

Frank M. Silvia Elementary School

Mr. Patrick Lenz

February 13, 2026

School / Department Budget Planning – SY27

Budget Overview - Executive Summary

Key priorities for SY27

- Meeting the needs of a wide-range of learners through partial-inclusion and full inclusion models
- Highest impact with a focus on centrality of the classroom

What is changing from SY26

- Potential addition of specialized program (PREP)

What is remaining stable

- Integrated social, emotional and academic instructional practices
- ACHIEVE model in year 2
- GROW model in year 3

Primary drivers of this budget proposal

- Equity and inclusion
- Continued elevation of professional capital of all Silvia staff
- Student and educator support

Alignment to District Priorities

- Teaching & Learning
 - a. Integrated SEL into core instruction so lessons teach content while building competencies like self-management, perspective-taking, and responsible decision making.
 - b. Designed and facilitated lessons/units that are rigorous, culturally affirming, and promote active student agency and reflection.
- Student Support & Well-Being
 - a. Provided integrated supports—restorative and trauma-responsive practices—that address students’ healing, belonging, and help-seeking capacity.
 - b. Prioritized adult SEL and educator reflective practice so teachers model self-awareness, manage stress, and create safe, warm relationships that improve students’ social-emotional and academic outcomes.
- Equity & Access
 - a. Applied culturally and linguistically sustaining practices, co-constructed norms with students, and use of strengths-based approaches to avoid deficit framing and reduce disproportionality in supports and discipline.
- Operational Efficiency
 - a. Embed SEL into existing instructional cycles and STSS using established lesson structures (modeling, practice, feedback, coaching) leveraging current planning and reducing redundancy.
 - b. Provided targeted professional learning and institutionalizing common tools (e.g., Inclusive Practices Look Fors Tool) to scale adult SEL capacity, streamline implementation, and monitor fidelity and impact.

Academic Needs Assessment

Student performance trends - MCAS

- Overall proficiency in ELA and Math remains below the state. Proficiency in Science is slightly above the state.
- Students with Disabilities (SWD) and English Learners (EL) consistently have:
 - Much lower percentages Meeting or Exceeding expectations compared to their peers and the state
 - Significantly higher percentages Meeting or Exceeding expectations compared to their SWD and EL peers across the district on the majority of MCAS tests

Identified instructional gaps

- Weak foundational ELA skills
- Conceptual understanding in Math

Curriculum or intervention needs

- Strengthened alignment to grade-level standards through intentional planning and instructional use of learning targets and mastery criteria to ensure all students understand expectations for learning.
- Conceptual Focus Within Core Instruction
- Scaffolded Access Without Lowering Rigor (differentiating the core)
- Aligning specially designed instruction to grade level core and entry for all students (student learning profiles)

Professional learning implications

- Professional learning should focus on strengthening teachers' ability to design and deliver instruction aligned to grade-level standards. With a focus on clear learning targets, mastery criteria, and conceptual understanding in ELA and mathematics while at the same time assuring entry for all students

Social-Emotional & Behavioral Needs

- Counseling / adjustment support needs
 - a. SACs and SEL liaisons' schedules need to open up more to prioritize more direct student support (proactive and reactive)
 - b. Additional school-based psychologist to support with mental health needs and student profiles (versus just testing)
- SEL programming considerations
 - a. '25 - '26 SEL Team Members running specialist block with loss of technology teacher
 - b. SATCHEL groups
 - c. IEP services and consults
 - d. Cafeteria and recess responsibilities
 - e. Increase in SEL/behavioral needs of K and Grade 1 students
- Attendance or engagement trends
 - a. Daily phone calls for attendance (20 - 40 minutes daily)
 - b. Incentivized programs
 - c. Attendance meetings with attendance officer and families
 - d. Attendance car pick-ups
- Behavioral or mental health supports
 - a. IEP TEAMS - minimal SAC/Psychologist/SPED/Gen Ed Teacher collaboration with psychologist
 - b. Minimal opportunity to collaborate with BCBA around student profiles

