.00
FOX, MICHELLE	DEAN SCIENCE	ACADEMIC DEAN	\$1,500.00
HUSBY, TRISTAN	DEAN SOC STU	ACADEMIC DEAN	\$1,500.00
JIANG-DEMETRION, DARLENE	DEAN SPED	ACADEMIC DEAN	\$1,500.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2490 - OTHER SUPPORT SERVICES								
		JONES, DANIEL DEAN ART MUS	\$1,500.00					
		KONDI, CATHERINE AUDITORIUM H	\$4,500.00					
		LALIBERTE, ALLISON DEAN FORLANG	\$1,500.00					
		POST FROM PERSONNEL BUDGETING	\$16,500.00					
		NEW REQUEST, ADD TWO NEW DEAN POSITIONS, DEAN OF COUNSELING AND DEAN OF PHYSICAL ED/HEALTH/FACS AT NEW RATE \$2000 EA	\$0.00					
		NEW REQUEST, INCREASE PAY OF ACADEMIC DEANS TO \$2000 EA CURRENTLY \$1500 EA, 8 POSITIONS	\$4,000.00					
		1033249000 220 SOCIAL SECURITY	\$1,236.77	\$1,262	\$1,229.74	\$1,262	\$1,874	\$612
		POST FROM PERSONNEL BUDGETING	\$1,262.25					
		NEW REQUEST, NEW DEAN POSITIONS FICA	\$306.00					
		NEW REQUEST, INCREASE PAY OF CURRENT DEANS FICA	\$306.00					
		1033249000 232 TEACHER RETIREMENT	\$3,468.71	\$3,468	\$3,468.39	\$3,241	\$4,812	\$1,571
		POST FROM PERSONNEL BUDGETING	\$3,240.60					
		NEW REQUEST, ADD NEW DEAN POSITIONS NHRS	\$785.60					
		NEW REQUEST, INCREASE PAY OF CURRENT DEANS NHRS	\$785.60					
		1033249000 260 WORKERS COMP INSURANCE	\$77.09	\$64	\$69.08	\$75	\$100	\$26
		POST FROM PERSONNEL BUDGETING	\$67.65					
		NEW REQUEST, ADD TWO DEAN POSITIONS WC	\$16.40					
		NEW REQUEST, INCREASE PAY OF CURRENT DEANS WC	\$16.40					
		1033249000 610 SUPPLIES	\$585.45	\$4,500	\$572.81	\$4,500	\$4,900	\$400
		SEALS AND STICKERS FOR THE DIPLOMAS	\$0.00					
		PINS, CERTIFICATES, YEAR END CEREMONIES, FLOWERS, RECEPTION ITEMS, AWARDS, MEDALS, PLAQUES, INCREASED	\$0.00					
			\$4,900.00					
		1033249000 890 MISCELLANEOUS	\$12,266.78	\$21,800	\$16,553.21	\$20,833	\$23,000	\$2,167
		GRADUATION STAGE/STEPS (2)/SKIRTING	\$0.00					
		1600 WHITE CHAIRS, DEPOSIT DELIVERY/SET-UP/PICK-UP	\$0.00					
		DIPLOMAS, CERTIFICATES OF ACHIEVEMENT (IN/OUT OF DIST)	\$0.00					
		FACULTY GOWNS/HOODS/ TAMS	\$0.00					
		GRADUATION FLOWER ARRANGEMENTS	\$0.00					
		STOLES FOR ALL GRAD AND HONOR STOLES FOR OFFICERS	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2490 - OTHER SUPPORT SERVICES

SENIOR BREAKFAST	\$0.00
PAPER FOR PROGRAMS/BAGS FOR SENIORS/MISC. SUPPLY TO	\$0.00
CONDUCT GRADUATION, ADJUSTED FOR INFLATION	\$23,000.00
SPANISH EXCHANGE PROGRAM, ADJUSTED	\$3,300.00
LEVEL 2 SUPERINTENDENT REDUCTION - SPANISH EXCHANGE	(\$3,300.00)

TOTAL PHS OTHER SUPPORT SERVICE \$34,134.80 \$47,594 \$38,393.23 \$46,411 \$59,186 \$12,776

TOTAL 2490 - OTHER SUPPORT SERVICES \$61,881.66 \$77,238 \$69,739.01 \$76,846 \$101,302 \$24,456

2510 - BUSINESS/FINANCE SERVICES

DW BUSINESS & FINANCE 00 - DISTRICT-WIDE

1000251000 446 RENTAL/LEASE SOFTWARE \$7,567.40 \$10,167 \$9,669.38 \$10,167 \$10,167 \$0

SCHOOL MESSENGER -NOTIFICATION SYS INTRADO	\$4,000.00
SCHOOL MESSENGER -SECUREFILE SYSTEM	\$1,177.00
ZOOM SERVICE, UP TO 10 USERS	\$2,400.00
PANDADOC, 6 LICENSES, 1 BUSINESS PLAN WITH BULK FEATURE	\$2,590.00

1000251000 550 PRINTING \$0.00 \$400 \$0.00 \$0 \$0 \$0

1000251000 610 SUPPLIES \$0.00 \$500 \$0.00 \$250 \$250 \$0

SAFETY COMMITTEE (JLMC) SUPPLIES, LEVEL FUND	\$250.00
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1000251000 650 SOFTWARE \$4,636.21 \$4,712 \$4,948.00 \$4,948 \$4,948 \$0

STUDENT ACTIVITY FUNDS SOFTWARE SUPPORT	\$0.00
SILVER, UP TO 8 USERS, LEVEL FUNDED	\$4,948.00

1000251000 810 DUES AND FEES \$0.00 \$1,284 \$1,290.65 \$1,284 \$1,291 \$7

FRAUD MITIGATION BANK SERVICE, ADJUSTED	\$1,291.00
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1000251000 890 MISCELLANEOUS \$2,474.20 \$4,144 \$1,770.60 \$3,644 \$3,394 (\$250)

ANNUAL PUBLIC PERFORMANCE LICENSE	\$1,644.00
STAFF IMMUNIZATION HEP A/B	\$500.00
NUTRION MEALS UNCOLLECTIBLE FUNDS, LEVEL FUNDED	\$1,500.00
LEVEL 2 SUPERINTENDENT REDUCTION - STAFF HEP A/B	(\$250.00)

TOTAL DW BUSINESS & FINANCE \$14,677.81 \$21,207 \$17,678.63 \$20,293 \$20,050 (\$243)

2510 - BUSINESS/FINANCE SERVICES

BUSINESS/FINANCE SERVICES 90 - SAU #28

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2510 - BUSINESS/FINANCE SERVICES								
1090251000	110	SALARIES	\$235,167.21	\$239,215	\$249,318.20	\$252,432	\$269,096	\$16,663
		DESCHENES, MEGHAN	\$23,157.20					
		DOUCETTE, JOYCE	\$78,627.00					
		LAVACCHIA, CHRISTINE	\$38,300.45					
		MAHONEY, DEBORAH	\$129,011.00					
1090251000	130	OVERTIME SALARIES	\$482.26	\$1,000	\$705.57	\$1,000	\$1,000	\$0
		FINANCE STAFF OVERTIME (MAY BE PAID AS EXTRA HOURS)	\$1,000.00					
1090251000	211	HEALTH INSURANCE	\$64,313.95	\$71,823	\$67,049.47	\$65,772	\$53,293	(\$12,479)
		POST FROM PERSONNEL BUDGETING	\$56,433.94					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,141.09)					
1090251000	212	DENTAL INSURANCE	\$3,963.12	\$3,831	\$3,426.15	\$2,622	\$2,746	\$124
		POST FROM PERSONNEL BUDGETING	\$2,754.05					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$8.02)					
1090251000	213	LIFE INSURANCE	\$616.80	\$617	\$651.36	\$672	\$707	\$36
1090251000	214	DISABILITY INSURANCE	\$1,702.26	\$1,683	\$1,827.84	\$1,902	\$1,963	\$61
1090251000	220	SOCIAL SECURITY	\$17,872.70	\$18,421	\$18,994.64	\$19,311	\$20,681	\$1,370
1090251000	231	NON-TEACHER RETIREMENT	\$30,232.95	\$30,248	\$31,971.54	\$30,571	\$33,275	\$2,704
1090251000	260	WORKERS COMP INSURANCE	\$1,100.22	\$929	\$1,046.89	\$1,144	\$1,103	(\$40)
1090251000	275	WORKSHOPS NON-UNION	\$2,892.99	\$6,075	\$5,894.99	\$7,885	\$6,325	(\$1,560)
		NHSAA SEASON PASS, ADJUSTED TO ACTUAL FY24	\$2,300.00					
		TRI-STATE ASBO & NNE FACILITY MASTERS CONFERENCES	\$375.00					
		ASBO INTL CONFERENCE REQUIRED BY CONTRACT	\$760.00					
		EFINANCEPLUS TRAINING, END OF CAL YEAR & FISCAL YEAR	\$1,240.00					
		SUNGARD USER CONFERENCE	\$900.00					
		MISC BUSINESS/FINANCE STAFF WORKSHOPS	\$750.00					
1090251000	291	TSA MATCH CONTRIBUTION	\$4,500.00	\$4,500	\$5,000.00	\$5,000	\$5,000	\$0
1090251000	330	PROFESSIONAL SERVICES	\$7,400.00	\$7,950	\$2,650.00	\$5,700	\$2,400	(\$3,300)
		INTERIM GASB 75 VALUATION FOR AUDIT, PER QUOTE	\$2,400.00					
1090251000	421	UTILITIES-DISPOSAL	\$0.00	\$0	\$72.50	\$72	\$75	\$2
		SHREDDING SERVICES	\$75.00					
1090251000	446	RENTAL/LEASE SOFTWARE	\$43,795.88	\$45,400	\$49,518.44	\$50,779	\$51,873	\$1,094
		E-FINANCEPLUS ANNUAL ASP SERVICES PER CONTRACT	\$0.00					
		(CURRENT RATE PLUS ESTIMATED PRICE INCREASE)	\$46,566.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2510 - BUSINESS/FINANCE SERVICES								
		EFP CUSTOMIZATION SUPPORT SERVICES, LEVEL	\$2,307.00					
		EFP CUSTOMIZATION/CONSULTING SUPPORT, LEVEL	\$3,000.00					
1090251000	580	TRAVEL & MILEAGE	\$2,580.74	\$4,600	\$4,670.87	\$4,787	\$4,787	\$0
		TRI-STATE ASBO AND FACILITIES CONFERENCES	\$700.00					
		ASBO INTL CONFERENCE REQUIRED BY CONTRACT, ADJUSTED	\$1,888.00					
		SUNGARD USER CONFERENCE	\$1,200.00					
		MILEAGE REIMBURSEMENT, ADJUSTED FOR INFLATION	\$999.00					
1090251000	610	SUPPLIES	\$5,378.08	\$6,000	\$6,725.70	\$6,300	\$6,218	(\$82)
		BUSINESS/FINANCE AND ALL SAU GENERAL SUPPLIES	\$0.00					
		REDUCED	\$6,218.00					
1090251000	737	FURNITURE-REPLACEMENT	\$714.14	\$0	\$0.00	\$0	\$0	\$0
1090251000	810	DUES AND FEES	\$2,390.44	\$2,403	\$2,577.07	\$2,491	\$2,614	\$123
		NHASBO/ASBO INTL MEMBERSHIP, (200/275) INC PER ACTUAL	\$475.00					
		NHSAA MEMBERSHIP, INC PER ACTUAL FY24	\$1,677.00					
		AMERICAN PAYROLL ASSOCIATION, INC LEVEL	\$262.00					
		SUNGARD NATIONAL USER GROUP MEMBERSHIP, LEVEL	\$200.00					
1090251000	890	MISCELLANEOUS	\$0.00	\$0	\$196.30	\$0	\$0	\$0
TOTAL BUSINESS/FINANCE SERVICES			\$425,103.74	\$444,696	\$452,297.53	\$458,440	\$463,156	\$4,716
TOTAL 2510 - BUSINESS/FINANCE SERVICES			\$439,781.55	\$465,903	\$469,976.16	\$478,733	\$483,206	\$4,473
2610 - SUPERVISION FACILITY OPER								
FACILITY OPERATIONS 00 - DISTRICT-WIDE								
1000261000	110	SALARIES	\$110,409.02	\$110,409	\$117,572.18	\$117,466	\$128,921	\$11,454
		CHURCHILL, KAREN AA FAC/TECH HOURLY	\$30,505.68					
		SANDS, BRIAN DIR FACILTIE SALARY NON-UNION	\$98,415.00					
1000261000	130	OVERTIME SALARIES	\$47.43	\$0	\$39.65	\$0	\$0	\$0
1000261000	211	HEALTH INSURANCE	\$39,396.47	\$44,321	\$44,320.87	\$49,329	\$39,970	(\$9,360)
		POST FROM PERSONNEL BUDGETING	\$42,325.54					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$2,355.82)					
1000261000	212	DENTAL INSURANCE	\$2,420.76	\$2,385	\$2,384.43	\$2,420	\$2,534	\$114
		POST FROM PERSONNEL BUDGETING	\$2,541.89					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$7.45)					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2610 - SUPERVISION FACILITY OPER								
1000261000	213	LIFE INSURANCE	\$366.24	\$366	\$391.20	\$430	\$428	(\$3)
1000261000	214	DISABILITY INSURANCE	\$249.84	\$250	\$253.07	\$278	\$295	\$17
1000261000	220	SOCIAL SECURITY	\$8,336.95	\$8,456	\$8,875.04	\$8,986	\$9,875	\$888
1000261000	231	NON-TEACHER RETIREMENT	\$15,530.39	\$15,524	\$16,530.01	\$15,893	\$17,443	\$1,550
1000261000	260	WORKERS COMP INSURANCE	\$515.96	\$428	\$492.79	\$532	\$529	(\$4)
1000261000	275	WORKSHOPS NON-UNION	\$1,024.00	\$1,500	\$895.00	\$3,290	\$2,395	(\$895)
		SCHOOLDUDE UNIVERSITY - 1 @ \$895, REDUCED TO 1	\$895.00					
		PROFESSIONAL DEVELOPMENT, INCLUDES TRAINING	\$0.00					
		OF FACILITIES PERSONNEL ON DISTRICT EQUIPMENT	\$1,500.00					
1000261000	291	TSA MATCH CONTRIBUTION	\$2,584.64	\$0	\$3,500.00	\$3,500	\$3,500	\$0
1000261000	580	TRAVEL & MILEAGE	\$1,270.56	\$4,300	\$2,039.82	\$4,300	\$2,300	(\$2,000)
		TRAVEL & MILEAGE FOR FACILITIES PERSONNEL	\$300.00					
		SCHOOLDUDE CONFERENCE, REDUCED	\$2,000.00					
1000261000	810	DUES AND FEES	\$53.00	\$60	\$53.00	\$60	\$60	\$0
		AAA MEMBERSHIP FOR DISTRICT VEHICLES	\$60.00					
TOTAL FACILITY OPERATIONS			\$182,205.26	\$187,998	\$197,347.06	\$206,486	\$208,249	\$1,762
TOTAL 2610 - SUPERVISION FACILITY OPER			\$182,205.26	\$187,998	\$197,347.06	\$206,486	\$208,249	\$1,762
2620 - BUILDING SERVICES								
DW BUILDING SERVICES			00 - DISTRICT-WIDE					
1000262000	110	SALARIES	\$94,303.41	\$107,028	\$92,516.09	\$131,889	\$139,237	\$7,348
		WILKINS, RAYMOND	\$66,231.36					
		ZILIFIAN, VAHRAM	\$47,167.92					
		POST FROM PERSONNEL BUDGETING	\$113,399.28					
		SUMMER CUSTODIAL SUPPORT (3.0 FTE @ \$4,256 EA)	\$12,768.00					
		SUMMER MAINTENANCE PAINTERS (3.0 FTE POSITIONS, ONE IS	\$0.00					
		LEAD @ \$4,560 AND TWO PAINTERS @ \$4,256 EA)	\$13,070.00					
1000262000	120	DAILY SUBSTITUTE SALARIES	\$0.00	\$5,000	\$0.00	\$5,000	\$5,000	\$0
		CUSTODIAL SUBSTITUTES (WILL BE CHARGED TO EMPLOYEE'S	\$0.00					
		BUDGET UNIT) BASED ON PRIOR YEARS; LEVEL FUND	\$5,000.00					
1000262000	130	OVERTIME SALARIES	\$2,199.40	\$5,000	\$2,866.72	\$5,000	\$4,000	(\$1,000)

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2620 - BUILDING SERVICES								
		ANTICIPATED PLOWING OVERTIME, AND FOR AFTER SCHOOL	\$0.00					
		BUILDING REPAIRS, REDUCED	\$4,000.00					
1000262000	211	HEALTH INSURANCE	\$3,000.00	\$3,000	\$18,341.95	\$45,372	\$30,671	(\$14,701)
		POST FROM PERSONNEL BUDGETING	\$32,302.32					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$1,630.95)					
1000262000	212	DENTAL INSURANCE	\$546.72	\$539	\$1,292.19	\$2,369	\$2,175	(\$194)
		POST FROM PERSONNEL BUDGETING	\$2,181.12					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$6.34)					
1000262000	213	LIFE INSURANCE	\$113.04	\$113	\$158.33	\$203	\$213	\$10
1000262000	214	DISABILITY INSURANCE	\$173.52	\$174	\$236.46	\$306	\$353	\$46
1000262000	220	SOCIAL SECURITY	\$7,613.26	\$9,186	\$7,477.59	\$11,084	\$9,297	(\$1,787)
		POST FROM PERSONNEL BUDGETING	\$8,914.23					
		SUMMER CUSTODIAL & MAINTENANCE FICA	\$0.00					
		CUSTODIAL SUBSTITUTE FICA	\$382.50					
1000262000	231	NON-TEACHER RETIREMENT	\$8,913.70	\$9,143	\$12,183.09	\$15,025	\$15,343	\$318
		POST FROM PERSONNEL BUDGETING	\$15,342.92					
1000262000	260	WORKERS COMP INSURANCE	\$3,571.05	\$3,632	\$3,200.05	\$5,207	\$3,879	(\$1,328)
		POST FROM PERSONNEL BUDGETING	\$3,715.92					
		SUMMER CUSTODIAL & MAINTENANCE WC	\$0.00					
		CUSTODIAL SUBSTITUTE WC	\$163.30					
1000262000	275	WORKSHOPS NON-UNION	\$860.00	\$1,650	\$750.00	\$1,800	\$1,800	\$0
		NHASBO MASTERS FACILITIES CONFERENCE - 5 PEOPLE @ \$75	\$0.00					
		AND 2 PEOPLE AT \$150 (LESS 1 PRIMEX SCHOLARSHIP)	\$600.00					
		NHASBO FACILITIES CERTIFICATION CLASSES (8X\$150)	\$1,200.00					
1000262000	330	PROFESSIONAL SERVICES	\$8,870.00	\$5,269	\$10,864.80	\$5,550	\$5,550	\$0
		ANNUAL FEE FOR ENERGY BUYING GROUP CONSULTANTS	\$3,400.00					
		BID DOCUMENT FEES (ELECT., NATURAL GAS)	\$2,150.00					
1000262000	446	RENTAL/LEASE SOFTWARE	\$0.00	\$8,500	\$9,309.24	\$9,800	\$10,196	\$396
		SCHOOLDUDE SOLUTIONS:	\$0.00					
		MAINTENANCE ESSENTIALS PRO (HELP DESK & PREVENTATIVE MAINTENANCE), INCREASED	\$4,681.00					
		EVENT ESSENTIALS PRO (FACILITY & COMMUNITY USE)	\$0.00					
		FOR FACILITIES SCHEDULING, INCREASED	\$5,515.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2620 - BUILDING SERVICES								
1000262000	521	INSURANCE PROP/LIABILITY	\$58,258.00	\$64,084	\$64,608.00	\$70,423	\$76,762	\$6,339
		PROPERTY & LIABILITY INSURANCE	\$0.00					
		FY24 RATE PLUS 9% CAP MAXIMUM INCREASE	\$76,762.00					
1000262000	580	TRAVEL & MILEAGE	\$0.00	\$300	\$0.00	\$250	\$250	\$0
		TRAVEL & MILEAGE FOR CUSTODIAL PERSONNEL	\$250.00					
1000262000	610	SUPPLIES	\$2,703.63	\$0	\$63.00	\$0	\$0	\$0
1000262000	626	GASOLINE/DIESEL	\$1,274.00	\$2,067	\$1,355.75	\$2,727	\$2,000	(\$727)
		FUEL FOR DISTRICT EQUIPMENT, REDUCED	\$2,000.00					
1000262000	890	MISCELLANEOUS	\$0.00	\$0	\$366.89	\$0	\$0	\$0
<u>TOTAL DW BUILDING SERVICES</u>			\$192,399.73	\$224,685	\$225,590.15	\$312,006	\$306,726	(\$5,280)

2620 - BUILDING SERVICES

PES BUILDING SERVICES 11 - PELHAM ELEMENTARY SCHOOL

1011262000	110	SALARIES	\$166,469.81	\$230,794	\$205,668.00	\$241,176	\$262,650	\$21,474
		BELANGER, ZACHARY	\$49,965.84					
		BROWN, JOSEPH	\$42,991.92					
		MACKAY, ROBERT	\$41,739.12					
		NAVA, GUADALUPE	\$44,808.48					
		VAN AUKEN, BRUCE	\$43,472.16					
		WITTS, DAVID	\$39,672.00					
1011262000	130	OVERTIME SALARIES	\$14,101.84	\$8,000	\$19,476.87	\$8,000	\$8,000	\$0
		OVERTIME FOR PES EMPLOYEES	\$8,000.00					
1011262000	211	HEALTH INSURANCE	\$41,248.65	\$68,186	\$69,133.00	\$101,188	\$81,835	(\$19,353)
		POST FROM PERSONNEL BUDGETING	\$86,658.24					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$4,823.73)					
1011262000	212	DENTAL INSURANCE	\$2,211.84	\$3,821	\$3,011.84	\$3,879	\$4,061	\$182
		POST FROM PERSONNEL BUDGETING	\$4,073.28					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$11.96)					
1011262000	213	LIFE INSURANCE	\$291.32	\$433	\$386.12	\$499	\$495	(\$4)
1011262000	214	DISABILITY INSURANCE	\$445.92	\$666	\$594.19	\$769	\$864	\$95
1011262000	220	SOCIAL SECURITY	\$13,624.32	\$18,268	\$16,938.90	\$18,450	\$20,093	\$1,643
1011262000	231	NON-TEACHER RETIREMENT	\$25,388.46	\$33,574	\$31,608.19	\$32,631	\$35,536	\$2,905

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2620 - BUILDING SERVICES								
1011262000	260	WORKERS COMP INSURANCE	\$6,549.65	\$7,388	\$7,378.23	\$8,827	\$8,578	(\$249)
1011262000	330	PROFESSIONAL SERVICES	\$80,462.00	\$0	\$0.00	\$0	\$0	\$0
1011262000	411	UTILITIES-WATER	\$24,221.58	\$26,513	\$24,910.04	\$29,690	\$26,156	(\$3,534)
		PENNICHUCK WATER -BUDGET BASED ON CURRENT FY24 BILLING, PLUS ESTIMATED INFLATION	\$0.00					
			\$26,156.00					
1011262000	412	UTILITIES-SEPTIC	\$4,365.00	\$7,185	\$7,185.00	\$5,900	\$6,900	\$1,000
		SEPTIC PUMPING	\$4,900.00					
		SEMI-ANNUAL GREASE TRAP PUMPING (2X/YR), INCREASED	\$2,000.00					
1011262000	421	UTILITIES-DISPOSAL	\$11,957.89	\$11,536	\$21,450.09	\$25,188	\$26,448	\$1,260
		RUBBISH AND RECYCLING CONTRACT, INCREASED \$2204/MO	\$26,448.00					
1011262000	430	REPAIRS & MAINTENANCE	\$20,827.94	\$17,440	\$28,860.21	\$30,869	\$22,914	(\$7,955)
		GENERAL REPAIRS AND MAINTENANCE:	\$0.00					
		ACCT FOR IN-HOUSE REPAIRS - ALLOCATION OF BUDGET IS	\$0.00					
		SHARED WITH FUNCTION 2640 - CONTRACTED MAINTENANCE	\$0.00					
		AND REPAIRS - 127,296 SQFT @ \$0.36 PER SQFT	\$0.00					
		(HALF WILL REFLECT ON BUDGET LINE 1011264000-433)	\$22,914.00					
1011262000	432	BOILER REPAIR & MAINT	\$8,578.99	\$11,282	\$7,035.39	\$7,282	\$10,920	\$3,638
		BOILER/MECHANICAL ROOM MAINTENANCE PER CONTRACT, 2X/YEAR, REDUCED	\$0.00					
			\$1,950.00					
		BOILER UNEXPECTED REPAIRS, LEVEL	\$2,000.00					
		WATER TREATMENT CONTRACT, ANNUAL, INCREASED	\$1,200.00					
		NEW REQ: ROOFTOP EQUIPMENT MAINTENANCE CONTRACT, 2X/YR	\$5,770.00					
1011262000	433	CONTRACTED REPAIR & MAINT	\$27,070.73	\$13,621	\$6,777.64	\$12,988	\$12,988	\$0
		ANNUAL GYM FLOOR REFINISH, LEVEL FUNDED	\$1,688.00					
		MAINTENANCE CONTRACTS TO INCLUDE ELEVATOR AND LIFT	\$0.00					
		INSPECTIONS/CERTIFICATES, INCREASE BY VENDOR CONTRACT	\$4,300.00					
		MAINTENANCE AND REPAIRS TO INCLUDE ELECTRICAL, PLUMBING	\$0.00					
		AND ANY OTHER CONTRACTED WORK PERTAINING TO	\$0.00					
		BUILDING EQUIPMENT, LEVEL FUNDED	\$7,000.00					
1011262000	610	SUPPLIES	\$32,096.19	\$51,779	\$51,845.22	\$49,779	\$49,779	\$0
		ANNUAL CUSTODIAL BID SUPPLIES FOR BUILDING SERVICES	\$49,779.00					
1011262000	622	UTILITIES - ELECTRIC	\$93,087.91	\$106,814	\$91,578.90	\$137,442	\$124,200	(\$13,242)
		800,000 KWH @ \$0.1625/KWH. USAGE LEVEL REDUCED PER	\$0.00					
		ACTUALS. PROJECTED RATE IS THROUGH FORWARD MARKET	\$0.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2620 - BUILDING SERVICES								
		PRICING, BUDGET INCLUDES SUPPLY AND DELIVERY	\$130,000.00					
		LEVEL 2 SUPERINTENDENT REDUCTION -NEW RATE \$0.15525/KWH	(\$5,800.00)					
1011262000	625	UTILITIES - NATURAL GAS	\$42,409.00	\$37,536	\$43,019.94	\$54,260	\$43,284	(\$10,976)
		30,910 THERMS @ \$1.308/THERM. USAGE INCREASED BASED ON 2-YEAR AVERAGE USAGE. PROJECTED RATE IS PARTIALLY CONTRACTED AND PARTIALLY FORWARD MARKET PRICING FOR G45 RATE, BUDGET INCLUDES SUPPLY, DELIVERY AND METER CHARGES.	\$0.00					
1011262000	734	EQUIPMENT-ADDITIONAL	\$421.16	\$2,000	\$951.30	\$0	\$0	\$0
1011262000	738	EQUIPMENT-REPLACEMENT	\$26,731.16	\$26,310	\$26,934.00	\$2,000	\$2,000	\$0
		BUDGET TO SUPPORT REPLACING EQUIPMENT AS NEEDED I.E. ELECTROSTATIC SPRAYERS, VACUUMS	\$0.00					
			\$2,000.00					
TOTAL PES BUILDING SERVICES			\$642,561.36	\$683,148	\$664,743.07	\$770,818	\$747,701	(\$23,117)
2620 - BUILDING SERVICES								
MS BUILDING SERVICES 22 - PELHAM MEMORIAL SCHOOL								
1022262000	110	SALARIES	\$143,156.88	\$141,942	\$145,601.75	\$185,968	\$198,950	\$12,982
		HALL, DEREK	\$39,672.00					
		LORENTZEN, CHRISTOPHER	\$39,672.00					
		PERRY, BEVERLY	\$32,056.02					
		PRAETZ, DANIEL	\$49,965.84					
		VACANT POSITION,	\$37,584.00					
		POST FROM PERSONNEL BUDGETING	\$198,949.86					
		SAU NOTE: VACANT CUST PMS IS 1.0 FTE @ \$37,584	\$0.00					
1022262000	130	OVERTIME SALARIES	\$3,588.77	\$7,000	\$2,368.45	\$4,000	\$7,000	\$3,000
		OVERTIME FOR PMS EMPLOYEES, PLAN FOR INCREASED USE	\$7,000.00					
1022262000	211	HEALTH INSURANCE	\$33,274.43	\$36,684	\$52,624.26	\$87,745	\$61,417	(\$26,328)
		POST FROM PERSONNEL BUDGETING	\$64,860.48					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,443.23)					
1022262000	212	DENTAL INSURANCE	\$2,376.48	\$2,341	\$2,202.09	\$3,434	\$3,061	(\$373)
		POST FROM PERSONNEL BUDGETING	\$3,069.60					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$9.00)					
1022262000	213	LIFE INSURANCE	\$214.80	\$215	\$213.50	\$323	\$317	(\$7)

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2620 - BUILDING SERVICES								
1022262000	214	DISABILITY INSURANCE	\$328.80	\$329	\$329.78	\$499	\$549	\$50
1022262000	220	SOCIAL SECURITY	\$11,558.18	\$11,853	\$11,367.11	\$14,456	\$15,449	\$993
1022262000	231	NON-TEACHER RETIREMENT	\$16,498.43	\$16,978	\$16,511.29	\$21,384	\$22,581	\$1,197
1022262000	260	WORKERS COMP INSURANCE	\$5,349.21	\$4,632	\$4,976.66	\$6,820	\$6,510	(\$310)
1022262000	330	PROFESSIONAL SERVICES	\$0.00	\$39,780	\$42,327.46	\$0	\$0	\$0
1022262000	411	UTILITIES-WATER	\$7,467.70	\$8,038	\$6,784.24	\$9,399	\$8,511	(\$888)
		PENNICHUCK WATER - BUDGET BASED ON PMS PROJECT	\$0.00					
		ADJUSTMENT, PLUS ESTIMATED INFLATION	\$8,511.00					
1022262000	412	UTILITIES-SEPTIC	\$2,850.00	\$5,000	\$3,000.00	\$6,000	\$6,000	\$0
		ANNUAL SEPTIC PUMPING	\$5,000.00					
		SEMI-ANNUAL GREASE TRAP PUMPING, 2X/YR	\$1,000.00					
		THIS WILL BE THE FIRST FULL YEAR WITH THE NEW SYSTEMS	\$0.00					
1022262000	421	UTILITIES-DISPOSAL	\$12,397.83	\$9,370	\$20,000.99	\$22,788	\$23,928	\$1,140
		RUBBISH AND RECYCLING CONTRACT, INCREASE, \$1994/MONTH	\$23,928.00					
1022262000	430	REPAIRS & MAINTENANCE	\$4,268.27	\$11,089	\$35,890.00	\$44,891	\$12,967	(\$31,924)
		GENERAL REPAIRS AND MAINTENANCE:	\$0.00					
		ACCOUNT FOR IN-HOUSE REPAIRS - ALLOCATION OF BUDGET IS	\$0.00					
		SHARED WITH FUNCTION 2640 - CONTRACTED MAINTENANCE	\$0.00					
		AND REPAIRS - 99,740 SQFT @ \$0.26 PER SQFT	\$0.00					
		(HALF WILL REFLECT ON BUDGET LINE 1022264000-433)	\$12,967.00					
1022262000	432	BOILER REPAIR & MAINT	\$5,635.62	\$5,700	\$0.00	\$5,900	\$5,900	\$0
		BOILERS MAINTENANCE CONTRACT 2X/YR	\$3,400.00					
		BOILER UNEXPECTED REPAIRS	\$2,500.00					
1022262000	433	CONTRACTED REPAIR & MAINT	\$5,375.98	\$6,019	\$1,000.79	\$6,755	\$6,755	\$0
		ANNUAL GYM FLOOR REFINISH	\$1,755.00					
		MAINTENANCE CONTRACTS TO INCLUDE	\$0.00					
		LIFT INSPECTION/CERTIFICATE	\$2,500.00					
		MAINT AND REPAIRS TO INCLUDE ELECTRICAL	\$0.00					
		AND ANY OTHER CONTRACTED WORK PERTAINING TO	\$0.00					
		BUILDING EQUIPMENT	\$2,500.00					
1022262000	610	SUPPLIES	\$13,324.16	\$28,688	\$24,688.91	\$25,515	\$25,515	\$0
		ANNUAL CUSTODIAL BID SUPPLIES FOR BUILDING SERVICES	\$25,515.00					
1022262000	622	UTILITIES - ELECTRIC	\$51,150.64	\$114,900	\$57,404.61	\$144,700	\$155,250	\$10,550

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2620 - BUILDING SERVICES								
		1,000,000 KWH @ \$0.16259/KWH. USAGE BASED ON ENGINEER ESTIMATES FOR PMS PROJECT IMPACT. PROJECTED RATE IS BASED ON FORWARD MARKET PRICING, BUDGET INCLUDES SUPPLY AND DELIVERY.	\$0.00					
		LEVEL 2 SUPERINTENDENT REDUCTION -NEW RATE \$0.15525/KWH	\$0.00					
			\$0.00					
			\$0.00					
			\$162,590.00					
			(\$7,340.00)					
1022262000	623	UTILITIES - PROPANE	\$7,234.26	\$6,389	\$6,708.69	\$8,610	\$0	(\$8,610)
		REMOVED PROPANE BUDGET, WAS FOR PORTABLES ONLY	\$0.00					
1022262000	625	UTILITIES - NATURAL GAS	\$45,102.82	\$59,508	\$57,619.60	\$87,125	\$85,085	(\$2,040)
		47,844 THERMS @ \$1.719/THERM. USAGE BASED ON PMS PROJECT ENGINEERING ESTIMATES-LEVEL. PROJECTED RATE IS PARTIALLY CONTRACTED AND PARTIALLY FORWARD MARKET PRICING FOR G45 RATE, BUDGET INCLUDES SUPPLY, DELIVERY AND METER CHARGES.	\$0.00					
			\$0.00					
			\$0.00					
			\$0.00					
			\$85,085.00					
1022262000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$10,327	\$10,327.70	\$0	\$11,000	\$11,000
		NEW REQUEST: BATTERY WALK BEHIND BURNISHER, FOR NEW SPACE AT PMS	\$0.00					
			\$11,000.00					
1022262000	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$0.00	\$2,000	\$2,000	\$0
		BUDGET TO SUPPORT REPLACING EQUIPMENT AS NEEDED I.E. ELECTROSTATIC SPRAYERS, VACUUMS	\$0.00					
			\$2,000.00					
<u>TOTAL MS BUILDING SERVICES</u>			\$371,153.26	\$526,782	\$501,947.88	\$688,311	\$658,744	(\$29,567)

2620 - BUILDING SERVICES

PHS BUILDING SERVICES 33 - PELHAM HIGH SCHOOL

1033262000	110	SALARIES	\$164,755.51	\$221,160	\$196,260.26	\$216,268	\$220,858	\$4,590
		ARSENEAULT, JACOB	CUST PHS	HOURLY	\$33,909.12			
		DAILEY, JOSEPH	CUST PHS	HOURLY	\$47,188.80			
		GRIFFIN, PAUL	CUST PHS	HOURLY	\$41,968.80			
		NESKEY, KAREN	CUST PHS	HOURLY	\$33,909.12			
		NESKEY, STEPHEN	CUST PHS	HOURLY	\$36,477.36			
		PERIGNY, GUY	CUST 4.0 PHS	HOURLY	\$27,405.00			
1033262000	130	OVERTIME SALARIES	\$11,743.76	\$12,000	\$11,541.68	\$12,000	\$12,000	\$0
		OVERTIME FOR PHS EMPLOYEES	\$12,000.00					
1033262000	211	HEALTH INSURANCE	\$56,186.87	\$90,506	\$74,753.97	\$92,604	\$54,091	(\$38,513)

