

# **SPRINGFIELD INTERNATIONAL CHARTER SCHOOL**

## **Annual Report**

### **2025-2026**

**Submitted July 30, 2026**

**SPRINGFIELD INTERNATIONAL CHARTER SCHOOL**

**Justin Baker, Director**

**160 Joan Street Springfield, MA 01129**

**Phone: (413) 783-2600 - Fax: (413) 783-2555**

**[Jbaker@sics.org](mailto:Jbaker@sics.org)**

**[www.sics.org](http://www.sics.org)**

## **TABLE OF CONTENTS**

|                                                     |         |
|-----------------------------------------------------|---------|
| Introduction To the School                          | Page 1  |
| Criterion 1: Mission and Key Design Elements        | Page 2  |
| Criterion 2: Access and Equity                      | Page 5  |
| Criterion 4: Dissemination                          | Page 6  |
| Criterion 5: Student Performance                    | Page 15 |
| Criterion 6: Program Delivery                       | Page 15 |
| Criterion 10: Finance                               | Page 19 |
| Appendix A: Accountability Plan Evidence            | Page 24 |
| Recruitment Plan 25-26                              | Page 28 |
| Retention Plan 25-26                                | Page 33 |
| Appendix C: School Data Tables                      | Page 36 |
| Appendix E: Conditions, Complaints, and Attachments | Page 39 |

## Springfield International Charter School

**Mission Statement:** The Springfield International Charter School (SICS) is a college preparatory school that provides top-quality education on a non-selective basis to children of different races, religions, nationalities, and backgrounds. It teaches these children to perform to the best of their ability, to achieve academic excellence in a global context, and prepares graduates to attend colleges and universities. The school develops and strengthens students' ethical, moral, and civic values thus molding men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The school believes that students with a SICS education, especially in a multicultural setting, will be able to provide leadership throughout the world.

### School Facts

| School Fact Type         | School Facts                     |
|--------------------------|----------------------------------|
| Type of Charter          | Commonwealth Charter School      |
| Location                 | Springfield                      |
| Regional or Non-Regional | Non-Regional                     |
| Districts in Region      | Springfield                      |
| Year Opened              | 1995                             |
| Year(s) Renewed          | 2000, 2005, 2010,2015,2020, 2025 |
| Maximum Enrollment       | 1574                             |
| Chartered Grade Span     | K-12                             |

# Faithfulness to Charter

## Criterion 1: Mission and Key Design Elements

### Key Design Elements Evidence:

#### Criterion 1- Mission and Key Design Elements

Springfield International Charter School (SICS) is dedicated to delivering a top-quality college preparatory education. We nurture academic excellence, ethical development, and leadership skills in students from diverse backgrounds, preparing them for success in college and beyond. Our mission is supported through a variety of initiatives and programs, including:

- **Dual Enrollment Opportunities:** In the 2025-2026, SICS has partnered with higher education institutions including American International College, and Springfield Technical Community College to offer Dual Enrollment classes. These opportunities expose students to college-level coursework, facilitating a smoother transition to higher education and enabling them to earn college credits while still in high school.
- **College-Modeled Scheduling and Instruction:** SICS has implemented a college-modeled scheduling system for high school students. This includes varying schedules and longer academic periods, mirroring the structure of post-secondary education. Instructional methods focus on collaboration and discussion, with project-based assessments evaluated using rubrics, aligning with collegiate expectations.
- **High Graduation Standards:** SICS exceeds MassCore graduation requirements, ensuring thorough preparation for college-level academics. This rigorous standard has contributed to a 4-year Graduation Rate of 94.4% in 2025, surpassing state averages and the sending district, reflecting our commitment to student success. 100% of our 2026 Senior Class graduated this year.
- **Global Engagement, Language Learning and Cultural Diversity:** SICS promotes global awareness and language proficiency from an early age. Starting in kindergarten, students begin learning Spanish and can later choose from additional languages such as Latin. Our cultural clubs and international issue-focused groups foster appreciation for multiculturalism and global perspectives.
- **Early College Preparation:** SICS prepares students for college beginning in elementary grades by teaching study habits and organizational skills. Programs like College for a Day and Elementary Scholars Program, which in 25-26 had our 1<sup>st</sup> grade students at Springfield College, our 2<sup>nd</sup> grade students at Westfield State University, our 3<sup>rd</sup> grade students at Mt. Holyoke, our 4<sup>th</sup> grade students at University of Massachusetts, our 5<sup>th</sup> graders at American International College. Our middle school students visited Greenfield College, Holyoke Community College and Springfield Technical Community College. College and Career Readiness curricula for all students ensure that students are well-prepared for their academic futures. High school students benefit from school-organized college visits and interactions with college admissions counselors, facilitated through partnerships with organizations like Springfield Promise. This early exposure to various

institutes of higher learning gave our students a firsthand look at academic and social possibilities for their future.