Operational & Facilities Considerations

Facility or space constraints

- None at this time

Technology needs

- None at this time

Safety and supervision considerations

- Sidewalks cracking

Other operational factors impacting instruction

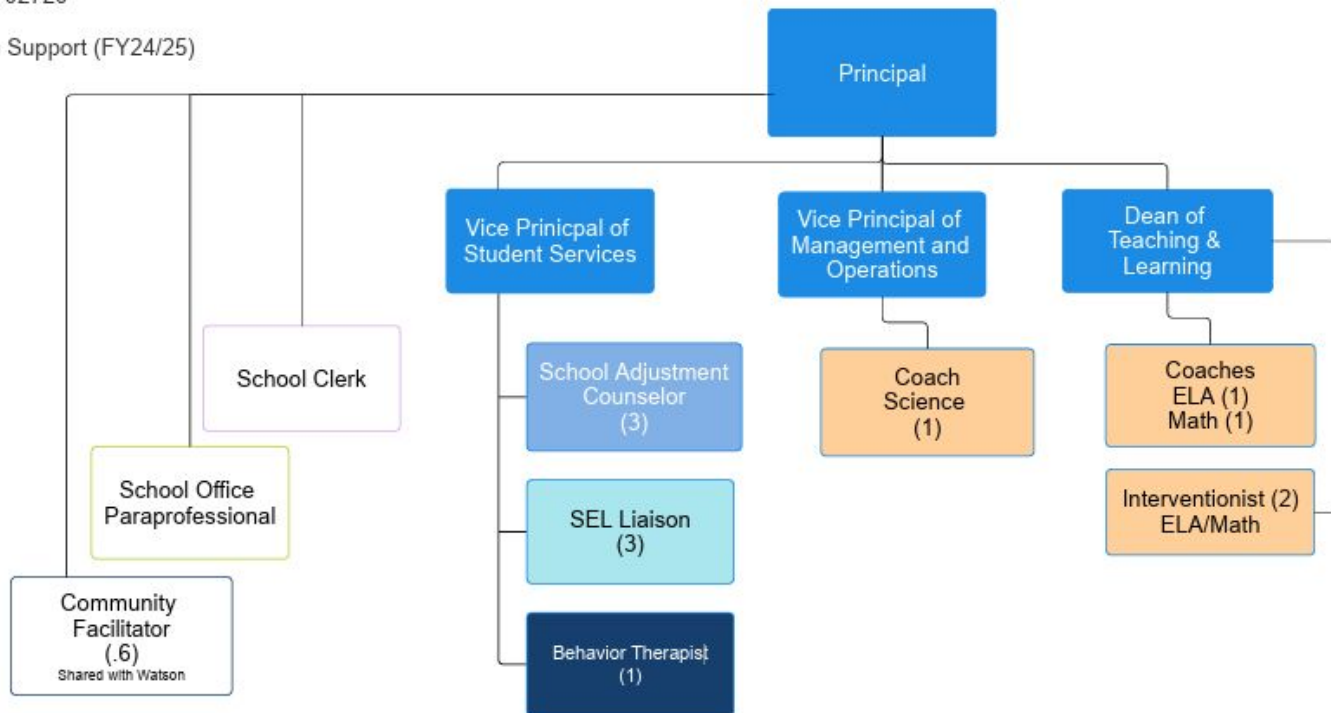
- None at this time

Impact of Enrollment Trends

General enrollment trends (rising K and Grade 1 student needs) and recent partial-inclusion programs have led to an increase in students with complex academic, behavioral, self-regulation, and communication needs.. Educator feedback from October to February shows increased confidence and comfort, stronger collaborative structures and more effective classroom strategies and routines relative to co-teaching and inclusive practices. However, teachers are balancing co-teaching, pull-out instruction, and behavioral support across multiple classrooms, which is making the current model difficult to sustain. Further, special educators have shared that C-grid services are not just compliance driven — they are the level of instruction students need to make meaningful progress toward their IEP goals. Right now, staffing limits our ability to consistently deliver those services while also supporting inclusion (B-grid) and co-teaching.

Frank M. Silvia Elementary School
1899 Meridian Street
Fall River, MA 02720

Administrative Support (FY24/25)



Classroom Staffing Overview

Kindergarten: 4 general education teachers, 3 special education teachers, 4 classroom paraprofessionals, 4 special education inclusion paraprofessionals

Grade One: 4 general education teachers, 2 special education teachers, 4 classroom paraprofessionals and 2 special education paraprofessionals

Grade Two: 4 general education teachers, 2 special education teachers, 4 special education paraprofessionals

Grade Three: 4 general education teachers, 2 special education teachers, 4 special education paraprofessionals

Grade Four: 4 general education teachers, 2 special education teachers, 4 special education paraprofessionals

Grade Five: 4 general education teachers, 2 special education teachers, 3 special education paraprofessionals

Effectiveness of Current Staffing

Structures that are working well

- General Education and Special Education collaboration/co-teaching
- Prioritizing capacity building in educators to support meeting the needs of a wide-range of profiles (i.e. coaching cycles, feedback cycles, professional development,)
- Cluster coordinator as a part of the instructional team (0.5)