PELHAM SCHOOL DISTRICT
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2620 - BUILDING SERVICES								
		POST FROM PERSONNEL BUDGETING	\$56,926.08					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$2,834.66)					
1033262000	212	DENTAL INSURANCE	\$2,901.59	\$3,957	\$3,338.11	\$3,389	\$2,747	(\$642)
		POST FROM PERSONNEL BUDGETING	\$2,755.20					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$8.00)					
1033262000	213	LIFE INSURANCE	\$316.98	\$400	\$376.32	\$369	\$364	(\$6)
1033262000	214	DISABILITY INSURANCE	\$484.62	\$612	\$574.51	\$563	\$637	\$74
1033262000	220	SOCIAL SECURITY	\$13,606.11	\$18,066	\$16,042.18	\$17,003	\$17,355	\$352
1033262000	231	NON-TEACHER RETIREMENT	\$24,686.76	\$31,502	\$29,171.92	\$26,806	\$26,174	(\$631)
1033262000	260	WORKERS COMP INSURANCE	\$6,420.83	\$7,225	\$6,906.60	\$7,943	\$7,238	(\$705)
1033262000	330	PROFESSIONAL SERVICES	\$8,856.00	\$0	\$0.00	\$0	\$0	\$0
1033262000	411	UTILITIES-WATER	\$10,028.28	\$11,607	\$14,413.40	\$13,222	\$12,069	(\$1,153)
		PENNICHUCK WATER - BUDGET BASED ON CURRENT	\$0.00					
		FY24 BILLING, PLUS ESTIMATED INFLATION	\$12,069.00					
1033262000	412	UTILITIES-SEPTIC	\$3,420.00	\$7,055	\$7,055.00	\$6,750	\$7,500	\$750
		ANNUAL SEPTIC PUMPING	\$5,000.00					
		SEPTIC PUMPING FOR MODULAR	\$500.00					
		SEMI-ANNUAL GREASE TRAP PUMPING, 2X/YR, INCREASED	\$2,000.00					
1033262000	421	UTILITIES-DISPOSAL	\$9,760.02	\$9,662	\$20,117.96	\$25,188	\$26,448	\$1,260
		RUBBISH AND RECYCLING CONTRACT, INCREASE, \$2204/MONTH	\$26,448.00					
1033262000	430	REPAIRS & MAINTENANCE	\$14,942.71	\$15,835	\$47,723.08	\$49,890	\$17,155	(\$32,734)
		GENERAL REPAIRS AND MAINTENANCE:	\$0.00					
		ACCOUNT FOR IN-HOUSE REPAIRS - ALLOCATION OF BUDGET IS	\$0.00					
		SHARED WITH FUNCTION 2640 - CONTRACTED MAINTENANCE	\$0.00					
		AND REPAIRS - 131,956 SQFT @ \$0.26 PER SQFT	\$0.00					
		(HALF WILL REFLECT ON BUDGET LINE 1033264000-433)	\$17,155.00					
1033262000	432	BOILER REPAIR & MAINT	\$13,511.60	\$16,400	\$12,380.05	\$21,723	\$17,761	(\$3,962)
		BOILERS REPAIRS	\$2,100.00					
		BOILER/MECHANICAL ROOM MAINTENANCE CONTRACT 2X/YR	\$6,600.00					
		ROOFTOP EQUIPMENT MAINTENANCE CONTRACT 2X/YR	\$5,800.00					
		WATER TREATMENT ANNUAL CONTRACT, INCREASED	\$3,261.00					
1033262000	433	CONTRACTED REPAIR & MAINT	\$13,935.33	\$13,855	\$11,498.72	\$14,392	\$14,392	\$0
		ANNUAL GYM FLOOR REFINISHING	\$1,666.00					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2620 - BUILDING SERVICES

MAINTENANCE CONTRACTS TO INCLUDE ELEVATOR INSPECTION AND CERTIFICATES FOR TWO ELEVATORS	\$0.00
MAINTENANCE AND REPAIRS TO INCLUDE ELECTRICAL AND ANY OTHER CONTRACTED WORK FOR BUILDING EQUIPMENT	\$5,910.00
	\$0.00
	\$6,816.00

1033262000 610 SUPPLIES \$44,200.87 \$38,172 \$38,818.65 \$46,672 \$46,672 \$0

ANNUAL CUSTODIAL BID SUPPLIES FOR BUILDING SERVICES	\$44,172.00
CHARCOAL FILTERS IN AUDITORIUM	\$2,500.00

1033262000 622 UTILITIES - ELECTRIC \$207,297.32 \$179,593 \$171,792.43 \$225,235 \$228,994 \$3,759

1,475,000 KWH @ \$0.16259/KWH. USAGE REDUCED BASED ON 2-YEAR AVERAGE REDUCTION. PROJECTED RATE IS BASED ON FORWARD MARKET PRICING, BUDGET INCLUDES SUPPLY AND DELIVERY.	\$0.00
	\$0.00
	\$0.00
	\$239,821.00
LEVEL 2 SUPERINTENDENT REDUCTION -NEW RATE \$0.15525/KWH	(\$10,827.00)

1033262000 623 UTILITIES - PROPANE \$0.00 \$702 \$0.00 \$725 \$498 (\$227)

300 GALLONS (ESTIMATED FOR PORTABLE) @1.659 PER GAL (PROJECTED RATE BASED ON REVIEW OF FORWARD MARKET PRICING PROVIDED BY ENERGY CONSULTANT)	\$0.00
	\$0.00
	\$498.00

1033262000 625 UTILITIES - NATURAL GAS \$75,467.48 \$79,706 \$60,523.03 \$110,262 \$69,467 (\$40,795)

50,924 THERMS @ \$1.308/THERM. USAGE BASED ON 2-YR AVG. PROJECTED RATE IS PARTIALLY CONTRACTED AND PARTIALLY FORWARD MARKET PRICING FOR G45 RATE. BUDGET INCLUDES SUPPLY, DELIVERY AND METER CHARGES.	\$0.00
	\$0.00
	\$0.00
	\$69,467.00

1033262000 734 EQUIPMENT-ADDITIONAL \$811.17 \$2,000 \$10,482.58 \$0 \$0 \$0

1033262000 738 EQUIPMENT-REPLACEMENT \$990.55 \$0 \$0.00 \$2,000 \$2,000 \$0

BUDGET TO SUPPORT REPLACING EQUIPMENT AS NEEDED I.E. ELECTROSTATIC SPRAYERS, VACUUMS	\$0.00
	\$2,000.00

TOTAL PHS BUILDING SERVICES \$684,324.36 \$760,014 \$733,770.45 \$893,002 \$784,420 (\$108,582)

2620 - BUILDING SERVICES

SAU BUILDING SERVICES 90 - SAU #28

1090262000 430 REPAIRS & MAINTENANCE \$956.25 \$2,092 \$100.00 \$2,180 \$2,267 \$87

GENERAL REPAIRS & MAINT (8718 SQFT @ .26/SQFT)	\$2,267.00
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1090262000 610 SUPPLIES \$1,117.94 \$500 \$195.71 \$500 \$500 \$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2620 - BUILDING SERVICES								
		SAU BUILDING SUPPLIES	\$500.00					
1090262000	622	UTILITIES - ELECTRIC	\$2,638.22	\$2,340	\$2,799.13	\$3,719	\$2,200	(\$1,519)
		10,439 KWH @ \$0.24918/KWH, USAGE REDUCED BASED ON 2-YR AVERAGE. PROJECTED RATE IS BASED ON FORWARD MARKET PRICING, BUDGET INCLUDES SUPPLY AND DELIVERY.	\$0.00					
		LEVEL 2 SUPERINTENDENT REDUCTION -NEW RATE \$0.21061/KWH	\$2,602.00					
			(\$402.00)					
1090262000	625	UTILITIES - NATURAL GAS	\$5,230.39	\$5,427	\$5,668.82	\$6,929	\$5,513	(\$1,416)
		3,366 THERMS @ \$1.356/THERM. USAGE BASED ON 2-YR AVG. PROJECTED RATE IS PARTIALLY CONTRACTED AND PARTIALLY FORWARD MARKET PRICING FOR G44 RATE, BUDGET INCLUDES SUPPLY, DELIVERY AND METER CHARGES.	\$0.00					
			\$0.00					
			\$0.00					
			\$5,513.00					
<u>TOTAL SAU BUILDING SERVICES</u>			\$9,942.80	\$10,359	\$8,763.66	\$13,328	\$10,480	(\$2,848)
TOTAL 2620 - BUILDING SERVICES			\$1,900,381.51	\$2,204,988	\$2,134,815.21	\$2,677,465	\$2,508,071	(\$169,394)
2630 - GROUNDS SERVICES								
<u>DW GROUNDS SERVICES</u> <u>00 - DISTRICT-WIDE</u>								
1000263000	433	CONTRACTED REPAIR & MAINT	\$170,453.25	\$182,370	\$179,488.00	\$200,020	\$197,020	(\$3,000)
		ANNUAL DISTRICTWIDE GROUNDS MAINTENANCE, INCLUDES ALL MOWING, FIELD MAINTENANCE, GRUB CONTROL APPLICATION	\$0.00					
		FERTILIZER APPLICATION (4X FOR EACH SCHOOL)	\$113,400.00					
		CONTRACTED SNOW PLOWING, PER CONTRACT	\$27,720.00					
			\$55,900.00					
1000263000	734	EQUIPMENT-ADDITIONAL	\$1,633.00	\$1,800	\$1,365.08	\$0	\$0	\$0
1000263000	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$0.00	\$1,800	\$59,800	\$58,000
		BUDGET TO SUPPORT REPLACING EQUIPMENT AS NEEDED FOR GROUNDS, I.E. SNOWBLOWERS	\$0.00					
		NEW REQUEST: REPLACEMENT OF DISTRICT TRUCK AND PLOW, DEPARTMENT IS DOWN TO ONE TRUCK, UTILIZING ATV KABOTA	\$1,800.00					
		AND PERSONAL VEHICLES, RATE IS PER QUOTE	\$0.00					
			\$58,000.00					
<u>TOTAL DW GROUNDS SERVICES</u>			\$172,086.25	\$184,170	\$180,853.08	\$201,820	\$256,820	\$55,000
2630 - GROUNDS SERVICES								
<u>PES GROUNDS SERVICES</u> <u>11 - PELHAM ELEMENTARY SCHOOL</u>								

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2630 - GROUNDS SERVICES								
1011263000	430	REPAIRS & MAINTENANCE	\$4,905.00	\$3,500	\$3,358.50	\$3,500	\$3,500	\$0
		GROUNDS REPAIRS AND MAINTENANCE	\$1,000.00					
		PLAYSET REPAIRS	\$500.00					
		FENCE REPAIR	\$1,000.00					
		INFIELD MIX	\$1,000.00					
1011263000	433	CONTRACTED REPAIR & MAINT	\$55,906.75	\$17,420	\$16,530.00	\$9,300	\$6,800	(\$2,500)
		ANNUAL SPRINKLER REPAIRS	\$1,500.00					
		PLAYGROUND PLAYCHIPS	\$3,800.00					
		ADDITIONAL GROUNDS MAINTENANCE	\$1,500.00					
1011263000	610	SUPPLIES	\$0.00	\$3,750	\$3,040.00	\$3,750	\$3,750	\$0
		GROUNDS SUPPLIES	\$0.00					
		INCLUDING PLAYSET SUPPLIES	\$1,000.00					
		WINTER SALT FOR PARKING LOT	\$2,750.00					
<u>TOTAL PES GROUNDS SERVICES</u>			\$60,811.75	\$24,670	\$22,928.50	\$16,550	\$14,050	(\$2,500)
2630 - GROUNDS SERVICES								
<u>MS GROUNDS SERVICES</u>								
<u>22 - PELHAM MEMORIAL SCHOOL</u>								
1022263000	430	REPAIRS & MAINTENANCE	\$1,950.00	\$4,950	\$2,525.00	\$3,000	\$3,000	\$0
		GROUNDS REPAIRS AND MAINTENANCE	\$2,000.00					
		FENCE REPAIR	\$1,000.00					
1022263000	433	CONTRACTED REPAIR & MAINT	\$455.00	\$1,000	\$224,500.00	\$225,500	\$1,000	(\$224,500)
		ADDITIONAL GROUND REPAIRS AND MAINTENANCE	\$1,000.00					
<u>TOTAL MS GROUNDS SERVICES</u>			\$2,405.00	\$5,950	\$227,025.00	\$228,500	\$4,000	(\$224,500)
2630 - GROUNDS SERVICES								
<u>PHS GROUNDS SERVICES</u>								
<u>33 - PELHAM HIGH SCHOOL</u>								
1033263000	430	REPAIRS & MAINTENANCE	\$1,690.25	\$2,500	\$15,190.92	\$11,900	\$3,500	(\$8,400)
		GROUND MAINTENANCE AND REPAIR	\$1,500.00					
		FENCE REPAIR	\$2,000.00					
1033263000	433	CONTRACTED REPAIR & MAINT	\$56,759.00	\$29,499	\$29,235.00	\$12,950	\$12,950	\$0
		ANNUAL SPRINKLER REPAIRS	\$3,200.00					
		PHS PARKING LOT SWEEPING (2X YR)	\$1,000.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2630 - GROUNDS SERVICES								
		AERATION OF HARRIS FIELD	\$750.00					
		ADDITIONAL GROUNDS MAINTENANCE & REPAIRS	\$2,500.00					
		STRIPING OF PARKING LOT LINES, BASED ON CURRENT QUOTE	\$5,500.00					
1033263000	610	SUPPLIES	\$645.00	\$3,750	\$858.50	\$3,750	\$3,750	\$0
		GROUND SUPPLIES	\$3,750.00					
TOTAL PHS GROUNDS SERVICES			\$59,094.25	\$35,749	\$45,284.42	\$28,600	\$20,200	(\$8,400)
2630 - GROUNDS SERVICES								
SAU GROUNDS SERVICES 90 - SAU #28								
1090263000	433	CONTRACTED REPAIR & MAINT	\$1,025.00	\$1,525	\$1,025.00	\$500	\$500	\$0
		GROUND REPAIR AND MAINTENANCE	\$500.00					
TOTAL SAU GROUNDS SERVICES			\$1,025.00	\$1,525	\$1,025.00	\$500	\$500	\$0
TOTAL 2630 - GROUNDS SERVICES			\$295,422.25	\$252,064	\$477,116.00	\$475,970	\$295,570	(\$180,400)
2640 - NON-INSTRUCTIONAL EQUIP								
PES NON-INSTRUCTIONAL EQU 11 - PELHAM ELEMENTARY SCHOOL								
1011264000	430	REPAIRS & MAINTENANCE	\$993.20	\$1,000	\$981.60	\$1,000	\$1,000	\$0
		MAINTENANCE AND REPAIRS (ACCOUNT WILL BE USED FOR	\$0.00					
		IN-HOUSE REPAIRS AND MAINTENANCE ON NON-INSTRUCTIONAL	\$0.00					
		EQUIPMENT REPAIRS FOR REPLACEMENT MOTORS)	\$1,000.00					
1011264000	433	CONTRACTED REPAIR & MAINT	\$32,891.15	\$32,518	\$23,540.69	\$37,849	\$38,408	\$559
		MAINTENANCE CONTRACTS TO INCLUDE FIRE AND	\$0.00					
		BURGLAR ALARM MONITORING AND INSPECTIONS,	\$0.00					
		WET/DRY SPRINKLERS, AND SERVER ROOM	\$11,921.00					
		MAINTENANCE AND REPAIRS FOR ALL CONTRACTED WORK TO	\$0.00					
		NON-INSRUCT EQUIP (ALLOCATED HALF FROM 1011262000-430)	\$22,914.00					
		CONTRACTED HVAC REPAIRS, FOR SERVER ROOM	\$2,000.00					
		INTEGRATED PEST MANAGEMENT	\$1,573.00					
1011264000	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$4,748.00	\$4,748	\$0	(\$4,748)
TOTAL PES NON-INSTRUCTIONAL EQU			\$33,884.35	\$33,518	\$29,270.29	\$43,597	\$39,408	(\$4,189)

2640 - NON-INSTRUCTIONAL EQUIP

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2640 - NON-INSTRUCTIONAL EQUIP								
MS NON-INSTRUCTIONAL EQUI 22 - PELHAM MEMORIAL SCHOOL								
1022264000	430	REPAIRS & MAINTENANCE	\$1,227.00	\$2,000	\$1,850.00	\$2,000	\$2,000	\$0
		MAINTENANCE AND REPAIRS (ACCOUNT WILL BE USED FOR	\$0.00					
		IN-HOUSE REPAIRS AND MAINTENANCE ON NON-INSTRUCTIONAL	\$0.00					
		EQUIPMENT REPAIRS FOR REPLACEMENT MOTORS)	\$2,000.00					
1022264000	433	CONTRACTED REPAIR & MAINT	\$14,284.46	\$25,089	\$13,558.68	\$24,126	\$27,554	\$3,428
		MAINTENANCE CONTRACTS TO INCLUDE FIRE AND	\$0.00					
		BURGLAR ALARM MONITORING AND INSPECTIONS,	\$0.00					
		WET/DRY SPRINKLERS, AND PEST MANAGEMENT FOR KITCHEN	\$11,014.00					
		MAINTENANCE AND REPAIRS FOR ALL CONTRACTED WORK TO	\$0.00					
		NON-INSTRUCT EQUIP (ALLOCATED HALF FROM 1022262000-430)	\$12,967.00					
		CONTRACTED HVAC REPAIRS	\$2,000.00					
		INTEGRATED PEST MANAGEMENT	\$1,573.00					
1022264000	734	EQUIPMENT-ADDITIONAL	\$11,615.00	\$11,615	\$11,615.00	\$0	\$0	\$0
TOTAL MS NON-INSTRUCTIONAL EQUI			\$27,126.46	\$38,704	\$27,023.68	\$26,126	\$29,554	\$3,428
2640 - NON-INSTRUCTIONAL EQUIP								
PHS NON-INSTRUCTIONAL EQU 33 - PELHAM HIGH SCHOOL								
1033264000	430	REPAIRS & MAINTENANCE	\$880.50	\$0	\$0.00	\$1,500	\$1,500	\$0
		MAINTENANCE AND REPAIRS (ACCOUNT WILL BE USED FOR	\$0.00					
		IN-HOUSE REPAIRS AND MAINTENANCE ON NON-INSTRUCTIONAL	\$0.00					
		EQUIPMENT REPAIRS FOR REPLACEMENT MOTORS)	\$1,500.00					
1033264000	433	CONTRACTED REPAIR & MAINT	\$22,670.58	\$28,762	\$28,501.00	\$30,550	\$33,214	\$2,664
		MAINTENANCE CONTRACTS TO INCLUDE FIRE AND	\$0.00					
		BURGLAR ALARM MONITORING AND INSPECTIONS,	\$0.00					
		WET/DRY SPRINKLERS, SERVER ROOM, LEVEL FUNDED	\$10,615.00					
		MAINTENANCE AND REPAIRS FOR ALL CONTRACTED WORK TO	\$0.00					
		NON-INSTRUCT EQUIP (ALLOCATED HALF FROM 1033262000-430)	\$17,155.00					
		CONTRACTED HVAC REPAIRS	\$2,000.00					
		INTEGRATED PEST MANAGEMENT, INCREASED	\$3,444.00					
1033264000	734	EQUIPMENT-ADDITIONAL	\$19,649.00	\$19,649	\$19,949.00	\$0	\$0	\$0
TOTAL PHS NON-INSTRUCTIONAL EQU			\$43,200.08	\$48,411	\$48,450.00	\$32,050	\$34,714	\$2,664

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2640 - NON-INSTRUCTIONAL EQUIP								
<u>SAU NON-INSTRUCTIONAL EQU 90 - SAU #28</u>								
1090264000	433	CONTRACTED REPAIR & MAINT	\$0.00	\$500	\$0.00	\$500	\$500	\$0
		GENERAL REPAIR AND MAINTENANCE	\$500.00					
<u>TOTAL SAU NON-INSTRUCTIONAL EQU</u>			\$0.00	\$500	\$0.00	\$500	\$500	\$0
TOTAL 2640 - NON-INSTRUCTIONAL EQUIP			\$104,210.89	\$121,133	\$104,743.97	\$102,272	\$104,176	\$1,904
2660 - EMERGENCY MANAGEMENT								
<u>DW EMERGENCY MANAGEMENT 00 - DISTRICT-WIDE</u>								
1000266000	610	SUPPLIES	\$0.00	\$0	\$0.00	\$0	\$750	\$750
		NEW REQUEST: EMERGENCY MATERIALS FOR STOP THE BLEED, DISTRICT WIDE, 3 SCHOOLS @ \$250 EA	\$0.00					
			\$750.00					
<u>TOTAL DW EMERGENCY MANAGEMENT</u>			\$0.00	\$0	\$0.00	\$0	\$750	\$750
2660 - EMERGENCY MANAGEMENT								
<u>PES EMERGENCY MANAGEMENT 11 - PELHAM ELEMENTARY SCHOOL</u>								
1011266000	433	CONTRACTED REPAIR & MAINT	\$0.00	\$0	\$2,290.00	\$0	\$0	\$0
1011266000	532	DATA COMMUNICATIONS	\$0.00	\$0	\$0.00	\$720	\$720	\$0
		EMERGENCY IPADS ANNUAL CELL SERVICE	\$720.00					
1011266000	610	SUPPLIES	\$1,831.88	\$1,858	\$3,946.52	\$1,000	\$1,500	\$500
		SUPPLIES FOR SCHOOL EMERGENCY RESPONSE	\$0.00					
		PREPAREDNESS: SIGNAGE, WALKIE TALKIE, ETC.	\$1,000.00					
		EMERGENCY BACKPACK SUPPLIES (BACKPACK, THERMAL BLANKETS	\$0.00					
		DUCT TAPE, FIRST AID SUPPLIES ETC.) THE BUDGET WAS	\$0.00					
		MOVED FROM 1011213400-610. FY24 APPROVED WAS \$300	\$500.00					
1011266000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$0	\$7,877.16	\$7,877	\$0	(\$7,877)
1011266000	738	EQUIPMENT-REPLACEMENT	\$0.00	\$460	\$0.00	\$0	\$0	\$0
<u>TOTAL PES EMERGENCY MANAGEMENT</u>			\$1,831.88	\$2,318	\$14,113.68	\$9,597	\$2,220	(\$7,377)
2660 - EMERGENCY MANAGEMENT								
<u>MS EMERGENCY MANAGEMENT 22 - PELHAM MEMORIAL SCHOOL</u>								

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2660 - EMERGENCY MANAGEMENT								
1022266000	532	DATA COMMUNICATIONS	\$0.00	\$0	\$0.00	\$720	\$750	\$30
		EMERGENCY IPAD CELL SERVICE	\$750.00					
1022266000	610	SUPPLIES	\$1,005.68	\$1,358	\$1,322.30	\$500	\$1,750	\$1,250
		EMERGENCY RESPONSE SUPPLIES, WALKIE, SIGNS, ETC.	\$750.00					
		EMERGENCY BACKPACK REPLACEMENT ITEMS	\$1,000.00					
TOTAL MS EMERGENCY MANAGEMENT			\$1,005.68	\$1,358	\$1,322.30	\$1,220	\$2,500	\$1,280
2660 - EMERGENCY MANAGEMENT								
PHS EMERGENCY MANAGEMENT 33 - PELHAM HIGH SCHOOL								
1033266000	433	CONTRACTED REPAIR & MAINT	\$0.00	\$0	\$5,910.00	\$3,760	\$0	(\$3,760)
1033266000	532	DATA COMMUNICATIONS	\$0.00	\$0	\$0.00	\$720	\$720	\$0
		EMERGENCY IPAD CELL SERVICE (FOR 2 @ \$360)	\$720.00					
1033266000	610	SUPPLIES	\$858.00	\$2,858	\$2,858.00	\$2,300	\$3,500	\$1,200
		SUPPLIES FOR SCHOOL EMERGENCY RESPONSE PREPAREDNESS	\$300.00					
		EMERGENCY BACKPACK CONTENTS, SIGNAGE, ETC., INCREASED	\$2,000.00					
		REPLACEMENT OF 2 MOBILE RADIOS ANNUALLY, WEAR/TEAR	\$1,200.00					
TOTAL PHS EMERGENCY MANAGEMENT			\$858.00	\$2,858	\$8,768.00	\$6,780	\$4,220	(\$2,560)
2660 - EMERGENCY MANAGEMENT								
SAU EMERGENCY MANAGEMENT 90 - SAU #28								
1090266000	610	SUPPLIES	\$494.00	\$500	\$496.52	\$500	\$500	\$0
		SUPPLIES FOR SAU FOR EMERGENCY RESPONSE.	\$500.00					
TOTAL SAU EMERGENCY MANAGEMENT			\$494.00	\$500	\$496.52	\$500	\$500	\$0
TOTAL 2660 - EMERGENCY MANAGEMENT			\$4,189.56	\$7,034	\$24,700.50	\$18,097	\$10,190	(\$7,907)
2721 - TRANSPORTATION (REGULAR)								
REGULAR TRANSPORTATION 00 - DISTRICT-WIDE								
1000272100	519	TRANSPORTATION	\$1,112,656.54	\$1,250,449	\$1,133,574.46	\$1,161,403	\$1,184,807	\$23,404
		15 BUS X180 DAYS X \$431.41/BUS (PER YR3 CONTRACT)	\$1,164,807.00					
		HOMELESS TRANSPORTATION, LEVEL FUNDED	\$25,000.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2721 - TRANSPORTATION (REGULAR)								
		LEVEL 2 SUPERINTENDENT REDUCTION - HOMELESS TRANSPORT	(\$5,000.00)					
1000272100	626	GASOLINE/DIESEL	\$0.00	\$15,000	\$0.00	\$0	\$0	\$0
TOTAL REGULAR TRANSPORTATION			\$1,112,656.54	\$1,265,449	\$1,133,574.46	\$1,161,403	\$1,184,807	\$23,404
TOTAL 2721 - TRANSPORTATION (REGULAR)			\$1,112,656.54	\$1,265,449	\$1,133,574.46	\$1,161,403	\$1,184,807	\$23,404
2722 - TRANSPORTATION(SPECIAL)								
SPECIAL ED TRANSPORTATION 00 - DISTRICT-WIDE								
1000272200	519	TRANSPORTATION	\$358,163.89	\$555,200	\$524,601.10	\$644,250	\$843,874	\$199,624
		SPECIALIZED TRANSPORTATION REQUIRED BY IEPS, RATE PER CONTRACT FOR IN DISTRICT 3 BUSES (\$310 P/BUS X180 DAYS)	\$0.00					
		NEW PRESCHOOL 3-YR OLDS MIDDAY BUS (196 P/D) 108 DAYS	\$167,400.00					
		NEW BUS MONITOR FOR 3 STUDENTS (24.96 PER HOUR)	\$21,168.00					
		SPECIALIZED TRANSPORTATION REQUIRED BY IEPS:	\$10,000.00					
		OOD PLACEMENT 5 STUDENTS INDV RATE (287.00P/DAY)	\$0.00					
		OOD PLACEMENT 4 STUDENTS SHARED RATE (143.50 P/DAY)	\$258,300.00					
		COMMUNITY BASED SPECIAL TRIPS, REDUCED	\$103,320.00					
		TRANSITION-BASED WORK TRIP 2 STUDENTS TO AGE 22	\$29,216.00					
		PROJECTED NEW DISTRICT-WIDE STUDENT FIELD TRIPS	\$12,000.00					
		NEW TRANSPORTATION REIMBURSEMENT	\$2,000.00					
		ANTICIPATED SPECIALIZED TRANSPORTATION REQUIRED FOR IEPS FOR 3 OOD PLACEMENTS (2 IND, 1 SHARED RATE)	\$8,000.00					
		LEVEL 2 SUPERINTENDENT ADDITION - NEW SERVICES	\$0.00					
		OOD PLACEMENT IND RATE RIDE FROM 5 TO 7 STUDENTS	\$129,150.00					
			\$0.00					
			\$103,320.00					
TOTAL SPECIAL ED TRANSPORTATION			\$358,163.89	\$555,200	\$524,601.10	\$644,250	\$843,874	\$199,624
TOTAL 2722 - TRANSPORTATION(SPECIAL)			\$358,163.89	\$555,200	\$524,601.10	\$644,250	\$843,874	\$199,624
2723 - TRANSPORTATION (VOC ED)								
PHS VOCATIONAL TRANSPORTA 33 - PELHAM HIGH SCHOOL								
1033272300	519	TRANSPORTATION	\$174,284.34	\$246,593	\$168,947.51	\$203,780	\$213,300	\$9,520
		VOCATIONAL / CTE TRANSPORTATION TO PINKERTON AND ALVIRNE. 3 BUSES X \$395.00 (FY25 CONTRACT RATE) X 180	\$0.00					
			\$213,300.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2723 - TRANSPORTATION (VOC ED)								
TOTAL PHS VOCATIONAL TRANSPORTA			\$174,284.34	\$246,593	\$168,947.51	\$203,780	\$213,300	\$9,520
TOTAL 2723 - TRANSPORTATION (VOC ED)			\$174,284.34	\$246,593	\$168,947.51	\$203,780	\$213,300	\$9,520
2724 - TRANSPORTATION (ATHLETIC)								
MS ATHLETIC TRANSPORT 22 - PELHAM MEMORIAL SCHOOL								
1022272400	519	TRANSPORTATION	\$15,146.08	\$22,131	\$22,434.68	\$24,000	\$26,000	\$2,000
ATHLETICS TRANSPORTATION, INCREASED			\$26,000.00					
TOTAL MS ATHLETIC TRANSPORT			\$15,146.08	\$22,131	\$22,434.68	\$24,000	\$26,000	\$2,000
2724 - TRANSPORTATION (ATHLETIC)								
PHS ATHLETIC TRANSPORTATI 33 - PELHAM HIGH SCHOOL								
1033272400	519	TRANSPORTATION	\$73,771.04	\$88,340	\$86,589.23	\$80,000	\$85,000	\$5,000
ALL BUS TRIPS FOR AWAY EVENTS FOR PHS TEAMS 2024-2025			\$85,000.00					
TOTAL PHS ATHLETIC TRANSPORTATI			\$73,771.04	\$88,340	\$86,589.23	\$80,000	\$85,000	\$5,000
TOTAL 2724 - TRANSPORTATION (ATHLETIC)			\$88,917.12	\$110,471	\$109,023.91	\$104,000	\$111,000	\$7,000
2725 - TRANSPORTATION (FT/COCUR)								
PHS COCURRICULAR TRANSPOR 33 - PELHAM HIGH SCHOOL								
1033272500	519	TRANSPORTATION	\$0.00	\$4,300	\$1,468.35	\$4,300	\$8,130	\$3,830
BUDGET MOVED FROM 1033141000-580 TRAVEL&MIL, \$5130 TOT			\$0.00					
LIVE PERFORMANCE TRIP TO CAPITAL CENTER (\$2200)			\$2,200.00					
TRANSPORTATION FOR ANNUAL THEATER TRIP (\$930)			\$930.00					
BAND COMPETITIONS AND MUSIC FIELDTRIPS (\$2000)			\$2,000.00					
US HISTORY DAY PREP, TRANSPORT TO PLYMOUTH NH			\$2,000.00					
ADDITIONAL TRIPS, SITES AND MUSEUMS THAT			\$0.00					
ALIGNS WITH THE CURRICULUM			\$1,000.00					
TOTAL PHS COCURRICULAR TRANSPOR			\$0.00	\$4,300	\$1,468.35	\$4,300	\$8,130	\$3,830
TOTAL 2725 - TRANSPORTATION (FT/COCUR)			\$0.00	\$4,300	\$1,468.35	\$4,300	\$8,130	\$3,830
2830 - HR STAFF SERVICES								

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2830 - HR STAFF SERVICES								
HR STAFF SERVICES 90 - SAU #28								
1090283000	110	SALARIES	\$163,543.01	\$159,547	\$181,110.06	\$170,889	\$195,913	\$25,024
		BARKDOLL, TONI DIR HR SALARY NON-UNION	\$116,000.00					
		KELLEY, KIM HR COORDINAT HOURLY	\$54,379.35					
		LAVACCHIA, CHRISTINE HR/PYRL COOR HOURLY	\$25,533.63					
1090283000	130	OVERTIME SALARIES	\$333.44	\$750	\$1,008.85	\$750	\$750	\$0
		NEEDED FOR PEAK PERIODS, LEVEL FUNDED	\$750.00					
1090283000	211	HEALTH INSURANCE	\$33,641.72	\$38,002	\$58,715.65	\$69,567	\$56,368	(\$13,199)
		POST FROM PERSONNEL BUDGETING	\$59,689.82					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$3,322.30)					
1090283000	212	DENTAL INSURANCE	\$1,624.16	\$1,645	\$1,739.95	\$1,943	\$2,034	\$91
		POST FROM PERSONNEL BUDGETING	\$2,039.95					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$5.93)					
1090283000	213	LIFE INSURANCE	\$483.60	\$484	\$445.88	\$558	\$587	\$29
1090283000	214	DISABILITY INSURANCE	\$1,042.98	\$1,033	\$967.15	\$1,230	\$1,382	\$152
1090283000	220	SOCIAL SECURITY	\$12,718.57	\$12,547	\$13,808.95	\$13,073	\$15,015	\$1,942
1090283000	231	NON-TEACHER RETIREMENT	\$23,041.09	\$22,538	\$22,559.52	\$23,121	\$26,507	\$3,386
1090283000	260	WORKERS COMP INSURANCE	\$778.76	\$629	\$673.45	\$774	\$803	\$29
1090283000	275	WORKSHOPS NON-UNION	\$845.00	\$1,825	\$1,274.00	\$1,825	\$2,920	\$1,095
		NATIONAL CONFERENCE, SOCIETY OF HR (SHRM), REQUIRED	\$0.00					
		BY CONTRACT, INCREASED	\$1,795.00					
		EFP POWERSCHOOL CONFERENCE	\$785.00					
		LEGAL SEMINAR AND MISC. WORKSHOPS	\$340.00					
1090283000	280	NEW HIRE EXPENSES	\$8,679.75	\$7,756	\$7,590.84	\$14,949	\$10,394	(\$4,555)
		NEW HIRE EXPENSES, BASED ON ACTUALS:	\$0.00					
		PRE-EMPLOYMENT PHYSICALS	\$2,500.00					
		CRIMINAL RECORDS CHECK FEES	\$7,100.00					
		FULCRUM BIOMETRICS -FINGERPRING LIVESCAN SYSTEM	\$0.00					
		ANNUAL SOFTWARE MAINTENANCE AND SERVICE FEE	\$794.00					
1090283000	291	TSA MATCH CONTRIBUTION	\$3,000.00	\$3,000	\$3,500.00	\$3,500	\$3,500	\$0
1090283000	330	PROFESSIONAL SERVICES	\$527.50	\$1,700	\$456.00	\$748	\$2,700	\$1,952
		CONTRACTED HR SERVICES, ADJUSTED PER ACTUALS:	\$0.00					

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2830 - HR STAFF SERVICES								
		403B ADMINISTRATION FEES	\$1,700.00					
		FSA ADMINISTRATION FEES	\$1,000.00					
1090283000	446	RENTAL/LEASE SOFTWARE	\$14,642.91	\$15,375	\$15,448.27	\$30,030	\$24,253	(\$5,777)
		APPLITRACK RECRUITING SOFTWARE, TO BE REPLACED WITH UNIFIED TALENT.	\$0.00					
		ABSENCE MANAGEMENT, SUBSTITUTE MANAGEMENT SOFTWARE SUBSCRIPTION, ESTIMATED INCREASES	\$13,548.00					
		POWERSCHOOL UNIFIED TALENT ANNUAL SUPPORT FEES:	\$0.00					
		APPLICATIONS / RECRUITING	\$1,950.00					
		EMPLOYEE RECORDS	\$8,755.00					
1090283000	540	ADVERTISING	\$1,100.00	\$1,100	\$2,000.00	\$2,100	\$4,550	\$2,450
		VARIOUS RECRUITING PLATFORMS	\$1,000.00					
		SCHOOLSPRING RECRUITING	\$950.00					
		EXTERNAL ADVERTISING, NON-BARGAINING POSITIONS	\$500.00					
		ED JOBS RECRUITING	\$1,100.00					
		NEW ITEM: CAMPUS RECRUITING FAIRS	\$1,000.00					
1090283000	580	TRAVEL & MILEAGE	\$1,567.64	\$3,500	\$2,217.27	\$3,000	\$3,800	\$800
		NATIONAL CONFERENCE REQUIRED BY CONTRACT	\$2,200.00					
		EFP POWERSCHOOL CONFERENCE	\$1,200.00					
		MILEAGE FOR HR STAFF TO ATTEND PD	\$400.00					
1090283000	610	SUPPLIES	\$124.47	\$1,106	\$1,121.94	\$1,224	\$1,775	\$551
		SUPPLIES FOR HUMAN RESOURCES:	\$350.00					
		ENHANCING PROFESSIONAL PRACTICE, NEW TEACHING STAFF	\$0.00					
		BOOKS - 25 @ \$32.96, UNIT COST BASED ON FY24	\$825.00					
		ADDITIONAL SUPPLIES FOR LIVSCAN SYSTEM, LEVEL	\$100.00					
		NEW ITEM: CAMPUS RECRUITING SUPPLIES TO BE USED	\$0.00					
		FOR CAREER FAIRS, GIVEAWAYS	\$500.00					
1090283000	734	EQUIPMENT-ADDITIONAL	\$0.00	\$0	\$1,561.96	\$0	\$0	\$0
1090283000	810	DUES AND FEES	\$294.00	\$300	\$229.00	\$300	\$525	\$225
		SHRM MEMBERSHIP, INCREASED	\$225.00					
		SHRM CERTIFICATION RENEWAL	\$100.00					
		INSIGHTS RENEWAL REQUIRED BY CONTRACT	\$200.00					
TOTAL HR STAFF SERVICES			\$267,988.60	\$272,837	\$316,428.74	\$339,581	\$353,776	\$14,195
TOTAL 2830 - HR STAFF SERVICES			\$267,988.60	\$272,837	\$316,428.74	\$339,581	\$353,776	\$14,195

