



PEMBROKE SCHOOL COMMITTEE MEETING
Tuesday, March 31, 2026
North Pembroke Elementary School Library

Call to Order

Mr. Boyle called the meeting to order at 6:00 P.M.

Present from Administration: Erin Obey, Superintendent; Marybeth Brust, Assistant Superintendent; Jessica DeLorenzo, Director of Student Services

Present from Committee: David Boyle, Chair; Allison Glennon, Vice Chair; Katrina Scarsciotti, Clerk; Susan Bollinger and Katrina Delaney

Public Comment

Chrissy Nelson addressed the Committee, emphasizing the need to protect girls' and women's athletics. She argued that her position is based on evidence and the original intent of Title IX, which aims to safeguard biological women in sports. Citing recent Olympic policy changes, she highlighted the importance of separating boys' and girls' sports due to documented biological advantages, referencing research that shows performance differences. She shared a concern for the impact on female athletes after a male athlete's participation in a girls' track meet affected outcomes for over 50 schools. As a parent of two daughters, she expressed a desire to prevent unfair conditions affecting young female athletes. She clarified comments from a previous meeting, stating that speakers Simon and Claire were not compensated to attend and that their experiences should not be dismissed. She urged the Committee to rely on high-quality research to support restricting girls' sports to biological females. She noted that boys' and girls' teams, as well as co-ed options, already exist, and changes to local policy could promote fairness without excluding students. She concluded by highlighting the consequences of allowing boys' times in girls' categories, such as lost medals and reduced college recruitment opportunities for girls, and encouraged the Committee to advocate for fair competition.

Cora Pongratz, a junior at Pembroke High School and the first female athlete on the school's co-ed wrestling team, provided a student-athlete perspective. She described competing across four weight classes at both varsity and junior varsity levels against both boys and girls. She stated that she had observed a significant performance gap correlated with biological sex, noting that even when skill levels were comparable, the biological gap was still evident. She emphasized that the issue was not political but centered on protecting opportunities for women. She suggested that transgender women could compete on boys' teams while maintaining separate locker rooms, allowing participation without displacing biological female athletes. She stated that her own experience on a male-dominated team had been positive and respectful and believed transgender women would receive similar treatment if competing with their biological sex category.

Paige Graziano spoke about the social climate surrounding the issue. She stated that some individuals who have detransitioned were reluctant to speak publicly due to fear of community backlash, including derogatory labeling and criticism. She emphasized that the issue was "not about keeping people out of sports" but about ensuring fairness. She described the pressures faced by individuals who transition and later detransition, noting that they may feel judged by different segments of the community at different times. She expressed a desire for all students to be treated with dignity while also maintaining fair athletic

competition. She acknowledged the Committee's concern that speakers at prior meetings should be Pembroke residents.

Mr. Boyle addressed concerns about non-resident speakers at previous meetings. He stated that his responsibility is to Pembroke residents and expressed disappointment that some speakers had not identified themselves or their town of residence.

The Committee received one written comment in the mailbox from David Norman, who urged the Committee not to send a letter to the MIAA. Norman expressed concern that doing so would "put Pembroke on the map for all the wrong reasons."

Acknowledge & Schedule Visitors

Mr. Boyle welcomed the visitors.

Adjustments to the Agenda

None

Communications

Mrs. Delaney reported on attending the Massachusetts Association of School Committees Advocacy Day at the State House with two students. They met with Representative Kathy LaNatra and staff from Senator Dylan Fernandes' office to discuss issues relevant to Pembroke Public Schools. Student representative Joe Hoban expressed appreciation for being included in Advocacy Day, describing it as an educational and meaningful experience.

Discussion of potential MIAA Correspondence and possible vote

Mrs. Delaney thanked community members who had shared their perspectives and stated that while she understands concerns about fairness and safety, the Committee must follow Massachusetts law, which explicitly protects gender identity. She noted that there is no demonstrated issue within Pembroke and expressed concern that sending a letter to the MIAA could undermine trust or be perceived as limiting the rights of a protected group. For these reasons, she did not support sending such a letter.

Mrs. Glennon agreed with Mrs. Delaney's position and noted that many Pembroke sports do not have separate boys' and girls' teams. She expressed concern that changes could unintentionally limit opportunities for students who participate on co-ed teams.