Areas of concern or strain

- Meeting the needs of a wide range of learners/balancing c-grid and b-grid special education services
- SEL Team responsibilities
- Mental health and behavioral needs of students, especially in Kindergarten and Grade 1
- Academic needs of students formerly in Language-based/STRIDE models
- Potentially adding 3 sessions of PREP Specialized Programming (with current specialist block model) - District decision
- Two sessions of GROW at the kindergarten level - District decision

Inefficiencies or misalignments identified

- Specialists blocks
- Mental health needs and student profile experts
- Balance of C-grid services and B-grid services within a partial inclusion/co-teaching model

Anticipated Staffing Changes for SY27

Proposed additions, reductions, or reallocation: Convert ISL/Community Facilitator for Library Media Specialist (1.0) and Art Teacher (1.0)

Rationale for changes: During the 2025 - 2026 school year, with the elimination of a Tech Teacher, we had SAC's and SEL Liaisons run the fourth specialized block (SEL Lessons). This has taken members of the SEL Team "off the floor" and recuatted their time for proactive and reactive personalized student support. With the addition of the PREP specialized program, we will also be adding three sessions to our school and specialists blocks. A library media specialist strengthens literacy and digital-literacy instruction by co-planning lessons, teaching research and digital citizenship, and curating culturally responsive collections that ensure equitable access to books and technology. They boost student engagement and social-emotional skills through reader advisory and small-group activities, expand teacher capacity by providing resource and tech support, and serve as a community hub for family literacy and outreach—delivering strong instructional impact and efficient stewardship of school resources. Further, based on sessions we need an additional specialist block (Art) to meet CBA relative to teacher preps and the current PLC model.

Alignment to enrollment and student needs: A library media specialist supports elementary readers by curating diverse, level-appropriate collections, leading read-alouds and guided small-group instruction in phonics, vocabulary, fluency, and comprehension, and providing targeted interventions and enrichment. They also collaborate with teachers to align literacy instruction, teach information and digital-literacy skills, and engage families with resources to reinforce reading at home. Additionally, having a library-media specialist facilitate the fourth specialist block allows for more student level support delivered by our SEL team.

Anticipated Staffing Changes for SY27

Proposed additions: School-based psychologist - (1.0) District Special Education Budget

Rationale for changes: As we continue to support our staff and students with the understanding that learning and wellness are one, the level of expertise we find with a school-psychologist can't be fully accessed due to workload for these individuals. The goal of adding an additional school-based psychologist would be to free up time so that these professionals could help students succeed academically, socially, behaviorally, and emotionally. The psychologists would be accessed to go beyond testing and become an integral part of the school-based social and emotional team. It is clear SAC's and our school-based psychologist would share some duties and collaborate. The duties school psychologists and school counselors share include counseling, developing intervention plans, and collaborating with parents and teachers. One of the main differences is school psychologists address more of the student's mental health and have a stronger background to do so. The additional school-based psychologist would also play a vital role in supporting families and educators with understanding how a child learns and what may be hindering their learning by explaining the connection between intelligence and academic achievement.

Alignment to enrollment and student needs: A school-based psychologist would help address the growing demand for behavioral consultation, regulation planning, and evaluations, which currently stretch staff capacity. Further, as we grow in the area of meeting student profile needs, a, additional school psychologist would go beyond testing by translating assessment data into practical classroom strategies, co-designing and modeling targeted interventions, and implementing classroom-based assessments for timely progress monitoring. A psychologist would build teacher capacity through job-embedded coaching, lead multidisciplinary TEAM problem-solving within MTSS/RTI frameworks, and coordinate related services and family-school collaboration. They also promote equity and neurodiversity-affirming practices, addressing social-emotional and sensory needs with classroom supports and inclusive, strengths-based approaches.

Anticipated Staffing Changes for SY27

Proposed additions: Special education teachers (2.0) - District special education conversions

Rationale for changes: C-grid services are not just compliance driven – they are the level of instruction students need to make meaningful progress toward their IEP goals. Right now, staffing limits our ability to consistently deliver those services while also supporting inclusion and co-teaching. Adding two special education teachers would allow for more reliable scheduling, stronger co-teaching, and targeted instruction aligned to student needs.

Alignment to enrollment and student needs: Based on student profiles, and IEP's, special education students are in need of both c-grid and b-grid services. In a partial inclusion model, c-grid services can range from 20% to 60%. When students are being pulled for c-grid services, there is still a need for b-grid services in the classroom.