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2840 - TECHNOLOGY SERVICES								
DW TECHNOLOGY SERVICES 00 - DISTRICT-WIDE								
1000284000	110	SALARIES	\$312,913.76	\$348,783	\$327,396.38	\$347,684	\$384,093	\$36,408
		AYOTTE, KENNETH	\$45,936.00					
		BRUNELLE, CYNTHIA	\$48,358.08					
		CHURCHILL, KAREN	\$20,337.12					
		CURTIN, CHRISTOPHER	\$79,323.12					
		DELANGIE, CULLEN	\$45,100.80					
		LEPPANEN, TESSA	\$40,898.70					
		LORD, KEITH	\$104,139.00					
1000284000	130	OVERTIME SALARIES	\$1,235.20	\$2,500	\$881.28	\$2,500	\$2,500	\$0
		FOR EMERGENCY RESPONSE DISTRICT-WIDE	\$2,500.00					
1000284000	211	HEALTH INSURANCE	\$89,567.96	\$96,188	\$96,596.55	\$107,512	\$94,288	(\$13,225)
		POST FROM PERSONNEL BUDGETING	\$99,845.18					
		LEVEL 3 SCHOOL BOARD REDUCTION - GMR ADJUST HEALTH	(\$5,557.65)					
1000284000	212	DENTAL INSURANCE	\$5,239.72	\$4,803	\$4,497.84	\$4,566	\$4,781	\$215
		POST FROM PERSONNEL BUDGETING	\$4,795.15					
		LEVEL 3 SCHOOL BOARD REDUCTION - ADJUST DENTAL	(\$13.93)					
1000284000	213	LIFE INSURANCE	\$780.12	\$791	\$775.75	\$855	\$840	(\$14)
1000284000	214	DISABILITY INSURANCE	\$1,499.52	\$1,506	\$1,499.09	\$1,649	\$1,730	\$81
1000284000	220	SOCIAL SECURITY	\$23,768.28	\$27,137	\$24,819.77	\$26,598	\$29,397	\$2,799
1000284000	231	NON-TEACHER RETIREMENT	\$42,615.44	\$44,913	\$44,437.54	\$42,577	\$46,434	\$3,857
1000284000	232	TEACHER RETIREMENT	\$456.13	\$0	\$0.00	\$0	\$0	\$0
1000284000	260	WORKERS COMP INSURANCE	\$1,461.93	\$1,370	\$1,364.13	\$1,575	\$1,575	\$0
1000284000	275	WORKSHOPS NON-UNION	\$8,284.58	\$8,500	\$512.20	\$8,500	\$5,000	(\$3,500)
		COURSE AND TRAINING FOR IT STAFF, INCLUDES POWERSCHOOL	\$0.00					
		UNIVERSITY, AND TECHNICAL TRAINING NEEDED	\$5,000.00					
1000284000	291	TSA MATCH CONTRIBUTION	\$0.00	\$3,000	\$0.00	\$3,500	\$3,500	\$0
1000284000	330	PROFESSIONAL SERVICES	\$18,959.00	\$22,630	\$15,673.08	\$34,500	\$30,000	(\$4,500)
		ENGINEERING CONSULTING SUPPORT FOR ADVANCED	\$0.00					
		NETWORK ISSUES/REDESIGN/UPDATES	\$10,000.00					
		DOCUMENT MANAGEMENT ARCHIVED SCANNING	\$10,000.00					
		ERATE CONSULTANT	\$3,500.00					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
2840 - TECHNOLOGY SERVICES								
		DOCUMENT MANAGEMENT CONSULTING SUPPORT	\$1,000.00					
		POWERSCHOOL SIS/SYSTEMS CONSULTANT, LEVEL	\$5,000.00					
		NEW AUDITORIUM: ANNUAL TRAINING (PORT LIGHTING)	\$500.00					
1000284000	430	REPAIRS & MAINTENANCE	\$48,000.80	\$51,913	\$49,548.80	\$52,591	\$45,280	(\$7,311)
		ANNUAL SUPPORT FOR FORTIGATE FIREWALL, INCREASED	\$15,380.00					
		ANNUAL TONER AND SERVICE REPAIR CONTRACT FOR	\$0.00					
		SERVICING ALL HP PRINTERS THROUGHOUT THE DISTRICT	\$15,700.00					
		TECHNOLOGY REPAIRS FOR DISTRICT WIDE TECHNOLOGY,	\$0.00					
		NON-CISCO SWITCHES AND NETWORK EQUIPMENT, REDUCED	\$10,000.00					
		SURVEILLANCE SUPPORT FOR SERVER, LEVEL FUNDED	\$3,200.00					
		NEW: AUDITORIUM REPAIRS AND MAINTENANCE	\$1,000.00					
1000284000	446	RENTAL/LEASE SOFTWARE	\$3,300.00	\$3,300	\$3,300.00	\$3,300	\$3,300	\$0
		DOCUMENT MANAGEMENT HOSTING	\$3,300.00					
1000284000	531	TELEPHONE	\$29,675.16	\$39,798	\$40,658.99	\$42,551	\$42,120	(\$431)
		CELL PHONE SERVICE FOR ALL DISTRICT OWNED CELL PHONES	\$0.00					
		(ACTUAL PLUS ESTIMATED INCREASE)	\$5,800.00					
		STRAIGHT TALK HOTSPOTS (1G) FOR 4	\$1,660.00					
		DISTRICT TELEPHONE SERVICE, BASED ON ACTUAL PLUS INFLAT	\$32,900.00					
		SIGNET TELEPHONE SUPPORT	\$1,500.00					
		NENA (911 EMERGENCY)	\$260.00					
1000284000	532	DATA COMMUNICATIONS	\$25,958.35	\$28,502	\$17,988.08	\$26,800	\$26,800	\$0
		FIRSTLIGHT FIBER 2 GIGABYTES /SEC EDIA INTERNET SERVICE	\$18,000.00					
		CONSOLIDATED BACKUP/SPILOVER SERVICE FOR INTERNET	\$8,800.00					
1000284000	580	TRAVEL & MILEAGE	\$3,610.69	\$5,000	\$0.00	\$5,000	\$3,388	(\$1,612)
		NATIONAL CONFERENCE PER CONTRACT	\$1,888.00					
		REGIONAL CONFERENCES, COSN, MCAULIFFE, ETC., REDUCED	\$500.00					
		MILEAGE EXPENSE, REDUCED	\$500.00					
		FUNDING TO COVER COST OF TRAVEL TO/FROM WORKSHOPS	\$0.00					
		AND COURSES FOR IT STAFF, REDUCED	\$500.00					
1000284000	610	SUPPLIES	\$8,091.90	\$12,754	\$11,752.68	\$12,000	\$12,800	\$800
		VARIOUS SUPPLIES INCLUDING KEYBOARDS, CHARGERS,	\$0.00					
		MONITORS, ETC., USED ACROSS THE DISTRICT	\$12,000.00					
		NEW: AUDITORIUM STAGE LAMPS, GAFFERS, ETC.	\$800.00					
1000284000	650	SOFTWARE	\$89,137.53	\$83,604	\$83,597.79	\$96,009	\$108,431	\$12,422

PELHAM SCHOOL DISTRICT
FY 2025 BUDGET DETAIL REPORT BY FUNCTION

Budget Unit	Account	Account Title	FY 2022 ACTUAL EXPENDITURES	FY 2023 ADJUSTED BUDGET	FY 2023 ACTUAL EXPENDITURES	FY 2024 ADJUSTED BUDGET	2025 SCHOOL BOARD RECOMMENDED BUDGET	BUDGET INCREASE/ (DECREASE)
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2840 - TECHNOLOGY SERVICES

G-SUITE ENTERPRISE SUBSCRIPTION, EDUCATION+, AMPLIFIED	\$0.00
MOVED FROM DW CURRICULUM 1000110000-446 FY24 (\$6325)	\$6,024.00
GOOGLE CHROME LICENSES FOR NEW CHROMEBOOKS (\$38 X 360)	\$13,680.00
DATA PRIVACY SOFTWARE/TRAINING FOR THE DISTRICT	\$0.00
EMPLOYEES (320 @ 18PP), REDUCED	\$5,760.00
ANNUAL SUPPORT AGREEMENT FOR TECHNICAL SUPPORT AND	\$0.00
UPDATES FOR THE STUDENT INFORMATION SYSTEM USED	\$0.00
THROUGHOUT THE DISTRICT, LEVEL FUNDED	\$11,500.00
POWERSCHOOL HOSTING FEE, SSL CERTIFICATE RENEWAL INCREA	\$11,350.00
POWERSCHOOL REPORT CARDS PLUGIN SUPPORT, INCREASED	\$1,000.00
ANNUAL LICENSING FOR THE VSPHERE SOFTWARE FOR	\$0.00
VIRTUALIZED SERVERS IN THE DISTRICT	\$3,100.00
ANNUAL SUBSCRIPTION FOR ADOBE CREATIVE CLOUD SOFTWARE	\$0.00
SUITE USED THROUGHOUT THE DISTRICT, LEVEL FUNDED	\$3,000.00
DISTRICT WEBSITE HOSTING FEE, LEVEL	\$1,000.00
MICROSOFT EES NHSTE S/W LICENSING- ANNUAL MICROSOFT	\$0.00
LICENSING FOR MS WINDOWS, INCREASED	\$12,175.00
MOBILE DEVICE MANAGEMENT FOR IPADS LICENSE FOR	\$0.00
300 USERS, REDUCED	\$1,800.00
YEARLY PAPER CUT LICENSING TO ASSIST WITH PRINTER	\$0.00
MANAGEMENT POLICIES TO MONITOR AND REDUCE PRINTING	\$0.00
COSTS (COPIERS AND RENEWAL), REDUCED	\$1,600.00
POWERSCHOOL REGISTRATION, INFOSNAP, LEVEL	\$10,600.00
CUSTOM ALERTS - MARCIA BRENNER, INCREASED	\$700.00
STUDENT DATA PRIVACY ALLIANCE RENEWAL, LEVEL	\$2,000.00
CLEAR PASS FOR GUEST ACCESS TO NETWORK MGT, LEVEL	\$1,300.00
INCIDENT IQ, HELP DESK, INCREASED	\$3,974.00
CROWDSTRIKE, ANTI-VIRUS, INCREASED	\$5,268.00
NEW: SCREENCLOUD FOR MONITORS AT PMS (4 X \$150)	\$600.00
NEW: BACKUP SERVER SUPPORT PER QUOTE	\$12,000.00

1000284000 734 EQUIPMENT-ADDITIONAL	\$2,667.60	\$0	\$0.00	\$28,500	\$3,200	(\$25,300)
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SPARE LAPTOPS	\$2,000.00
NEW: AUDITORIUM (2) POWER MONITOR SPEAKERS	\$1,200.00

1000284000 738 EQUIPMENT-REPLACEMENT	\$129,567.18	\$104,908	\$108,555.90	\$182,919	\$215,000	\$32,081
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ADMIN COMPUTER REPLACEMENTS PER TECH PLAN (5 X \$1000)	\$5,000.00
OFFICE PC REPLACEMENT FOR SAU-REPLACE 2 PER YEAR	\$2,000.00

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2840 - TECHNOLOGY SERVICES								
		UPS REPLACEMENTS PER TECH PLAN	\$8,000.00					
		NETWORKING REPLACEMENT PER TECH PLAN, INCREASE	\$200,000.00					
1000284000	810	DUES AND FEES	\$340.00	\$500	\$340.00	\$500	\$500	\$0
		TECH DIRECTOR DUES FOR NHSTE MEMBERSHIP, ISTE,	\$0.00					
		COSN DISTRICT MEMBERSHIP	\$500.00					
1000284000	890	MISCELLANEOUS	\$292.68	\$0	\$0.00	\$0	\$0	\$0
<u>TOTAL DW TECHNOLOGY SERVICES</u>			\$847,423.53	\$892,397	\$834,195.85	\$1,032,186	\$1,064,957	\$32,771
2840 - TECHNOLOGY SERVICES								
<u>PES TECHNOLOGY SERVICES</u>			<u>11 - PELHAM ELEMENTARY SCHOOL</u>					
1011284000	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$36,536.00	\$36,536	\$0	(\$36,536)
<u>TOTAL PES TECHNOLOGY SERVICES</u>			\$0.00	\$0	\$36,536.00	\$36,536	\$0	(\$36,536)
2840 - TECHNOLOGY SERVICES								
<u>PHS TECHNOLOGY SERVICES</u>			<u>33 - PELHAM HIGH SCHOOL</u>					
1033284000	738	EQUIPMENT-REPLACEMENT	\$0.00	\$0	\$33,608.00	\$33,608	\$0	(\$33,608)
<u>TOTAL PHS TECHNOLOGY SERVICES</u>			\$0.00	\$0	\$33,608.00	\$33,608	\$0	(\$33,608)
TOTAL 2840 - TECHNOLOGY SERVICES			\$847,423.53	\$892,397	\$904,339.85	\$1,102,330	\$1,064,957	(\$37,373)
2900 - BENEFITS & FIXED CHARGES								
<u>DW BENEFITS & FIXED CHARG</u>			<u>00 - DISTRICT-WIDE</u>					
1000290000	211	HEALTH INSURANCE	\$76,506.58	\$35,000	(\$1,072.23)	\$35,000	\$35,000	\$0
		MEDICAL ENROLLMENT CHANGES - LEVEL FUND	\$35,000.00					
1000290000	212	DENTAL INSURANCE	\$10,362.60	\$0	(\$100.01)	\$0	\$0	\$0
1000290000	220	SOCIAL SECURITY	\$4,177.95	\$0	\$0.00	\$0	\$0	\$0
1000290000	232	TEACHER RETIREMENT	\$0.00	\$5,000	\$0.00	\$5,000	\$5,000	\$0
		NHRS REQUIRED PAYMENTS ON DISABILITY BENEFITS - LEVEL F	\$5,000.00					
1000290000	250	UNEMPLOYMENT INSURANCE	\$20,503.00	\$24,824	\$18,542.00	\$22,554	\$24,824	\$2,270
		DISTRICT UNEMPLOYMENT INSURANCE, BASED ON FY23 ACTUALS	\$24,824.00					
1000290000	260	WORKERS COMP INSURANCE	\$159.41	\$0	\$0.00	\$0	\$0	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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2900 - BENEFITS & FIXED CHARGES								
TOTAL DW BENEFITS & FIXED CHARG			\$111,709.54	\$64,824	\$17,369.76	\$62,554	\$64,824	\$2,270
TOTAL 2900 - BENEFITS & FIXED CHARGES			\$111,709.54	\$64,824	\$17,369.76	\$62,554	\$64,824	\$2,270
4200 - SITE IMPROVEMENTS								
<u>PES SITE IMPROVEMENT 11 - PELHAM ELEMENTARY SCHOOL</u>								
1011420000	433	CONTRACTED REPAIR & MAINT	\$0.00	\$0	\$0.00	\$0	\$60,000	\$60,000
NEW REQUEST: GRADE AND PAVE THE PES TO PHS ACCESS ROAD			\$0.00					
THIS QUOTED RATE IS TO GRADE THE ENTIRE ROADWAY, PAVE			\$0.00					
WITH A 2" BASE COAT, PLUS A 1" TOP COAT, PER QUOTE			\$47,000.00					
PER THE TOWN CAPITAL IMPROVEMENT PLAN,			\$0.00					
PES ASPHALT PARKING LOT AND ROADWAY, ESTIMATE			\$250,320.00					
LEVEL 2 SUPERINTENDENT REDUCTION - PAVE ACCESS ROAD			(\$47,000.00)					
LEVEL 3 SCHOOL BOARD REDUCTION -REPLACE PES PARKING LOT			(\$250,320.00)					
LEVEL 3 SCHOOL BOARD ADDITION - MAINTENANCE FOR PES LOT			\$0.00					
INCLUDES CRACK FILL AND RESEAL AND REPAINT LINES			\$60,000.00					
TOTAL PES SITE IMPROVEMENT			\$0.00	\$0	\$0.00	\$0	\$60,000	\$60,000
4200 - SITE IMPROVEMENTS								
<u>MS SITE IMPROVEMENTS 22 - PELHAM MEMORIAL SCHOOL</u>								
1022420000	433	CONTRACTED REPAIR & MAINT	\$0.00	\$1	\$0.00	\$1	\$1	\$0
PLACEHOLDER FOR FUNCTION ONLY			\$1.00					
TOTAL MS SITE IMPROVEMENTS			\$0.00	\$1	\$0.00	\$1	\$1	\$0
TOTAL 4200 - SITE IMPROVEMENTS			\$0.00	\$1	\$0.00	\$1	\$60,001	\$60,000
4300 - ARCHITECT & ENGR SERVICES								
<u>PES ARCHTCT AND ENGINEER 11 - PELHAM ELEMENTARY SCHOOL</u>								
1011430000	330	PROFESSIONAL SERVICES	\$20,000.00	\$9,250	\$4,812.50	\$0	\$0	\$0
TOTAL PES ARCHTCT AND ENGINEER			\$20,000.00	\$9,250	\$4,812.50	\$0	\$0	\$0
4300 - ARCHITECT & ENGR SERVICES								

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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4300 - ARCHITECT & ENGR SERVICES								
<u>MS ARCHITECT & ENGINEER</u>			<u>22 - PELHAM MEMORIAL SCHOOL</u>					
1022430000	330	PROFESSIONAL SERVICES	\$1,375.00	\$1	\$0.00	\$1	\$1	\$0
PLACEHOLDER FOR FUNCTION ONLY			\$1.00					
TOTAL MS ARCHITECT & ENGINEER			\$1,375.00	\$1	\$0.00	\$1	\$1	\$0
TOTAL 4300 - ARCHITECT & ENGR SERVICES			\$21,375.00	\$9,251	\$4,812.50	\$1	\$1	\$0
4500 - BUILDING ACQUISITION								
<u>BUILDING ACQUISITION</u>			<u>00 - DISTRICT-WIDE</u>					
1000450000	450	CONSTRUCTION SERVICES	\$0.00	\$0	\$0.00	\$0	\$1	\$1
PLACEHOLDER FOR FUNCTION ONLY			\$1.00					
TOTAL BUILDING ACQUISITION			\$0.00	\$0	\$0.00	\$0	\$1	\$1
4500 - BUILDING ACQUISITION								
<u>MS BLDG ACQUISITION</u>			<u>22 - PELHAM MEMORIAL SCHOOL</u>					
1022450000	441	RENTAL/LEASE BUILDINGS	\$44,838.04	\$44,838	\$44,838.04	\$44,838	\$0	(\$44,838)
MODULAR BUILDING FOR MUSIC LEASE COMPLETED			\$0.00					
TOTAL MS BLDG ACQUISITION			\$44,838.04	\$44,838	\$44,838.04	\$44,838	\$0	(\$44,838)
TOTAL 4500 - BUILDING ACQUISITION			\$44,838.04	\$44,838	\$44,838.04	\$44,838	\$1	(\$44,837)
4600 - BUILDING IMPROVEMENT								
<u>BUILDING IMPROVEMENTS</u>			<u>00 - DISTRICT-WIDE</u>					
1000460000	442	RENTAL/LEASE EQUIPMENT	\$133,767.20	\$133,768	\$133,767.20	\$133,768	\$133,768	\$0
PERFORMANCE LEASE FOR ENERGY EFFICIENCY			\$0.00					
ANNUAL PAYMENT (4 OF 12 AFTER REFINANCE), COST OFFSET			\$0.00					
BY ENERGY SAVINGS			\$133,768.00					
TOTAL BUILDING IMPROVEMENTS			\$133,767.20	\$133,768	\$133,767.20	\$133,768	\$133,768	\$0
4600 - BUILDING IMPROVEMENT								
<u>PES BLDG IMPROVEMENT</u>			<u>11 - PELHAM ELEMENTARY SCHOOL</u>					

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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4600 - BUILDING IMPROVEMENT								
1011460000	450	CONSTRUCTION SERVICES	\$109,365.00	\$0	\$0.00	\$0	\$0	\$0
TOTAL PES BLDG IMPROVEMENT			\$109,365.00	\$0	\$0.00	\$0	\$0	\$0
4600 - BUILDING IMPROVEMENT								
MS BLDG IMPROVEMENT 22 - PELHAM MEMORIAL SCHOOL								
1022460000	450	CONSTRUCTION SERVICES	\$0.00	\$0	\$0.00	\$1	\$1	\$0
		PLACEHOLDER FOR FUNCTION ONLY	\$1.00					
TOTAL MS BLDG IMPROVEMENT			\$0.00	\$0	\$0.00	\$1	\$1	\$0
TOTAL 4600 - BUILDING IMPROVEMENT			\$243,132.20	\$133,768	\$133,767.20	\$133,769	\$133,769	\$0
5110 - DEBT SERVICES - PRINCIPAL								
PRINCIPAL DEBT 00 - DISTRICT-WIDE								
1000511000	910	PRINCIPLE REDEMPTION	\$1,040,000.00	\$2,442,975	\$2,442,975.00	\$2,415,000	\$2,410,000	(\$5,000)
		PRINCIPAL PAYMENT FOR PHS BOND, YEAR 10 OF 20	\$1,035,000.00					
		PRINCIPAL PAYMENT FOR PMS BOND, YEAR 3 OF 20	\$1,375,000.00					
TOTAL PRINCIPAL DEBT			\$1,040,000.00	\$2,442,975	\$2,442,975.00	\$2,415,000	\$2,410,000	(\$5,000)
TOTAL 5110 - DEBT SERVICES - PRINCIPAL			\$1,040,000.00	\$2,442,975	\$2,442,975.00	\$2,415,000	\$2,410,000	(\$5,000)
5120 - DEBT SERVICES - INTEREST								
INTEREST DEBT 00 - DISTRICT-WIDE								
1000512000	830	INTEREST EXPENSE	\$1,158,906.88	\$1,615,186	\$1,615,185.86	\$1,491,308	\$1,368,270	(\$123,038)
		INTEREST PAYMENTS FOR PHS BOND, YEAR 10 OF 20	\$430,042.50					
		INTEREST PAYMENTS FOR PMS BOND, YEAR 3 OF 20	\$938,227.50					
TOTAL INTEREST DEBT			\$1,158,906.88	\$1,615,186	\$1,615,185.86	\$1,491,308	\$1,368,270	(\$123,038)
TOTAL 5120 - DEBT SERVICES - INTEREST			\$1,158,906.88	\$1,615,186	\$1,615,185.86	\$1,491,308	\$1,368,270	(\$123,038)
5221 - FOOD SERV FUND TRANSFER								
FOOD SERVICE XFR 00 - DISTRICT-WIDE								
1000522100	930	FUND TRANSFERS	\$0.00	\$0	\$38,469.54	\$0	\$0	\$0

PELHAM SCHOOL DISTRICT

FY 2025 BUDGET DETAIL REPORT BY FUNCTION

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		5221 - FOOD SERV FUND TRANSFER						
		TOTAL FOOD SERVICE XFR _____	\$0.00	\$0	\$38,469.54	\$0	\$0	\$0
		TOTAL 5221 - FOOD SERV FUND TRANSFER	\$0.00	\$0	\$38,469.54	\$0	\$0	\$0
		TOTAL 10 - GENERAL FUND	\$32,264,564.38	\$38,338,562	\$35,805,669.33	\$39,782,007	\$39,867,165	\$85,158

Textbook Adoption Cycle June 2023

ENGLISH

PHS

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						
		FY19	FY20	FY21	FY22	FY23	FY24	FY25
Freshman English	2022			x	x			
Sophomore English	2022				x			
American Literature	2022	x			x	x		
World Literature	2020		x					
Essay Writing	2000/2009/2000							
College Composition	2010/2015							
Intro to Creative Writing	2008	x				x		
Oral Communications	2001/2005	x				x		
Yearbook	2022					x		
Introduction to Education	2016/2012							
Advanced Placement	2008			x				
Vocabulary Program	2007/annual purchase	x	x	x	x	x	X	X
Grammar/Writing Program	2019/annual purchase	x	x	x	x	x	x	x
Film Analysis (new 2019)				x				
Best Shorts					x			
Heroes & Villains					x			
Intro to Writing Workbooks					x			
Literature Program: Replacement Novels		x	x	x	x	x	x	x

PES

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						
		FY19	FY20	FY21	FY22	FY 23	FY24	FY25
Kindergarten	2015				PILOT			
Grade 1	2015				PILOT	x		
Grade 2	2016				PILOT	x		
Grade 3	2017					x		
Grade 4	2017					x		
Grade 5	2017					x		
Writing Pilot	Never had one		PILOT	x				

PMS

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						
		FY19	FY20	FY21	FY22	FY23	FY24	FY25
Grade 6	2009		x-licenses 2 year	PILOT				
Grade 7	2005		x-licenses 2 year	PILOT				
Grade 8	2005		x-licenses 2 year	PILOT				

Note: PMS is using an online subscription service

MATH

PHS								
Course	Year Purchased /Adopted	Anticipated Year of New Adoption						
		FY19	FY20	FY21	FY22	FY23	FY24	FY25
Pre-Algebra	2022			X	x			
Algebra I	2021			X				
Geometry		X	X					X
Algebra II	2018	X	X					X
Foundations of Math								
Pre-Calculus	2007						x	
Calculus	2011/2015							
Statistics	2019	X				x	x	
Trigonometry	2023					x		
PES								
Course	Year Purchased /Adopted	Anticipated Year of New Adoption						
		FY19	FY20	FY21	FY22	FY23	FY23	FY24
Kindergarten	2019	X						X
Grade 1	2019	X						X
Grade 2	2019	X						X
Grade 3	2019	X						X
Grade 4	2019	X-ALEKs online licenses						X
Grade 5	2019	X-ALEKs online licenses						X
PMS								
Course	Year Purchased /Adopted	Anticipated Year of New Adoption						
		FY19	FY20	FY21	FY22	FY23	FY24	FY25
Grade 6 Math	2021			x-consumable plus online- 6 year				
Grade 7 Math	2021			x-consumable plus online- 6 year				
Grade 7 Accelerated Math	2021			x-consumable plus online- 6 year				
Grade 8 Math	2021			x-consumable plus online- 6 year				
Grade 8 Accelerated Math	2021			x-consumable plus online- 6 year				

SCIENCE

PHS

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Physical Science L1	2021			x				
Physical Science L2	2021			x				
Chemistry L1	2012	Bought Chem CC						x
Chemistry L2	2012						x	
General Biology	2023					x		
CP Biology	2020		x					
Anatomy & Physiology	2013							
AP Biology	2018		x					
Marine Biology						x		
Physics L1	2008				x		x	
Physics L2	2013							
Biochemistry	2020		x					
AP Environmental	2023					x		
CC Chemistry	2019	x						

PES

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY23	FY24	
Kindergarten								
Grade 1					x	x	x	x
Grade 2					x	x	x	x
Grade 3					x	x	x	x
Grade 4					x	x	x	x
Grade 5					x	x	x	x

Note: PES is now using a yearly subscription of Generation Genius

PMS

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY23	FY24	
6th Grade	2020		x				x	
7th Grade	2020		x				x	
8th Grade	2020		x				x	

SOCIAL STUDIES

PHS								
Course	YR Purchased/ Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
World Geography	2016				X			
World Studies	2023					X		
Economics	2018					X	X	
Civics	2017	X						x
Western Civilization L1	2020		X	X				
Western Civilization L2	2011			X				
US History CC	2012							x
US History L1	2019		X					
US History L2	2014		X					
US Government CC	2016							
Criminology	2022					X	X	
Sociology							x	
Psychology	2020		X					
PES								
Course	YR Purchased/ Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
PMS								
Course	YR Purchased/ Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Grade 6	2019	X -6 year license						
Grade 7	2019	X -6 year license						
Grade 8	2019	X -6 year license						

UNIFIED ARTS

PES

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	

PMS

Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
World Language		X		X Online licenses-6 year	X Online licenses-6 year			
Health		X						

BUSINESS AND TECHNOLOGY

PHS

Course	Year Purchased/ Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Personal Financial Planning CC	2021			X			x	
Principles of Marketing CC	2021			X				
Accounting 1	2022					x		
Computer Apps 1	2022				x			x
Computer Apps 2	2022	X			X			x
Excel	2022	X			X			
Principles of Management	2020		X					
Retail Management	2019	x	x			x		
Entrepreneurship	2021			X		x		

FAMILY AND CONSUMER SCIENCE (FACS)

PHS								
Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Chefs								
Managing Your Money	2022				X	X		

FINE ARTS

PHS								
Course	Year Purchased/ Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Music Program	2022	X	X	X	X	x	x	x
Art Program	2022				X			

HEALTH & PHYSICAL EDUCATION (PE)

PHS								
Course	Year Purchased/ Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Health 1	2018							
Health 2	2006							

WORLD LANGUAGE

PHS								
Course	Year Purchased /Adopted	Anticipated Year of New Adoption						FY25
		FY19	FY20	FY21	FY22	FY 23	FY24	
Spanish 1	2014		X			x		
Spanish 2&3	2016			X	X			
French 1&2	2014 & 2016					x		
French 3&4	2016							
Intro to German	2014							
Spanish, French Readers		X	X	X	X	x	X	X

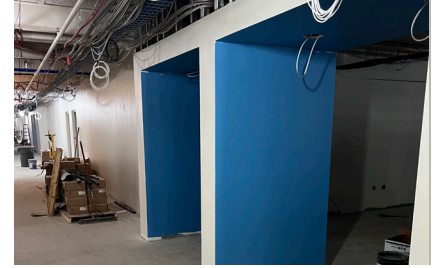
Note: World Language is moving to an online subscription

Pelham Memorial School Construction Update

April 11, 2024

Overall Phase Plan and Schedule (Currently Active Phases Highlighted)

Phase	Start	Completion
1	August 2021	September 2021
2	October 2021	November 2021
3	November 2021	June 2022
4	June 2022	August 2022
5	September 2022	June 2023
6	May 2023	June 2023
7	July 2023	August 2023
8	September 2023	December 2023
9	January 2024	May 2024



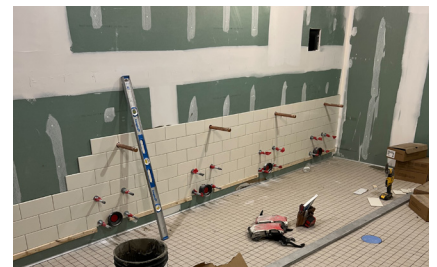
Above: Painting at first floor Teams area



Above: Painted 1st floor classroom stocked with floor tile



Above: Exterior finishes



Above: Restroom wall tile installation

Forthcoming phasing revisions will be based on market conditions.

Phase 1 (Complete): Mobilize, perform site enabling work, including relocation of the two modular buildings.

Phase 2 (Complete): Site work (partial build of bus loop, development of new front parking lot, commencement of underground utilities and septic fields).

Phase 3 (Complete): Site work, addition foundations & building structures.

Phase 4 (Complete): Continue work on structural frames of addition, infill former lower level locker rooms, installation of roofing and mep, commence phased renovation of original gym, including new mechanical mezzanine and restrooms.

Phase 5: The school will continue to operate in its current configuration as the 1st floor additions are completed ongoing exterior finish work.

Phase 6: Construction will be ongoing in all additions and will advance into the existing service kitchen & cafeteria. The existing gym will then be utilized as a cafeteria with temporary serving of cold lunches.

Phase 7: The school is unoccupied to prepare for the start of the 2nd floor classroom wing renovation. All 2nd floor classrooms will be redistributed throughout the building as directed by the school administration. Exterior finish work continues. The Earthwork contractor to to construct the softball field and work to finish the last of the site improvements.

Phase 8: The school will occupy the 1st floor classroom wing, and all new additions except for the science towers. Modular classrooms will remain operational. To prepare for the renovation of the existing 1st floor. The areas will be relocated during the December holiday break to the 2nd floor classroom wing, science towers and other areas of the building as directed by the school administration.

Phase 9: The final phase includes the renovation of the balance of the existing 1st floor classroom wing, and miscellaneous exterior work on and around the building.

Budget/Contingency

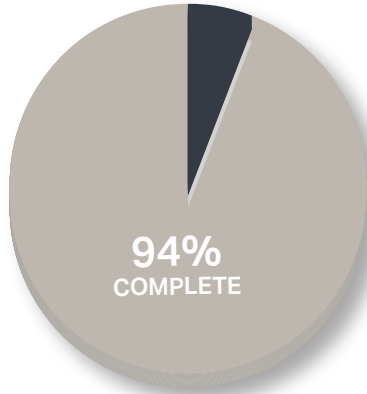
Category	Budget	5-25-22 Budget At Final Guaranteed Max Price	Change Orders	Total Expenses	Balance Available	Notes
Total Hard Cost (Including A Construction Contingency Of \$1,250,000)	\$26,995,000	\$28,495,878	\$662,288	\$(27,668,898)	\$1,489,268	
Total Soft Costs	\$3,485,000	\$3,384,122	\$(632,342)	\$(2,301,268)	\$450,512	Includes A/E & prof fees, FF&E, Tech Equipment, Misc. consultants and permits.
Owner Contingency	\$1,500,000	\$100,000	\$(29,946)	\$(10,141)	\$59,913	\$1.4M Reallocated To Hard Costs
Total Project Budget	\$31,980,000	\$31,980,000	\$0	\$(29,980,307)	\$1,999,693	

Pelham Memorial School Construction Update (continued)

Key Issues And Risks

- The project's tight budget constraints

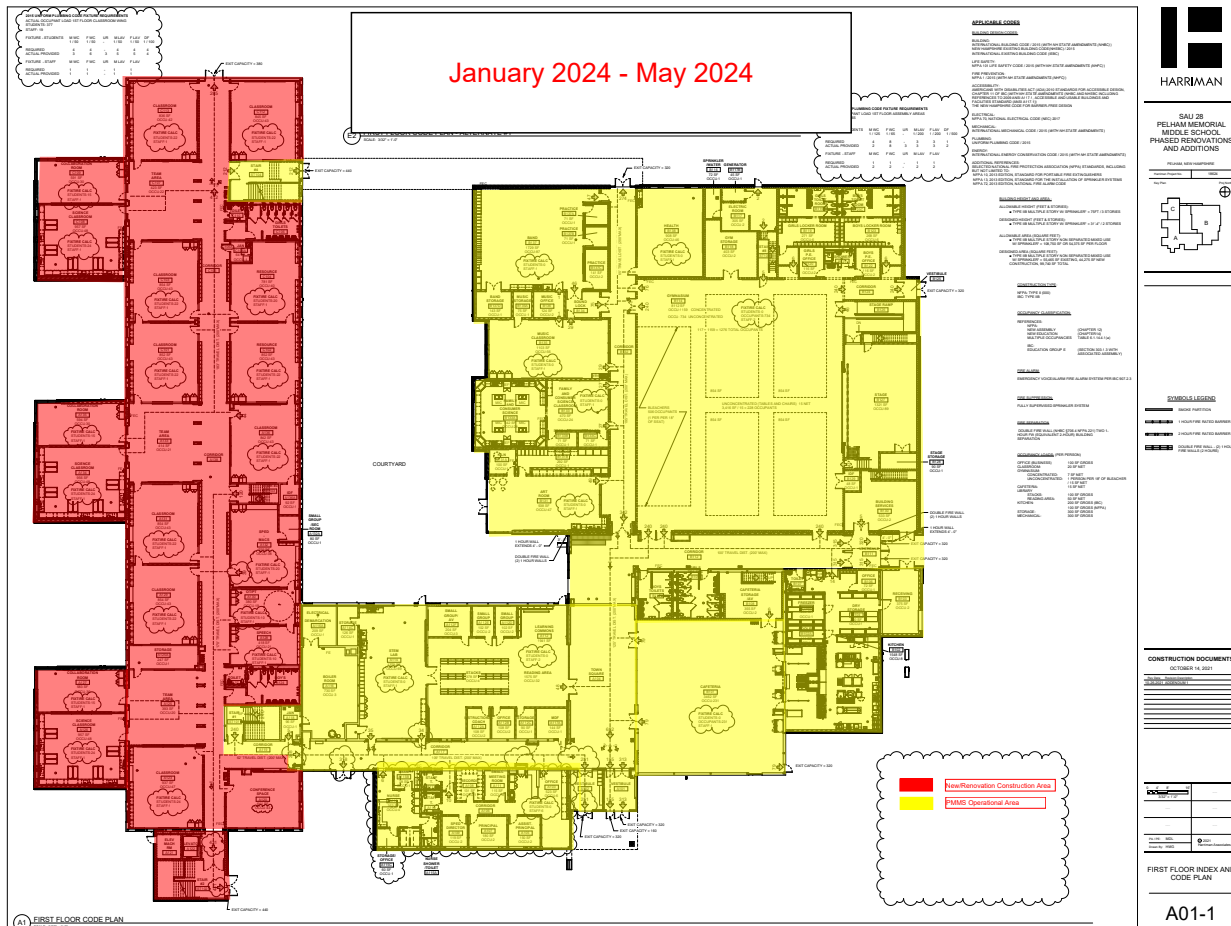
Project Percentage Complete



Three Week Lookahead

- Continue with Mechanical, Electrical, Plumbing, and Fire Protection work
- Drywall finishes
- Installation of ceramic tile at restrooms
- Painting to commence
- Acoustical ceiling
- Commencement of floor tile installation
- Exterior wall finishes
- Sitework activities

Phase 9 Plan



HARRIMAN

SAU 28
PELHAM MEMORIAL
MIDDLE SCHOOL
PHASE 9 RENOVATIONS
AND ADDITIONS

PROJECT NO. 2023-001

DATE: 10/20/23

SCALE: AS SHOWN

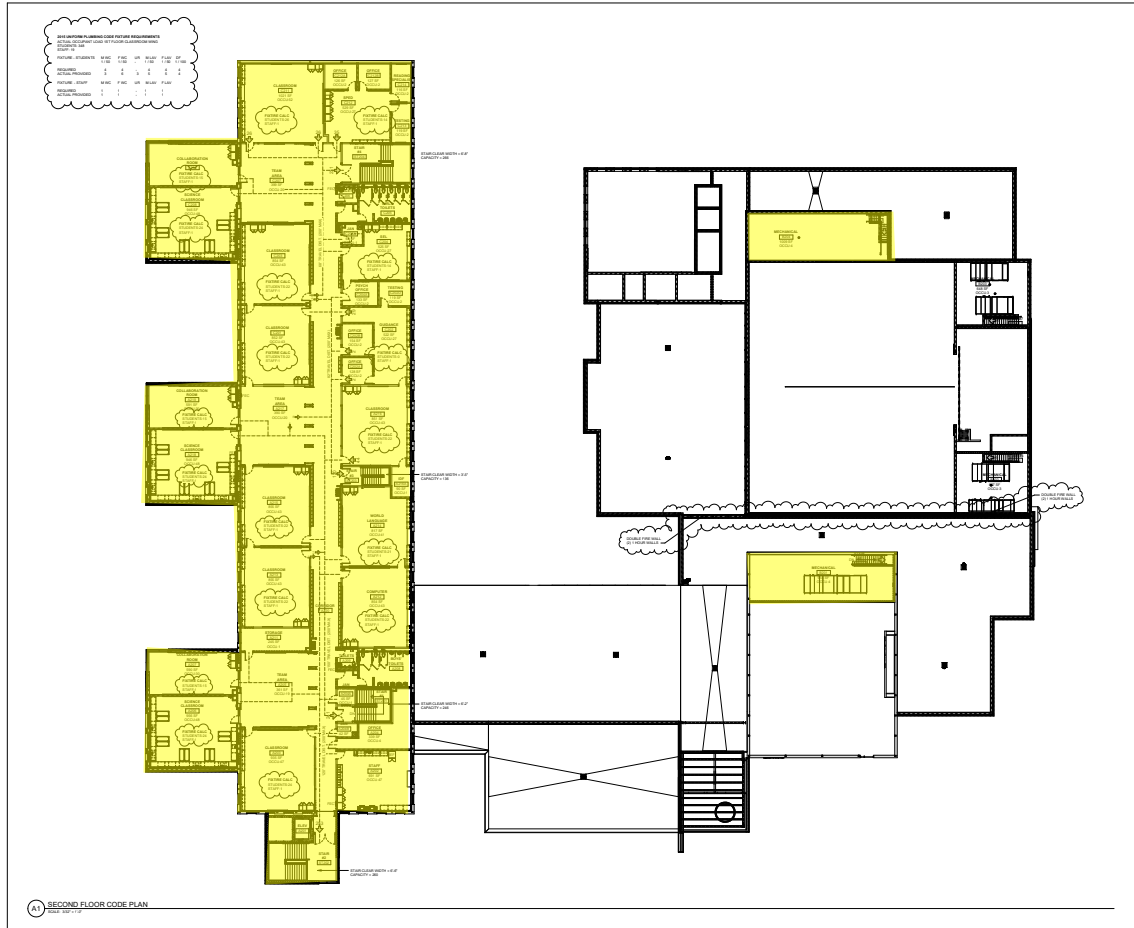
CONSTRUCTION DOCUMENTS
 100 - GENERAL NOTES
 200 - FOUNDATION
 300 - STRUCTURE
 400 - MECHANICAL
 500 - ELECTRICAL
 600 - PLUMBING
 700 - FIRE PROTECTION
 800 - SPECIALTIES
 900 - FINISHES

FIRST FLOOR INDEX AND CODE PLAN

A01-1

Pelham Memorial School Construction Update (continued)

Phase 9 Plan (Cont.)