Mrs. Bollinger emphasized that the discussion should focus on ensuring fair and meaningful opportunities for all students, not excluding anyone. She explained that Massachusetts law prohibits discrimination based on gender identity, and therefore, the Committee cannot adopt policies that conflict with state statute. She clarified several misconceptions raised during public comment, including how college advancement works and how the MIAA interprets gender identity. Mrs. Bollinger suggested exploring ways to expand opportunities for biological female athletes, such as adjusting advancement thresholds or asking the MIAA to convene a working group to ensure fairness without excluding transgender students.

Mrs. Scarsciotti stated that she did not support sending a letter to the MIAA, noting that there is no current issue in Pembroke requiring action.

Mr. Boyle disclosed that he personally knows the head of the MIAA.

Student representative Joe Hoban stated that he believes it is important to reflect the views of the student body and that many students, including himself, support allowing transgender athletes to participate on the teams that align with their gender identity. He expressed concern that excluding transgender students from such participation could worsen the already elevated rates of depression and suicide experienced by transgender youth, noting that sports provide community, belonging, and enjoyment. He also referenced existing co-ed sports at Pembroke High School, stating that biological boys already participate on teams traditionally considered girls' sports, such as field hockey and volleyball, without issue. He acknowledged

the perspective shared earlier by Cora, but stated that the experience of a biological girl competing on a boys' team is not equivalent to the experience of a transgender girl competing on a girls' team. He emphasized that the issue concerns supporting all women, both transgender and biological, and concluded that maintaining current rules and not sending a letter to the MIAA is necessary to support both groups.

Mrs. Glennon made a motion not to send a letter to MIAA, which was seconded by Mrs. Delaney.

Mrs. Bollinger responded to earlier comments by noting that concerns about fairness in athletics do exist within Pembroke. She stated that at least one parent had spoken publicly about the issue and that several student athletes had privately expressed concerns but did not feel comfortable speaking at the meeting. She emphasized that her goal was not to exclude any student but to ensure that biological female athletes do not lose opportunities. Mrs. Bollinger reiterated her suggestion that the Committee ask the MIAA to establish a working group to explore solutions that would create fair opportunities for all students. She stated that declining to send any letter at all would be a disservice to students who feel impacted.

Mr. Flashman offered a brief comment, cautioning that if the concern is that some students may lose college opportunities due to competition outcomes, the Committee should consider how such reasoning might apply to other students who are not college-bound. He encouraged the Committee to reflect on the broader implications of exclusion.

Mr. Boyle stated that he believed it would be appropriate for the Committee to revisit the topic at its next meeting. He noted that several ideas had emerged during the discussion and that additional time would allow members to conduct further research, gather feedback from families, and hear from others in the community. He emphasized that this was not an attempt to delay action unnecessarily but an opportunity to ensure that all perspectives and implications were fully considered before the Committee determined next steps.

VOTE: On a motion made by Susan Bollinger and seconded by Katrina Delaney, it was unanimously voted to table this topic until the next school committee meeting

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

Approval of Bill Schedule

Bills are circulating electronically

Consideration for Approval: School Committee Meeting Minutes of March 17, 2026

VOTE: On a motion made by Allison Glennon and seconded by Susan Bollinger, it was unanimously voted to approve the school committee meeting minutes of March 17, 2026 as amended to change Mrs. Bollinger's vote on the superintendent's contract to "abstaining".

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

Superintendent's Report

FY27 Teaching and Learning Budget

Ms. Brust began by acknowledging the instructional leaders involved in curriculum development, including the STEM and Humanities Coordinators, the World Language Coordinator, and the new K-6 Curriculum Coordinator.

She reviewed progress toward goals set for the prior year, highlighting successful pilot programs in elementary literacy and writing, strong participation in after-school professional development, and the continued expansion of new high school courses in both AP and Project Lead the Way. She noted significant academic achievements, including high participation and success rates on AP exams and the Seal of Biliteracy, as well as 33 students completing internships or pathway experiences.