Grants & Supplemental Funding

Current grants supporting the school

- Playful Learning Grant (Year Two for '26 - '27)

Anticipated grant funding

- 175,000\$ (105K for PD and 70K for stipends, travel, supplies and materials)

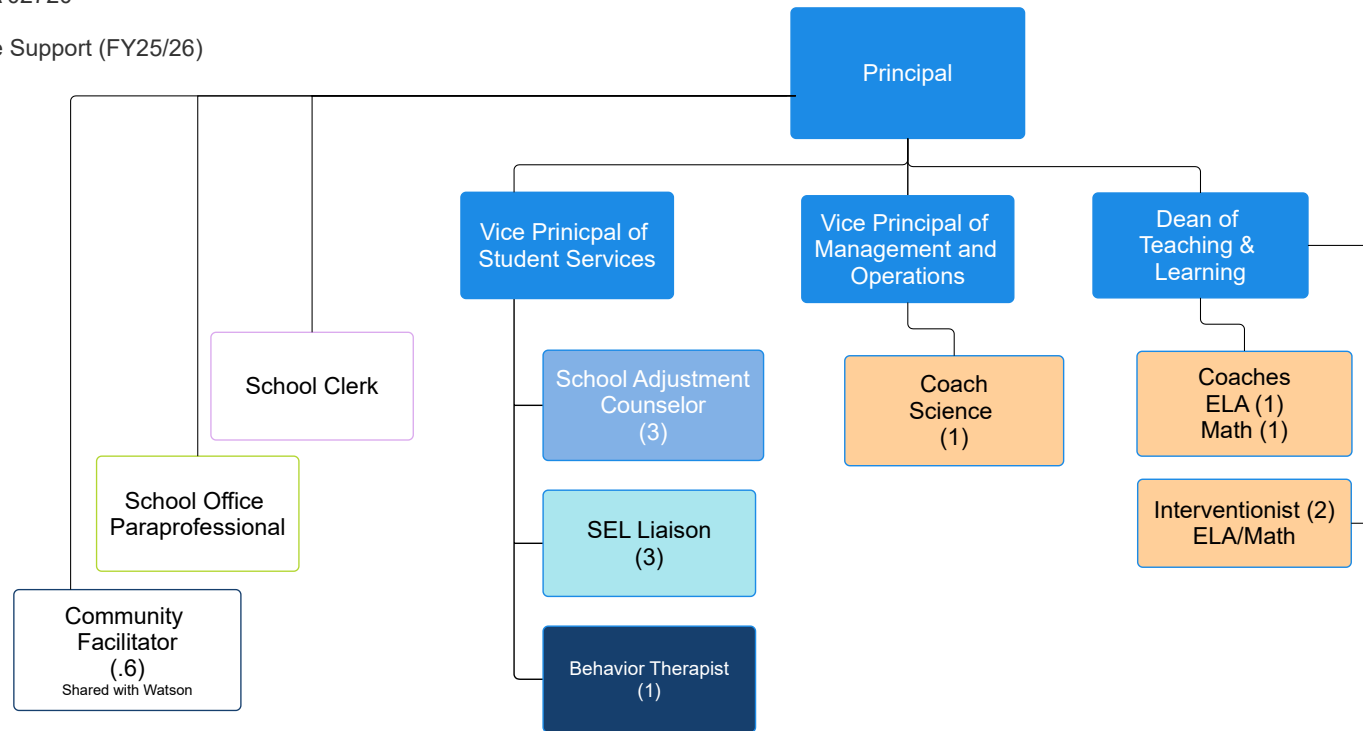
Discussion & Questions

Clarifying questions

Feedback and next steps

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1899 Meridian Street
Fall River, MA 02720

Administrative Support (FY25/26)

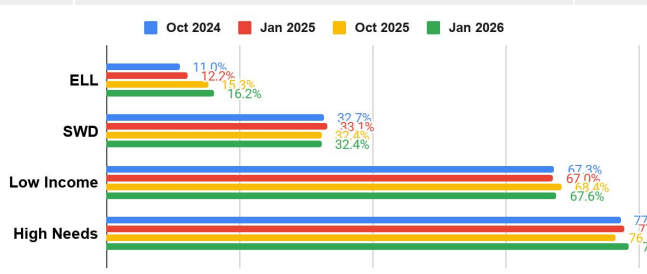




Frank M. Silvia Elementary School

Patrick Lenz, Principal
Grades PK-5
7:40AM - 2:12PM

Enrollment	
As of 10/1/2024	655
As of 10/1/2025	601
As of 1/10/2025	599

Selected Populations																										
 <table><thead><tr><th>Category</th><th>Oct 2024</th><th>Jan 2025</th><th>Oct 2025</th><th>Jan 2026</th></tr></thead><tbody><tr><td>ELL</td><td>11.0%</td><td>12.2%</td><td>15.3%</td><td>16.2%</td></tr><tr><td>SWD</td><td>32.7%</td><td>33.1%</td><td>32.4%</td><td>32.4%</td></tr><tr><td>Low Income</td><td>67.3%</td><td>67.0%</td><td>67.4%</td><td>67.6%</td></tr><tr><td>High Needs</td><td>77.7%</td><td>77.7%</td><td>76.5%</td><td>76.7%</td></tr></tbody></table>		Category	Oct 2024	Jan 2025	Oct 2025	Jan 2026	ELL	11.0%	12.2%	15.3%	16.2%	SWD	32.7%	33.1%	32.4%	32.4%	Low Income	67.3%	67.0%	67.4%	67.6%	High Needs	77.7%	77.7%	76.5%	76.7%
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Programs	
Extended Day	No
Pre-Kindergarten	Yes
ELL Foundational	No
Special Education	Yes