Re: BOS Action on Portables

On Thu, Apr 11, 2024 at 10:22 AM Joe Roark (T/A) <jroark@pelhamweb.com> wrote:

Deb,

Chip asked me to close the loop on the town's end of potentially accepting one of the portable buildings for use by our Parks and Recreation Department. As discussed previously, the transportation and set up costs were just too much for the town to take on the project particularly in lieu of our default budget status.

The BOS discussed and agreed with our position at their April 2, 2024 public meeting. I have attached the agenda of that meeting as well as the draft minutes. The portable discussion begins on Line #111 and ends on Line #146.

Thank you to you, Chip and the School Board for the offer, I wish it had worked out.

Joe R.



Joe Roark (T/A) | Town Administrator

Town of Pelham, NH
Town Hall
Selectmens Offices
6 Village Green
Pelham, New Hampshire 03076

P: 603-508-3074 | **F:** 603-635-8274 | **M:**
jroark@pelhamweb.com
www.pelhamweb.com

TOWN OF PELHAM CONFIDENTIALITY AND DISCLOSURE NOTICE:

This email and any email to employees and officials of the Town of Pelham may be subject to public disclosure under the New Hampshire Right to Know law (RSA 91-A). However, this message may also contain information that is privileged and confidential which may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

**AGENDA
BOARD OF SELECTMEN
April 2, 2024
THIS IS A LIVE MEETING OPEN TO THE PUBLIC AT
Town Hall – New Meeting Room
6 Village Green, Pelham, NH 03076**

6:30 PM: Call to Order

Pledge of Allegiance

Meeting Minutes Review: March 19, 2024
Non-Public Meeting Minutes Approval: March 19, 2024

Open Forum

Appointments:

6:35 PM Introduction of Pelham Economic Development Committee (PEDC) logo.
6:40 PM Final appointment of two (2) full-time board members on the Forestry Committee.
6:50 PM Transportation and Logistics costs of acquisition of portable classroom from Pelham School District to Raymond Athletic Fields.
7:00 PM Finance Director, Tammy Penny: Proposed Town budget modifications due to default budget being voted in.
7:20 PM Anonymous complaints discussion

Discussion:

Selectmen & Town Administrator Reports:

Non-Public Session RSA 91-A: 3, II (a & b)

If requested, Non-public session per RSA 91-A: 3, II (a) Personnel (b) Hiring of any person as an employee (c) Matters which, if discussed publicly, would affect adversely the reputation of any person (d) Consideration of acquisition, sale, or lease of property (e) Consideration or negotiation of pending claims or litigation. Most Meetings are Video Taped. The Town of Pelham makes every effort to accommodate those who have special requirements to access public meetings. Please call 635-8233 with your request.

92 **VOTE:** (4-1-0) The motion carried.
93

94 Ms. Corbett stated that Mr. Gallaher has quietly helped the Town for many years and is always
95 there to help when needed.
96

97 **MOTION:** (Takesian/Abare) To appoint James Fisher to the Forestry Committee.
98

99 **VOTE:** (3-2-0) The motion carried.
100

101 Ms. Takesian stated Mr. Fisher is the only interviewee who talked about locking the forest,
102 which is important to her. She also stated that Mr. Fisher is very knowledgeable about the forest.
103

104 Ms. Abare stated that she seconds Ms. Takesian's comments, as Mr. Fisher is very
105 knowledgeable, and she thinks he will serve the Forestry Committee well.
106

107 Chairman Croteau asked the new members to go in open-minded and for the existing members to
108 help make this new committee work together for the Town.
109
110

111 **Transportation and Logistics costs of acquisition of portable classroom from Pelham**
112 **School District to Raymond Athletic Fields**
113

114 Town Administrator Roark stated that the Memorial School is nearing completion and part of
115 their completion includes removing the 2 portable classrooms that are on Marsh Road. The
116 school district and superintendent offered them to the Town if they had a use for them. Mr.
117 Johnson from the Parks and Recreation Department expressed interest in them. Town
118 Administrator Roark stated the idea is to bring at least one of them to Raymond Park to be used
119 as storage and a couple of bathrooms. They reached out to a few companies to see how much it
120 would cost to move them, and only one company was interested in moving them. JR Transport,
121 Inc. out of Tewksbury moves these trailers for a living and is very reputable. Town
122 Administrator Roark stated that the price is more than they were expecting, especially since it is
123 not a line item in the Town's budget. The first cost to tow the portable classrooms to Raymond
124 Park is \$27,357.00. Upon arrival at the park, the cost to place, set, level, and put them back
125 together is \$30,440.00. The total cost is almost \$58,000.00 and this does not include any site
126 work, electrical work, septic system work, or anything else.
127

128 Town Administrator Roark and Mr. Johnson decided it was too costly to ask the Board to move
129 forward with this but wanted to speak about it with the Board in case they thought of another
130 way to fund this project.
131

132 Mr. Bergeron stated that the project was appealing when they thought about getting the portable
133 classrooms for free, but the costs and upkeep were too high to move forward with it.
134

135 Ms. Takesian asked if the Town would have to pay to remove them from the school. Town
136 Administrator Roark stated that he does not want to speak for the school, but he believes they
137 budgeted funds for either the disposal or removal of them. Mr. Bergeron added that the company

138 knows people who may take them, so they might not have to pay to destroy them. He noted that
139 the school will be facilitating this.

140

141 Ms. Abare stated that she thinks it is a shame to destroy the portable classrooms, especially
142 during a housing crisis. However, she understands they have no other solutions since they need
143 to be removed by June.

144

145 The Board of Selectmen decided to pass on the portable classrooms. Town Administrator Roark
146 stated he would let the school know.

147

148

149 **Finance Director, Tammy Penny: Proposed Town budget modifications due to default**
150 **budget being voted in.**

151

152 Ms. Penny stated that since the 2024 operating budget article was defeated on the March ballot,
153 the Town is now in default budget status. This means they have \$268,380.00 less to work with
154 than what was put forth to the voters. Ms. Penny stated that she and Town Administrator Roark
155 looked at the Town's history to put together this year's budget and now it is going to look a lot
156 different. Ms. Penny showed the Board her proposed 2024 budget transfers. Ms. Penny stated
157 that RSA 32:10 allows the Board to transfer money in the budget so long as the spending does
158 not exceed the bottom line of the approved budget, and this holds for the default budget.

159

160 Ms. Penny stated that her proposed transfer brings departments to the deliberative session
161 amounts, with a few exceptions. She noted that the Board has the authority to revisit the budget
162 throughout the year and reallocate funds as necessary. The following items would be left
163 unfunded if the proposed budget transfer gets approved as drafted: \$39,459 in requested
164 cemetery appropriations (expendable trust funds could be used for a columbarium, they already
165 have around \$33,000.00 in the fund), \$17,416.000 in library appropriations (PT increases, staff
166 development, book processing), \$148,365 for the vacant Deputy Fire Chief Position (increase
167 salary, insurance, and retirement), \$38,000.00 for the MS4 structure requested by the Planning
168 Department (low-interest loan or waiver possibility), \$7,350.00 for a vacant part-time Transfer
169 Station attendant, \$13,062.00 in senior center salaries (the Director's position is vacant),
170 \$3,000.00 in professional development requested for the Town Administrator, \$1,611.00 in
171 paving (Highway Department could fill the gap with block grant monies if necessary), and
172 \$108.00 in emergency management (contingency wages have not been spent in years).

173

174 **MOTION:** (Abare/Corbett) To approve the 2024 proposed transfer budget as presented.

175

176 **VOTE:** (5-0-0) The motion carried.

177

178 Ms. Abare noted that this was a tough situation, and she commends Ms. Penny for her hard work
179 and guidance in drafting this budget. Ms. Takesian and Chairman Croteau agreed.

180

181

182 **Anonymous complaints discussion**

183

Eric "Chip" McGee, Ed.D.
Superintendent



Sarah Marandos, Ed.D.
Assistant Superintendent

Deb Mahoney
Business Administrator

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: Chip McGee, Superintendent
From: Sarah Marandos, Assistant Superintendent
Re: General Assurances for Federal Funds for FY25
Date: April 17, 2024

The NHDOE has developed the "General Assurances, Requirements and Definitions for Participation in Federal Programs." In New Hampshire both School Districts and School Administrative Units (SAUs) are considered Local Education Agencies (LEAs). Compliance with general assurances will be subject to review by NHDOE during on-site federal compliance monitoring. The document is divided into the following sections:

- A. General Assurances
- B. Explanation of Grants Management Requirements
 - 1. Financial Management Systems
 - 2. Written Policies and Procedures
 - 3. Internal Controls
 - 4. Allowable Costs
 - 5. Audits
 - 6. Reports to be Submitted
 - 7. Debarment, Suspension, and Other Responsibility Matters
 - 8. Drug-Free Workplace
 - 9. General Education Provisions Act (GEPA) Requirements (equity)
 - 10. Gun Possession
 - 11. Lobbying
 - 12. Subrecipient Monitoring
 - 13. More Restrictive Conditions
 - 14. Obligations by Subrecipients
 - 15. Personnel Costs-Time Distribution
 - 16. Protected Prayer in Public Elementary and Secondary Schools
 - 17. Purchasing/Procurement
 - 18. Retention and Access to Records
 - 19. The Stevens Amendment
 - 20. Transfer of Disciplinary Records

C. Definitions

Suggested Action: I am asking to review the general assurances at the April 17 Board meeting and answer any questions to enable both you and our School Board Chairperson to provide the required signatures. This document will then be formally submitted to the NHDOE.



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

March 5, 2024

TO: Superintendents

FROM: Lindsey Labonville, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2025

The New Hampshire Department of Education (NHED) has developed the attached "General Assurances, Requirements and Definitions for Participation in Federal Programs" document that must be signed by all agencies and organizations that receive federal funds through the NHED. The federally funded programs which flow money through the NHED require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore, considered "general assurances."

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHED has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHED requests an annual submission for each Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHED Commissioner of Education certify to the Secretary of Education the status of all LEAs.

In New Hampshire both School Districts and School Administrative Units (SAUs) are considered LEA's. Individual program policy determines which type of entity may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

I am requesting that you and the local School Board complete the certifications at the end of the enclosed general assurance document; initial each page in the spaces provided and upload the document in its entirety to the district's homepage on GMS. The Bureau of Federal Compliance office will notify the appropriate NHED program approving federal funds to LEA's when it has received each assurance. The various federal programs are not to request additional copies from you, but to accept the Bureau of Federal Compliance list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances will still be requested from the LEA's by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during on-site federal compliance monitoring. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return the document by uploading it to the district GMS homepage no later than **June 1, 2024**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at Lindsey.L.Labonville@doe.nh.gov or at 603-731-4621.

New Hampshire Department of Education

FY2025

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHED) must submit a signed copy of this document to the NHED Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval.” Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHED (34 CFR 708).

Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHED.

While there have been no significant changes notable in the last year, this FY2025 general assurances document contains a few minor differences from the FY2024 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

Once the document is fully executed, please upload a signed copy of these General assurances to the LEA homepage within GMS for review and approval. General assurances must be uploaded for each district applying for federal funds.

Should you have any questions please contact Lindsey Labonville at 603-731-4621 or Lindsey.L.Labonville@doe.nh.gov.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
 - (a) Per 2 CFR 200.330 the non-Federal entity is required to submit reports at least annually on the status of real property in which the Federal Government retains an interest.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions ‘*Federal Awarding Agency*’) with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;

- (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
 - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
 - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
 - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
 - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
 - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
 - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will comply with the Buy America Preference for Infrastructure Projects as required by 2 CFR Part 184.
- 22) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 23) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."

- 24) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 25) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or

report relating to each program will be made readily available to parents and other members of the general public upon request.

- 26) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 27) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 28) The subrecipient will submit a fully executed and accurate Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2024. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website.
- 29) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 30) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 31) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 32) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 33) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 34) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 35) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 36) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

- 37) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 38) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 39) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).
- 40) The subrecipient will comply with the Prohibition on Certain Telecommunications and Video Surveillance Equipment requirement per 2 CFR 200.216.
- 41) The subrecipient will comply with the Protection for Whistleblowers per 41 U.S.C. §4712.

B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy & Procedure	2 CFR 200.317-327		
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy & Procedure	2 CFR 200.430		
Records Retention Policy & Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA Section 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		
Nonsmoking Policy for Children's Services	ESEA Section 8573		N/A

3. Internal Controls

The subrecipient must:

- a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- b) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- e) Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHED Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHED template provided by the BFC for audit findings related to NHED funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHED funded programs. The BFC will review the subrecipient’s submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be

submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpjfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpjfj0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301 Or via email to: federalcompliance@doe.nh.gov**
- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2024**. A copy of the forms will be provided to each subrecipient by the NHED via email.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with

obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace.
 - o The recipient's policy of maintaining a drug-free workplace.
 - o Any available drug counseling, rehabilitation, and employee assistance programs.
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement.
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHED must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHED program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If an application has been selected for funding and program staff determine that the requirements of this section are not met, program staff will contact the subrecipient to find out why this information is missing. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement but must receive the missing information before making the award, 34 CFR 75.231. Documentation must be in the project file indicating that this review was completed before the award is made.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

10. Gun Possession (Local Education Agencies (LEAs) only)

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America’s Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrating officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHED in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or

cooperative agreement.

- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

New Hampshire RSA 15:5 - Prohibited Activities.

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

12. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

13. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHED.

14. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

15. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430 and will be based on payrolls

documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

16. Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

17. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317- 2 CFR 200.327 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Small purchases
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

18. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHED] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.

- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.
- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.
- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (See RSA 194-C:5, II) must consult with the School Board for the School District/SAU by informing said School Board about the District’s/SAU’s participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent and the Chair of the School Board must sign this certification page (and initial the remaining pages) as described below and return it to the NHED. **No payment for project/grant awards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHED Bureau of Federal Compliance at federalcompliance@doe.nh.gov

Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on _____, _____, _____ that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District’s/SAU’s participation in said programs.

SAU Number: 28 District or SAU Name: Pelham School District

District UEI: H1AER5BLS4U7 SAM.gov Expiration Date: 10/24/2024

Eric "Chip" McGee

Typed Name of Superintendent Signature Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board’s obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board’s oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Troy Bressette

Typed Name of School Board
Chair (on behalf of the School Board)

Signature

Date

Once the document is fully executed, please upload a signed copy of these General assurances to the LEA homepage within GMS for review and approval. General assurances must be uploaded for each district applying for federal funds.

Eric "Chip" McGee, Ed.D.
Superintendent



Sarah Marandos, Ed.D.
Assistant Superintendent

Deb Mahoney
Business Administrator

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: Chip McGee, Superintendent
Sarah Marandos, Assistant Superintendent
Date: April 17, 2024
Re: Curriculum Revision Process

Summary

Curriculum revisions for our core courses in English, mathematics, science and social studies for grades K-5 are ready for review by the School Board. We are seeking Board approval for the curriculum documents to be shared with parents and the community.

First Read

Elementary English Language Arts

The K-5 ELA curriculum for Pelham School District was designed based on the Common Core ELA Standards, which are the learning standards used in New Hampshire. The progression of learning in English Language Arts comes with the ability to apply skills in Reading, Language, and Writing. In Grades K-2, units are developed for Reading using Foundational Skills, Literary Texts and Informational Texts. As students progress in Grade 3-5, they focus on Reading Literary Texts and Informational Texts, Language, and Writing. Vertical Team members: Jessica Parent (co-chair), Shannon Hansen, Libby Byrne, Tracy Hussey, Pattie Lamontagne, Amy Branco, Lisa Stevens, Jen Nugent, Erin Henderson, Adam Barriere

First Read

Elementary Social Studies

By way of relevant background, RSA 189:11 currently requires that all public and non-public schools are required to provide regular courses of instruction in history, government, and the United States and New Hampshire Constitutions. SB 216 (effective July 2024) now requires that all public, chartered public, non-public, and privately incorporated schools which serve as public schools provide class time for civics education as follows:

Elementary Grades: Dedicated class time for civics in each elementary grade which can be integrated with other subjects.

Vertical Team members: Jamie Bryant (co-chair), Laura Montanile, Elaina Higgins, Bethany St. Aubin, Allison Miller, Becky Patterson, Lisa Stevens, Tristan Husby. Joe Fitzpatrick, Dawn Mead

Second Read

Elementary Mathematics

The K-5 math curriculum for Pelham School District was designed based on the Common Core Math Standards, which are the learning standards used in New Hampshire. These standards are organized into different domains, most of which stretch across all grade levels in K-5. These domains are Counting and Cardinality (exclusive to Kindergarten), Number and Operations-Base Ten (K-5), Operations and Algebraic Thinking (K-5), Number and Operations- Fractions (3-5), Measurement & Data (K-5), and Geometry. Within the standards, the progression of number and operations focuses on building a strong foundation in understanding whole numbers, addition, subtraction, multiplication, and division. Students begin by developing number sense and understanding place value, and then progress to mastering operations with whole numbers and fractions. In geometry, students learn about shapes, their attributes, and spatial reasoning. They progress from identifying and describing shapes to understanding angles, symmetry, and transformations. In measurement, students start by learning about units of measurement and measuring lengths, weights, and capacities. They then advance to solving problems involving area, perimeter, time, and volume, developing a strong understanding of measurement concepts throughout the elementary grades.

Vertical Team members: Karena Carten (co-chair), Wendy Henderson, Tracy Parkhurst, Morgaina Jack, Nicole Bridge, Kelly Tessier, Ashley Smith, Eileen Kelly, Kimberly Leighton, Kerry Struth

Second Read

Elementary Science

The elementary science curriculum is set up to build skills year after year and introduce students to new and exciting pathways in the realm of science using the Next Generation Science Standards. The core strands are Physical Science, Life Science, and Earth and Space science. In Physical Science, students explore forces and interactions, waves (light and sound), structure and properties of matter and energy. In Life Science, students explore relationships and interdependent relationships in ecosystems, structure, function, and information processing, life cycles and traits, and matter and energy in organisms and ecosystems. In Earth and Space science, students explore weather and climate, space systems, Earth systems and processes that shape Earth. Students also receive supplemental instruction in STEAM, which is a unified art.

Vertical Team members: Taryn Lee (co-chair), Jean Baker, Cheryl Andrews, Carrie Duril, Jill Zidek, Keith Lewis, Michelle Fox, Zack Medlock

Background

A vital part of a successful academic program is a guaranteed and viable curriculum. Guaranteed means that every student receives instruction on these areas. Viable means the content is appropriate for the students and can be reasonably taught in time allotted. Curriculum needs to be periodically reviewed and revised when necessary. After several years of internal work on curriculum revisions for grades K-5, we are ready to share our revisions with the School Board.

In 2014, the Pelham School Board approved curriculum in the four main content areas: English, math, science and social studies for grades K through 5. It is published on our [website](#).

Revisions are based on the current curriculum documents, the curriculum revision work by our teachers, the NH College and Career Ready Standards (NH CCRS), and textbooks and programs designed by professional writers.

Timeline

- Last year we presented the core middle and high school curricula over the course of the spring and summer of 2023, which was approved.
- Tonight we are presenting a first read of K-5 math and science.
- We are planning to present the elementary documents in English Language Arts and social studies at a future meeting.

Curriculum Revision Structure

Pelham uses the Understanding by Design (UbD) approach to curriculum development and revision. UbD has three parts:

- Stage 1 (Curriculum) This is an overview document that is designed to be informative and parent friendly. It explains what students are to know and be able to do as a result of the course.
- Stage 2 (Assessment) - This is how students will demonstrate what they have learned. It includes tests, projects, essay tasks and the rubrics and scoring guides that do with it. These are developed, maintained and revised internally.
- Stage 3 (Instruction) - These are materials, such as lesson plans, materials, equipment, worksheets, textbooks, google classroom archives, that are used for our professional staff while planning and implementing instruction.

We are seeking approval from the Board for the Stage 1 documents.

Curriculum Document Format

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

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

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

Conclusion

We are proud of the teachers’ collective work in these documents. It represents hundreds of hours of time and high level thinking. We ask for the Board’s feedback on the document in terms of their readability for families, comprehensiveness, and scope. We recognize that ultimately, the Board is responsible for what is taught (the curriculum) and our professional staff is responsible for how it is taught each and every day.

PSD ELA CURRICULUM OVERVIEW K-5

Note: There is significant vocabulary used throughout these documents. If you have questions about ELA content, the best person to speak with is your child's teacher.

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none">● Reading- Foundational Skills● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Foundational Skills● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Foundational Skills● Reading- Literary Texts● Reading- Informational Texts● Language● Writing
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none">● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Literary Texts● Reading- Informational Texts● Language● Writing

Readin

Unit: Reading - Foundational Skills	
The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.	
Standards	Knowledge/Skills
<ul style="list-style-type: none"> ● Demonstrate understanding of the organization and basic features of print. ● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Read emergent-reader texts with purpose and understanding. 	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Alphabet, Capital, Lowercase, Uppercase ● Finger spacing, Left, Right, Top, Bottom ● Rhyme, Blend, Segment, Syllable, Isolate ● Letters, Sound ● Word families, Sight words ● Predications, Directionality, Punctuation ● Comprehension <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet. ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or

PSD ELA CURRICULUM GRADE K

CVC) words.1 (This does not include CVCs ending with //, /r/, or /x/.)

- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Essential Questions/Understandings

Essential Questions:

- How do students understand the organization and basic features of print?
- How do students demonstrate an understanding of sounds, syllables and spoken words?
- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Knowledge/Skills

Students Will Know:

- Asking questions, Identifying characters, Identifying setting, Identifying events, Retelling stories, Unknown words, Types of texts, Authors and illustrators, Story words and pictures, Comparing characters

Students Will Be Able To:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Knowledge/Skills

Students Will Know:

- Asking questions, Main topic, Describing connections, Unknown words, Parts of a book, Words and pictures, Identifying reasons, Comparing two books

Students Will Be Able To:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

PSD ELA CURRICULUM GRADE K

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- With guidance and support from adults, explore word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Upper case, Lower case, Capital letter,
- Nouns, Verbs, Plural, Adjectives
- Questions, Prepositions, Complete sentences, Punctuation, Question mark, Inflections
- Consonant, Vowel, Short vowel, Affixes
- Dictation, Shades of meaning
- Sorting, Opposite

Students Will Be Able To:

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.

PSD ELA CURRICULUM GRADE K

- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,

PSD ELA CURRICULUM GRADE K

and consulting general and specialized reference materials, as appropriate.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PSD ELA CURRICULUM GRADE K

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Drawing, Dictating, Writing
- Opinion, Topic, Title, Preference
- Informative/explanatory, Information
- Narrate, Event/events, Order, Reaction
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Foundational Skills

The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.

Standards

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Knowledge/Skills

Students Will Know:

- Capital and lowercase letter formation, Period, Question mark, Exclamation point, as ending punctuation
- Short vowel, Long vowel, Consonant blend, Pattern, Beginning, Middle, End, High Frequency Words, Digraph, Vowel, Syllable, Chunk, Root/base word, Word endings
- Fluency, Accuracy, Summarize, Predict, Back-up and reread, Context clues, Expression

Students Will Be Able To:

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.

PSD ELA CURRICULUM GRADE 1

- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions/Understandings

Essential Questions:

- How do students understand the organization and basic features of print?
- How do students demonstrate an understanding of sounds, syllables and spoken words?
- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Knowledge/Skills

Students Will Know:

- Asking questions, Describing characters, Describing setting, Describing events, Central message, Feeling words, Sensory words, Who is telling the story, Story words and pictures, Comparing characters

Students Will Be Able To:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Knowledge/Skills

Students Will Know:

- Asking questions, Main topic, Describing connections, Finding word meanings, Text features, Words and pictures, Words with pictures, Identifying reasons, Comparing two texts

Students Will Be Able To:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PSD ELA CURRICULUM GRADE 1

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Capital letter, Lowercase letter
- Nouns, Verbs, Adjectives, Sentences, Pronouns, Punctuation, Capitalization, Proper nouns, Common nouns, Dates, Months, Commas, End punctuation
- Prefix, Suffix, Affix, Context clues, Root words

Students Will Be Able To:

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound

PSD ELA CURRICULUM GRADE 1

declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?

PSD ELA CURRICULUM GRADE 1

- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Opinion, Introduce, Topic, Title, Reason, Closure
- Informative/explanatory, Facts
- Narrative, Sequence, Events, Detail, Temporal words
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

PSD ELA CURRICULUM GRADE 2

Unit: Reading - Foundational Skills

The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.

Standards

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Knowledge/Skills

Students Will Know:

- Short vowel, Long vowel, Diphthong, Syllable
- Root, Affix, Prefix, Suffix
- Fluency, Accuracy, Expression, Rate, Context clues

Students Will Be Able To:

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions/Understandings

Essential Questions:

- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about a story, Recounting stories, Determining central meaning, Describe how characters act, Sound and meaning in stories, Rhythm and meaning in poems and songs, Parts of a story, Point of view, Connecting words and pictures, Comparing and contrasting stories

Students Will Be Able To:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about key details, Finding the main topic, Describing connections between historical events, Describing connections between scientific ideas, Unfamiliar words, Text features - captions, bold print, subheadings, glossaries, indexes, table of contents, Author’s purpose, Explain how images support text, Describing how authors use reason to support their ideas, Comparing and contrasting 2 texts

Students Will Be Able To:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

PSD ELA CURRICULUM GRADE 2

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

PSD ELA CURRICULUM GRADE 2

- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PSD ELA CURRICULUM GRADE 2

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Nouns, Plural nouns, Collective nouns, Pronouns, Reflexive pronouns, Verbs, Past tense of irregular verbs, Adjectives and adverbs, Complete sentences, Simple and compound sentences
- Capitalization - holidays, product names, geographic names, Punctuating greets and closing of letters
- Contractions, Possessive nouns, Spelling patterns
- Using resources to check spelling, Comparing formal and informal uses of English, Using context clues
- Prefixes, Root words, Compound words
- Using resources (Such as dictionary or a glossary) Real-life connections, Shades of meaning, Using adjectives and adverbs to describe

Students Will Be Able To:

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.

PSD ELA CURRICULUM GRADE 2

- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use resources such as, glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Title, Reason, Linking words, Concluding statement
- Informative/explanatory, Facts, Definitions, Points, Concluding section
- Narrative, Recount, Well elaborated event, Sequence of events, Details, Actions, Thoughts, Feelings, Temporal words, Closure
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Knowledge/Skills

Students Will Know:

- Ask and answer questions about stories, Describing characters, Recounting stories, Determining the central message, Words in context, What are stories made of, What are plays made of, What are poems made of, Point of view, Connecting words and pictures, Comparing and contrasting stories

Students Will Be Able To:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about key ideas, Finding main ideas and details, Reading about time and sequence, Describing cause and effect, Unfamiliar words, Text features, Author’s point of view, Connecting words and pictures in informational text, Describing connections between sentences and paragraphs, Describing comparisons, Comparing and contrasting two texts

Students Will Be Able To:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
-

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PSD ELA CURRICULUM GRADE 3

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Nouns, Pronouns, Verbs, Adjectives, Adverbs, Plural nouns, Abstract nouns, Simple verb tenses, Regular verbs, Irregular verbs
- Subject-verb agreement, Pronoun-antecedent agreement, Comparative and superlative adjectives and adverbs, Coordinating conjunctions, Simple and compound sentences, Subordinating conjunctions and complex sentences
- Capitalizations in titles, Punctuating addresses, Punctuating dialogue, Possessive nouns, Possessive pronouns
- Adding suffixes, Using reference works, Choosing words and phrases for effect, Spoken and written English, Using context clues, Prefixes and suffixes, Root words
- Using a dictionary or glossary, Literal and nonliteral meanings, Real-life connections, Shades of meaning, Words for time and space

Students Will Be Able To:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.

PSD ELA CURRICULUM GRADE 3

- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases and correct spellings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PSD ELA CURRICULUM GRADE 3

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Text, Supporting, Point of view, Reason
- Informative/explanatory, Examine, Ideas, Information
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Produce, Publish, Keyboarding skills, Interact, Collaborate

Students Will Be Able To:

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.
- Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the

Knowledge/Skills

Students Will Know:

- Describing characters in plays, Describing settings and events in stories, Determining the theme of a story, Determining the theme of a poem, Summarizing literary texts, Supporting inferences about literary texts, Understanding vocab in literary texts, Comparing point of view, Elements of poetry, Elements of plays, Comparing poems, plays, and prose, Connecting presentations of a text, Comparing topics and themes in stories, comparing patterns of events in stories

Students Will Be Able To:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,

PSD ELA CURRICULUM GRADE 4

quest) in stories, myths, and traditional literature from different cultures.

- meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of figurative language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use text features to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why characters, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

PSD ELA CURRICULUM GRADE 4

specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.

Knowledge/Skills

Students Will Know:

- Finding main ideas and details, Understanding historical texts, Understanding technical texts, Summarizing informational texts, Supporting inferences about informational texts, Unfamiliar words, Text structures - cause and effect, compare and contrast, chronology, problem and solution, Comparing accounts of the same topic, Interpreting visual information, Explaining an author's reason and evidence, Integrating information from two sources

Students Will Be Able To:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

PSD ELA CURRICULUM GRADE 4

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from text features and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

PSD ELA CURRICULUM GRADE 4

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Relative pronouns and adverbs, Progressive verb tense, Modal auxiliaries, Order of adjectives, Prepositions and prepositional phrases
- Complete sentences and fragments, Run-on sentences
- Commonly confused words
- Capitalizing names of places and things, Punctuating direct quotations, Using commas with coordinating conjunctions, Precise words and phrases, Punctuation for effect
- Formal and informal language, Using context clues, Greek and Latin word parts, Using a dictionary or glossary
- Similes and metaphors, Idioms, Adages and proverbs, Synonyms and antonyms
- Using a thesaurus, Precise words for actions and feelings

Students Will Be Able To:

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to

PSD ELA CURRICULUM GRADE 4

conventional patterns (e.g., a small red bag rather than a red small bag).

- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use multi-meaning words (e.g., to, too, two; there, their).
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to determine the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Supporting point of view, Reason, Relevant Information
- Informative/explanatory, Examine, Convey ideas
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Internet, Produce, Publish, Interact, Collaborate, Keyboarding skills

Students Will Be Able To:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PSD ELA CURRICULUM GRADE 4

- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Engage the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event

PSD ELA CURRICULUM GRADE 4

sequences.

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator’s or speaker’s point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Knowledge/Skills

Students Will Know:

- Compare and contrast characters in drama, Compare and contrast settings and events, Finding the theme of a story or drama, Finding the theme of a poem, Summarizing literary texts, Using details to support inferences in literary texts, Language and meaning, Understanding literary structure, Point of view, Analyzing visual elements in literary texts, Comparing and contrasting stories in the same genre

Students Will Be Able To:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

PSD ELA CURRICULUM GRADE 5

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Knowledge/Skills

Students Will Know:

- Finding main ideas and details, Summarizing informational texts, Using details to support inferences, Exploring relationships in scientific and technical texts, Explaining relationships in historical texts, Unfamiliar words, Comparing texts structures - chronology, problem and solution, cause and effect, compare and contrast, Analyze accounts of the same topic, Finding information from multiple sources, Understanding supporting evidence, Using multiple sources for writing and speaking

Students Will Be Able To:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

PSD ELA CURRICULUM GRADE 5

- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

PSD ELA CURRICULUM GRADE 5

specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

PSD ELA CURRICULUM GRADE 5

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Coordinating and subordinating conjunctions, Prepositions and prepositional phrases, Interjections
- Perfect verb tense, Using verb tenses, Shifts in verb tenses
- Correlative conjunctions, Punctuating items in a series, Commas after introductory elements, More uses for commas
- Punctuating titles of works, Revising sentences, Combining sentences
- Varieties of English - dialect and register, Using context clues, Greek and Latin word parts, Using a dictionary or glossary
- Figurative language, Idioms, adages, and proverbs, Synonyms and antonyms, Homographs
- Using a thesaurus, Words that connect

Students Will Be Able To:

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).

PSD ELA CURRICULUM GRADE 5

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?

PSD ELA CURRICULUM GRADE 5

- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PSD ELA CURRICULUM GRADE 5

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Text, Supporting point of view, Reason
- Information, Informative/explanatory, Examine, Convey ideas
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Internet, Produce, Publish, Interact, Collaborate, Keyboarding skills

Students Will Be Able To:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

PSD ELA CURRICULUM GRADE 5

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

PSD ELA CURRICULUM GRADE 5

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

PSD SOCIAL STUDIES CURRICULUM OVERVIEW K-5

Note: There is significant vocabulary used throughout these documents. If you have questions about Social Studies content, the best person to speak with is your child's teacher. Civics is taught in an interdisciplinary manner with [ELA texts](#).

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory ● World History 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory ● World History
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> ● Economics ● Geography ● NH/USHistory and Civics 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory ● World History

Unit: Civics and Government

The purpose of this unit is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs.

Standards	Knowledge/Skills
<ul style="list-style-type: none">Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.	<p>Students Will Know:</p> <ul style="list-style-type: none">Responsibility, School, Community <p>Students Will Be Able To:</p> <ul style="list-style-type: none">Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.

Essential Questions/Understandings

Essential Questions:

- What is the role of the citizen in the community?

Enduring Understandings:

- The core values of the individual, community, state, and nation and the ways in which these values are expressed and practiced in differing societies.

PSD SOCIAL STUDIES CURRICULUM GRADE K

Unit: Economics	
The purpose of this unit is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.	
Standards	Knowledge/Skills
<ul style="list-style-type: none">Students will learn about the pillars of a free market economy and the market mechanism.	<p>Students Will Know:</p> <ul style="list-style-type: none">Needs, Wants <p>Students Will Be Able To:</p> <ul style="list-style-type: none">Distinguish between needs and wants.
Essential Questions/Understandings	
<p>Essential Questions:</p> <ul style="list-style-type: none">What is the difference between needs and wants and how do we satisfy them? <p>Enduring Understandings:</p> <ul style="list-style-type: none">The underlying principles of individual and collective economic choices as well as major systems of production and commerce.	