Ms. Brust described positive feedback from teachers regarding this year's professional development model, which offered greater choice and discipline-specific work time. Ms. Brust explained that the district is closely examining the effectiveness of its current reading programs, including Lexia, i-Ready, DIBELS, and UFLI. While strong progress has been observed in grades K–2, the district is now evaluating how to sustain that momentum in grade 3. She emphasized the importance of spiraling literacy skills across grade levels to reinforce early learning. The Reading Specialists are exploring new morphology-focused programs and may pursue a train-the-trainer model to support grade-level implementation. At the secondary level, she reported on several major grant initiatives. The district is awaiting a decision on its Innovation Career Pathway designation, which would strengthen eligibility for future state grants. She also announced that the district secured the “Investigating History” grant for grades 6–7, which will introduce an inquiry-based social studies curriculum aligned with hands-on, case-study learning. She noted that this approach aligns well with the district's existing OpenSciEd model and will provide students with engaging, real-world learning experiences. She also described the significant planning and community engagement required for these grants, including forming advisory groups and coordinating with the regional workforce planning board.

Ms. Brust highlighted continued growth in the high school pathways program, including new business partnerships, guest speakers, field trips, and employability workshops covering résumés, interviews, and professional skills. She also noted ongoing work to improve grading consistency across grades 7–12. Additionally, she reviewed recent professional development offerings, including sessions led by consultants specializing in classroom behavior, executive functioning, and student mental health.

She then outlined several budget requests for the upcoming year, including restoring two middle school teaching positions eliminated in prior budget cycles, expanding math interventionists so each elementary school has dedicated support, and adding digital literacy specialists at the elementary level to provide structured instruction in technology, safety, and foundational digital skills. Committee members discussed the role of digital literacy at the elementary level, the need for a fourth specialist rotation, and the importance of balancing technology use with developmental appropriateness. Ms. Brust also reiterated her long-standing goal of introducing world language exposure at the elementary level, noting its developmental benefits and prevalence in neighboring districts.

She previewed proposed summer curriculum work, including AP training, Project Lead the Way expansion, reading specialist training, and professional development tied to the new history curriculum. She also noted the need to update certain instructional materials at the elementary level.

Ms. Brust also recognized the continued growth of the Pathways Program, led by Mrs. Gates, which now includes 21 new business partners, guest speakers, industry-focused field trips, and employability workshops. Students participate in mock interviews, résumé development, elevator-pitch practice, and creation of online professional profiles. She then described ongoing work to improve grading consistency across grades 7–12, ensuring that expectations are transparent and aligned for students taking the same courses. She also reviewed recent professional development offerings, including sessions on classroom behavior, executive functioning, and student mental health.

Turning to budget requests, Ms. Brust outlined four major areas: personnel, curriculum development, professional development, and instructional materials. She requested restoration of two middle school teaching positions eliminated in prior budget cycles, noting that current class sizes average 26–27 students. She also recommended expanding math interventionists so each elementary school has dedicated support, rather than sharing one specialist across three buildings, and adding digital literacy specialists at the

elementary level. Ms. Brust and several committee members discussed the need for structured instruction in technology skills, digital safety, keyboarding, coding, and foundational engineering concepts. Committee members also noted the importance of balancing technology use with developmental appropriateness and the need for a fourth specialist rotation at the elementary level. The position would also support library functions and ensure consistent use of existing equipment and curriculum materials.

Ms. Brust reiterated her long-standing goal of introducing elementary world language exposure, noting its developmental benefits and prevalence in neighboring districts. She then previewed proposed summer curriculum work, including AP training, Project Lead the Way capstone development, reading specialist training, and professional development tied to the Investigating History curriculum. She also reviewed upcoming instructional material needs, including replacement of aging elementary texts, potential adoption of a new grade 3 reading program pending UFLI's updated release, and updated materials for U.S. History I and II, Algebra II, and world history resources. The presentation concluded with a brief overview of next steps, including continued work on grading consistency, a district review of student screen time, and ongoing teacher collaboration on artificial intelligence integration.

FY27 Student Services Budget

Ms. DeLorenzo explained that public school districts undergo a comprehensive Integrated Monitoring Review every three years, which evaluates both civil rights and special education compliance. As a result of this review, the district updated several policies, including equal opportunity and access, bullying prevention, student discipline, and physical restraint. She reported that Pembroke was found to be fully compliant across all monitored criteria and received an 88% rating, meeting all state requirements. Strengths included policy implementation, civil rights compliance, and inclusive practices. Some points were lost in performance areas tied to MCAS ELA targets in grades 4 and 8, which use state-set benchmarks that differ from standard MCAS expectations. She also reviewed the district's ongoing efforts to improve family engagement in the special education process. End-of-year surveys indicated that 100% of families felt they were asked for input during team meetings, and approximately 80–84% reported understanding the new IEP format.