Accountability Profile		Attendance	
Overall Classification	Not requiring assistance or intervention	SY26 (March 1, 2026)	SY25 (End of Year)
Reason for Classification	Moderate progress toward targets	Attendance Rate	93.3%
Progress Toward Targets	49% - Moderate progress toward targets	Chronically Absent Rate (>10%)	23.7%
		Federal Designation	Accountability Percentile
		None	31

MCAS																																																															
English Language Arts Grades 3-8	Mathematics Grades 3-8	Science Grades 5 and 8																																																													
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Priority Areas
- Unpacking the standards and analyzing student work, in order to plan units/lessons that intentionally engage students, including students with disabilities and multilingual learners, in grade appropriate oral and written discourse so that students are able to use academic language to communicate (orally/written) their understanding of grade level work. - Maintaining and elevating a sense of belonging through meaningful relationships and predictable routines so that all students feel valued, are engaged in their school community, and demonstrate positive connections with peers and staff. - Continuing focus on creating classrooms where educators differentiate instruction through multiple modalities, provide frequent formative feedback, establish clear behavioral/academic expectations, and foster student self-regulation—ensuring all learners have equitable access to rigorous, culturally responsive learning environments.

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
LENZ	PATRICK	20659000-511200-	Principal	151,176.00	Frank M. Silvia Elementary School	
HOMOL	MELISSA	20659000-511200-	Vice-Principal	137,312.00	Frank M. Silvia Elementary School	
PACHECO	MICHAEL	20659000-511200-	Vice-Principal	134,527.00	Frank M. Silvia Elementary School	
GRAFTON	JENNIFER	20659000-511200-	Dean - Curric / Teaching	134,527.00	Frank M. Silvia Elementary School	
ARRUDA	JAMES	25252000-511204-00006	Counselor-Adjustment	110,231.00	Frank M. Silvia Elementary School	
SANTOS	AMANDA	25252000-511204-00006	Counselor-Adjustment	113,236.00	Frank M. Silvia Elementary School	
SOUZA	ANDREA	25252000-511204-00006	Counselor-Adjustment	90,817.00	Frank M. Silvia Elementary School	
CRUMLEY	MACKENZIE	25252000-511204-00006	Therapy - Behavior	79,308.00	Frank M. Silvia Elementary School	
LONG	KRISTY	20659000-511215-	Clerk-School	50,297.00	Frank M. Silvia Elementary School	
RODRIGUES	TANANY	20659000-511215-	Community Facilitator	42,913.00	Frank M. Silvia Elementary School	
VIEIRA	SARA	20659251-511230-	Para-School Office	40,305.00	Frank M. Silvia Elementary School	
BROWN	KELSEY	20663250-511220-	Teacher - Pre K	90,311.00	Frank M. Silvia Elementary School	
FALLON	CAITLIN	20663250-511220-	Teacher - Pre K	102,493.00	Frank M. Silvia Elementary School	