Unit: Geography

The purpose of this unit is to understand our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Standards	Knowledge/Skills
<ul style="list-style-type: none">• Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.• Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.	<p>Students Will Know:</p> <ul style="list-style-type: none">• Spatial Information, Maps, Globes, Physical Characteristics, Human Characteristics <p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.• Explore the physical and human characteristics of place, e.g., roads, schools or mountains.

Essential Questions/Understandings

Essential Questions:

- How do urban and rural lives differ?

Enduring Understandings:

- How individuals, groups, and societies interact with each other and with their physical and social environments.

PSD SOCIAL STUDIES CURRICULUM GRADE K

Unit: NH/US History	
<p>The purpose of this unit is to help students understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.</p>	
Standards	Knowledge/Skills
<ul style="list-style-type: none">Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.	<p>Students Will Know:</p> <ul style="list-style-type: none">National celebrations, New Hampshire celebrations, National monuments, New Hampshire monuments, National symbols, New Hampshire symbols, National documents, New Hampshire documents <p>Students Will Be Able To:</p> <ul style="list-style-type: none">Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.
Essential Questions/Understandings	
<p>Essential Questions:</p> <ul style="list-style-type: none">What is the role of tradition? <p>Enduring Understandings:</p> <ul style="list-style-type: none">The systems of beliefs, knowledge, values, and traditions as well as practices.	

Unit: Civics and Government

The purpose of this unit is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs.

Standards

- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
- Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Knowledge/Skills

Students Will Know:

- United States government documents, United States government symbols, State government, National government, Public officials

Students Will Be Able To:

- Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.
- Identify the basic purposes of state and national government.
- Explain how public officials are chosen.

Essential Questions/Understandings

Essential Questions:

- What is the role of the citizen in the community and in the nation, and as a member of the world community?

Enduring Understandings:

- The core values of the individual, community, state, and nation and the ways in which these values are expressed and practiced in differing societies.

PSD SOCIAL STUDIES CURRICULUM GRADE 1

Unit: Economics

The purpose of this unit is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Standards

- Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.
- Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

Knowledge/Skills

Students Will Know:

- Goods, Services, Producers, Consumers, Characteristics of Money

Students Will Be Able To:

- Define goods and services, producers and consumers.
- Identify the characteristics of money.

Essential Questions/Understandings

Essential Questions:

- What is the role of money in everyday life?

Enduring Understandings:

- The underlying principles of individual and collective economic choices as well as major systems of production and commerce.

Unit: Geography

The purpose of this unit is to understand our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Standards

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

Knowledge/Skills

Students Will Know:

- Gobes, Maps, Physical features in the United States, Human features in the United States, Physical features on Earth, Human features on Earth, Areas of the Earth's surface, Geographic characteristics

Students Will Be Able To:

- Identify the characteristics and purposes of globes and maps.
- Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.
- Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.

Essential Questions/Understandings

Essential Questions:

- How do urban and rural lives differ?

Enduring Understandings:

- How individuals, groups, and societies interact with each other and with their physical and social environments.

Unit: NH/US History

The purpose of this unit is to help students understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.

Standards

- Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

Knowledge/Skills

Students Will Know:

- Individuals, Groups

Students Will Be Able To:

- Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.

Essential Questions/Understandings

Essential Questions:

- What is the role of tradition?

Enduring Understandings:

- The systems of beliefs, knowledge, values, and traditions as well as practices. As cultures interact or collide, each culture is impacted by adaptation, assimilation, acculturation, diffusion, and conflict.

Unit: World History

The purpose of this unit is to help students understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world.

Standards

- Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

Knowledge/Skills

Students Will Know:

- Societies, Artistic expression

Students Will Be Able To:

- Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.

Essential Questions/Understandings

Essential Questions:

- How have literary and artistic expressions reflected particular eras?

Enduring Understandings:

- How people have expressed their feelings and ideas in art, literature, music, and philosophy.

Unit: Civics and Government

The purpose of this unit is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs.

Standards

- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

Knowledge/Skills

Students Will Know:

- Classroom rules, School rules, United States government rules, Effectiveness, Fairness, Rules, Laws

Students Will Be Able To:

- Compare the rules to the classroom and school to the rules of the United States system of government.
- Evaluate the effectiveness and fairness of rules and laws at the school level.

Essential Questions/Understandings

Essential Questions:

- How do we balance the rights of the individual against the rights of the group?

Enduring Understandings:

- The tension created by the search for freedom and security, for liberty and equality, and for individualism and the common good. This tension has led to the establishment to a variety of authorities as well as safeguards against abuse.

PSD SOCIAL STUDIES CURRICULUM GRADE 2

Unit: Economics

The purpose of this unit is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Standards

- Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.
- Students will recognize the importance of international trade and how economies are affected by it.

Knowledge/Skills

Students Will Know:

- Steps to make a product, Materials to make a produce, Resources

Students Will Be Able To:

- Describe the steps and materials needed to make a product, e.g., milk or crayons.
- Define the term resources, e.g., trees, books.

Essential Questions/Understandings

Essential Questions:

- How can we manage science and technology to provide the greatest benefit?

Enduring Understandings:

- The historic and current impact of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

Unit: Geography

The purpose of this unit is to understand our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Standards

- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
- Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Knowledge/Skills

Students Will Know:

- Natural resources, Role of natural resources, Uses of natural resources

Students Will Be Able To:

- Identify what are natural resources, e.g., water or trees.
- Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.
- Investigate how people use resources, e.g., building homes or the food they eat.

Essential Questions/Understandings

Essential Questions:

- How do we balance the world's resources with needs and wants?

Enduring Understandings:

- How individuals, groups, and societies interact with each other and with their physical and social environments.

PSD SOCIAL STUDIES CURRICULUM GRADE 2

Unit: NH/US History

The purpose of this unit is to help students understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.

Standards

- Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

Knowledge/Skills

Students Will Know:

- Art, Music, Literature, Time period, Cultural groups

Students Will Be Able To:

- Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.
- Recognize that groups have enhanced art, music and literature of our nation, e.g., African American or Irish.

Essential Questions/Understandings

Essential Questions:

- What is the role of tradition?

Enduring Understandings:

- The systems of beliefs, knowledge, values, and traditions as well as practices. As cultures interact or collide, each culture is impacted by adaptation, assimilation, acculturation, diffusion, and conflict.

PSD SOCIAL STUDIES CURRICULUM GRADE 2

Unit: World History

The purpose of this unit is to help students understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world.

Standards

- Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

Knowledge/Skills

Students Will Know:

- Societies, Artistic expression

Students Will Be Able To:

- Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing.

Essential Questions/Understandings

Essential Questions:

- How have literary and artistic expressions reflected particular eras?

Enduring Understandings:

- How people have expressed their feelings and ideas in art, literature, music, and philosophy.

PSD SOCIAL STUDIES CURRICULUM GRADE 3

Unit: Economics

The purpose of this unit is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Standards

- Students will learn about the pillars of a free market economy and the market mechanism.

Knowledge/Skills

Students Will Know:

- Needs, Wants, Unlimited Resources, Limited Resources, Scarcity, Economic choices, Opportunity cost, Individual economic decisions, Household economic decisions, Business economic decisions, Government economic decisions

Students Will Be Able To:

- Explain why needs and wants are unlimited while resources are limited.
- Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.
- Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.

Essential Questions/Understandings

Essential Questions:

- What is the difference between needs and wants and how do we satisfy them?
- Why is scarcity the basis of economics.

Enduring Understandings:

- The underlying principles of individual and collective economic choices as well as major systems of production and commerce.

Unit: Geography

The purpose of this unit is to understand our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Standards

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Knowledge/Skills

Students Will Know:

- Characteristics of geographic tools, Purpose of geographic tools, Spatial information on maps, Physical features in the United States, Human features in the United States, Physical features on Earth, Human features on Earth

Students Will Be Able To:

- Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.
- Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.
- Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.
- Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.

Essential Questions/Understandings

Essential Questions:

- How has the relationship between people and their physical settings changed over time?

Enduring Understandings:

- How individuals, groups, and societies interact with each other and with their physical and social environments.

Unit: NH/US History and Civics

The purpose of this unit is to help students understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.

Standards

- Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.
- Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.
- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Knowledge/Skills

Students Will Know:

- Immigration, Ellis Island, Citizenship

Students Will Be Able To:

- Identify and describe what conditions were like for immigrants.
- Explain why people choose to immigrate.
- Describe what it means to be a citizen.

Essential Questions/Understandings

Essential Questions:

- What is Immigration?
- Why did people move to North America?
- What was it like to immigrate in the 1800's and early 1900's?

Enduring Understandings:

- Ellis Island was a symbol of hope for people moving to America.

PSD SOCIAL STUDIES CURRICULUM GRADE 4

Unit: Civics and Government

The purpose of this unit is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs.

Standards

- Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Knowledge/Skills

Students Will Know:

- Function of the three branches of government, Organization of New Hampshire State government, Laws, Policies, Local level, State level, Citizen’s rights in New Hampshire, Citizen’s right in the United States

Students Will Be Able To:

- Identify the individual functions of the three branches of government and the organization of New Hampshire state government.
- Explain how laws and/or policies are made at local and state levels.
- Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.

Essential Questions/Understandings

Essential Questions:

- How are rules and laws made and what are the differences in their usage?

Enduring Understandings:

- Successful and failed efforts at the resolution of conflict and the creation of cooperation between individuals, groups and organizations at the local and national level, and between groups and nations on the international stage.

PSD SOCIAL STUDIES CURRICULUM GRADE 4

Unit: Economics

The purpose of this unit is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Standards

- Students will be able to explain the business cycle and trends in economic activity over time.
- Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.
- Students will recognize the importance of international trade and how economies are affected by it.

Knowledge/Skills

Students Will Know:

- Economic cycles, Exchange of goods and service, Resources

Students Will Be Able To:

- Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing or agriculture.
- Describe different methods people use to exchange goods and services, e.g., barter or the use of money.
- Describe that countries have different kinds of resources.
- Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.

Essential Questions/Understandings

Essential Questions:

- What is the role of money in everyday life?
- How has conflict over resources changed the world?
- How have economic systems changed and evolved?

Enduring Understandings:

- The underlying principles of individual and collective economic choices as well as major systems of production and commerce.

Unit: Geography

The purpose of this unit is to understand our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Standards

- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
- Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Knowledge/Skills

Students Will Know:

- Spatial patterns of settlement, Modifications of the physical environment, Opportunities of the physical environment, Limitations of the physical environment, Natural resources

Students Will Be Able To:

- Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.
- Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.
- Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.
- Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.

Essential Questions/Understandings

Essential Questions:

- How has the relationship between people and their physical settings changed over time?

Enduring Understandings:

- How individuals, groups, and societies interact with each other and with their physical and social environments.

Unit: NH/US History

The purpose of this unit is to help students understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.

Standards

- Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.
- Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.
- Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.
- Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

Knowledge/Skills

Students Will Know:

- Development of New Hampshire governance, Art, Music, Literature Major ideas, Values, Conflicts, Time Periods, Evolution of United States's economy, Ethnic groups in New Hampshire, Religious groups in New Hampshire, History, Culture

Students Will Be Able To:

- Trace the political development of New Hampshire governance, e.g., self government in early settlements or the development of current forms of local government.
- Explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire.
- Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.
- Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.

Essential Questions/Understandings

Essential Questions:

- How have literary and artistic expressions reflected particular eras?

Enduring Understandings:

- How people have expressed their feelings and ideas in art, literature, music, and philosophy.

PSD SOCIAL STUDIES CURRICULUM GRADE 5

Unit: Civics and Government

The purpose of this unit is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs.

Standards

- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
- Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

Knowledge/Skills

Students Will Know:

- Ideals, Principles, American system of government, Documents, Effective, Fair, Rules, Laws, Heritage, American democracy, Good citizenship

Students Will Be Able To:

- Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.
- Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.
- Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels.
- Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property
- Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions.
- Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of

others.

Essential Questions/Understandings

Essential Questions:

- What is the role of the citizen in the community and in the nation?

Enduring Understandings:

- An investigation of the core values of the individual, community, state, and nation and the ways in which these values are expressed and practiced in differing societies.

PSD SOCIAL STUDIES CURRICULUM GRADE 5

Unit: Economics

The purpose of this unit is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

Standards

- Students will be able to explain the business cycle and trends in economic activity over time.

Knowledge/Skills

Students Will Know:

- Gross domestic product, Imports, Exports, Inflation

Students Will Be Able To:

- Describe gross domestic product and its components, e.g., the difference between imports and exports.
- Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing.

Essential Questions/Understandings

Essential Questions:

- How has conflict over resources changed the world?

Enduring Understandings:

- The underlying principles of individual and collective economic choices as well as major systems of production and commerce.

Unit: Geography

The purpose of this unit is to understand our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.

Standards

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

Knowledge/Skills

Students Will Know:

- Mental maps, Spatial concepts of location, distance, scale, movement, and region, Maps, Globes, Graphs, Charts, Models, Databases, Spatial distributions and patterns, Regional change, Cultural preservation, Human migration

Students Will Be Able To:

- Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi.
- Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.
- Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.
- Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.
- Describe how places and regions preserve culture, e.g., songs or traditions.
- Know the types and historical patterns of human migration, e.g.,

- ethnic cleansing, overcoming physical barriers, or famine.
- Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement.
- Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.
- Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.

Essential Questions/Understandings

Essential Questions:

- How has the relationship between people and their physical settings changed over time?

Enduring Understandings:

- How individuals, groups, and societies interact with each other and with their physical and social environments.

Unit: NH/US History

The purpose of this unit is to help students understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.

Standards

- Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.
- Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.
- Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.
- Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

Knowledge/Skills

Students Will Know:

- Self-government, America democracy, Art, Music, Literature, Economic productivity, Ethnic groups, Religious groups, Immigrant experience

Students Will Be Able To:

- Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.
- Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.
- Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists.
- Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.
- Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.
- Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.

Essential Questions/Understandings

Essential Questions:

- How has ethnocentrism impacted history?

Enduring Understandings:

- The systems of beliefs, knowledge, values, and traditions as well as practices. As cultures interact or collide, each culture is impacted by adaptation, assimilation, acculturation, diffusion, and conflict.

Unit: World History

The purpose of this unit is to help students understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world.

Standards

- Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.
- Students will demonstrate their understanding of the interactions of peoples and governments over time.

Knowledge/Skills

Students Will Know:

- Political systems, Use of power, Abuse of power, Land routes for trade, Water routes for trade, Migration, Military encounters, Cultural exchanges

Students Will Be Able To:

- Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.
- Explore the use and abuse of power.
- Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.
- Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa.
- Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia

Essential Questions/Understandings

Essential Questions:

- How have nations become economically interdependent?
- How do changing patterns in social and political relations initiate social movements?

Enduring Understandings:

- The exchanges among civilizations from earliest times through the gradual growth of global interactions.
- The changing patterns of class, ethnicity, race, and gender in social and political relations.

PSD MATH CURRICULUM OVERVIEW K-5

Note: There is significant math vocabulary used throughout these documents. If you have questions about math content, the best person to speak with is your child's teacher. An additional math vocabulary resource can be found [here](#).

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none"> ● Counting and Cardinality ● Operations and Algebraic Thinking ● Numbers and Operations-Base Ten ● Measurement and Data ● Geometry 	<ul style="list-style-type: none"> ● Operations and Algebraic Thinking ● Numbers and Operations-Base Ten ● Measurement and Data ● Geometry 	<ul style="list-style-type: none"> ● Operations and Algebraic Thinking ● Numbers and Operations-Base Ten ● Measurement and Data ● Geometry
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> ● Operations and Algebraic Thinking ● Numbers and Operations-Base Ten ● Numbers and Operations-Fractions ● Measurement and Data ● Geometry 	<ul style="list-style-type: none"> ● Operations and Algebraic Thinking ● Numbers and Operations-Base Ten ● Numbers and Operations-Fractions ● Measurement and Data ● Geometry 	<ul style="list-style-type: none"> ● Operations and Algebraic Thinking ● Numbers and Operations-Base Ten ● Numbers and Operations-Fractions ● Measurement and Data ● Geometry

Unit: Counting and Cardinality

The purpose of this unit is to represent, relate, and operate on whole numbers, initially with sets of objects.

Standards

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Knowledge/Skills

Students Will Know:

- Zero, One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, Thirteen, Fourteen, Fifteen, Sixteen, Seventeen, Eighteen, Nineteen, Twenty, Equal, Fewer, Greater than, Less than, One more

Students Will Be Able To:

- Use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set (up to 20); counting out a given number of objects (up to 20); comparing sets or numerals (within 10); and modeling simple joining and separating situations with sets of objects (within 10), or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.
- Choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
- Count to 100 from any given whole number by ones and tens.

PSD MATH CURRICULUM GRADE K

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Essential Questions/Understandings

Essential Questions:

- How do I count, show, and compare numbers?
- How do I count to 100 by 1s and 10s?

Enduring Understandings:

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Unit: Operations and Algebraic Thinking

The purpose of this unit is to represent, relate, and operate on whole numbers, initially with sets of objects.

Standards

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Knowledge/Skills

Students Will Know:

- Add, Equal sign, Equation, In all, Join, Plus sign, Sum (total), Difference, Minus, Subtract, Count back, Count on, Decompose (break apart), Make (compose), Number path

Students Will Be Able To:

- Use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set (up to 20); counting out a given number of objects (up to 20); comparing sets or numerals (within 10); and modeling simple joining and separating situations with sets of objects (within 10), or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.
- Choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
- Fluently add and subtract within 5.

Essential Questions/Understandings

Essential Questions:

- How can I solve addition word problems?
- How can I solve subtraction word problems?
- How can I make and decompose numbers in more than 1 way?

Enduring Understandings:

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Unit: Numbers and Operations - Base Ten

The purpose of this unit is to represent, relate, and operate on whole numbers, initially with sets of objects.

Standards

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Knowledge/Skills

Students Will Know:

- Add, Equal sign, Equation, In all, Join, Plus sign, Sum (total), Difference, Minus, Subtract, Count back, Count on, Decompose (break apart), Make (compose), Number path

Students Will Be Able To:

- Use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set (up to 20); counting out a given number of objects (up to 20); comparing sets or numerals (within 10); and modeling simple joining and separating situations with sets of objects (within 10), or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.
- Choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Essential Questions/Understandings

Essential Questions:

- How can I represent, make, and decompose numbers 11 to 15?
- How can I represent, make, and decompose numbers 16 to 19?

Enduring Understandings:

- Work with numbers 11 through 19 to gain foundations for place value.

Unit: Measurement and Data

The purpose of this unit is to describe shapes and space.

Standards

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
 - For example, directly compare the heights of two children and describe one child as taller/shorter.
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Knowledge/Skills

Students Will Know:

- Capacity, Height, Length, Weight, Alike, Different, Fewer, More, Shape, Size, Sort

Students Will Be Able To:

- Explore and describe measurable attributes of objects. Describe the difference between objects with a common attribute, using terms such as “more of”/“less of” or “taller than”/“shorter than.”
- Identify attributes of objects (such as size, shape, color) and use those attributes to sort objects into categories and count the objects in each category.

Essential Questions/Understandings

Essential Questions:

- How can I use attributes to sort a collection of objects?
- How can I describe and compare the length, heights, weight, and capacity of objects?

Enduring Understandings:

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

Unit: Geometry

The purpose of this unit is to describe shapes and space.

Standards

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

Knowledge/Skills

Students Will Know:

- Circle, Hexagon, Rectangle, Side, Square, Triangle, Vertex, 2-dimensional shape, 3-dimensional shape, Apex, Base, Cone, Cube, Cylinder, Face, Sphere, Build

Students Will Be Able To:

- Describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary.
- Identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres.
- Use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Essential Questions/Understandings

Essential Questions:

- How can I identify 2-dimensional shapes?
- How can I identify 3-dimensional shapes?
- How can I tell how shapes are alike and different?

Enduring Understandings:

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

PSD MATH CURRICULUM GRADE K

Unit: Operations and Algebraic Thinking

The purpose of this unit is to develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20.

Standards

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Apply properties of operations as strategies to add and subtract.
 - Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
- Understand subtraction as an unknown-addend problem.
 - For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the

Knowledge/Skills

Students Will Know:

- Add, Addend, Doubles, Sum, Difference, Fact family, Fact triangle, Related facts, Subtract, Total, Part, Whole, Word problem

Students Will Be Able To:

- Develop strategies for adding and subtracting whole numbers based on their prior work with small numbers.
- Use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations.
- Understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
- Use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20.
- Compare a variety of solution strategies to build their understanding of the relationship between addition and subtraction.

relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Essential Questions/Understandings

Essential Questions:

- What strategies can I use to add?
- What strategies can I use to subtract?
- How can I solve addition problems?
- How can I compare using addition and subtraction?

Enduring Understandings:

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Unit: Numbers and Operations - Base Ten

The purpose of this unit is to develop an understanding of whole number relationships and place value, including grouping tens and ones.

Standards

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - 10 can be thought of as a bundle of ten ones — called a “ten.”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers,

Knowledge/Skills

Students Will Know:

- Column, Count, How many, Number chart, Number line, Ones, Pattern, Row, Tens, Group of ten, Ten frame, Compare, Equal to, Greater than, Less than, 2-digit number, Open number line, Regroup

Students Will Be Able To:

- Develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10.
- Compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes.
- Think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones).
- Understand the order of the counting numbers and their relative magnitudes, through activities that build number sense.

one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Essential Questions/Understandings

Essential Questions:

- How can I use patterns to count, read, and write numbers?
- How can I use place value to represent and compare numbers?
- How do I use strategies to add 2-digit numbers?
- What strategies help me to subtract 2-digit numbers?

Enduring Understandings:

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Unit: Measurement and Data

The purpose of this unit is to develop an understanding of linear measurement and measuring lengths as iterating length units.

Standards

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
 - Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Knowledge/Skills

Students Will Know:

- Analog clock/digital clock, Data, Longer/longest, Hour hand/minute hand, Measure, Tally chart/tally marks, Shorter/shortest, Unit

Students Will Be Able To:

- Develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.
- Read time to the hour and to the half-hour on analog and digital clocks.
- Collect and organize data (up to three categories) into a table or tally chart, and interpret the data to make comparisons between categories.
- Identify, know the value of, and count groups of like coins.

Essential Questions/Understandings

Essential Questions:

- How can I use tools to measure and interpret data?

Enduring Understandings:

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Unit: Geometry

The purpose of this unit is to develop reasoning about attributes of, and composing and decomposing geometric shapes.

Standards

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares

Knowledge/Skills

Students Will Know:

- 2- and 3-dimensional shapes, Apex, Base, Closed, Cube and rectangular prism, Defining attribute, Faces, vertices, and edges, Sides and vertices, Equal shares, Fourth/quarter, Half/halves, Whole

Students Will Be Able To:

- Compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes.
- Combine shapes to recognize them from different perspectives and orientations and describe their geometric attributes, determining how they are alike and different, develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Essential Questions/Understandings

Essential Questions:

- What are shapes and solids?
- What are equal shares?

Enduring Understandings:

- Reason with shapes and their attributes.

Unit: Operations and Algebraic Thinking

The purpose of this unit is to build fluency with addition and subtraction.

Standards

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Knowledge/Skills

Students Will Know:

- Even, Odd, Array, Repeated addition, Part-part-whole mat, Bar diagram, Count on, Count back, Related facts

Students Will Be Able To:

- Extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing.
- Understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
- Represent and solve one and two-step word problems, using drawings and equations for the unknown number.

Essential Questions/Understandings	
<p>Essential Questions:</p> <ul style="list-style-type: none">• How can I use patterns to count and add numbers?• How can I represent and solve addition and subtraction word problems?• What strategies can I use to add 2-digit numbers?• What strategies can I use to subtract 2-digit numbers? <p>Enduring Understandings:</p> <ul style="list-style-type: none">• Represent and solve problems involving addition and subtraction.• Add and subtract within 20.• Work with equal groups of objects to gain foundations for multiplication.	

Unit: Numbers and Operations - Base Ten

The purpose of this unit is to extend an understanding of base-ten notation.

Standards

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Knowledge/Skills

Students Will Know:

- Digit, Decompose, Expanded form, Greater than, Hundreds, Less than, Standard form, Word form, Column, Pattern, Row, Skip count, Regroup, Friendly numbers, Partial sums, Number line, Adjust

Students Will Be Able To:

- Use their understanding of addition to develop fluency with addition and subtraction within 100.
- Solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations.
- Select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

Essential Questions/Understandings

Essential Questions:

- How can I use place value to understand and compare numbers to 1000?
- How can I use patterns to count and add numbers?
- What strategies can I use to add 2-digit numbers?
- What strategies can I use to subtract 2-digit numbers?
- What strategies can I use to add 3-digit numbers?
- What strategies can I use to subtract 3-digit numbers?

Enduring Understandings:

- Understand place value.
- Use place value understanding and properties of operations to add and subtract

Unit: Measurement and Data

The purpose of this unit is to use standard units of measure.

Standards

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
 - Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Knowledge/Skills

Students Will Know:

- Inch, Unit, Foot/feet, Yard, Estimate, Centimeter, Meter, Cent, Dime, Nickel, Penny, Quarter, Dollar bill, Dollar sign, Analog clock, Digital clock, Half past, Hour hand, Minute hand, Quarter past, Quarter to, A.M., P.M., Category, Data, Key, Picture graph, Tally chart, Tally marks, Time, Bar graph, Line plot

Students Will Be Able To:

- Recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units.
- Recognize that the smaller the unit, the more iterations they need to cover a given length.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately, as sets of mixed coins and bills.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Essential Questions/Understandings

Essential Questions:

- How can I estimate and measure length in standard units?
- How can I measure with money and time?
- How can picture graphs, bar graphs, and line plots help me interpret data?

Enduring Understandings:

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Unit: Geometry

The purpose of this unit is to describe and analyze shapes.

Standards

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Knowledge/Skills

Students Will Know:

- Angle, Attribute, Pentagon, Polygon, Quadrilateral, Rectangular prism, Equal shares, Fourths, Halves, Partition, Thirds

Students Will Be Able To:

- Describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes.
- Develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades, through building, drawing, and analyzing two- and three-dimensional shapes.
- Develop a foundation for understanding equal shares by dividing circles multiple ways into halves, thirds, and fourths, and recognize that one equal share is a unit-fraction of the whole.

Essential Questions/Understandings

Essential Questions:

- How can I name, draw, and partition geometric shapes?

Enduring Understandings:

- Reason with shapes and their attributes.

Unit: Operations and Algebraic Thinking

The purpose of this unit is to develop an understanding of multiplication and division and strategies for multiplication and division within 100.

Standards

- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
 - For example, describe a context in which a total number of objects can be expressed as 5×7 .
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
 - For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
 - For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \heartsuit \div 3$, $6 \times 6 = ?$
- Apply properties of operations as strategies to multiply and divide.2
 - Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 =$

Knowledge/Skills

Students Will Know:

- Even number, Odd number, Decompose, Partial sum, Bar diagram, Equal groups, Multiplication, Array, Factor, Product, Division, Dividend, Divisor, Quotient, Multiple, Multiplication fact table, Skip count

Students Will Be Able To:

- Develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size.
- Use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

10, then $3 \times 10 = 30$. (Associative property of multiplication.)
 Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7
 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive
 property.)

- Understand division as an unknown-factor problem.
 - For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
 - For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Essential Questions/Understandings

Essential Questions:

- How can I use strategies to add and subtract fluently?
- What does it mean to multiply and divide?
- How can I recall facts that multiply by 0, 1, 2, 5, and 10?
- How can I recall facts that multiply by 3, 4, 6, 7, 8, and 9?
- How can I use multiplication to recall division facts?

Enduring Understandings:

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Unit: Numbers and Operations - Base Ten

The purpose of this unit is to develop an understanding of multiplication and division and strategies for multiplication and division within 100.

Standards

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations

Knowledge/Skills

Students Will Know:

- Expanded form, Word form, Standard form, Round, Estimate, Compatible numbers

Students Will Be Able To:

- Develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size.
- Use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

Essential Questions/Understandings

Essential Questions:

- How can I use strategies to add and subtract fluently?
- How can I use properties and strategies to multiply and divide?

Enduring Understandings:

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Unit: Numbers and Operations - Fractions

The purpose of this unit is to develop an understanding of fractions, especially unit fractions (fractions with numerator 1).

Standards

- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

Knowledge/Skills

Students Will Know:

- Partition, Denominator, Fraction, Numerator, Unit fraction, Fraction tiles, Equivalent

Students Will Be Able To:

- Develop an understanding of fractions, beginning with unit fractions.
- View fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole.
- Understand that the size of a fractional part is relative to the size of the whole. For example, $1/2$ of the paint in a small bucket could be less paint than $1/3$ of the paint in a larger bucket, but $1/3$ of a ribbon is longer than $1/5$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts.
- Use fractions to represent numbers equal to, less than, and greater than one.
- Solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

- Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Essential Questions/Understandings

Essential Questions:

- What are fractions and how can I represent them?
- How can I compare fractions?

Enduring Understandings:

- Develop understanding of fractions as numbers.

Unit: Measurement and Data

The purpose of this unit is to develop an understanding of the structure of rectangular arrays and of area.

Standards

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
 - For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
- Recognize area as an attribute of plane figures and understand concepts of area measurement.

Knowledge/Skills

Students Will Know:

- Area, Square units, Unit square, Composite figure, Perimeter, Liquid volume, Liter, Milliliter, Balance scale, Gram, Kilogram, Mass, Key, Scale, Ruler, Line plot

Students Will Be Able To:

- Recognize perimeter as the distance around the outside of a polygon, and distinguish it from area. Solve problems involving rectangles with the same area and different perimeters, or with the same perimeter and different areas.
- Recognize area as an attribute of two-dimensional regions.
- Measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area.
- Understand that rectangular arrays can be decomposed into identical rows or into identical columns.
- Connect area to multiplication, and justify using multiplication to determine the area of a rectangle by decomposing rectangles into rectangular arrays of squares.
- Tell and write time to the nearest minute on digital and analog clocks, and solve problems involving elapsed time (time intervals).
- Reason about capacity and mass using a variety of strategies, including estimation.

PSD MATH CURRICULUM GRADE 3

- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- Relate area to the operations of multiplication and addition.
 - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- Represent and interpret data in pictographs scaled bar graphs, and line plots (with fractional parts). Solve one- and two-step word problems using the data from the displays.

Essential Questions/Understandings

Essential Questions:

- How can I find the area?
- How can I solve perimeter problems?
- How can I measure and record data?

Enduring Understandings:

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Understand concepts of area and relate area to multiplication and to addition.
- Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Unit: Geometry

The purpose of this unit is to describe and analyze two-dimensional shapes.

Standards

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
 - For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Knowledge/Skills

Students Will Know:

- Denominator, Fraction, Numerator, Unit fraction, Octagon, Pentagon, Polygon, Quadrilateral, Right angle, Rhombus

Students Will Be Able To:

- Describe, analyze, and compare properties of two dimensional shapes.
- Compare and classify shapes by their sides and angles, and connect these with definitions of shapes.
- Relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Essential Questions/Understandings

Essential Questions:

- How can I identify, classify, and draw 2-dimensional shapes?

Enduring Understandings:

- Reason with shapes and their attributes.

Unit: Operations and Algebraic Thinking

The purpose of this unit is to develop an understanding and fluency with multi-digit multiplication and to develop an understanding of dividing to find quotients involving multi-digit dividends.

Standards

- Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Knowledge/Skills

Students Will Know:

- Front-end estimation, Partial sums, Algorithm, Variable, Multi-step strategies, Multiplicative comparison, Additive comparison, Factor pairs, Composite number, Prime number, Pattern rule, Sequence, Term

Students Will Be Able To:

- Generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place.
- Apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers.
- Select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context.
- Develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems.
- Apply their understanding of models for division, place value, properties of operations, and the relationship of division to

PSD MATH CURRICULUM GRADE 4

- For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends.

- Select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

Essential Questions/Understandings

Essential Questions:

- How can I compare using multiplication and division?
- How can I use patterns to describe the relationship between numbers?
- How can I solve multi-step word problems using the four operations?

Enduring Understandings:

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Unit: Number and Operations - Base Ten

The purpose of this unit is to develop an understanding and fluency with multi-digit multiplication and to develop an understanding of dividing to find quotients involving multi-digit dividends.

Standards

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
 - For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use place value understanding to round multi-digit whole numbers to any place.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Knowledge/Skills

Students Will Know:

- Period, Associative property of multiplication, Distributive property, Area model, Partial products, Dividend, Divisor, Quotient, Range, Partial quotients, Remainder

Students Will Be Able To:

- Generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place.
- Apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers.
- Select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context.
- Develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems.
- Apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate,

and generalizable procedures to find quotients involving multi-digit dividends.

- Select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

Essential Questions/Understandings

Essential Questions:

- How can I use place value to work with multi-digit numbers?
- How can I add and subtract with strategies?
- How can I multiply multi-digit numbers using strategies?
- How can I divide with multi-digit numbers using strategies?

Enduring Understandings:

- Generalize place value understanding for multi digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Unit: Numbers and Operations - Fractions

The purpose of this unit is to develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

Standards

- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
 - Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1/8 + 1/8$; $1 = 8/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

Knowledge/Skills

Students Will Know:

- Equivalent fractions, Denominator, Numerator, Benchmark fraction, Like denominators, Like numerators, Mixed number, Hundredths, One-hundredth, Tenths, Decimal, Decimal point

Students Will Be Able To:

- Develop understanding of fraction equivalence and operations with fractions.
- Recognize that two different fractions can be equivalent (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions.
- Extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
- Fluidly work with fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. (according to standards, these are the only denominators students should be working with)

- Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - Understand a fraction a/b as a multiple of $1/b$.
 - For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.
 - For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
 - For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

- For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
- Use decimal notation for fractions with denominators 10 or 100.
 - For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Essential Questions/Understandings

Essential Questions:

- How can I use equivalent fractions to help me compare fractions?
- How can I add and subtract fractions with common denominators?
- How can I add and subtract mixed numbers with common denominators?
- How can I multiply a fraction by a whole number?
- How can I represent and compare decimals and fractions?

Enduring Understandings:

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Unit: Measurement and Data

The purpose of the unit is to understand measurement systems, estimate appropriate units for objects, to convert units of length, weight, capacity, and time, and to represent and interpret data in line plots, as well as measuring angles.

Standards

- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
 - For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
 - For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor

Knowledge/Skills

Students Will Know:

- Convert, Length, Weight, Capacity, Time, Angle, Ray, Degrees, Area, Perimeter, Protractor, Line Plot

Students Will Be Able To:

- Apply formulas for area and perimeter to solve real-world and numerical problems.
- Relate and compare units of measure within the same system of measurement. Convert units of measure by decomposing larger units into smaller units, and composing larger units by combining smaller units. Solve problems involving measurement and measurement conversion.
- Recognize angles as geometric shapes formed whenever two rays share a common endpoint. Measure angles to the nearest whole degree, and understand that when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.

- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
 - For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
- Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Essential Questions/Understandings

Essential Questions:

- How can I use and compare units of measurement?

Enduring Understandings:

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Understand concepts of angle and measure angles.

Unit: Geometry

The purpose of this unit is to understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Standards

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Knowledge/Skills

Students Will Know:

- End point, Line, Line segment, Point, Ray, Acute angle, Obtuse angle, Right angle, Degrees, Protractor, Parallel lines, Perpendicular lines, Parallelogram, Trapezoid, Acute triangle, Equilateral triangle, Isosceles triangle, Obtuse triangle, Right triangle, Scalene triangle, Lines of symmetry, Symmetrical

Students Will Be Able To:

- Describe, analyze, compare, and classify two-dimensional shapes.
- Deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry through building, drawing, and analyzing two-dimensional shapes.

Essential Questions/Understandings

Essential Questions:

- How can I solve problems involving geometric figures?

Enduring Understandings:

- Draw and identify lines and angles
- Classify shapes by properties of their lines and angles.

Unit: Operations and Algebraic Thinking

The purpose of this unit is to extend division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations

Standards

- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
 - For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
- Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
 - For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Knowledge/Skills

Students Will Know:

- Corresponding terms, Evaluate, Grouping symbols, Numerical expressions, Numerical patterns, Order of operations, Parentheses, Rule

Students Will Be Able To:

- Interpret and evaluate numerical statements, including those with grouping symbols, by using and describing the order of operations rule.
- Identify and describe patterns between corresponding terms, and generate sequences based on a given rule.

Essential Questions/Understandings

Essential Questions:

- How can I begin to think about algebra?

Enduring Understandings:

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Unit: Number and Operations - Base Ten

The purpose of this unit is to extend division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations

Standards

- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- Read, write, and compare decimals to thousandths.
 - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use place value understanding to round decimals to any place.
- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between

Knowledge/Skills

Students Will Know:

- Thousandths, Base, Exponent, Exponential form, Power of 10, Range

Students Will Be Able To:

- Recognize and describe the relationship between digits of a number in a base-10 number system. Describe place value patterns and shifts when multiplying and dividing by powers of 10.
- Develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.
- Finalize fluency with multi-digit addition, subtraction, multiplication, and division.
- Apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths.
- Develop fluency in these computations, and make reasonable estimates of their results.
- Use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense.

multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- Compute products and quotients of decimals to hundredths efficiently and accurately.

Essential Questions/Understandings

Essential Questions:

- How can I extend my knowledge of place value to decimals?
- How do I add and subtract decimals?
- How can I multiply multi-digit numbers?
- What strategies can I use to multiply decimals?
- How can I divide multi-digit numbers?
- What strategies can I use to divide decimals?