Ms. DeLorenzo then summarized special education placement data. Approximately 78% of students with disabilities spend 80% or more of their day in general education settings, close to the state's 80% target. She reviewed the continuum of services, from partial inclusion to substantially separate programs, as well as out-of-district placements for students whose needs cannot be met within district programs. These include public day programs, private day programs, and residential placements.

She highlighted the major cost drivers in special education, particularly rising tuition for collaborative and private day placements and the high cost of residential programs. She explained how circuit breaker reimbursement offsets a portion of these expenses once state-set thresholds are met, typically reimbursing 60–70% of costs above the threshold. Mrs. Obey provided additional context regarding the state's circuit breaker reimbursement program, which helps districts offset the high cost of special education placements. She explained that when the program was created, it was intended to reimburse districts 100% of all costs above the state-set threshold. However, districts have never received full reimbursement. She noted that while there have been improvements, such as the recent inclusion of transportation costs in the reimbursement formula and adjustments to special education cost factors within Chapter 70, the program still falls short of its original design. She emphasized that this is a recurring advocacy issue the district raises with legislators, as achieving full reimbursement would significantly support local budgets and better reflect the true cost of mandated services.

Ms. DeLorenzo continued her overview of special education cost drivers by highlighting the significant impact of transportation expenses. She explained that, similar to tuition costs, transportation varies from year to year and represents a substantial portion of the district's special education budget. The district incurs transportation costs for both in-district and out-of-district placements, and these expenses have continued to rise. She noted that while transportation is now included in the state's circuit breaker

reimbursement formula, the reimbursement rate fluctuates annually and does not cover the full cost. As a result, transportation remains one of the major financial pressures associated with providing mandated services to students with disabilities.

Ms. DeLorenzo provided additional context on special education enrollment, staffing, and related student support services. She noted that although overall district enrollment has declined, special education enrollment has continued to rise, consistent with statewide trends. At the time of this report, 519 students, approximately 21% of the student population, were receiving services through Individualized Education Programs (IEPs). This figure does not include students with Section 504 plans.

She reviewed the district's current funded special education positions, which include a range of certified staff and contracted service providers. All staffing is tied directly to IEP-mandated services or intervention supports. She also noted that the district has not yet been able to fully launch its planned elementary social-emotional program due to staffing shortages, though the positions remain budgeted. She then explained the distinction between IEPs and Section 504 plans, which provide accommodations for students with disabilities who do not require specialized instruction. The district currently has 231 students with 504 plans, a number that has grown in part because many medical plans, such as those for students with diabetes, are now formalized as 504 plans based on legal guidance. She also provided an update on English Language Learners (ELLs), noting that the district currently serves 66 ELL students. These students receive direct instruction from ESL teachers and represent a wide range of linguistic backgrounds. The largest language groups are Brazilian Portuguese and Egyptian Arabic.

Ms. DeLorenzo provided an overview of the district's tiered system of social-emotional and behavioral supports, outlining how students access services at different levels of need. Tier 1 supports include classroom-based strategies delivered by general education teachers, the District Curriculum Accommodation Plan (DCAP), and embedded social-emotional programming. These universal supports are designed to benefit all students. Tier 2 supports involve more targeted interventions such as small-group counseling, social-skills groups, behavioral contracts, and services provided through the Compass and Titan Labs. Social workers and school psychologists deliver most Tier 2 interventions. For students requiring more intensive assistance, the district utilizes behavioral consultation through a contracted Board-Certified Behavior Analyst (BCBA). The behaviorist currently consults on 47 students, designing behavior plans, analyzing data, and training staff in implementation and data collection.

Ms. DeLorenzo also highlighted the role of the district's Registered Behavior Technician (RBT), funded through a health and wellness grant. Although the RBT works directly with only seven students, the model has been highly effective. The RBT provides direct implementation of behavior plans, models strategies for staff, and helps reduce student dysregulation by building staff capacity to maintain interventions independently. She concluded by noting that students across all three tiers have accessed these supports throughout the school year, reflecting the district's ongoing commitment to meeting a wide range of social-emotional and behavioral needs.