LANGTON	GILLIAN	20663250-511220-	Teacher - Pre K(.5)	50,764.00	Frank M. Silvia Elementary School	
WORDELL	MELISSA	20663250-511220-	Teacher - Pre K	108,156.00	Frank M. Silvia Elementary School	
3.5(FTE)		20663250-511220-	Teacher - Pre K	(351,724.00)	Frank M. Silvia Elementary School	Move to Early Learning Center-Bishop Connolly
HESSION	HEATHER	20659250-511220-	Teacher - K	84,124.00	Frank M. Silvia Elementary School	
MEYER	MADISON	20659250-511220-	Teacher - K	65,743.00	Frank M. Silvia Elementary School	
RODRIGUES	TARA	20659250-511220-	Teacher - K	65,743.00	Frank M. Silvia Elementary School	
SILVA	SAMANTHA	20659250-511220-	Teacher - K	85,218.00	Frank M. Silvia Elementary School	
BAGGE	KIRSTEN	20659250-511220-	Teacher - 1	77,719.00	Frank M. Silvia Elementary School	
FITZPATRICK	NICOLE	20659250-511220-	Teacher - 1	65,743.00	Frank M. Silvia Elementary School	
HARTNETT	SARAH	20659250-511220-	Teacher - 1	101,660.00	Frank M. Silvia Elementary School	
PETRERA	ANDREA	20659250-511220-	Teacher - 1	101,660.00	Frank M. Silvia Elementary School	
MARTIN	BETHANY	20659250-511220-	Teacher - 2	68,934.00	Frank M. Silvia Elementary School	
MESLER	KAILEE	20659250-511220-	Teacher - 2	68,681.00	Frank M. Silvia Elementary School	
PREZIOSO	CAROLINE	20659250-511220-	Teacher - 2	80,559.00	Frank M. Silvia Elementary School	
SARAIVA	BARBARA	20659250-511220-	Teacher - 2	99,452.00	Frank M. Silvia Elementary School	
COONAN	JESSICA	20659250-511220-	Teacher - 3	94,692.00	Frank M. Silvia Elementary School	
NASSER	HANNAH	20659250-511220-	Teacher - 3	65,467.00	Frank M. Silvia Elementary School	
POWERS	KAITLYN	20659250-511220-	Teacher - 3	90,129.00	Frank M. Silvia Elementary School	
POZZI	JESSE	20659250-511220-	Teacher - 3	79,499.00	Frank M. Silvia Elementary School	
CARVALHO	CHRISTINE	20659250-511220-	Teacher - 4	103,532.00	Frank M. Silvia Elementary School	
LAVALLEE	MARY	20659250-511220-	Teacher - 4	101,660.00	Frank M. Silvia Elementary School	
PEARCE	KIMBERLY	20659250-511220-	Teacher - 4	102,318.00	Frank M. Silvia Elementary School	
PIERCE	OLIVIA	20659250-511220-	Teacher - 4	79,499.00	Frank M. Silvia Elementary School	
GOMES	AMANDA	20659250-511220-	Teacher - 5	102,414.00	Frank M. Silvia Elementary School	
MCKINNON	SHANA	20659250-511220-	Teacher - 5	102,414.00	Frank M. Silvia Elementary School	
MORRIS	KATHERINE	20659250-511220-	Teacher - 5	100,840.00	Frank M. Silvia Elementary School	
SILVIA	JESSICA	20659250-511220-	Teacher - 5	102,232.00	Frank M. Silvia Elementary School	
NEW POSITION		25353000-511220-00006	Teacher - Art	70,000.00	Frank M. Silvia Elementary School	Schedule Need
PEREIRA	STEPHANIE	25353000-511220-00006	Teacher - Art	100,346.00	Frank M. Silvia Elementary School	
SERINO	ALEC	25656000-511220-00006	Teacher - Music	68,681.00	Frank M. Silvia Elementary School	
FRANCIS	AMANDA	25757000-511220-00006	Teacher - PE/Health	102,232.00	Frank M. Silvia Elementary School	