Enduring Understandings:

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Unit: Numbers and Operations - Fractions

The purpose of this unit is to develop fluency with addition and subtraction of fractions, and develop an understanding of the multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).

Standards

- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
 - For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)
- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
 - For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.
- Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
 - For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person

Knowledge/Skills

Students Will Know:

- Benchmark number, Like denominators, Multiple, Mixed number, Scaling

Students Will Be Able To:

- Apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators.
- Fluently calculate sums and differences of fractions, and make reasonable estimates of them.
- Use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense.

has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
 - For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(a/b) \times (c/d) = ac/bd$.)
 - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- Interpret multiplication as scaling (resizing), by:
 - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1
 - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
 - For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
 - Interpret division of a whole number by a unit fraction, and compute such quotients.
 - For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
 - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
 - For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally?
How many $1/3$ -cup servings are in 2 cups of raisins?

Essential Questions/Understandings

Essential Questions:

- How do I add and subtract fractions?
- How can I multiply fractions?
- How can I divide fractions?

Enduring Understandings:

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Unit: Measurement and Data

The purpose of this unit is to develop an understanding of volume.

Standards

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
 - For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally
- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes,

Knowledge/Skills

Students Will Know:

- Rectangular prism, Unit cube, Volume, Cubic unit, Formula, Composite solid, Figure, Convert, Data, Outlier

Students Will Be Able To:

- Students recognize volume as an attribute of three-dimensional space.
- Understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps.
- Understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume.
- Select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume.
- Decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes.
- Measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.
- Complete and describe non-metric and metric conversions involving length, mass and volume, time conversions, and solve problems involving various units of measurement.
- Represent and interpret data by graphing, explaining, and interpreting data sets using line plots.

and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

- Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
- Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Essential Questions/Understandings

Essential Questions:

- How can I find the volume of rectangular prisms?
- How can I convert measurement units and represent measurement data?

Enduring Understandings:

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Understand concepts of volume and relate volume to multiplication and to addition.

Unit: Geometry

The purpose of this unit is to develop an understanding of volume.

Standards

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
- Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.
 - For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- Classify two-dimensional figures in a hierarchy based on properties.

Knowledge/Skills

Students Will Know:

- Coordinate plane, Ordered pair, Origin , X-axis, Y-axis, X-coordinate, Y-coordinate, Category, Equilateral triangle, Hierarchy, Isosceles triangle, Property, Scalene triangle, Subcategory, Venn diagram

Students Will Be Able To:

- Explain the coordinate plane, locate and graph ordered pairs on coordinate grid (in the first quadrant), and interpret graphs of ordered pairs.
- Use attributes of two-dimensional shapes to identify subcategories, and classify two-dimensional shapes in a hierarchy.

Essential Questions/Understandings

Essential Questions:

- How can I use the coordinate plane to identify and classify 2-dimensional figures?

Enduring Understandings:

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

PSD SCIENCE CURRICULUM OVERVIEW K-5

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

Unit: Forces and Interactions - Pushes and Pulls

The purpose of this unit is to develop an understanding of forces and their interactions.

Standards	Knowledge/Skills
<ul style="list-style-type: none"> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. 	<p>Students Will Know:</p> <ul style="list-style-type: none"> Push, Pull, Strength, Direction, Motion <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> Apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

Essential Questions/Understandings

Essential Questions:

- What happens if you push or pull an object harder?

Enduring Understandings:

- Pushes and pulls can have different strengths and directions.
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
- When objects touch or collide, they push on one another and can change motion.
- A bigger push or pull makes things speed up or slow down more quickly.

Unit: Relationships in Ecosystems - Animals, Plants, and Their Environment

The purpose of this unit is to develop an understanding of relationships in ecosystems.

Standards

- Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Knowledge/Skills

Students Will Know:

- Plants, Animals, Food, Water, Light, Air, Live, Grow, Environment, Natural resources

Students Will Be Able To:

- Develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

Essential Questions/Understandings

Essential Questions:

- Where do animals live and why do they live there?

Enduring Understandings:

- All animals need food, which they obtain from plants or from other animals, in order to live and grow.
- Plants need water and light to live and grow.
- Plants and animals can change their environment.
- Living things need water, air, and resources from the land, and they live in places that have the things they need.
- Humans use natural resources for everything they do.

PSD SCIENCE CURRICULUM GRADE K

Unit: Weather and Climate

The purpose of this unit is to develop an understanding of weather and climate.

Standards

- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- Use and share observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Knowledge/Skills

Students Will Know:

- Observation, Weather, Sunlight, Wind, Snow, Rain, Temperature, Region, Time, Measure, Describe, Record, Pattern

Students Will Be Able To:

- Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.

Essential Questions/Understandings

Essential Questions:

- What is the weather like today and how is it different from yesterday?

Enduring Understandings:

- Sunlight warms Earth's surface.
- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.
- People measure these conditions to describe and record the weather and to notice patterns over time.
- Some kinds of severe weather are more likely than others in a given region.
- Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.

Unit: Waves - Light and Sound

The purpose of this unit is to develop an understanding of light and sound waves.

Standards

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Knowledge/Skills

Students Will Know:

- Sound, Matter, Vibrate, Light, Illuminate

Students Will Be Able To:

- Develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects.
- Determine the effect of placing objects made with different materials in the path of a beam of light to understand that light travels from place to place.

Essential Questions/Understandings

Essential Questions:

- What happens when materials vibrate?
- What happens when there is no light?

Enduring Understandings:

- Sound can make matter vibrate, and vibrating matter can make sound.
- Objects can be seen if light is available to illuminate them or if they give off their own light.
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.
- Mirrors can be used to redirect a light beam.
- People also use a variety of devices to communicate (send and receive information) over long distances.

Unit: Structure, Function, and Information Processing

The purpose of this unit is to develop an understanding of the structures and functions of animals and plants.

Standards

- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Knowledge/Skills

Students Will Know:

- Parent, Offspring, Growth, Survival, Protection, Movement, Roots, Stem, Leaves, Flowers, Fruit

Students Will Be Able To:

- Develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive.
- Develop understanding that young plants and animals are like, but not exactly the same as, their parents.

Essential Questions/Understandings

Essential Questions:

- What are some ways plants and animals meet their needs so that they can survive and grow?
- How are parents and their children similar and different?

Enduring Understandings:

- Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
- Adult plants and animals can have young.
- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

PSD SCIENCE CURRICULUM GRADE 1

- Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.
- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Unit: Space Systems - Patterns

The purpose of this unit is to develop an understanding of the patterns in systems in space.

Standards

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

Knowledge/Skills

Students Will Know:

- Sun, Moon, Stars, Patterns, Observe, Describe, Predict, Sunrise, Sunset, Seasons

Students Will Be Able To:

- Observe, describe, and predict some patterns of the movement of objects in the sky.

Essential Questions/Understandings

Essential Questions:

- What objects are in the sky and how do they seem to move?

Enduring Understandings:

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
- Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Unit: Structures and Properties of Matter

The purpose of this unit is to develop an understanding of the structures and properties of matter.

Standards

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Knowledge/Skills

Students Will Know:

- Describe, Classify, Similar, Different, Properties, Solid, Liquid, Temperature

Students Will Be Able To:

- Develop an understanding of observable properties of materials through analysis and classification of different materials.

Essential Questions/Understandings

Essential Questions:

- How are materials similar and different from one another, and how do the properties of the materials relate to their use?

Enduring Understandings:

- Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.
- Different properties are suited to different purposes.
- A great variety of objects can be built up from a small set of pieces
- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

Unit: Interdependent Relationships in Ecosystems

The purpose of this unit is to develop an understanding of the interdependent relationships in ecosystems.

Standards

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Make observations of plants and animals to compare the diversity of life in different habitats.

Knowledge/Skills

Students Will Know:

- Plants, Animals, Water, Light, Pollination, Seed, Diversity, Habitat

Students Will Be Able To:

- Develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.
- Compare the diversity of life in different habitats.

Essential Questions/Understandings

Essential Questions:

- What do plants need to grow?
- How many types of living things live in a place?

Enduring Understandings:

- Plants depend on water and light to grow.
- Plants depend on animals for pollination or to move their seeds around.
- There are many different kinds of living things in any area, and they exist in different places on land and in water.

Unit: Earth’s Systems - Processes that Shape the Earth

The purpose of this unit is to develop an understanding of the processes which shape the Earth.

Standards

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Knowledge/Skills

Students Will Know:

- Change, Wind, Water, Solid, Liquid, Land, Map

Students Will Be Able To:

- Apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change.
- Use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

Essential Questions/Understandings

Essential Questions:

- How does land change and what are some things that cause it to change?
- What are the different kinds of land and bodies of water?

Enduring Understandings:

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
- Wind and water can change the shape of the land.
- Maps show where things are located. One can map the shapes and kinds of land and water in any area.
- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.

Unit: Forces and Interactions

The purpose of this unit is to expand upon the knowledge of forces and interactions to include magnetic and electric interactions.

Standards

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.

Knowledge/Skills

Students Will Know:

- Balanced forces, Unbalanced forces, Electric interaction, Magnetic interaction

Students Will Be Able To:

- Determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

Essential Questions/Understandings

Essential Questions:

- How do equal and unequal forces on an object affect the object?
- How can magnets be used?

Enduring Understandings:

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion.
- The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it.
- Objects in contact exert forces on each other.

PSD SCIENCE CURRICULUM GRADE 3

- Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

Unit: Interdependent Relationships in Ecosystems

The purpose of this unit is to expand upon the knowledge of interdependent relationships in ecosystems to include animal and plant survival.

Standards

- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Knowledge/Skills

Students Will Know:

- Fossils, Habitat, Environmental change, Adaptation

Students Will Be Able To:

- Develop an understanding of types of organisms that lived long ago and also about the nature of their environments.
- Develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Essential Questions/Understandings

Essential Questions:

- How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?
- What happens to organisms when their environment changes?

Enduring Understandings:

- When the environment changes in ways that affect a place’s physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.
- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.
- Some kinds of plants and animals that once lived on Earth are no longer found anywhere.
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments

PSD SCIENCE CURRICULUM GRADE 3

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

Unit: Inheritance and Variation of Traits - Life Cycles and Traits

The purpose of this unit is to develop an understanding of life cycles and the inheritance and variation of traits.

Standards

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Knowledge/Skills

Students Will Know:

- Life cycles, Inherited traits, Variation, Characteristics, Traits

Students Will Be Able To:

- Develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level.
- Construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Essential Questions/Understandings

Essential Questions:

- How do organisms vary in their traits?

Enduring Understandings:

- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
- Many characteristics of organisms are inherited from their parents.
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
- Different organisms vary in how they look and function because they have different inherited information.

PSD SCIENCE CURRICULUM GRADE 3

- The environment also affects the traits that an organism develops.
- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

PSD SCIENCE CURRICULUM GRADE 3

Unit: Weather and Climate

The purpose of this unit is to expand upon the knowledge of weather and climate to include more global patterns and weather-related hazards.

Standards

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Knowledge/Skills

Students Will Know:

- Weather, Season, Climate, Region, Weather-related hazard

Students Will Be Able To:

- Organize and use data to describe typical weather conditions expected during a particular season.
- Make a claim about the merit of a design solution that reduces the impacts of such hazards by applying their understanding of weather-related hazards.

Essential Questions/Understandings

Essential Questions:

- What is typical weather in different parts of the world and during different times of the year?
- How can the impact of weather-related hazards be reduced?

Enduring Understandings:

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Unit: Energy

The purpose of this unit is to apply the knowledge of forces and motion to energy.

Standards

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

Knowledge/Skills

Students Will Know:

- Speed, Energy, Transfer, Convert, Fuels, Natural resources

Students Will Be Able To:

- Describe that an object can be seen when light reflected from its surface enters the eye by developing a model.
- Use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.
- Develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions.
- Apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

Essential Questions/Understandings

Essential Questions:

- What is energy and how is it related to motion?
- How is energy transferred?
- How can energy be used to solve a problem?

Enduring Understandings:

- The faster a given object is moving, the more energy it possesses.
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

PSD SCIENCE CURRICULUM GRADE 4

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.
- Light also transfers energy from place to place.
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.
- When objects collide, the contact forces transfer energy so as to change the objects' motions.
- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

Unit: Waves - Waves and Information

The purpose of this unit is to expand upon the knowledge of light and sound waves to include waves as a transfer of information.

Standards

- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Generate and compare multiple solutions that use patterns to transfer information.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Knowledge/Skills

Students Will Know:

- Waves, Amplitude, Wavelength, Movement, Decode

Students Will Be Able To:

- Use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.

Essential Questions/Understandings

Essential Questions:

- What are waves and what are some things they can do?

Enduring Understandings:

- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).
- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.

Unit: Structure, Function, and Information Processing

The purpose of this unit is to develop an understanding of the structures and functions of plants and animals that support information processing.

Standards

- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Knowledge/Skills

Students Will Know:

- Internal structures, External structures, Senses

Students Will Be Able To:

- Develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Essential Questions/Understandings

Essential Questions:

- How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?

Enduring Understandings:

- An object can be seen when light reflected from its surface enters the eyes.
- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.

Unit: Earth's Systems - Processes that Shape Earth

The purpose of this unit applies the knowledge of weather and climate to processes that shape Earth.

Standards

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Knowledge/Skills

Students Will Know:

- Fossils, Weathering, Erosion, Rock formations, Mountain ranges, Ocean trenches, Ocean floor, Earthquake, Volcano

Students Will Be Able To:

- Develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- Apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.
- Analyze and interpret data from maps in order to describe patterns of Earth's features.

Essential Questions/Understandings

Essential Questions:

- How can water, ice, wind and vegetation change the land?
- What patterns of Earth's features can be determined with the use of maps?

Enduring Understandings:

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.
- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

PSD SCIENCE CURRICULUM GRADE 4

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.
- Living things affect the physical characteristics of their regions.
- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.

Unit: Structure and Properties of Matter

The purpose of this unit is to expand upon the knowledge of structure and properties of matter to include particles too small to be seen.

Standards

- Develop a model to describe that matter is made of particles too small to be seen.
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Make observations and measurements to identify materials based on their properties.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Knowledge/Skills

Students Will Know:

- Matter, Particles, Atoms, Conservation of Mass, Properties, Mixing

Students Will Be Able To:

- Describe that matter is made of particles too small to be seen through the development of a model.
- Develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.
- Determine whether the mixing of two or more substances results in new substances.

Essential Questions/Understandings

Essential Questions:

- When matter changes, does its weight change?
- Can new substances be created by combining other substances?

Enduring Understandings:

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means.
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.
- Measurements of a variety of properties can be used to identify materials.
- When two or more different substances are mixed, a new substance with different properties may be formed.

PSD SCIENCE CURRICULUM GRADE 5

- No matter what reaction or change in properties occurs, the total weight of the substances does not change.

Unit: Matter and Energy in Organisms and Ecosystems

The purpose of this unit is to apply the knowledge of ecosystems to the movement of matter and energy through an ecosystem.

Standards

- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Knowledge/Skills

Students Will Know:

- Food, Photosynthesis, Plants, Animals, Decomposers, Food Chain, Food Web

Students Will Be Able To:

- Develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water.
- Describe, using models, the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

Essential Questions/Understandings

Essential Questions:

- How does matter cycle through ecosystems?
- Where does the energy in food come from and what is it used for?

Enduring Understandings:

- The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter.
- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.
- Plants acquire their material for growth chiefly from air and water.
- The food of almost any kind of animal can be traced back to plants.
- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.

Unit: Earth's Systems

The purpose of this unit apply the knowledge of Earth's systems to gain an understanding of how they interact with one another.

Standards

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Knowledge/Skills

Students Will Know:

- Geosphere, Biosphere, Hydrosphere, Atmosphere , Salt water, Fresh water, Distribution of water, Conservation, Recycle, Reduce, Reuse

Students Will Be Able To:

- Describe, through the development of a model, the way the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph data to provide evidence about the distribution of water on Earth.

Essential Questions/Understandings

Essential Questions:

- How much water can be found in different places on Earth?

Enduring Understandings:

- Earth's major systems (geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes.
- Nearly all of Earth's available water is in the ocean.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space, however, individuals and communities are doing things to help protect Earth's resources and environments.

Unit: Space Systems - Stars and the Solar System

The purpose of this unit is to develop an understanding of the stars and the solar system.

Standards

- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Knowledge/Skills

Students Will Know:

- Gravity, Brightness of a star, Shadows, Day, Night, Seasons, Rotation, Revolution, Axis, Poles, Patterns

Students Will Be Able To:

- Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Essential Questions/Understandings

Essential Questions:

- How do lengths and directions of shadows or relative lengths of day and night change from day to day?
- How does the appearance of some stars change in different seasons?

Enduring Understandings:

- The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center.
- The sun is a star that appears larger and brighter than other stars because it is closer.
- Stars range greatly in their distance from Earth.
- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns.

Pelham School Board Meeting
Non-Public Session
April 3, 2024
Pelham Elementary School

In Attendance:

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

Absent: None

Also in Attendance: Dr. Chip McGee and Dr. Sarah Marandos

Enter Non-Public Session:

Mr. Wilkerson made a motion to enter a non-public session under RSA 91-A:3 (II) (c) at 6:31 pm. Ms. Greenwood seconded the motion. The motion passed (5-0-0).

Roll Call:

- a. Troy Bressette - Aye
- b. David Wilkerson - Aye
- c. Garrett Abare - Aye
- d. Rebecca Cummings - Aye
- e. Darlene Greenwood - Aye

Non-Public Session:

The Board discussed the nomination list. The Board plans to discuss Emergency Planning on April 17.

Adjourn Non-Public Session:

Mr. Wilkerson made a motion to adjourn the non-public session at 6:46 pm. Ms. Greenwood seconded the motion. The motion passed (5-0-0).

Roll Call:

- a. Troy Bressette - Aye
- b. David Wilkerson - Aye
- c. Garrett Abare - Aye
- d. Rebecca Cummings - Aye
- e. Darlene Greenwood - Aye

Respectfully Submitted,
Matthew Sullivan
SB Recording Secretary

1 **Pelham School Board Meeting**

2 **April 3, 2024**

3 **Pelham Elementary School**

4 **6:30 pm**

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

8
9 **Superintendent:** Chip McGee

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

12
13 **Business Administrator:** Deb Mahoney

14
15 **Student Representative:** Mya Belanger

16
17 **Absent:** None

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

20
21 **I. Public Session:**

22 **A. Call to Order:**

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

24
25 **II. Non-Public**

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

28
29 **Rollcall:**

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

35
36 **III. Reconvened:**

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

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

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

42 Below are letters read by residents of Pelham:

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

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

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

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

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

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

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

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

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

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

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

93 *Thank You*
94

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

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

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

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

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

106 Public Input closed at 7:00 pm.

107

108 **V. Opening Remarks:**

109 **A. Student Representative**

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

116

117 **B. Superintendent**

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

120

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

123

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

126

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

130

131 **VI. Presentations:**

132 **A. None**

133

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

135 **A. 2024 – 2025 DC Trip**

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

141

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

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

155

156 **Travel Plan Discussion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

200

201 **Discrimination**

202 **Federal Law**

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

206

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

209

210 **State Law**

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

214

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

221

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

223

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

226

227 **Local Policy**

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

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

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

235

236 **Student Privacy**

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

240

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

244

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

247

248 **Current Practice**

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

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

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

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

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

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

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

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

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

282

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

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

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

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

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

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

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

304
305
306
307
308

Mathematics Curriculum Content

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

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

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

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

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

Elementary Science Curriculum

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

SCIENCE CURRICULUM OVERVIEW K-5		
<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
a. Forces and Interactions b. Relationships in Ecosystems c. Weather and Climate	a. Waves- Light and Sound b. Structure, Function, and Information Processing c. Space Systems-Patterns	a. Structures and Properties of Matter b. Interdependent Relationships in Ecosystems c. Earth's Systems-Processes that Shape the Earth
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
a. Forces and Interactions b. Interdependent Relationships in Ecosystems c. Inheritance and Variations of Traits d. Weather and Climate	a. Energy b. Waves and Information c. Structure Function, and Information Processing d. Earth's Systems-Processes that Shape the Earth	a. Structure and Properties of Matter b. Matter and Energy in Organisms and Ecosystems c. Earth's Systems d. Space Systems-Stars and the Solar System

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

Professional Development Plans

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

Comments on Curriculum Strategy

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

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

D. 2024 - 2025 Teacher and Professional Staff Nominations

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

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

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

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

359

360 **E. FY2025 Operating Budget**

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

364

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

368

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

371

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

373

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

376

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

380

381 Below are Mr. Bressette’s proposed reductions.

382

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

427
428 **Pass-Thru Doors**

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

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

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

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

448 **Window Film for Shading**

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

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

455
456 **Shelving Storage**

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

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

463
464 **Sound Attenuation**

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

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

473
474 **Display Cases**

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

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

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

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

486
487 **G. Committee Assignments**

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

490
491 **VIII. Policy Review:**

492 The Board reviewed the policies listed below.

493
494 a. **First Reading:**

495 i. None

496
497 b. **Second Reading:**

498 i. BIA – New Board Member Orientation

499 ii. GBGA – Staff Health

500 iii. DN – Equipment and Supply Sales and Disposal

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

IX. Board Member Reports:

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

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

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

X. Housekeeping:

A. Adoption of Minutes

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

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

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

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

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

B. Vendor and Payroll Manifests

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

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

C. Correspondence & Information

- a. None

D. Enrollment Report

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

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

E. Staffing Updates

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

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

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

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

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

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

575 **XI. Future Agenda Planning:**

- 576 A. No Future Agenda Planning
577

578 **XII. Future Meetings:**

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

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

584 **XIII. Adjournment:**

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

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

PELHAM SCHOOL DISTRICT PAYROLL VOUCHER

Voucher No: 471

Voucher Date: 4/11/2024

Prepared By: Meghan Deschenes

Generated Date: 4/10/2024

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of **\$601,145.71** on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

GARRETT ABARE SCHOOL BOARD

TROY BRESSETTE SCHOOL BOARD CHAIR

REBECCA CUMMINGS SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

G. DAVID WILKERSON SCHOOL BOARD VICE CHAIR

PELHAM SCHOOL DISTRICT

Arlanna Garcia, TREASURER

	AMOUNT
DIRECT DEPOSIT	<u>\$445,882.41</u>
CHECKS	<u>\$11,550.83</u>
MANUAL	<u>\$0.00</u>
VOID	<u>\$0.00</u>
FEDERAL TAXES	<u>\$140,149.54</u>
MASS TAXES	<u>\$3,562.93</u>
TOTAL:	<u>\$601,145.71</u>

SUNGARD K-12 EDUCATION
 DATE: 04/09/2024
 TIME: 13:23:48

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 471 FY24-04/11/2024

PAGE NUMBER: 1
 MODULE NUM: PAYCHK33
 PAY PERIOD END 04/04/2024
 CHECK DATE 04/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
507633	1322	HUNT, KIM R	.00	606.21
507634	2160	SULLIVAN, DAMIAN	.00	304.75
507635	1864	SULLIVAN, MATTHEW J	.00	134.88
507636	2165	BOWLAN, KYLE	.00	795.18
507637	1385	GAMBLE, TRACY A	.00	2,030.60
507638	1973	MACKAY, ROBERT C	.00	1,262.78
507639	2088	O'CONNOR, TIMOTHY	.00	795.98
507640	1397	GLOOR, SCOTT R	.00	2,014.44
507641	545	LOCKE, CASEY	.00	1,585.88
507642	1591	NESKEY, STEPHEN J	.00	1,019.46
507643	481	ROGERS, LAURA	.00	1,000.67
V177310	2094	ANDREWS, ANN MARIE	245.88	.00
V177311	2188	BIERY, ELISSA	152.38	.00
V177312	2024	BOOTH, KRYSTAL	507.92	.00
V177313	30	BOURQUE, DEBORAH M	203.17	.00
V177314	1853	FOX, ALISA M	304.75	.00
V177315	1291	GARCIA, ARLANNA	230.87	.00
V177316	1930	HAMLIN, PAYTON B	101.58	.00
V177317	1419	HUTCHINSON, MARILYN L	203.17	.00
V177318	1834	KLEINER, ANDREA	619.57	.00
V177319	2114	LASKY, MELISSA S	437.13	.00
V177320	2120	LAVACCHIA, EMILY K	86.58	.00
V177321	2104	LETENDRE, JOSHUA R	101.58	.00
V177322	1164	MAGHAKIAN, STACY L	3,104.41	.00
V177323	960	OBEN-GUVEN, TACISER	101.58	.00
V177324	2162	PEDDLE, CAILYN G	457.13	.00
V177325	2174	PEDI, ASHLEY M	101.58	.00
V177326	474	PROVENCHER, MIRIAM B	476.02	.00
V177327	2178	ROCHE, MAKENZIE S	101.58	.00
V177328	641	SAWICKI, MARGARET M	69.26	.00
V177329	490	SCHULTE, NANCY D	304.75	.00
V177330	1599	TAYLOR-WIGGINS, ELIZABETH J	363.44	.00
V177331	2118	THOMPSON, SARAH ANNE	203.17	.00
V177332	2168	TRIOMPO, MEGHAN E	101.58	.00
V177333	1941	WILLIAMS, CAROLE	457.13	.00
V177334	2191	ADAMS, SARAH V	460.41	.00
V177335	379	ANDREWS, CHERYL A	1,835.43	.00
V177336	2065	BAHILL, TIONNA L	1,810.74	.00
V177337	1762	BAKER, JEAN K	.00	.00
V177338	1690	BASINAS, KELLY A	208.81	.00
V177339	2038	BETTENCOURT, ALICIA	765.55	.00
V177340	512	BIANCHI, SUSAN J	1,438.76	.00
V177341	1899	BLAIR, LAURA J	708.73	.00
V177342	720	BODENRADER, JENNIFER T	1,744.11	.00
V177343	2039	BOUTIN, MELISSA A	878.90	.00
V177344	2149	BRIDGE, NICOLE T	2,274.83	.00
V177345	2036	BROWN, JOSEPH W	1,099.86	.00
V177346	2067	BROWN, KIANA L	1,317.81	.00
V177347	1984	BUSHEY, HANNAH M	1,379.48	.00
V177348	977	BYRNE, ELIZABETH REINHARDT	973.40	.00
V177349	2078	CALLAHAN, COLLEEN M	1,497.53	.00
V177350	2135	CAMIRAND, ALEXANDRA B	1,335.61	.00
V177351	2086	CAMPBELL, ELLEN	347.09	.00
V177352	2007	COGAN, KIRSTEN N	1,673.77	.00
V177353	2068	COLEMAN, YVONNE S	1,606.57	.00
V177354	1250	COSTA, BRIANA L	1,608.85	.00

SUNGARD K-12 EDUCATION
 DATE: 04/09/2024
 TIME: 13:23:48

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 471 FY24-04/11/2024

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 PAY PERIOD END 04/04/2024
 CHECK DATE 04/11/2024

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V177355	538	COVART, NICOLE	2,534.94	.00
V177356	411	DAILEY, DONNA L	1,028.64	.00
V177357	1882	DAY, STEFANI A	1,496.18	.00
V177358	2017	DELANGIE, CULLEN	1,321.25	.00
V177359	2040	DEMERS, DESIREE B	876.80	.00
V177360	1798	DESMARAIS, ASHLEY R	722.61	.00
V177361	1406	DESMARAIS, DEBRA C	206.12	.00
V177362	1732	DESMARAIS, NICOLE E	805.99	.00
V177363	1388	DONOVAN, JENNIFER J	1,035.27	.00
V177364	1057	DROUIN, KRISTEN ROSE	1,754.57	.00
V177365	593	DUTIL, CARRIE ELIZABETH	1,507.19	.00
V177366	2184	ESTELL, DOROTHY	297.50	.00
V177367	2062	FALLON, MACKENZIE	672.43	.00
V177368	763	GALLAGHER, KIERA M	1,751.25	.00
V177369	2014	GEDRICH, ASHLEY C	1,303.84	.00
V177370	314	GETTY, DEBRA J	893.09	.00
V177371	2143	GILLIS, VENNESSA	658.02	.00
V177372	1479	GLUCK, JESSICA D	381.88	.00
V177373	1446	GOLDSACK, SARAH C	1,983.83	.00
V177374	2002	GOULET, KYLA M	754.50	.00
V177375	1985	GRANT, CHELSEY	1,217.09	.00
V177376	2185	HALEY, NANCY	688.92	.00
V177377	1972	HAMILTON, ALICIA A	737.57	.00
V177378	1546	HANSEN, SHANNON M	1,447.26	.00
V177379	145	HANSEN, VICTORIA L	1,502.01	.00
V177380	1269	HARRIS, JOSEPH K	1,647.56	.00
V177381	590	HASKINS, NANCY E	915.53	.00
V177382	2063	HEBERT, SHANNON	2,194.24	.00
V177383	893	HENDERSON, WENDY	1,104.61	.00
V177384	1052	HICKEY, JANET	977.96	.00
V177385	1722	HIGGINS, ELAINA M	1,895.85	.00
V177386	1106	HUSSEY, TRACY A	1,579.93	.00
V177387	1889	INFANTE, STEPHANIE R	1,678.16	.00
V177388	1776	JACK, MORGAINA R	1,293.41	.00
V177389	1271	KALINOWSKI, EILEEN M	770.88	.00
V177390	543	KEARNEY, KIM	1,880.17	.00
V177391	288	KIRANE, KIMBERLY A	1,819.95	.00
V177392	926	KOBRENSKI, KRISTIN P	392.07	.00
V177393	57	KOSIK, TANYA A	1,028.07	.00
V177394	2009	KOWAL, SAMUEL A	1,498.92	.00
V177395	447	KUBIT, LINDA C	1,373.09	.00
V177396	256	LABONTE, KELLY L	2,620.82	.00
V177397	2051	LACASSE, SHAWNA M	1,711.38	.00
V177398	1594	LEE, ALYSSA F	1,915.35	.00
V177399	2154	LEE, STEPHANIE A	1,708.27	.00
V177400	1786	LIAKOS, DAVID A	507.91	.00
V177401	2155	LIBBY, AMIE R	2,122.07	.00
V177402	251	LOMBARDO, KATHLEEN M	1,786.74	.00
V177403	319	LONGDEN, JODI L	1,813.48	.00
V177404	1340	LYNDE, DIANNE C	517.55	.00
V177405	2128	MACDONALD, TARA N	2,507.79	.00
V177406	1748	MADEIROS, ELAINE M	1,354.42	.00
V177407	542	MAGUIRE, KATE E	1,877.18	.00
V177408	2053	MAHONEY-BARNETT, MIRANDA R	1,422.59	.00
V177409	457	MANSFIELD, PAMELA M	1,064.38	.00
V177410	2144	MARCOTTE, CONSTANCE	887.22	.00

SUNGARD K-12 EDUCATION
 DATE: 04/09/2024
 TIME: 13:23:48

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 471 FY24-04/11/2024

PAGE NUMBER: 3
 MODULE NUM: PAYCHK33
 PAY PERIOD END 04/04/2024
 CHECK DATE 04/11/2024

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V177411	117	MASIELLO, KELLY A	1,939.54	.00
V177412	563	MCCARTY, VALERIE	921.92	.00
V177413	1999	MCCURRY, LIZAH O	1,370.21	.00
V177414	1902	MCNIFF, SARA J	1,118.19	.00
V177415	2084	MENESES, NINA M	906.12	.00
V177416	2048	MERRILL, KRISTEN M	2,205.58	.00
V177417	1958	MILLSTONE, PATRICK C	839.50	.00
V177418	2177	MILNE, CYNTHIA M	1,472.69	.00
V177419	1044	MILNER, KRISTINE	2,158.75	.00
V177420	1815	MONTANILE, LAURA A	1,393.15	.00
V177421	63	MORAN, NANCY T	960.23	.00
V177422	1648	MULLEN, KATHLEEN A	879.83	.00
V177423	112	MURPHY, ELIZABETH J	2,020.57	.00
V177424	1981	NAVA, GUADALUPE	1,970.93	.00
V177425	828	NOTTEBART, MARY T	869.48	.00
V177426	1743	PACE, CAITLIN E	871.02	.00
V177427	1554	PALINGO, LINDA R	884.73	.00
V177428	1883	PARKHURST, TRACY J	1,629.77	.00
V177429	985	PHILCRANTZ, BETH A	1,857.69	.00
V177430	1603	PILATO, DANIELLE L	959.54	.00
V177431	2130	PLANTE, ELISSA	1,567.91	.00
V177432	1896	PORTALLA, ANGELA J	1,273.13	.00
V177433	1813	PROUTY, SHANNON L	1,487.35	.00
V177434	118	ROBERSON, NICOLE M	1,909.27	.00
V177435	1582	ROCK, KATE LINDSAY	1,991.05	.00
V177436	2147	SAN ANTONIO, KAILEY	1,822.65	.00
V177437	1881	SAWYERS, MARIE K	1,740.23	.00
V177438	1826	SHIELDS, JANE A	695.75	.00
V177439	2076	SILVA, KASSIDY M	1,431.58	.00
V177440	2042	SORENSEN, KRISTENE E	667.68	.00
V177441	494	SPRACKLIN, LINDA J	880.97	.00
V177442	2172	ST JEAN, ASHLEY A	321.16	.00
V177443	1939	ST. AUBIN, BETHANY K	1,109.48	.00
V177444	2159	STEWART, MOLLY	672.69	.00
V177445	84	STRUTH, KERRY A	2,761.84	.00
V177446	1639	SULLIVAN, MEGHAN K	1,631.49	.00
V177447	1998	TALBOT, SHANNON C	1,590.97	.00
V177448	2103	TEED, KERRY A	947.07	.00
V177449	2031	TEMMALLO, TARYN C	1,943.93	.00
V177450	2043	TERRIO, REBECCA L	1,375.29	.00
V177451	1097	VAN AUKEN, BRUCE	1,235.22	.00
V177452	1030	VAN VRANKEN, JESSICA	2,976.60	.00
V177453	77	WEIGLER, ERIN E	1,937.88	.00
V177454	506	WEIGLER, LAURA J	714.64	.00
V177455	1621	WEIR, NICOLE S	1,549.35	.00
V177456	2164	WITTS, DAVID A	1,117.55	.00
V177457	2131	WONG-SIERRA, CHRYSTA	1,604.24	.00
V177458	306	ZIDEK, JILL E	2,215.16	.00
V177459	2167	ALARIE, VICTORIA	574.87	.00
V177460	1912	ARSENEAULT, JACOB M	1,039.66	.00
V177461	381	BABAIAN, THOMAS C	2,786.97	.00
V177462	1806	BARRIERE, ADAM J	2,789.84	.00
V177463	1982	BOULTER, LAUREN J	1,902.90	.00
V177464	2136	BOWMAN, ALISON D	1,515.01	.00
V177465	669	BRAY, CYNTHIA	974.46	.00
V177466	1651	BRUNELLE, CYNTHIA S	1,615.81	.00

SUNGARD K-12 EDUCATION
 DATE: 04/09/2024
 TIME: 13:23:48

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 471 FY24-04/11/2024

PAGE NUMBER: 4
 MODULE NUM: PAYCHK33
 PAY PERIOD END 04/04/2024
 CHECK DATE 04/11/2024

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V177467	395	BYRNE, KATHRENE M	1,867.79	.00
V177468	1186	CARMODY, KAITLIN M	2,733.00	.00
V177469	1303	CHARBONNEAU, STEPHEN	1,632.86	.00
V177470	2187	CHEATHAM, JENNIFER Q	1,834.40	.00
V177471	1551	CHURCHILL, KAREN A	1,564.61	.00
V177472	1029	CLARK, RYAN	1,579.67	.00
V177473	2085	COLEMAN, DARRIN	1,370.96	.00
V177474	1589	CURTIN, CHRISTOPHER B	2,212.83	.00
V177475	2021	DAILEY, JOSEPH A	945.53	.00
V177476	1245	DAY, KRISTA	1,754.58	.00
V177477	1602	DECINTO, BRYAN C	788.14	.00
V177478	1628	DETELLIS, NORA L M	1,939.84	.00
V177479	413	DORVAL, WENDY S	2,107.46	.00
V177480	1872	DOWDLE, BELINDA D	996.14	.00
V177481	2073	EMMETT, HOLLY L	1,630.96	.00
V177482	1783	ENGLISH, AMELIA R	844.03	.00
V177483	2081	ERELLI, ERICA N	1,314.90	.00
V177484	1901	FAZIOLI, PHILIP T	1,630.67	.00
V177485	2072	FITZPATRICK, LEO J	1,509.97	.00
V177486	1980	FOSKITT, TEGHAN	1,106.68	.00
V177487	2070	FOX, MICHELLE L	1,645.64	.00
V177488	2129	FRECHETTE, ERIN L	1,020.18	.00
V177489	2166	GARRETT, COLIN B	1,503.07	.00
V177490	2141	GAUTHIER, ALEXANDRIA	1,253.67	.00
V177491	153	GOUPIL, SHARON A	826.24	.00
V177492	1495	GRIFFIN, PAUL D	1,071.06	.00
V177493	1650	HANNON, BRANDON T	1,584.80	.00
V177494	1695	HENDERSON, ERIN P	1,691.66	.00
V177495	1856	HOGUE, LARA P	1,593.29	.00
V177496	585	HOLDEN, JANET	2,181.57	.00
V177497	1031	HURLEY, THOMAS	866.02	.00
V177498	2069	HUSBY, TRISTAN K	1,889.77	.00
V177499	941	JARVIS, DEBORAH L	1,792.41	.00
V177500	1869	JIANG-DEMETRION, DARLENE E	1,778.17	.00
V177501	1716	JONES, DANIEL F	1,474.04	.00
V177502	2071	KONDI, CATHERINE J	1,599.97	.00
V177503	449	KRESS, HEATHER LAGASSE	2,022.93	.00
V177504	446	KRESS, TODD W	2,764.58	.00
V177505	1678	KRUMLAUF, SHANNON	1,415.57	.00
V177506	1045	KUBIT, KIMBERLY	1,232.44	.00
V177507	1736	KUDALIS, TAYLOR J	1,333.60	.00
V177508	549	LALIBERTE, ALLISON	2,087.85	.00
V177509	2074	LARSON, SHANNON L	1,405.54	.00
V177510	1814	LEIGHTON, KIMBERLY R	1,943.62	.00
V177511	1739	LEONDIRES, DEBORAH K	1,492.40	.00
V177512	2110	LEPPANEN, TESSA M	1,121.40	.00
V177513	2041	MACPHERSON, LAUREN E	1,503.56	.00
V177514	1724	MAKARA, JESSICA	1,507.89	.00
V177515	530	MARTIN, LORRIE A	1,046.78	.00
V177516	1634	MARTINS, KALEIGH F	1,623.76	.00
V177517	1731	MASSAHOS, LISA A	1,112.24	.00
V177518	1858	MCFARLAND, SYLVIE S	967.87	.00
V177519	1702	MEAD, DAWN M	3,392.11	.00
V177520	1461	MORGAN, RICKARD J	1,198.08	.00
V177521	2157	MORRIN, REBECCA	1,338.78	.00
V177522	1905	NESKEY, KAREN R	961.82	.00