Ms. DeLorenzo outlined several required and requested staffing additions for the upcoming fiscal year, explaining that some needs are driven by legally mandated IEP services while others would strengthen the district's ability to provide individualized support. She noted that both the middle school and high school require additional special education staffing next year due to increasing numbers of students needing pull-out instruction and inclusion support. Current staffing levels cannot meet projected service minutes, and without added positions, schools would be unable to schedule required pull-out instruction in a responsible or compliant manner. At Hobomock, only two special education teachers currently support substantially separate programs; without additional staffing, the building would have significantly fewer special educators than the other elementary schools. She emphasized that these positions are non-negotiable because they are tied directly to IEP-mandated services. Mrs. Obey stated that these required positions will appear above the level-one section of the upcoming administrative budget recommendation. Beyond required staffing, Ms. DeLorenzo recommended adding one full-time special education teacher at both the middle and high school to reduce oversized caseloads, avoid cross-grade

groupings, and allow for more individualized instruction. She explained that while regulations allow up to eight students in a pull-out group and up to twelve in a substantially separate setting with paraprofessional support, smaller groupings are more effective and better aligned with student needs.

Committee members discussed scheduling challenges, noting that fractional positions (e.g., 0.6 or 0.4 FTE) are difficult to fill and cannot be shared across buildings due to schedules. A full-time position at each school would allow for more stable staffing, additional co-taught sections, and improved coverage of required pull-out instruction. The discussion concluded with acknowledgment that while co-teaching is highly effective, it is also costly.

Ms. DeLorenzo outlined several staffing requests aimed at strengthening the district's social-emotional and behavioral support systems, noting that some positions are essential due to student needs and the expiration of grant funding.

She explained that the district's current Registered Behavior Technician (RBT) is funded through a health and wellness grant, and that all three elementary principals have requested a full-time RBT for each elementary school, with an additional 0.5 FTE requested at the middle school. The existing RBT model has been highly effective in reducing student dysregulation and supporting staff, but the district is currently sharing one position across multiple buildings. Because the grant is not confirmed until July each year, the district cannot rely on continued funding and may need to absorb the position into the operating budget. She also reiterated her support for establishing a Coordinator of Behavioral Health, Wellness, and Counseling, a role previously proposed as partially grant-funded. The position would oversee counseling services, coordinate social-emotional supports from PreK–22, streamline care with community-based providers, and provide training and supervision for mental health staff. Half of the position is currently funded in the operating budget, but the remaining half depends on grant funding that has not yet been confirmed. She further endorsed requests for kindergarten paraprofessionals to address increasing readiness needs, as well as expanding math interventionists so that each elementary school has dedicated support, mirroring the successful reading specialist model. These positions would strengthen the district's multi-tiered system of supports by enabling more targeted interventions and coaching for classroom teachers.

Ms. DeLorenzo noted that next steps include continuing to develop the multi-tiered systems of support (MTSS), expanding professional development in literacy and data collection, and working toward launching the planned elementary social-emotional substantially separate program once staffing allows.

FY27 Fee Discussion

Mrs. Obey reported that the Budget Subcommittee met several weeks earlier to review the district's fee structure, compare Pembroke's fees with surrounding communities, and determine whether any increases should be recommended for the upcoming year. She noted that the transportation fee was increased last year and currently stands at \$300 per student, with a family cap of \$500 and a \$30 early-pay discount. Pembroke remains aligned with neighboring districts, and many communities that previously offered free busing have now instituted fees due to rising costs. The subcommittee does not recommend any increase to the transportation fee. She emphasized that while the fee generates approximately \$140,000, the district spends nearly \$2 million annually on yellow-bus transportation, so the fee covers only a small portion of total costs. She also noted that the subcommittee is not recommending increases to any other fees, including athletics, which were raised last year. The only exception is a required adjustment to facility rental fees, which must increase slightly to reflect custodial overtime costs associated with weekend building use. The custodial rate is tied directly to base wages for facilities staff. Mrs. Obey noted that while the Budget Subcommittee reviewed all district fees, the broader context of ongoing override conversations was an important consideration. She emphasized that increasing fees at a time when the community is already being asked to consider additional school funding would not be advisable. She reiterated that fee increases historically generate only minimal revenue, and for these reasons, the subcommittee did not recommend raising any fees for the upcoming year.

Consideration for Second Read and Approval: 2026-2027 School Year Calendar

Mrs. Obey provided clarification regarding the district's Open Houses. She emphasized that the purpose of the event is for students and families to meet the teacher, see the classroom, and locate their assigned seat, similar to an elementary open house or a freshman orientation walk-through. She noted that the schedule allows ample time for families with children in multiple buildings to visit each school for approximately 15 minutes. For families who cannot attend during the designated window, all schools routinely offer building tours and are happy to arrange additional walk-throughs for students and families as needed.