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
SHEPARD	WILLIAM	25757000-511220-00006	Teacher - PE/Health	85,790.00	Frank M. Silvia Elementary School	
AGOROS	OLIVIA	20663250-511220-	Teacher - Inclusion Sped	65,743.00	Frank M. Silvia Elementary School	
BEAUVAIS	LAUREN	20663250-511220-	Teacher - Inclusion Sped	76,166.00	Frank M. Silvia Elementary School	
CAMERON	SAMANTHA	20663250-511220-	Teacher - Inclusion Sped	76,376.00	Frank M. Silvia Elementary School	
COLLUM	AURA	20663250-511220-	Teacher - Inclusion Sped	103,532.00	Frank M. Silvia Elementary School	
COTE	ERICKA	20663250-511220-	Teacher - Inclusion Sped	107,443.00	Frank M. Silvia Elementary School	
MATANES	HAILEY	20663250-511220-	Teacher - Inclusion Sped	80,071.00	Frank M. Silvia Elementary School	
MURPHY	FAITH	20663250-511220-	Teacher - Inclusion Sped	68,934.00	Frank M. Silvia Elementary School	
NEW POSITION		20663250-511220-	Teacher - Inclusion Sped	70,000.00	Frank M. Silvia Elementary School	2 Additional Sub-Separate Program Classrooms Required at Silvia
NEW POSITION		20663250-511220-	Teacher - Inclusion Sped	70,000.00	Frank M. Silvia Elementary School	2 Additional Sub-Separate Program Classrooms Required at Silvia
RITTER	KATELYN	20663250-511220-	Teacher - Inclusion Sped	102,232.00	Frank M. Silvia Elementary School	
TAVARES	ERIC	20663250-511220-	Teacher - Inclusion Sped	103,532.00	Frank M. Silvia Elementary School	
TOMLINSON	LILY	20663250-511220-	Teacher - Inclusion Sped	62,411.00	Frank M. Silvia Elementary School	
WHEELLOCK	DAWN	20663250-511220-	Teacher - Inclusion Sped	72,807.00	Frank M. Silvia Elementary School	
WHITESIDE	CARLY	20663250-511220-	Teacher - Inclusion Sped	65,743.00	Frank M. Silvia Elementary School	
WILSON	JAMIE	20663250-511220-	Teacher - Inclusion Sped	90,129.00	Frank M. Silvia Elementary School	
CARROLL	KYLIE	20651000-511220-	Teacher - ELL Mainstream	68,934.00	Frank M. Silvia Elementary School	
CARVALHO	SHERRI	20651000-511220-	Teacher - ELL Mainstream	103,532.00	Frank M. Silvia Elementary School	
CONNORS	ADRIENNE	20651000-511220-	Teacher - ELL Mainstream	89,984.00	Frank M. Silvia Elementary School	
DEFUSCO-CABRAL	PATRICIA	20659250-511220-	Teacher - Interventionist	104,780.00	Frank M. Silvia Elementary School	
PARKER	LAURIANNE	20659250-511220-	Teacher - Interventionist	104,156.00	Frank M. Silvia Elementary School	
CROCKETT	LORIE	20659250-511220-	Coach/Interventionist	103,546.00	Frank M. Silvia Elementary School	
CUSICK	REBECCA	20659250-511220-	Coach/Interventionist	70,000.00	Frank M. Silvia Elementary School	
DAVIES	CAITLIN	20659250-511220-	Coach/Interventionist	107,571.00	Frank M. Silvia Elementary School	
DAVIN	JULIA	20663250-511220-	SEL Liaison	58,665.00	Frank M. Silvia Elementary School	
MONIZ	KYLIE	20663250-511220-	SEL Liaison	61,735.00	Frank M. Silvia Elementary School	
SILVEIRA	SAMANTHA	20663250-511220-	SEL Liaison	54,198.00	Frank M. Silvia Elementary School	
ANDRADE	KASEY	20659251-511230-	Instructional Support Liaison	44,670.00	Frank M. Silvia Elementary School	
ANDRADE	MADELINE	20663251-511230-	Para - PreK Class	44,705.00	Frank M. Silvia Elementary School	
BAGACO	EMMA	20663251-511230-	Para - PreK Class	40,205.00	Frank M. Silvia Elementary School	
BORGES	ONDINA	20663251-511230-	Para - PreK Class	44,305.00	Frank M. Silvia Elementary School	
COSTA	CAMERON	20663251-511230-	Para - PreK Class	40,205.00	Frank M. Silvia Elementary School	
COSTA	CHELSEA	20663251-511230-	Para - PreK Class	45,205.00	Frank M. Silvia Elementary School	
DUBOIS	ROBIN	20663251-511230-	Para - PreK Class	44,305.00	Frank M. Silvia Elementary School	
GIRGIS	BELAGIA	20663251-511230-	Para - PreK Class	45,205.00	Frank M. Silvia Elementary School	
MANSOUR-SABA	RANA	20663251-511230-	Para - PreK Class	36,779.00	Frank M. Silvia Elementary School	
MCGRATH	COLTON	20663251-511230-	Para - PreK Class	36,779.00	Frank M. Silvia Elementary School	
VELOZO	SUSAN	20663251-511230-	Para - PreK Class	39,305.00	Frank M. Silvia Elementary School	
10(FTE)		20663251-511230-	Para - PreK Class	(416,998.00)	Frank M. Silvia Elementary School	Move to Early Learning Center-Bishop Connolly
CHACE	KELLY	20663251-511230-	Para-K	40,205.00	Frank M. Silvia Elementary School	
CUSICK	BRANDON	20663251-511230-	Para-K	37,794.00	Frank M. Silvia Elementary School	
KUDRICH	DEVONEY	20659251-511230-	Para-K	39,514.00	Frank M. Silvia Elementary School	