SUNGARD K-12 EDUCATION
 DATE: 04/09/2024
 TIME: 13:23:48

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 471 FY24-04/11/2024

PAGE NUMBER: 5
 MODULE NUM: PAYCHK33
 PAY PERIOD END 04/04/2024
 CHECK DATE 04/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V177523	1877	NOLIN, AUDRA J	1,964.19	.00
V177524	523	NUGENT, JENNIFER M	1,906.34	.00
V177525	1450	PARENT, JESSICA L	1,686.86	.00
V177526	43	PERIGNY, GUY G	755.74	.00
V177527	2096	QUICK, LAURIE	585.71	.00
V177528	1624	ROBINSON, SHAWNI R	1,927.87	.00
V177529	1975	ROONEY, KRISTEN R	1,411.34	.00
V177530	1664	ROSSE, LEIGH ANN	1,746.35	.00
V177531	2083	SANCHIS, BERNARD	816.71	.00
V177532	1978	SANDS, BRIAN T	2,869.78	.00
V177533	567	SCANLON, IRENE	963.20	.00
V177534	568	SCANZANI, LOUISE	195.88	.00
V177535	2087	SCANZANI, WILLIAM	739.45	.00
V177536	2057	SEARLES, MARK E	1,695.70	.00
V177537	1583	SHUMWAY, RYAN MITCHELL	1,425.58	.00
V177538	2079	SIMBERG, AMY M	1,329.72	.00
V177539	2064	ST. PETER, GAIL A	576.15	.00
V177540	1733	TANDY, DIANE L	2,502.28	.00
V177541	309	TOBIN, JEFFREY	1,879.07	.00
V177542	55	TORRISI, DAVID P	1,609.40	.00
V177543	548	WAGNER, JEANNA	2,647.75	.00
V177544	1752	WATERS, PETER C	1,745.33	.00
V177545	508	WILKINS JR, RAYMOND T	1,711.50	.00
V177546	1946	YOUNG, LINDSEY D	1,571.13	.00
V177547	2037	ZILIFIAN, VAHRAM A	1,473.56	.00
V177548	1832	AYOTTE, KENNETH D	1,362.23	.00
V177549	157	BARRIOS, SARAH E	1,259.95	.00
V177550	1427	BEINEKE, HEIDI L	1,504.72	.00
V177551	1378	BELIVEAU, EILEEN M	2,042.60	.00
V177552	2000	BOSWELL, KATIE A	1,477.48	.00
V177553	534	BRANCO, AMY L	2,012.07	.00
V177554	1494	BREAULT, STEPHANIE L	666.96	.00
V177555	312	BRYANT, JAMIE R	2,010.53	.00
V177556	42	CARTEN, KARENA S	2,115.54	.00
V177557	399	CARTIER, KATHLEEN G	2,116.33	.00
V177558	27	CASAVANT, DIANE T	1,023.57	.00
V177559	1547	CHATEL, CATHY F	484.84	.00
V177560	163	COUTU, RANDY R	1,964.06	.00
V177561	1474	CURFMAN, CHARLES L	1,621.31	.00
V177562	1744	DELUCIA, MEGAN C	1,498.16	.00
V177563	2140	DESCHENEAUX, KRISTIN A	2,379.21	.00
V177564	2093	DRISCOLL, BRIAN K	2,243.11	.00
V177565	2139	EMERY, KAREN	1,993.67	.00
V177566	248	ENO, SARA ANN	1,486.19	.00
V177567	215	ERNST, CATHLEEN A	1,889.91	.00
V177568	110	GERVAIS, KELLEY A	1,020.64	.00
V177569	148	GRIFFIN, ANGELA M	1,000.22	.00
V177570	2161	HALL, DERREK A	1,054.50	.00
V177571	1779	HALL, KEVIN R	1,529.34	.00
V177572	2153	HUIZENGA, NOAH J	1,314.65	.00
V177573	1987	JAMES, JANELLE N	1,964.47	.00
V177574	45	JEAN, KELLY A	785.70	.00
V177575	1460	KAVARNOS, JAMES M	1,289.54	.00
V177576	1812	KELLY, EILEEN B	1,418.00	.00
V177577	445	KIVIKOSKI, JEAN M	1,131.25	.00
V177578	450	LAMONTAGNE, PATRICIA A	1,911.85	.00

SUNGARD K-12 EDUCATION
 DATE: 04/09/2024
 TIME: 13:23:48

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER
 PAY RUN 471 FY24-04/11/2024

PAGE NUMBER: 6
 MODULE NUM: PAYCHK33
 PAY PERIOD END 04/04/2024
 CHECK DATE 04/11/2024

CHECK NO	EMPLOYEE NUMBER	-----EMPLOYEE-----	DEPOSIT AMOUNT	CHECK AMOUNT
V177579	1402	LEE, TARYN G	1,592.12	.00
V177580	1879	LEMERISE, KELLY R	1,525.05	.00
V177581	1721	LEWIS, KEITH L	1,453.20	.00
V177582	1237	LORENTZEN, CHRISTOPHER	1,282.59	.00
V177583	454	LOVETT, BARBARA ANN	2,492.49	.00
V177584	2156	MACKINNON, JENNA	1,272.71	.00
V177585	1225	MADDEN, DOROTHY	2,249.95	.00
V177586	2090	MARTIN, ALICIA M	553.98	.00
V177587	1836	MARVIN, MELISSA E	776.15	.00
V177588	1729	MCCUNE, ERIN K	1,698.86	.00
V177589	1977	MEDLOCK, ZACHARY BRIAN	3,114.24	.00
V177590	1638	MILLER, ALLISON A	1,492.82	.00
V177591	2107	MONTMINY, HANNAH M	649.91	.00
V177592	1820	MORRISON, JOANNE M	1,953.64	.00
V177593	1773	MURPHY, RONALD P	759.23	.00
V177594	2060	NORTHRUP, CHERYL	2,777.88	.00
V177595	1993	OROZCO UMANA, LESLIE G	1,662.81	.00
V177596	2054	PATTERSON, REBECCA M	1,767.10	.00
V177597	1831	PEREZ, ANDRES	1,426.32	.00
V177598	1426	PERRY, BEVERLY M	1,092.53	.00
V177599	1694	PRAETZ, DANIEL J	1,653.47	.00
V177600	1612	RALLS, KATIE E	1,216.89	.00
V177601	2158	RANCOURT, CHEYENNE M	2,075.05	.00
V177602	1957	RAYMOND, KELLEY A	848.92	.00
V177603	1228	SANDERS, ANN-MARIE	1,881.33	.00
V177604	1309	SAUNDERS, ELISA L	1,715.81	.00
V177605	2058	SECCARECCIO, MICHELLE L	1,374.13	.00
V177606	491	SHANTELER, JUDITH L	1,838.72	.00
V177607	1817	SMITH, ASHLEY S	2,020.27	.00
V177608	1788	STECK, JENNIFER M	1,332.17	.00
V177609	1203	STEVENS, LISA A	2,022.04	.00
V177610	133	TAYLOR, LAURA J	1,163.94	.00
V177611	91	TESSIER, KELLY A	1,753.24	.00
V177612	96	VANTI, LINDA R	1,048.80	.00
V177613	2169	ZECCHINI, ELICIA D	1,661.39	.00
V177614	2122	BARKDOLL, TONI M	3,022.91	.00
V177615	1318	BARR, MEGAN T	1,464.27	.00
V177616	1960	DESCHENES, MEGHAN	705.81	.00
V177617	1294	DOUCETTE, JOYCE P	2,026.75	.00
V177618	1440	LAVACCHIA, CHRISTINE R	1,716.33	.00
V177619	2044	LORD, KEITH A	2,911.01	.00
V177620	1293	MAHONEY, DEBORAH A	2,598.50	.00
V177621	1609	MARANDOS, SARAH E	3,265.61	.00
V177622	1362	MAZZARIELLO, ERIN M	1,531.88	.00
V177623	1866	MCGEE, ERIC S	4,061.80	.00
V177624	2123	NOYES, KIMBERLY E	3,303.38	.00
V177625	1361	RODRIGUE, KRISTEN A	1,605.52	.00
V177626	1796	TETREAU, CHRISTINA G	799.38	.00
V177627	2175	DROUIN, COLE A	101.58	.00
V177628	2183	MATHERS, DANIEL	507.92	.00
V177629	367	RICHMOND, MARY J	91.58	.00
TOTAL			445,882.41	11,550.83

331 CHECKS ISSUED

445,882.41

11,550.83

Deborah Mahoney
 4/19/24

TAXPAYER NAME: PELHAM SCHOOL DISTRICT

TIN: xxxxx0676

Deposit Confirmation

Your payment has been accepted.

Payment Successful

An EFT Acknowledgement Number has been provided for this payment. Please keep this number for your records.

REMINDER: REMEMBER TO FILE ALL RETURNS WHEN DUE!

EFT ACKNOWLEDGEMENT NUMBER:	270450372380943
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PLEASE NOTE

Any amounts represented in the subcategories of Social Security, Medicare, and Income Tax Withholding are for informational purposes only.

Payment Information	Entered Data
Taxpayer EIN	xxxxx0676
Tax Form	941 Employers Federal Tax
Tax Type	Federal Tax Deposit
Tax Period	Q2/2024
Payment Amount	\$140,149.54
Settlement Date	04/12/2024
Subcategories:	
1 Social Security	\$75,514.96
2 Medicare	\$17,661.06
3 Tax Withholding	\$46,973.52
Account Number	xxxxxx6612
Account Type	CHECKING
Routing Number	011401533
Bank Name	CITIZENS BANK NA



MassTaxConnect

[< Payment Options](#)

Payment - Confirmation

- **Confirmation Number:** 1-797-354-784
- **Submitted Date and Time:** 4/9/2024 1:51:41 PM
- **Taxpayer Name:** PELHAM SCHOOL DISTRICT
- **Account ID:** WTH-10997662-002

Please review the submission information below for your payment made to the Department of Revenue.

You may want to print a copy for your records.

You have scheduled your payment to be debited from your bank account on 4/12/2024. You can delete your pending scheduled payment until 4:00pm on 4/11/2024.

- **Paid For:** PELHAM SCHOOL DISTRICT
- **Account ID:** WTH-10997662-002
- **Paid From:** CITIZENS BANK NA ****6612
- **Payment Amount:** \$3,562.93
- **Filing Period:** 30-Jun-2024
- **Payment Effective Date:** 4/12/2024
- **Payment Type:** Return Payment

Please note payments can take 2-3 business days from the *Payment Effective Date* to be debited from your bank account. It is your responsibility to review your bank statement to confirm the transaction was completed.

View Your Submission

You can view details about your submission any time by logging into your MassTaxConnect account, selecting the **More...** tab, and clicking the **Search Submissions** link under the **Submissions** section. Submissions in a status of *Submitted* can be viewed and deleted by clicking the corresponding hyperlinks. Depending on the submission type, you may also have an *Edit* hyperlink which allows you to make changes to the submission.

Contact Us

If you need further assistance, please contact the Department of Revenue at (617) 887-6367 or toll-free in Massachusetts at (800) 392-6089. Business hours are Monday through Friday, 9:00 a.m. to 4:00 p.m.

[OK](#)[Print Confirmation](#)

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PELHAM SCHOOL DISTRICT VOUCHER

Voucher No: PAY471P

Voucher Date: 4/11/2024

Prepared By: Joyce Doucette

Printed: 4/9/2024

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of **\$15,351.12** on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

GARRETT ABARE SCHOOL BOARD

TROY BRESSETTE SCHOOL BOARD CHAIR

REBECCA CUMMINGS SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

G. DAVID WILKERSON SCHOOL BOARD VICE CHAIR

PELHAM SCHOOL DISTRICT

ARLANNA GARCIA, TREASURER

FUND	DESCRIPTION	AMOUNT
10	GENERAL FUND/CHECKS	\$199.54
10	GENERAL FUND/EFT	\$15,151.58

TOTAL: \$15,351.12

POWERSCHOOL LLC
DATE: 04/09/2024
TIME: 14:39:12

PELHAM SCHOOL DISTRICT - SAU 28
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND						
CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
58999	A1010	04/11/24	4745 NH DEPT OF HEALTH & HUMAN	L4810	DED:1050 GARNCHILD	199.54
TOTAL FUND						199.54
TOTAL REPORT						199.54

POWERSCHOOL LLC
 DATE: 04/09/2024
 TIME: 14:48:02

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V59000	A1010	04/11/24	3913 000388 - ASPIRE	L4730	DED:6018 ASPIRE	200.00
V59000	A1010	04/11/24	3913 000388 - ASPIRE	L4730	DED:6019 ASPIRE	233.81
V59000	A1010	04/11/24	3913 000388 - ASPIRE	L4730	DED:6218 ASPIRE	200.00
			TOTAL VOUCHER			633.81
V59001	A1010	04/11/24	12 COREBRIDGE FINANCIAL	L4730	DED:6214 COREBRIDGE	200.00
V59002	A1010	04/11/24	7 EQUITABLE EQUI-VEST	L4730	DED:6000 AXA EQUIT	2,045.00
V59002	A1010	04/11/24	7 EQUITABLE EQUI-VEST	L4730	DED:6001 AXA EQUIT	607.62
V59002	A1010	04/11/24	7 EQUITABLE EQUI-VEST	L4730	DED:6200 AXA EQUIT	200.00
			TOTAL VOUCHER			2,852.62
V59003	A1010	04/11/24	8 FIDELITY-PLANS1251	L4730	DED:6002 FIDELITY	3,005.00
V59003	A1010	04/11/24	8 FIDELITY-PLANS1251	L4730	DED:6003 FIDELITY	4,339.82
V59003	A1010	04/11/24	8 FIDELITY-PLANS1251	L4730	DED:6202 FIDELITY	1,552.00
V59003	A1010	04/11/24	8 FIDELITY-PLANS1251	L4730	DED:6203 FIDELITY	189.26
			TOTAL VOUCHER			9,086.08
V59004	A1010	04/11/24	6 HORACE MANN LIFE	L4730	DED:6006 HMANN	1,505.00
V59004	A1010	04/11/24	6 HORACE MANN LIFE	L4730	DED:6206 HMANN	150.00
			TOTAL VOUCHER			1,655.00
V59005	A1010	04/11/24	863 PELHAM ED. SUPPORT PERSON	L4830	DED:7201 PESPA DUES	404.07
V59006	A1010	04/11/24	4903 PENSERV PLAN SERVICES, IN	L4730	DED:6004 PENSERV	50.00
V59007	A1010	04/11/24	2764 SECURITY BENEFIT CORPORAT	L4730	DED:6012 SECBENEFIT	150.00
V59007	A1010	04/11/24	2764 SECURITY BENEFIT CORPORAT	L4730	DED:6212 SECBENEFIT	120.00
			TOTAL VOUCHER			270.00
			TOTAL FUND			15,151.58
			TOTAL REPORT			15,151.58

PELHAM SCHOOL DISTRICT VOUCHER

Voucher No: BFPMS63

Voucher Date: 4/17/2024

Prepared By: Joyce Doucette

Generated Date: 4/17/2024

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of \$148,493.74 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

GARRETT ABARE SCHOOL BOARD

TROY BRESSETTE SCHOOL BOARD CHAIR

REBECCA CUMMINGS SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

G. DAVID WILKERSON SCHOOL BOARD VICE CHAIR

PELHAM SCHOOL DISTRICT

ARLANNA GARCIA, TREASURER

FUND	DESCRIPTION	AMOUNT
30	BUILDING FUND	<u>\$1,955.20</u>
30	EFT -BUILDING FUND	<u>\$146,538.54</u>
	TOTAL:	<u><u>\$148,493.74</u></u>

POWERSCHOOL LLC
DATE: 04/17/2024
TIME: 09:29:43

PELHAM SCHOOL DISTRICT - SAU 28
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
59008	L4020	04/17/24	3657 BMO MASTERCARD	733	PURCHASING ITEMS FROM WAY	1,955.20
TOTAL FUND						1,955.20
TOTAL REPORT						1,955.20

POWERSCHOOL LLC
DATE: 04/17/2024
TIME: 09:34:46

PELHAM SCHOOL DISTRICT - SAU 28
VOUCHER REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V59009	L4020	04/17/24	3320 BONNETTE, PAGE & STONE	450	CONTRACT FOR PELHAM MEMOR	134,193.40
V59010	L4020	04/17/24	4707 HARRIMAN ASSOCIATES	330	PELHAM MEMORIAL SCHOOL PH	12,345.14
TOTAL FUND						146,538.54
TOTAL REPORT						146,538.54

PELHAM SCHOOL DISTRICT VOUCHER

Voucher No: AP041724

Voucher Date: 4/17/2024

Prepared By: Joyce Doucette

Generated Date: 4/17/2024

PELHAM SCHOOL DISTRICT is hereby authorized to draw warrants against PELHAM SCHOOL DISTRICT funds for the sum of \$707,849.05 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end).

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

ERIC MCGEE SUPERINTENDENT OF SCHOOLS

GARRETT ABARE SCHOOL BOARD

TROY BRESSETTE SCHOOL BOARD CHAIR

REBECCA CUMMINGS SCHOOL BOARD

DARLENE GREENWOOD SCHOOL BOARD

G. DAVID WILKERSON SCHOOL BOARD VICE CHAIR

PELHAM SCHOOL DISTRICT

ARLANNA GARCIA, TREASURER

FUND	DESCRIPTION	AMOUNT
10	GENERAL FUND	<u>\$364,715.46</u>
21	FOOD SERVICE FUND	<u>\$3,105.87</u>
22	GRANTS FUND	<u>\$10,823.73</u>
25	OTHER SPECIAL FUND	<u>\$150.00</u>
10	EFT -GENERAL FUND	<u>\$308,475.93</u>
21	EFT -FOOD SERVICE FUND	<u>\$16,830.13</u>
22	EFT -GRANTS FUND	<u>\$3,747.93</u>
25	EFT -OTHER SPECIAL FUND	<u>\$0.00</u>
	TOTAL:	<u><u>\$707,849.05</u></u>

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:43:07

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
59011	A1010	04/17/24	5692 A2 GYM AND CHEER	810	ANNUAL FEES FOR USING A2	2,841.00
59012	A1010	04/17/24	5661 ACE MEDIA	330	SOCIAL MEDIA CONSULTANT F	357.75
59013	A1010	04/17/24	3910 EILEEN M BELIVEAU	275	REGISTRATION REIMBURSEMEN	199.00
59014	L4020	04/17/24	4223 BELLAVANCE BEVERAGE CO.	630	MARCH - JUNE BEVERAGE ORD	584.00
59014	L4020	04/17/24	4223 BELLAVANCE BEVERAGE CO.	630	MARCH - JUNE BEVERAGE ORD	343.50
			TOTAL CHECK			927.50
59015	A1010	04/17/24	2575 BLICK ART MATERIALS	610	CLAY NO. 25 LOW FIRE WHIT	112.86
59015	A1010	04/17/24	2575 BLICK ART MATERIALS	610	ESTIMATED SHIPPING/HANDLI	75.00
59015	A1010	04/17/24	2575 BLICK ART MATERIALS	610	STEEL POINTED 12 POINT ST	176.19
			TOTAL CHECK			364.05
59016			3657 BMO MASTERCARD		VOID: MULTI STUB CHECK	
59017			3657 BMO MASTERCARD		VOID: MULTI STUB CHECK	
59018			3657 BMO MASTERCARD		VOID: MULTI STUB CHECK	
59019			3657 BMO MASTERCARD		VOID: MULTI STUB CHECK	
59020	A1010	04/17/24	3657 BMO MASTERCARD	534	POSTAGE AND SUPPLES FOR O	229.08
59020	A1010	04/17/24	3657 BMO MASTERCARD	446	PRICE INCREASE \$2 X 10 US	20.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	446	ZOOM SERVICE - UP TO 10 U	199.90
59020	A1010	04/17/24	3657 BMO MASTERCARD	738	SHELTERLOGIC SHELTERCOAT	2,189.67
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	PER SUPERINTENDENT APPROV	410.04
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	ROOM CHARGE (1 ROOM/2 NIG	329.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	TAXES & FEES (2 NIGHTS)	44.12
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	ROOM CHARGE (3 ROOMS/1 NI	493.50
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	TAXES & FEES (PER ROOM/PE	66.18
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	DOOR CLOSER LOCK DOWN "LO	39.80
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	16.63
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	HIDEAWAY HELPER LOCKDOWN	304.25
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	DIXIE BOWLS FOR SAT BOOTC	8.49
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	NAPKINS FOR SAT BOOTCAMP	2.49
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	COFFEE STIRRERS FOR SAT B	9.96
59020	A1010	04/17/24	3657 BMO MASTERCARD	534	POSTAGE	255.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	QUILL YEAR SUBSCRIPTION	80.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ALGAE BEAD CHEMICAL	119.98
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	10.25
59020	A1010	04/17/24	3657 BMO MASTERCARD	650	LITTLE BEE ARTICULATION S	99.99
59020	A1010	04/17/24	3657 BMO MASTERCARD	650	PEEKABOO BARN APP	13.93
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SNACK ORDER FOR SNACK CAR	385.64
59020	L4020	04/17/24	3657 BMO MASTERCARD	610	PK PLAYGROUND - ALL TERRAI	363.67
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FOOD FOR 8TH GRADE LAB	100.66
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	REIMB. - DONUTES FOR DEPT	13.99
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	130 BLACK T-SHIRTS PURCHA	718.89
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SUPPLIES - FLORAL AND CRA	47.72
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SHIRTS FOR SCHOOL STORE T	142.76
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	15 " BROWN EXTEN. CORD	14.98
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	8 FT EXT CORD	29.16
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	BATTERIES 3AAA	20.87
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FELT FURNITURE MOVER PADS	35.58
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FELT PADS FOR CHAIRS FOR	9.86

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:43:07

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 2
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	PAIR OF BLACK PANTS SIZE	31.20
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	PAIR OF BLACK PANTS SIZE	31.20
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ESTIMATE - T-SHIRTS FOR B	92.61
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	25 NHS CAROLINA BLUE PEND	625.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	81.51
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	TENNIS COURT SIGNS IN COL	219.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	VENDOR: NH DEPT OF LABOR	750.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERY, RECEIPT ATTACHE	54.15
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERY - RECEIPT ATTACHE	114.05
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SUPPLIES- NAPKINS, CUTTIN	17.50
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	MUNCHIN DONUTS FOR SAT BO	178.92
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SNACKS/REFRESHMENTS WATER	111.84
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERY FOR FACS CLASS	45.46
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCEY FOR FACS CLASS	42.09
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	PVC CARD PASSES AND LANYA	406.51
59020	A1010	04/17/24	3657 BMO MASTERCARD	280	ADD FUNDS TO PREPAID CRIM	1,300.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	4' X 25" UNFINISHED BIRCH	695.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	325	WIAT-4 SCORE REPORT	2.75
59020	A1010	04/17/24	3657 BMO MASTERCARD	325	WIAT-4 SCORE REPORT	24.75
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	CUPS FOR SAT BOOTCAMP AND	37.98
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	PANCAKE MIX, COFFEE, PLAT	59.26
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	DONUTS FOR SAT BOOTCAMP	175.78
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERY FOR FACS CLASS	80.87
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERY FOR FACS CLASS	25.99
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SHIRT ORDER FOR SCHOOL ST	427.84
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERY FOR FACS CLASS	139.66
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	UMBRELLAS FOR LITTLE POPP	28.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FOOD FOR 7TH GRADE BABY F	41.15
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SUPPLIES FOR 7TH GRADE BA	23.75
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	CENTIMETER GRID	71.90
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	MATH START LEVEL 2 MAKING	6.39
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	POLYHEDRA DICE SAMPLER	28.95
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	A PIECE OF PI POSTER	18.95
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	14.95
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	NASCO ALGEBRA AND CALCULU	59.95
59020	A1010	04/17/24	3657 BMO MASTERCARD	550	50 INVITATIONS FOR JUNIOR	63.99
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SNACKS FOR INTERVIEW TEAM	65.43
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	POCKET PORTFOLIOS	29.90
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FOLDERS, TAB DIVIDERS, PE	226.92
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	ESTIMATED SHIPPING/HANDLI	22.42
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	SET UP FEES	29.99
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	SUNGLASSES FOR SENIOR CLA	172.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	NHMEA CLASSICAL ALL STATE	30.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FUNDS FOR GROCERIES FOR F	63.27
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	GIMKIT PRO - 1 YEAR SUBSC	59.88
59020	L4020	04/17/24	3657 BMO MASTERCARD	610	AMAZON GIFT CARDS FOR WEL	150.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	LUNCH ESTIMATE - ASST. P	78.45
59020	L4020	04/17/24	3657 BMO MASTERCARD	630	CATERING/ GLUTEN FREE ITE	39.52
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	MARKET BASKET	59.92
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	NHSAA CONFERENCE 6/23/24	172.52
59020	L4020	04/17/24	3657 BMO MASTERCARD	580	HOTEL ROOM DEPOSIT FOR AU	1,200.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	AMERICA'S TEST KITCHEN SU	49.95
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	EGGS	17.87
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	NONVIOLENT CRISIS INTERVE	2,249.25
59020	A1010	04/17/24	3657 BMO MASTERCARD	325	FULL FORMAT FORMS SKU#EVA	151.40
59020	A1010	04/17/24	3657 BMO MASTERCARD	325	MOTOR COORDINATION FORMS	27.70

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:43:07

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 3
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
59020	A1010	04/17/24	3657 BMO MASTERCARD	325	TEST OF VISUAL PERCEPTUAL	50.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	325	THE BEERY-BUKTENICA DEVEL	27.20
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS 9-12 GROCERY SHOPP	17.56
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS PG GROCERY SHOPPIN	32.41
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS CRAFT/ACTIVITY SUP	47.50
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS PG GROCERY SHOPPIN	66.27
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS 9-12 GROCERY SHOPP	11.43
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS PG GROCERY SHOPPIN	71.04
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS PG GROCERY SHOPPIN	5.09
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS 9-12 GROCERY SHOPP	46.66
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS PG GROCERY SHOPPIN	41.77
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ADULT WOMEN MUNCHKIN COST	109.97
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	ESTIMATED SHIPPING/HANDLI	6.99
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FELT -FURNITURE MOVER	8.94
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FELT STRIPS FURNITURE MOV	5.47
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	FROG TAPE	45.80
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GLITTER FOR OZ	8.46
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GLITTER FOR WIZARD OF OZ	7.46
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	UMBRELLA FOR OZ	7.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	2 GALLONS OF PAINT, FOAM,	140.96
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	COSTUMES FOR OZ	201.94
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	LION COSTUME FOR OZ	77.98
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	NEW BOARD MEMBER DESK PLA	63.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	275	REGISTRATION FOR TONI BAR	350.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	LUNCHES FOR 20 SENIOR SCH	283.46
59020	A1010	04/17/24	3657 BMO MASTERCARD	890	PIZZA AND SALADS FOR INTE	137.37
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	STEPSS 9-12 GROCERY SHOPP	35.15
59020	A1010	04/17/24	3657 BMO MASTERCARD	580	ACCOMODATIONS FOR K.NOYES	118.01
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	MAYOR MUNCHKIN LAND OZ PL	69.98
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	SUBSCRIPTION TO BOOK WIDG	55.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	SUBSCRIPTION INVOICE I-20	55.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	GROCERIES FOR FACS CLASS	17.87
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	MEAT FOR FOOD LAB - 8TH G	46.55
59020	A1010	04/17/24	3657 BMO MASTERCARD	610	SHIRTS FOR SCHOOL STORE	169.32
59020	A1010	04/17/24	3657 BMO MASTERCARD	810	RIGHTS TO RUN PLAYBILLS W	75.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	810	LICENSE FOR THE PLAYBILL	75.00
59020	A1010	04/17/24	3657 BMO MASTERCARD	643	3 SUBSCRIPTIONS TO FLANGO	447.00
TOTAL CHECK						20,886.94
59021	L4020	04/17/24	5037 CHRISTINE BRITTSAN	R1611	NUTRITION ACCOUNT REFUND	36.45
59022	A1010	04/17/24	5573 YVONNE S COLEMAN	273	PEA WK : BER PURPOSEFUL P	159.00
59023	A1010	04/17/24	3741 BRIANA L COSTA	273	PEA WK : BER PURPOSEFUL P	250.00
59024	A1010	04/17/24	2094 DONNA L DAILEY	330	REIMBURSEMENT FOR ONLINE	20.50
59025	A1010	04/17/24	4701 EDVOTEK	610	DNA SAMPLE ONLY 24 MICROT	229.00
59025	A1010	04/17/24	4701 EDVOTEK	610	ELECTROPHORESIS BUFFER 50	60.00
59025	A1010	04/17/24	4701 EDVOTEK	610	ESTIMATED SHIPPING/HANDLI	149.00
59025	A1010	04/17/24	4701 EDVOTEK	610	HEXAGEL ELECTROPHORESIS A	1,077.00
TOTAL CHECK						1,515.00
59026	A1010	04/17/24	4600 FIRST LIGHT FIBER	532	2G FIBER INTERNET SERVICE	1,450.00
59027	A1010	04/17/24	5650 FIRST STUDENT, INC	519	SHARE COST TRANSPORTATION	2,864.06

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:43:07

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 4
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
59028	A1010	04/17/24	106 FOLLETT CONTENT SOLUTIONS	640	LIBRARY REPLACEMENT BOOKS	378.99
59028	A1010	04/17/24	106 FOLLETT CONTENT SOLUTIONS	640	LIBRARY REPLACEMENT BOOKS	257.80
			TOTAL CHECK			636.79
59029	L4020	04/17/24	1607 GILL'S PIZZA CO, LLC	630	MARCH - JUNE GILLS PIZZA	300.00
59029	L4020	04/17/24	1607 GILL'S PIZZA CO, LLC	630	MARCH - JUNE PIZZA ORDER	352.50
59029	L4020	04/17/24	1607 GILL'S PIZZA CO, LLC	630	MARCH - JUNE PIZZA ORDER	330.00
59029	L4020	04/17/24	1607 GILL'S PIZZA CO, LLC	630	MARCH - JUNE PIZZA ORDER	315.50
59029	L4020	04/17/24	1607 GILL'S PIZZA CO, LLC	630	MARCH - JUNE GILLS PIZZA	240.00
59029	L4020	04/17/24	1607 GILL'S PIZZA CO, LLC	630	MARCH - JUNE PIZZA ORDER	322.50
			TOTAL CHECK			1,860.50
59030	L4020	04/17/24	5694 DAWN GOSSELIN	R1611	NUTRITION ACCOUNT REFUND	44.65
59031	A1010	04/17/24	5589 INTERIM HEALTHCARE	330	PK-1:1 NURSE - UP TO 20 H	1,040.00
59031	A1010	04/17/24	5589 INTERIM HEALTHCARE	330	PK-1:1 NURSE - UP TO 20 H	780.00
			TOTAL CHECK			1,820.00
59032	L4020	04/17/24	5542 KELLY LYNN COACHING AND C	320	2024 SEL PD EVENTS	2,125.00
59033	A1010	04/17/24	3444 LIBERTY UTILITIES	622	USAGE DEC 27, 2023 TO JUN	357.48
59033	A1010	04/17/24	3444 LIBERTY UTILITIES	622	USAGE DEC 27, 2023 TO JUN	8,480.46
59033	A1010	04/17/24	3444 LIBERTY UTILITIES	622	USAGE DEC 27, 2023 TO JUN	12,976.76
59033	A1010	04/17/24	3444 LIBERTY UTILITIES	622	USAGE DEC 27, 2023 TO JUN	16,660.63
			TOTAL CHECK			38,475.33
59034	A1010	04/17/24	4884 LIBERTY UTILITIES - NG	625	USAGE NATURAL GAS DEC 28,	306.28
59034	A1010	04/17/24	4884 LIBERTY UTILITIES - NG	625	USAGE NATURAL GAS DEC 28,	2,078.25
59034	A1010	04/17/24	4884 LIBERTY UTILITIES - NG	625	USAGE NATURAL GAS DEC 28,	2,694.50
59034	A1010	04/17/24	4884 LIBERTY UTILITIES - NG	625	USAGE NATURAL GAS DEC 28,	3,835.87
			TOTAL CHECK			8,914.90
59035	A1010	04/17/24	211 LIGHTHOUSE SCHOOL, INC.	564	TUITION OOD STUDENT CD	12,279.78
59036	A1010	04/17/24	723 BARBARA ANN LOVETT	580	ACADEMY SCIENCE DESIGN (3	75.54
59036	A1010	04/17/24	723 BARBARA ANN LOVETT	580	MILEAGE REIMBURSEMENT - J	29.38
			TOTAL CHECK			104.92
59037	A1010	04/17/24	5608 TARA N MACDONALD	580	MILEAGE REIMBURSEMENT-MAR	237.58
59038	A1010	04/17/24	4120 WILLIAM MAKARAWITZ	810	ANNUAL DUES PAID FOR ASSI	260.00
59039	L4020	04/17/24	877 PAMELA M MANSFIELD	580	MILEAGE FROM PMA FOR TITL	217.53
59039	L4020	04/17/24	877 PAMELA M MANSFIELD	580	MILEAGE REIMBURSEMENT TO/	217.53
			TOTAL CHECK			435.06
59040	A1010	04/17/24	288 NIXON COMPANY, INCORPORAT	610	ESTIMATED SHIPPING/HANDLI	20.00
59040	A1010	04/17/24	288 NIXON COMPANY, INCORPORAT	610	SENIOR ATHLETE PLAQUE FOR	47.00
59040	A1010	04/17/24	288 NIXON COMPANY, INCORPORAT	610	BANNER UPGRADES AND NEW B	1,459.68
			TOTAL CHECK			1,526.68
59041	L4020	04/17/24	5091 NORTHEAST CUTLERY INC.	430	MARCH - MAY KNIFE SHARPEN	46.00
59041	L4020	04/17/24	5091 NORTHEAST CUTLERY INC.	430	MARCH - MAY KNIFE SHARPEN	46.00
59041	L4020	04/17/24	5091 NORTHEAST CUTLERY INC.	430	MARCH - MAY KNIFE SHARPEN	46.00
			TOTAL CHECK			138.00