VOTE: On a motion made by Katrina Delaney and seconded by Susan Bollinger, it was unanimously voted to approve as a second read, the 2026-2027 school year calendar.

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

Consideration for Approval: Updated 2026 Admin Salary Grid

Mrs. Obey explained that the Committee previously approved the administrative salary grid in July, which included a 2.5% increase for administrators. She requested that the Committee now approve the same increase provided to teachers in the recently settled contract, noting that administrative adjustments have historically aligned with the teacher contract. She emphasized the importance of maintaining competitive administrative salaries to build and retain a strong internal leadership bench. She noted that it is increasingly difficult to encourage high-performing teachers or curriculum leaders to move into administrative roles, and this is partly because a teacher's salary is often nearly equal to that of an assistant principal at the elementary or middle school level. The shift from a 10-month work year to a 12-month position also makes advancement less appealing. She reminded the Committee that over the past 7-10 years, administrative grid adjustments have consistently mirrored teacher contract increases, with the exception of a market realignment for assistant principals approximately five years ago.

VOTE: On a motion made by Susan Bollinger and seconded by Katrina Delaney, it was unanimously voted to approve the updated 2026 Admin Salary Grid as presented.

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

Subcommittee Updates

Budget Subcommittee

Mrs. Obey reported that the Budget Subcommittee recently met to review district fees and will reconvene prior to April 14 to review the draft administrative recommended budget. At the Committee's request, she reached out to both the Advisory Committee and the Select Board to invite them to the upcoming joint budget meeting. She confirmed that both Advisory and the Select Board have confirmed the date. The joint meeting is scheduled for April 28 at 7:00 PM.

Vocational Planning Committee

Mrs. Obey said that the district will host a public information session on the regional vocational planning process next Tuesday at 5:30 PM, immediately prior to the regularly scheduled School Committee meeting, which will be posted for 6:15 PM to allow adequate time for questions. The session will be recorded by local cable access for repeated broadcast. The presentation will include updated information previously shared

with the Select Board regarding projected debt service associated with both the operational override and the proposed debt exclusion. She noted that the session is intended to give community members an opportunity to ask questions and better understand the financial and programmatic implications of regional membership. She also confirmed that Superintendent-Director Tom Hickey will attend to answer questions about the building project, provide updates on its progress, and share insights from the communities currently participating in the regional planning process.

Policy Subcommittee:

Mrs. Obey noted that the Policy Subcommittee is scheduled to meet tomorrow. She explained that the district recently underwent a state audit of its Food Services program in January and early February. The audit provided several recommendations, including updates to specific food service related policies. The subcommittee will review those recommendations and begin drafting the necessary policy adjustments at its upcoming meeting.

Future Meeting Dates and Topics

4/7, 4/14, 4/28, @ 7:00pm, 5/5, 5/12

VOTE: At 8:05 PM, on a motion made by Katrina Delaney and seconded by Susan Bollinger, it was unanimously voted to adjourn.

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

APPROVED: April 7, 2026

MOTIONS

VOTE: On a motion made by Susan Bollinger and seconded by Katrina Delaney, it was unanimously voted to table this topic until the next school committee meeting

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

VOTE: On a motion made by Allison Glennon and seconded by Susan Bollinger, it was unanimously voted to approve the school committee meeting minutes of March 17, 2026 as amended to change Mrs. Bollinger's vote on the superintendent's contract to "abstaining".

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti

Voting No: none

Abstaining: none

Absent: none

VOTE: On a motion made by Katrina Delaney and seconded by Susan Bollinger, it was unanimously voted to approve as a second read, the 2026-2027 school year calendar.

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti
Voting No: none
Abstaining: none
Absent: none

VOTE: On a motion made by Susan Bollinger and seconded by Katrina Delaney, it was unanimously voted to approve the updated 2026 Admin Salary Grid as presented.

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti
Voting No: none
Abstaining: none
Absent: none

VOTE: At 8:05 PM, on a motion made by Katrina Delaney and seconded by Susan Bollinger, it was unanimously voted to adjourn.

Voting Yes: David Boyle, Allison Glennon, Katrina Delaney, Susan Bollinger and Katrina Scarsciotti
Voting No: none
Abstaining: none
Absent: none