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
SAMPSON	ELIZABETH	20659251-511230-	Para-K	39,605.00	Frank M. Silvia Elementary School	
LLANOS	MOIZELLE	20659251-511230-	Para-1	37,206.00	Frank M. Silvia Elementary School	
MELLO	FELISHA	20659251-511230-	Para-1	39,114.00	Frank M. Silvia Elementary School	
OLIVEIRA	CAROLINE	20659251-511230-	Para-1	38,694.00	Frank M. Silvia Elementary School	
RAMSAY	MELINDA	20659251-511230-	Para-1	39,514.00	Frank M. Silvia Elementary School	
ALIX	AMANDA	20663251-511230-	Para- SPED Classroom / Inclusion	38,106.00	Frank M. Silvia Elementary School	
ALKHATIB	YASMIN	20663251-511230-	Para- SPED Classroom / Inclusion	40,205.00	Frank M. Silvia Elementary School	
BURNS	SHANNON	20663251-511230-	Para- SPED Classroom / Inclusion	40,205.00	Frank M. Silvia Elementary School	
CASIMIR	VERDINE	20663251-511230-	Para- SPED Classroom / Inclusion	39,605.00	Frank M. Silvia Elementary School	
GARDNER	IMANI	20659251-511230-	Para- SPED Classroom / Inclusion	36,779.00	Frank M. Silvia Elementary School	
GARDNER	STACEY	20659251-511230-	Para- SPED Classroom / Inclusion	37,206.00	Frank M. Silvia Elementary School	
HOSTOS	GABRIELLA	20663251-511230-	Para- SPED Classroom / Inclusion	36,779.00	Frank M. Silvia Elementary School	
LUZ	KIMBERLY	20663251-511230-	Para- SPED Classroom / Inclusion	45,705.00	Frank M. Silvia Elementary School	
MACHADO	KELLY	20663251-511230-	Para- SPED Classroom / Inclusion	39,305.00	Frank M. Silvia Elementary School	
MONIZ	CODY	20659251-511230-	Para- SPED Classroom / Inclusion	37,706.00	Frank M. Silvia Elementary School	
MONIZ	MARIANA	20663251-511230-	Para- SPED Classroom / Inclusion	38,514.00	Frank M. Silvia Elementary School	
MOONEY	KYRA	20663251-511230-	Para- SPED Classroom / Inclusion	39,605.00	Frank M. Silvia Elementary School	
-4(FTE)		20663251-511230-	Para- SPED Classroom / Inclusion	(152,000.00)	Frank M. Silvia Elementary School	Reduce 4 Special Education Paraprofessional Positions through Realignment
OPEN TBD		20663251-511230-	Para- SPED Classroom / Inclusion	38,106.00	Frank M. Silvia Elementary School	
PACHECO	JENNIFER	20663251-511230-	Para- SPED Classroom / Inclusion	38,394.00	Frank M. Silvia Elementary School	
PETTEY	CATHERINE	20663251-511230-	Para- SPED Classroom / Inclusion	38,694.00	Frank M. Silvia Elementary School	
PRISK	CATHERINE	20663251-511230-	Para- SPED Classroom / Inclusion	37,206.00	Frank M. Silvia Elementary School	
RAPOZA	RITA	20663251-511230-	Para- SPED Classroom / Inclusion	38,614.00	Frank M. Silvia Elementary School	
SALIH	ANGELICA	20659251-511230-	Para- SPED Classroom / Inclusion	36,779.00	Frank M. Silvia Elementary School	
SOUSA	NADENE	20663251-511230-	Para- SPED Classroom / Inclusion	39,605.00	Frank M. Silvia Elementary School	
STARRY	SAMANTHA	20659251-511230-	Para- SPED Classroom / Inclusion	38,705.00	Frank M. Silvia Elementary School	
TORRES COTTO	ANGEL	20659251-511230-	Para- SPED Classroom / Inclusion	38,014.00	Frank M. Silvia Elementary School	
CARREIRO	KELSEY	20663251-511230-	Para- 1 on 1 Sped	38,914.00	Frank M. Silvia Elementary School	
COSTA	CATHERINE	20663251-511230-	Para- 1 on 1 Sped	37,206.00	Frank M. Silvia Elementary School	
COSTA	PATRICIA	20663251-511230-	Para- 1 on 1 Sped	39,705.00	Frank M. Silvia Elementary School	
SULLIVAN	MOIRA	20663251-511230-	Para- 1 on 1 Sped	39,705.00	Frank M. Silvia Elementary School	
		TOTAL SALARIES-OPERATING		6,917,533.00		
LANGTON	GILLIAN	35828200-511220-SY25	Teacher - Pre K(.5)	50,764.00	Frank M. Silvia Elementary School	SPED 240
LANGTON	GILLIAN	35828200-511220-SY25	Teacher - Pre K(.5)	(50,764.00)	Frank M. Silvia Elementary School	SPED 240-Move to Early Learning Center Bishop Connolly
		TOTAL SALARIES-GRANTS		-		
		20659002-511225	Substitutes	24,700.00		
		20659002-511225	Substitutes-Building Sub	15,300.00		
		26969004-551200-00006	Textbooks/Technology Materials	10,530.00		

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
		TOTAL EXPENSES-OPERATING		50,530.00		
		TOTAL SILVIA-OPERATING		6,968,063.00		
		TOTAL SILVIA-GRANTS		-		