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:43:07

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 5
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
59042	A1010	04/17/24	5686 NORTHEAST ELECTRONICS AND	430	EWASTE PICK UP	250.00
59043	A1010	04/17/24	5653 NRG BUSINESS MARKETING	625	NATURAL GAS SUPPLIER - MO	327.71
59043	A1010	04/17/24	5653 NRG BUSINESS MARKETING	625	NATURAL GAS SUPPLIER - MO	2,726.73
59043	A1010	04/17/24	5653 NRG BUSINESS MARKETING	625	NATURAL GAS SUPPLIER - MO	3,723.30
59043	A1010	04/17/24	5653 NRG BUSINESS MARKETING	625	NATURAL GAS SUPPLIER - MO	7,610.38
TOTAL CHECK						14,388.12
59044	A1010	04/17/24	695 PENNICHUCK WATER WORKS, I	411	USAGE JAN 4 TO JUNE 30, 2	886.57
59044	A1010	04/17/24	695 PENNICHUCK WATER WORKS, I	411	USAGE JAN 4 TO JUNE 30, 2	1,100.44
59044	A1010	04/17/24	695 PENNICHUCK WATER WORKS, I	411	USAGE JAN 4 TO JUNE 30, 2	2,177.10
TOTAL CHECK						4,164.11
59045	A1010	04/17/24	5569 KATI PRESTON	640	GRAPHIC NOVEL	600.00
59046	A1010	04/17/24	196 REGIONAL SERVICES & EDUCA	564	COUNSELING CONSULT	320.00
59046	A1010	04/17/24	196 REGIONAL SERVICES & EDUCA	564	SPEECH SERVICES	455.60
TOTAL CHECK						775.60
59047	A1010	04/17/24	5677 KAILEY SAN ANTONIO	275	REGISTRATION REIMBURSEMEN	348.65
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	NURSE SUPPLIESS NEEDED FO	1,049.71
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	ACETAMINOPHEN, CHILDREN'S	16.24
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	IBUPROFEN TABLETS, 200 MG	7.82
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	MEDI-FIRST CHERRY COUGH D	5.65
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	MOTRIN IB CAPLETS, 200 MG	20.00
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	PHYSICIANS CARE NON-ASPIR	12.17
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	SAFETEC POMEGRANATE FLAV	9.62
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	TRIPLE ANTIBIOTIC OINTMEN	14.77
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	WHEELCHAIR 24" w/ DETACHA	662.93
59048	A1010	04/17/24	60 SCHOOL HEALTH CORPORATION	610	EXAM GLOVES, 100 BX, BLUE	69.51
TOTAL CHECK						1,868.42
59049	A1010	04/17/24	16 SOULE, LESLIE, KIDDER, SA	335	ADDT FUNDS NOV 23 - JUN 2	4,188.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	5,040.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	90.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	4,760.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	5,486.25
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	5,880.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	4,908.75
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	4,760.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	4,760.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	MONITOR	1,950.48
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION SEACOA	5,040.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	CTE ROUTE 2 BUSES	21,966.09
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	REGULAR BUS ROUTES - 15 X	119,953.65
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	IN-DISTRICT TRANSPORTATIO	19,836.37
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	MONITOR CM,PES AM/PM BASE	3,257.44
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	PK AM MIDDAY BASED 1.50HR	1,610.51
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	PK MONITOR PM MIDDAY BASE	545.95
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	PK PM MIDDAY BUS BASED 1.	3,024.01
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	4,200.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	5,600.00
59050	A1010	04/17/24	3240 STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	2,660.00

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:43:07

PELHAM SCHOOL DISTRICT - SAU 28
 CHECK REGISTER

PAGE NUMBER: 6
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
59050	A1010	04/17/24	STUDENT TRANSPORTATION OF	519	TRANSPORTATION OOD VALLEY	2,940.00
59050	A1010	04/17/24	STUDENT TRANSPORTATION OF	519	OOD TRANSPORTATION -7 STU	5,600.00
59050	A1010	04/17/24	STUDENT TRANSPORTATION OF	519	ATHLETIC TRANSPORTATION -	634.16
59050	A1010	04/17/24	STUDENT TRANSPORTATION OF	519	STEPSS PROGRAM SPECIAL TR	4,413.69
59050	A1010	04/17/24	STUDENT TRANSPORTATION OF	519	ATHLETIC BUSES FOR MARCH	2,884.52
TOTAL CHECK						241,801.87
59051	A1010	04/17/24	SUNBELT RENTALS	610	IMOP SCRUBBER WITH BATTER	163.04
59051	A1010	04/17/24	SUNBELT RENTALS	610	IMOP SCRUBBER WITH BATTER	163.04
59051	A1010	04/17/24	SUNBELT RENTALS	610	IMOP SCRUBBER WITH BATTER	163.05
TOTAL CHECK						489.13
59052	L4020	04/17/24	TOWARD THE REAL LLC	320	CHALLENGE DAY PROGRAM AT	6,700.00
59053	A1010	04/17/24	TRILLS AND THRILLS MUSIC	810	MUSIC FESTIVAL COMPETITIO	1,510.00
59054	A1010	04/17/24	US BANK EQUIPMENT FINANCE	442	PHS - CANON - 500-0659539	250.00
59055	A1010	04/17/24	VERIZON WIRELESS	531	DISTRICT CELL PHONE SERVI	391.41
59055	A1010	04/17/24	VERIZON WIRELESS	532	MOBILE BROADBAND 6 TABLET	50.04
59055	A1010	04/17/24	VERIZON WIRELESS	532	MOBILE BROADBAND 6 TABLET	50.04
59055	A1010	04/17/24	VERIZON WIRELESS	532	MOBILE BROADBAND 6 TABLET	50.04
59055	A1010	04/17/24	VERIZON WIRELESS	532	MOBILE BROADBAND TABLET D	59.96
59055	L4020	04/17/24	VERIZON WIRELESS	531	NUTRITION CELL PHONE SERV	59.25
TOTAL CHECK						660.74
59056	A1010	04/17/24	WOODWIND & BRASSWIND	610	J24846000006000 RICO BB C	47.99
59056	A1010	04/17/24	WOODWIND & BRASSWIND	610	J2484700000100	21.99
TOTAL CHECK						69.98
TOTAL FUND						378,795.06
TOTAL REPORT						378,795.06

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V59057	A1010	04/17/24	1077 AIREX FILTER CORPORATION	610	12X12X2 MERV 8 PLEATED FI	121.76
V59057	A1010	04/17/24	1077 AIREX FILTER CORPORATION	610	12X24X4 FILTERS	205.56
V59057	A1010	04/17/24	1077 AIREX FILTER CORPORATION	610	20X24X2 MERV 8 PLEATED FI	136.42
V59057	A1010	04/17/24	1077 AIREX FILTER CORPORATION	610	24X24X2 MERV 8 PLEATED FI	64.08
V59057	A1010	04/17/24	1077 AIREX FILTER CORPORATION	610	24X24X4	460.86
V59057	A1010	04/17/24	1077 AIREX FILTER CORPORATION	610	24X24X4 MERV 8 PLEATED FI	39.18
TOTAL VOUCHER						1,027.86
V59058		4967	AMAZON CAPITAL SERVICES,		VOID: MULTI STUB VOUCHER	
V59059		4967	AMAZON CAPITAL SERVICES,		VOID: MULTI STUB VOUCHER	
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	SEE ATTACHED FOR REPLACEM	17.98
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	AMAZON CART ATTACHED WORL	178.10
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	BAZIC BOOK COVER CLEAR SE	11.98
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	GIANT COLORING POSTER MOT	25.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	RUBY BRIDGES BIOGRAPHY FO	7.89
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	YOUNG N REFINED GIANT COL	14.95
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	CHAIR FOR SECRETARY - 400	209.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	4 PORT USB HUB	14.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	DELL LED MONITORS FOR TES	719.96
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	ESTIMATED SHIPPING/HANDLI	4.00
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	LENOVO THINKPAD PALMREST	88.88
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	LENOVO THINKPAD USB-C DOC	176.00
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	WIRELESS KEYBOARD AND MOU	27.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	640	41 NEW AND REPLACEMENT BO	698.76
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	BASIC ERASABLE HIGHLIGHTE	8.72
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	BASIC WOODCASED #2 PENCIL	10.38
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	SHARPIE PERMANENT MARKERS	5.26
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	SEE ATTACHED FOR REPLACEM	260.33
V59060	L4020	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PK SUPPLIES ATTACHED SHOP	682.91
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	1,000 CHARACTER WRITING P	7.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	BRAVE THE PAGE	12.33
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	NO PLOT NO PROBLEM	14.95
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	READY SET MEMOIR	16.95
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	READY SET NOVEL	17.94
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	THE WRITER'S TOOLBOX	22.13
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PO 242722 LEGS	-59.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PO 242753	-24.84
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	DANIELSON FRAMEWORK BOOKS	509.60
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	ARTIST TAPE	12.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	CRAYOLA WATERCOLOR	31.75
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	LARGE PAPER	22.49
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PAINT	91.54
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PAINT BRUSHES	8.79
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PASTEL PAPAER 11 X 14"	23.08
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	WATERCOLOR PAPER	13.99
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	CARSON DELLOSA 36-PIECE C	5.75
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	EASY PAG WALL MOUNT FILE	14.79
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	STICKY NOTES 2 X 2 6 COLO	12.98
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	STYLUS PENS FOR TOUCH SCR	-2.34
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	STYLUS PENS FOR TOUCHSCRE	11.98
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	SUNEE FOLDERS WITH POCKET	6.89
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	SUPPLIES FOR MATH CLASSES	-11.79
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	641	JUST READ IT	379.50
V59060	A1010	04/17/24	4967 AMAZON CAPITAL SERVICES,	610	PO 242722	-59.99

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 2
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SUPPLIES FOR READING ACTI	260.48
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PE SUPPLIES - MID YEAR OR	147.88
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SEE ATTACHED FOR REPLACEM	44.05
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SOCIAL WORKER SUPPLIES (S	574.07
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	ART SUPPLIES (SEE ATTACHE	520.56
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SUPPLIES FOR MATH CLASSES	111.90
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	REFRIGERATOR WATER FILTER	79.18
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	AMAZON CART ATTACHED WORL	610.04
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	40MM GAME	5.02
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	50 PACK PROTRACTORS	21.70
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	ALKALINE BATTERIES	9.21
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	BASIC STANDARD STAPLER ST	11.60
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	BLACK FLASH CARDS	44.20
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	BSHAPPLUS 2 IN 1 HANDHELD	75.28
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	HANGING FILE FOLDERS	143.60
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	LOOSE LEAF BINDER RINGS	20.07
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PENDAFLEX FILE FOLDERS	45.04
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PLASTIC RULERS	24.95
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PRE-SHARPENED PENCILS	70.16
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	ULTECHNOVO PULLEY BLOCK P	185.53
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	WOODEN ELEVATOR LIFT SETS	11.89
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	AIR FRYER LINERS	16.83
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	APRONS	37.70
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	DISH SOAP	77.61
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	DISPOSABLE GLOVES	34.72
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	FOOD WRAP DISPENSER	39.68
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	FROSTING TIPS	13.88
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PAPERBAGS	27.78
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SPRAY BOTTLE	13.39
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	CLASSROOM SUPPLIES-SEE AT	-56.07
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SEE ATTACHED LIST	1,459.26
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	BADMINTON BIRDIES	57.76
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	BADMINTON NETS	125.38
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	BADMINTON RACKETS SET OF	125.98
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	CLIPBOARD	8.80
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	TENNIS BALLS	65.96
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SUPPLIES NEEDED MID-YEAR	336.21
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SUPPLIES FOR MATH CLASSES	1,132.61
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	EXPO DRY BLOCK ERASER	5.96
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	EXPO DRY ERASE MARKERS, 3	18.65
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	SHARPIE PERMANENT MARKERS	25.50
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	WHITE BOARD CLEANING SPRA	16.78
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	EXPO DRY ERASE MARKERS, F	20.13
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	MADISI WOOD-CASED #2 HB P	118.76
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	11.6" BLUE LIGHT SCREEN P	15.00
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PO 242722 LEGS	-59.99
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	AMAZON CART ATTACHED WORL	234.69
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	CHEESE GRATER	26.08
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	CULINARY RULER PK/2	29.67
V59060	L4020	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PK SUPPLIES ATTACHED SHOP	130.31
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 641	PRINCETON REVIEW DIGITAL	36.73
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	CLASSROOM SUPPLIES-SEE AT	523.52
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PO 242722 LEGS	-59.99
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 890	HEALTHY SNACKS, VARIETY P	263.50
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	PORTABLE EXPANSION WATER	55.84
V59060	A1010	04/17/24	4967	AMAZON CAPITAL SERVICES, 610	AMAZON CART ATTACHED WORL	-201.69

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 3
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	33 PCS MINI FIDGET SPINNE	19.57
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	75 PCS FIDGET TOYS KIDS P	73.41
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	DZMEIRY 1200PCS PARTY FAV	58.73
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	HOIKWO MEDIUM SHIPPING BO	97.18
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	JAM PAPER 10X13 OPEN END	47.22
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	JAM PAPER 10X13 OPEN END	92.91
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	TRADE QUEST PLASTIC CLIPB	12.68
V59060	A1010	04/17/24	AMAZON CAPITAL SERVICES,	610	PO 242722 LEGS	-59.99
TOTAL VOUCHER						12,319.57
V59061	A1010	04/17/24	AMERICAN ALARM & COMMUNIC	433	CENTRAL STATION MONITORIN	106.77
V59061	A1010	04/17/24	AMERICAN ALARM & COMMUNIC	433	DURESS/HOLD-UP/PANIC MONI	10.68
V59061	A1010	04/17/24	AMERICAN ALARM & COMMUNIC	433	QUARTERLY KINDERGARTEN/SA	29.76
TOTAL VOUCHER						147.21
V59062	A1010	04/17/24	ARTS ACADEMY OF NEW HAMPS	330	CONSULT COUNSELOR 15 MIN/	50.00
V59062	A1010	04/17/24	ARTS ACADEMY OF NEW HAMPS	332	SERVICES CHARTER STUDENT	325.00
V59062	A1010	04/17/24	ARTS ACADEMY OF NEW HAMPS	332	SERVICES CHARTER STUDENT	487.50
V59062	A1010	04/17/24	ARTS ACADEMY OF NEW HAMPS	332	SERVICES CHARTER STUDENT	275.00
TOTAL VOUCHER						1,137.50
V59063	A1010	04/17/24	AXSESS GROUP	330	ENERGY CONSULTANT SERVICE	850.00
V59064	A1010	04/17/24	MEGAN T BARR	580	MILEAGE TO AND FROM PROFE	52.26
V59065	A1010	04/17/24	BCI CAPITAL MANAGEMENT GR	442	ENERGY EFFICIENT INVESTME	133,767.20
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH THERAPY SERVICES P	52.50
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH THERAPY SERVICES P	78.75
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH LANGUAGE ASSISTANT	2,887.50
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH LANGUAGE ASSISTANT	1,593.75
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH THERAPY SERVICES P	4,357.50
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH THERAPY SERVICES P	3,753.75
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH THERAPY SERVICES P	3,990.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SPEECH THERAPY SERVICES P	3,465.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	BALANCE OF PO - SP ED TEA	3,800.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	BALANCE OF PO - SP ED TEA	3,800.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SCHOOL PSYCHOLOGIST PMS/P	5,200.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SCHOOL PSYCHOLOGIST PMS/P	4,680.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	PLUS AC 8HR PER WK REMOTE	1,319.76
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SCHOOL PSYCHOLOGIST PES	3,425.24
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	PLUS AC 8HR PER WK REMOTE	1,536.70
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	SCHOOL PSYCHOLOGIST PES	3,988.30
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330	OT INDV. I SESSION 30MIN/	455.00
V59066	A1010	04/17/24	BOOTHBY THERAPY SERVICES,	330		48,383.75
TOTAL VOUCHER						
V59067	A1010	04/17/24	BOYDENS LANDSCAPING, LLC	433	EOY - INSTALLATION OF MOD	3,000.00
V59067	A1010	04/17/24	BOYDENS LANDSCAPING, LLC	433	INSTALLATION COST TO MANU	6,145.00
V59067	A1010	04/17/24	BOYDENS LANDSCAPING, LLC	433	SITE PREPARATION FOR KIND	1,200.00
TOTAL VOUCHER						10,345.00
V59068	A1010	04/17/24	BRIDGE STREET TRUE VALUE	610	PLUG AND TOGGLE BOLTS TO	23.27
V59069	A1010	04/17/24	BSN SPORTS	738	ESTIMATED SHIPPING/HANDLI	60.48
V59069	A1010	04/17/24	BSN SPORTS	738	GIRLS TENNIS SKORTS FOR N	534.00
V59069	A1010	04/17/24	BSN SPORTS	738	GIRLS TENNIS TANK TOPS FO	474.00

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 4
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
TOTAL VOUCHER						1,068.48
V59070	A1010	04/17/24	3692 CLEAN-O-RAMA	610	GREEN FOAMING SOAP	463.62
V59070	A1010	04/17/24	3692 CLEAN-O-RAMA	610	55 GALLON OF VITAL OXIDE	133.00
V59070	A1010	04/17/24	3692 CLEAN-O-RAMA	610	55 GALLON OF VITAL OXIDE	133.00
V59070	A1010	04/17/24	3692 CLEAN-O-RAMA	610	55 GALLON OF VITAL OXIDE	133.00
TOTAL VOUCHER						862.62
V59071	A1010	04/17/24	465 CONSOLIDATED COMMUNICATIO	531	BUSINESS PHONE/CENTRUX LI	1,736.67
V59071	A1010	04/17/24	465 CONSOLIDATED COMMUNICATIO	532	INTERNET SERVICE	724.57
TOTAL VOUCHER						2,461.24
V59072	A1010	04/17/24	360 CONTROL TECHNOLOGIES	432	CONTINUOUS BOILER ISSUES	782.50
V59072	A1010	04/17/24	360 CONTROL TECHNOLOGIES	432	REVISIT FOR BOILER ISSUES	954.00
V59072	A1010	04/17/24	360 CONTROL TECHNOLOGIES	432	3.13.24 MASTER BOILER WAS	1,811.73
V59072	A1010	04/17/24	360 CONTROL TECHNOLOGIES	432	REMOTE CALL FOR BOILER NO	170.00
TOTAL VOUCHER						3,718.23
V59073	A1010	04/17/24	3008 CONWAY OFFICE SOLUTIONS	433	PHS - CR881 - KONICA - A6	92.62
V59074	A1010	04/17/24	4685 KRISTA DAY	273	PEA WK : NHCTE SPRING CON	85.00
V59075	A1010	04/17/24	882 DELL MARKETING L.P.	610	DELL DUAL CHARGE DOCK - H	89.37
V59076	A1010	04/17/24	3162 KRISTEN ROSE DROUIN	330	REIMBURSEMENT FOR ONLINE	20.50
V59077	A1010	04/17/24	4028 E3 NEW ENGLAND SALES AND	430	SERVICE ON AUDIOMETER CA	103.00
V59077	A1010	04/17/24	4028 E3 NEW ENGLAND SALES AND	430	CALIBRATION OF AUDIOMETER	103.00
TOTAL VOUCHER						206.00
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	738	GLASS DEMONSTRATION TUBE	16.90
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	738	METAL ELECTRODE SET	51.60
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	738	SPECTROPHOTOMETER	3,283.88
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	734	GRAPHING CALCULATORS	938.25
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	610	ESTIMATED SHIPPING/HANDLI	32.00
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	610	SUPPLIES -SEE LIST ATTACH	7,197.31
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	734	GRAPHING CALCULATORS	2,439.45
V59078	A1010	04/17/24	535 FLINN SCIENTIFIC	610	PLANTS AND POLLUTION KIT	112.68
TOTAL VOUCHER						14,072.07
V59079	A1010	04/17/24	2252 KIERA M GALLAGHER	330	REIMBURSEMENT FOR CPR ONL	20.50
V59080	A1010	04/17/24	4736 GRAY CONSULTING AND THERA	330	ASSISTIVE TECHNOLOGY AND	240.92
V59081	A1010	04/17/24	5518 SHANNON HEBERT	275	PESI WORKSHOP 3/15/24	249.99
V59082	A1010	04/17/24	4665 ERIN P HENDERSON	273	PEA WK : NHSLMA BETTER TO	70.00
V59083	L4020	04/17/24	4835 HERSHEY CREAMERY COMPANY	630	MARCH - JUNE MILK DELIVER	172.56
V59083	L4020	04/17/24	4835 HERSHEY CREAMERY COMPANY	630	MARCH - JUNE ICECREAM DEL	306.08
TOTAL VOUCHER						478.64
V59084	A1010	04/17/24	4620 ELAINA M HIGGINS	330	REIMBURSEMENT FOR ONLINE	20.50
V59085	L4020	04/17/24	4580 HP HOOD INC.	630	MARCH - JUNE MILK DELIVER	334.15
V59085	L4020	04/17/24	4580 HP HOOD INC.	630	MARCH - JUNE MILK DELIVER	274.80

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 5
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V59085	L4020	04/17/24	HP HOOD INC.	630	MARCH - JUNE MILK DELIVER	429.80
V59085	L4020	04/17/24	HP HOOD INC.	630	MARCH - JUNE MILK DELIVER	417.84
TOTAL VOUCHER						1,456.59
V59086	A1010	04/17/24	HRC TOTAL SOLUTIONS	L4890	FSA HEALTH CLAIMS PAID TH	3,655.84
V59087	A1010	04/17/24	HRC TOTAL SOLUTIONS - ADM	330	NON-AFFILIATED QUARTERLY	331.80
V59088	A1010	04/17/24	INSECT LORE	610	BUTTERFLY KIT	55.98
V59088	A1010	04/17/24	INSECT LORE	610	ESTIMATED SHIPPING/HANDLI	8.95
V59088	A1010	04/17/24	INSECT LORE	610	VOUCHER FOR LIVE BUTTERFL	159.95
TOTAL VOUCHER						224.88
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	ESTIMATED SHIPPING/HANDLI	12.99
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	SHEET MUSIC FOR BAND- REV	615.20
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	CIRCLE OF SONG BOOK	24.99
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	ESTIMATED SHIPPING/HANDLI	12.99
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	JURASSIC PARK BAND SCORE	45.00
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	SHEET MUSIC FOR BAND- REV	65.00
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	BAND SHEET MUSIC - SEE AT	75.00
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	ESTIMATED SHIPPING/HANDLI	29.99
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	BAND SHEET MUSIC - SEE AT	333.91
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	BAND SHEET MUSIC - SEE AT	9.00
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	BAND SHEET MUSIC - SEE AT	138.00
V59089	A1010	04/17/24	J.W. PEPPER & SON, INC.	640	BAND SHEET MUSIC - SEE AT	12.95
TOTAL VOUCHER						1,375.02
V59090	A1010	04/17/24	JP PEST SERVICES INC.	433	MONTHLY PEST SERVICE FOR	287.00
V59091	A1010	04/17/24	JUSTICE RESOURCE INSTITUT	569	OOD TUITION SMS - GLENHAV	22,943.72
V59092	A1010	04/17/24	LAURENT'S AUTO SERVICE	430	NH STATE STICKER AND OIL	37.37
V59092	A1010	04/17/24	LAURENT'S AUTO SERVICE	430	NH STATE STICKER AND OIL	37.37
V59092	A1010	04/17/24	LAURENT'S AUTO SERVICE	430	NH STATE STICKER AND OIL	37.38
TOTAL VOUCHER						112.12
V59093	A1010	04/17/24	LEARNWELL SERVICES	330	TUTOR SERVICES FOR PMS ST	138.32
V59094	A1010	04/17/24	TARYN G LEE	890	REIMB. ECLIPSE SNACKS 4/8	59.00
V59094	A1010	04/17/24	TARYN G LEE	890	REIMB. ECLIPSE SNACKS 4/8	109.92
TOTAL VOUCHER						168.92
V59095	A1010	04/17/24	KELLY R LEMERISE	274	PEA CS : UNH ADVANCED ASS	1,516.00
V59096	A1010	04/17/24	LITERACY LEARNING SOLUTIO	330	OG SERVICES FOR PMS STUDE	2,400.00
V59096	A1010	04/17/24	LITERACY LEARNING SOLUTIO	330	OG SERVICES FOR PMS STUDE	3,120.00
V59096	A1010	04/17/24	LITERACY LEARNING SOLUTIO	330	OG SERVICES FOR PMS STUDE	1,466.40
V59096	A1010	04/17/24	LITERACY LEARNING SOLUTIO	332	SERVICES SPARKS CHARTER S	213.60
V59096	A1010	04/17/24	LITERACY LEARNING SOLUTIO	332	SERVICES SPARKS CHARTER S	213.60
V59096	A1010	04/17/24	LITERACY LEARNING SOLUTIO	332	SERVICES SPARKS CHARTER S	333.60
TOTAL VOUCHER						7,747.20
V59097	A1010	04/17/24	MANCHESTER COMMUNITY MUSI	330	MUSIC THERAPY FOR OOD STU	328.00
V59097	A1010	04/17/24	MANCHESTER COMMUNITY MUSI	330	TRAVEL CHARGE PER VISIT	72.00
TOTAL VOUCHER						400.00

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 6
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V59098	A1010	04/17/24	4476 ERIN M MAZZARIELLO	580	MARCH MILEAGE	73.03
V59099	A1010	04/17/24	4468 MBG CONSULTING, LLC	330	STUDENT DISCIPLINE TASKFO	275.00
V59099	A1010	04/17/24	4468 MBG CONSULTING, LLC	330	STUDENT DISCIPLINE TASKFO	400.00
			TOTAL VOUCHER			675.00
V59100	A1010	04/17/24	4585 DAWN M MEAD	580	REIMBURSEMENT TRAVEL TO N	53.87
V59101	A1010	04/17/24	5634 MONARCH SCHOOL OF NEW ENG	564	BCBA CONSULT	416.94
V59101	A1010	04/17/24	5634 MONARCH SCHOOL OF NEW ENG	564	INDIVIDUAL/CONSULT	37.81
V59101	A1010	04/17/24	5634 MONARCH SCHOOL OF NEW ENG	564	ODD TUITION JG	2,376.02
V59101	A1010	04/17/24	5634 MONARCH SCHOOL OF NEW ENG	564	OT INDIVIDUAL/CONSULT	24.90
V59101	A1010	04/17/24	5634 MONARCH SCHOOL OF NEW ENG	564	PARA-PROFESSIONAL	809.68
V59101	A1010	04/17/24	5634 MONARCH SCHOOL OF NEW ENG	564	SLP INDIVIDUAL/CONSULT	83.03
			TOTAL VOUCHER			3,748.38
V59102	A1010	04/17/24	5547 MSB SCHOOL SERVICES, LLC	810	XLOG -MEDICAID BILLING	3.02
V59102	A1010	04/17/24	5547 MSB SCHOOL SERVICES, LLC	810	XLOG -MEDICAID BILLING	3.78
			TOTAL VOUCHER			6.80
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	D'ADDARIO WOODWINDS REED	28.75
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	VANDOREN BARITONE SAXOPHO	170.72
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	VANDOREN TRADITIONAL BASS	47.84
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	VANDOREN TRADITIONAL BB C	76.23
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	YAMAHA YARN MALLETS (#004	24.29
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	HUMES & BERG 102 TRUMPET	99.28
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	610	MEINL EXTRA LARGE PROFESS	58.24
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	738	PROTEC INSTRUMENT BELL CO	49.77
V59103	A1010	04/17/24	619 MUSIC & ARTS CENTER, INC.	738	MANHASSET M48 CARTON OF 6	510.00
			TOTAL VOUCHER			1,065.12
V59104	L4020	04/17/24	4638 NATIVE MAINE PRODUCE & SP	630	MARCH - JUNE PRODUCE DELI	184.64
V59104	L4020	04/17/24	4638 NATIVE MAINE PRODUCE & SP	630	MARCH - JUNE PRODUCE DELI	139.14
V59104	L4020	04/17/24	4638 NATIVE MAINE PRODUCE & SP	630	MARCH - JUNE PRODUCE DELI	25.39
V59104	L4020	04/17/24	4638 NATIVE MAINE PRODUCE & SP	630	MARCH - JUNE PRODUCE DELI	144.26
V59104	L4020	04/17/24	4638 NATIVE MAINE PRODUCE & SP	630	MARCH - JUNE PRODUCE DELI	107.63
V59104	L4020	04/17/24	4638 NATIVE MAINE PRODUCE & SP	630	MARCH - JUNE PRODUCE DELI	94.54
			TOTAL VOUCHER			695.60
V59105	A1010	04/17/24	175 PEARSON EDUCATION	325	Q-INTERACTIVE SUB-TESTS P	6.51
V59105	A1010	04/17/24	175 PEARSON EDUCATION	325	Q-INTERACTIVE -SUB TESTS	45.57
V59105	A1010	04/17/24	175 PEARSON EDUCATION	325	Q-INTERACTIVE -SUB TESTS	15.81
			TOTAL VOUCHER			67.89
V59106	A1010	04/17/24	3890 NEW ENGLAND COPY SPECIALI	433	PHS - COPIER USAGE - QUAR	258.21
V59106	A1010	04/17/24	3890 NEW ENGLAND COPY SPECIALI	433	PHS - COPIER USAGE - QUAR	22.04
			TOTAL VOUCHER			280.25
V59107	A1010	04/17/24	4760 NH LEARNING INITIATIVE	330	NHLI WORKSHOP 1/19/24	125.00
V59107	L4020	04/17/24	4760 NH LEARNING INITIATIVE	330	NHLI WORKSHOP 1/19/24	2,625.00
			TOTAL VOUCHER			2,750.00
V59108	A1010	04/17/24	4918 PANDADOC, INC.	446	6 LICENSES, 1 BUSINESS PL	2,531.70
V59109	A1010	04/17/24	5480 REBECCA M PATTERSON	273	PEA WK : NHCSS CONFERENCE	135.00

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 7
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
V59110	L4020	04/17/24	PERFORMANCE FOOD SERV NOR	630	MARCH - JUNE FOOD PFG DEL	2,363.77
V59110	L4020	04/17/24	PERFORMANCE FOOD SERV NOR	630	MARCH - JUNE FOOD PFG DEL	1,769.86
V59110	L4020	04/17/24	PERFORMANCE FOOD SERV NOR	630	MARCH - JUNE FOOD PFG DEL	1,757.08
V59110	L4020	04/17/24	PERFORMANCE FOOD SERV NOR	630	MARCH - JUNE FOOD PFG DEL	2,368.17
V59110	L4020	04/17/24	PERFORMANCE FOOD SERV NOR	630	MARCH - JUNE FOOD PFG DEL	1,193.82
V59110	L4020	04/17/24	PERFORMANCE FOOD SERV NOR	630	MARCH - JUNE FOOD PFG DEL	2,212.66
TOTAL VOUCHER						11,665.36
V59111	A1010	04/17/24	POWERSCHOOL GROUP LLC	446	EFINANCE PLUS FINANCIAL A	3,660.85
V59111	A1010	04/17/24	POWERSCHOOL GROUP LLC	446	EFINANCE PLUS FINANCIAL A	292.86
TOTAL VOUCHER						3,953.71
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	4 IN A ROW LONG VOWEL PAT	29.38
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	COMPREHENSION GAME TRIO:	54.99
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	CRACK THE CODE CVS AND CV	49.99
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	ESTIMATED SHIPPING/HANDLI	40.40
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	EXCELLERATIONS PHONICS SP	29.99
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	HOW MANY SOUNDS AND SYLLA	29.99
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	MAIN IDEA MARKUP STORY CA	24.99
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	PREFIX, SUFFIX, AND BASE	29.99
V59112	L4020	04/17/24	REALLY GOOD STUFF	610	READING STRATEGIES GAME L	19.99
TOTAL VOUCHER						309.71
V59113	A1010	04/17/24	ALYSIA REDARD	330	PHYSICAL THERAPY SERVICES	2,699.90
V59114	A1010	04/17/24	BRIAN T SANDS	580	MILEAGE FOR BRIAN SANDS T	87.10
V59114	A1010	04/17/24	BRIAN T SANDS	580	MILEAGE FOR BRIAN SANDS T	87.10
TOTAL VOUCHER						174.20
V59115	A1010	04/17/24	ELISA L SAUNDERS	273	PEA WK : NHMEA SPRING CON	130.00
V59116	A1010	04/17/24	STANLEY ELEVATOR COMPANY,	430	SERVICE CALL - ELEVATOR D	435.00
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	BERKELEY SQUARE ELEGANT D	29.21
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	BERKLEY SQUARE ELEGANT DI	28.94
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	DAWN ULTRA LIQUID DISH SO	17.72
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	DIXIE PATHWAYS MEDIUM-WEI	10.50
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	DIXIE ULTRA PATHWAYS HEAV	25.23
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	PERK LUNCHEON LUNCH NAPKI	18.38
V59117	A1010	04/17/24	STAPLES ADVANTAGE	610	STAPLES NOTES 3"X3" MARIN	10.28
TOTAL VOUCHER						140.26
V59118	A1010	04/17/24	STEWART ELECTRICAL CONTRA	430	MOVE LIGHT CONTROLS OF SI	3,900.00
V59119	A1010	04/17/24	TECHNOLOGY EDUCATION CONC	610	ESTIMATED SHIPPING/HANDLI	24.36
V59119	A1010	04/17/24	TECHNOLOGY EDUCATION CONC	610	QUOTE FOR HEAT TRANSFER M	511.41
V59119	A1010	04/17/24	TECHNOLOGY EDUCATION CONC	610	POLY HEAT TRANSFER MATERI	627.59
TOTAL VOUCHER						1,163.36
V59120	A1010	04/17/24	TELEPHONE NETWORK TECHNOL	430	INSTALLED 150 FEET 20 GAU	52.50
V59120	A1010	04/17/24	TELEPHONE NETWORK TECHNOL	430	INTEGRATE LOCKDOWN SYSTEM	500.00
V59120	A1010	04/17/24	TELEPHONE NETWORK TECHNOL	430	REPLACE EXITING SPEAKER W	199.00
V59120	A1010	04/17/24	TELEPHONE NETWORK TECHNOL	430	REPLACE AN EXISTING SPEAK	291.00
TOTAL VOUCHER						1,042.50
V59121	A1010	04/17/24	TERRAPIN RESOURCES	610	ALPHABET CARD SET	24.93

POWERSCHOOL LLC
 DATE: 04/17/2024
 TIME: 14:56:49

PELHAM SCHOOL DISTRICT - SAU 28
 VOUCHER REGISTER

PAGE NUMBER: 8
 VENCHK11
 ACCOUNTING PERIOD: 10/24

FUND - 10 - GENERAL FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
V59121	A1010	04/17/24	4478 TERRAPIN RESOURCES	738	BLUE BOTS	259.68
V59121	A1010	04/17/24	4478 TERRAPIN RESOURCES	610	CARD MAT FOR BOTS	159.76
V59121	A1010	04/17/24	4478 TERRAPIN RESOURCES	610	COMMUNITY ROAD MAT FOR BO	49.91
V59121	A1010	04/17/24	4478 TERRAPIN RESOURCES	610	COUNTRY ROAD MAT FOR BOTS	49.91
V59121	A1010	04/17/24	4478 TERRAPIN RESOURCES	610	CVC WORD CARDS	24.93
TOTAL VOUCHER						569.12
V59122	A1010	04/17/24	5673 THE ATOM GROUP	330	CYBERSECURITY BIENNIAL AU	4,650.00
V59123	A1010	04/17/24	44 THERAPRO, INC.	325	ESTIMATED SHIPPING/HANDLI	10.00
V59123	A1010	04/17/24	44 THERAPRO, INC.	325	TEST OF VISUAL PERCEPTUAL	93.00
TOTAL VOUCHER						103.00
V59124	A1010	04/17/24	205 TOWN OF PELHAM	330	PO 242228 CREDIT	- .04
V59124	A1010	04/17/24	205 TOWN OF PELHAM	626	FUEL FOR DISTRICT VEHICLE	123.20
TOTAL VOUCHER						123.16
V59125	A1010	04/17/24	5613 TUTORING & INSTRUCTIONAL	564	GROUP COUNSELING 30MIN X	31.80
V59125	A1010	04/17/24	5613 TUTORING & INSTRUCTIONAL	564	INDV. COUNSELING 30MIN X	63.63
V59125	A1010	04/17/24	5613 TUTORING & INSTRUCTIONAL	564	TUITION OOD STUDENT GS	7,716.60
TOTAL VOUCHER						7,812.03
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	COPY PAPER	637.00
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	PAID INK STAMP	7.98
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	CRAYOLA TELESCOPING WASHA	50.34
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	EXPO LOW ODOR DRY-ERASE M	36.27
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	NEENAH PAPER EXACT VELLUM	16.29
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	PENDAFLEX ESSENTIALS FILE	40.96
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	PENDAFLEX HANGING FILE FO	144.32
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	VELCRO BRAND TAPE COMBO P	34.09
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	X-ACTO MODEL 1670 SCHOOL	45.88
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	COPY PAPER	1,274.00
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	CIRCUS COLORS COLORED PAP	22.47
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	CIRCUS COLORS COLORED PAP	14.98
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	FELLOWES WIRE FILE SORTER	10.69
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	BOARDWALK GLASS CLEANER (93.12
V59126	A1010	04/17/24	475 WB MASON COMPANY, INC.	610	DAWN DISH SOAP FOR MAINT/	4.50
V59126	L4020	04/17/24	475 WB MASON COMPANY, INC.	610	MARCH PAPER GOODS - PHS	900.88
V59126	L4020	04/17/24	475 WB MASON COMPANY, INC.	610	MARCH PAPER GOODS -PES	1,031.18
V59126	L4020	04/17/24	475 WB MASON COMPANY, INC.	610	MARCH PAPER GOODS - PMS	601.88
TOTAL VOUCHER						4,966.83
V59127	A1010	04/17/24	4392 NICOLE S WEIR	330	REIMBURSEMENT FOR CPR COU	20.50
V59128	A1010	04/17/24	4691 WINDHAM ACADEMY PUBLIC CH	330	COUNSELING SERVICES UP TO	120.00
V59128	A1010	04/17/24	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER STUDENT	420.00
V59128	A1010	04/17/24	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES FOR CHARTER STUD	60.00
V59128	A1010	04/17/24	4691 WINDHAM ACADEMY PUBLIC CH	332	SERVICES CHARTER STUDENT	345.00
TOTAL VOUCHER						945.00
TOTAL FUND						329,053.99
TOTAL REPORT						329,053.99

PELHAM SCHOOL DISTRICT, SAU28

Professional Nomination

Academic Year: 2024-2025

School Board Meeting 04/03/2024

NAME	POSITION LOCATION	SALARY GRADE/STEP	POSITION ASSIGNMENT
Kelly Holmes	Pelham High School	\$100,700	Assistant Principal
Todd Kress	Pelham Memorial School	\$106,000	Assistant Principal
Carol Scionti	Pelham Memorial School	\$77, 921	Special Education Case Manager, Teacher
Michaela Stoncius	Pelham High School	\$46,483	Science Teacher