- **Extracurricular Opportunities and Leadership Development:** SICS offers a wide range of extracurricular activities that foster leadership development and community engagement. Students participate in the National Honor Society, Student Council, Student Leadership and Events Committee and other leadership projects beginning in Grade 5, reinforcing our emphasis on ethical values and civic responsibility. Notably, twenty students attended the prestigious Bay Path Women's Leadership Conference in 2026.
- **Enrichment and Practical Skill Development:** Through Enrichment and Extended year programs, students acquire practical skills beneficial for college, careers, and life beyond SICS. All Middle school students engage in a Business Elective class and CREW sessions, which cultivate entrepreneurial spirit, resume writing and interpersonal skills.

The Key Design Elements, including the initiative priorities, reflect how we approach our mission and help to drive our approved Accountability Plan. Below are the Key Design Elements and evidence for each element:

**Key Design Element #1: Prepare students for success in college and career.**

- The academic leadership team at SICS evaluates curriculum utilizing the Curriculum Ratings by Teachers Resources (CURATE) from DESE as well as Ed Reports to identify High Quality Curriculum Materials that align with the Massachusetts Curriculum Frameworks. Academic Leadership at SICS includes the Director, Principals, Assistant Principals, Curriculum Coordinators, Heads of Departments, Content Leads, and the Academic Coordinator. We have redesigned the curriculum to reflect college expectations in terms of collaboration and project-based learning. We have expanded our course catalog at all grade levels and have incorporated more lab-based/hands on learning, written expression and public speaking and presentations.
- In 2025-2026, SICS offered seventeen Advanced Placement courses to expose our students to college level academic work and expectations, and we rostered 207 seats. In the 2025-2026 we have expanded our Dual Enrollment offerings through American International College and Springfield Technical Community College including courses such as Advanced Art, Diversity and Social Justice, Intro to Sociology, Feminism and Gender Studies, as well as others, to expand our curriculum opportunities for students, as well as offering the opportunity towards college credits. Students can begin taking the Dual Enrollment courses in the ninth grade, a significant expansion over the course of our current charter term. In the 2025-2026 school year, we had 239 students enrolled in Dual Enrollment efforts in 15 Dual Enrollment classes. Our students had a 98.7% passing rate in these advanced courses. In the 2025-2026 school year, we expanded our Dual Enrollment Program year-round, including summers.

- All students in high school are required to complete a College and Career Readiness curriculum as a graduation requirement. Students must complete a Senior Project as a graduation requirement, this project entails research on a topic and reporting their findings with the goal of passing down valuable information which will benefit and inspire the future students and staff at SICS.
- SICS has enhanced our curriculum by offering Enrichment and Extended Year programs. In the summer of 2026, we had 140 students participate in our High School Summer Enrichment Program. We offer a wide variety of enrichment courses, including AP Calculus, Chemistry Lab, Advanced Art, Student Leadership, Nutrition, Driving School, Officiating Certification, among many others.

### **Key Design Element #2: Continuous evaluation of teaching and learning.**

SICS has adopted various methods to evaluate student learning as well as how students learn at SICS. Evaluation of students' learning is achieved through multiple assessment types and measures. Measures included project-based learning, the Senior Project, oral exams, essays, debates, formative and summative exams, participation, attendance, and student feedback samples. We have met great success utilizing multiple assessment methods throughout the K-12 program. Specifically, the high school has adopted a largely Project-Based Learning Model of Assessment which allows for more student choice, creativity, individualism, and differentiation.

- To check the efficacy of instructional delivery, SICS utilizes the Massachusetts Model System for Educator Evaluation. By using this model, we can successfully use the evaluation tools and rubrics that DESE has provided to ensure quality teaching and instruction across all levels. 100% of our teaching staff are evaluated twice a year (mid-year and EOY) using this DESE model for evaluation.
- We have implemented a revised SICS attendance policy and have developed additional methods to help our students improve attendance rates. As a result, we have seen the Chronic Absenteeism Rate drop from 23.0% in 2024-2025 (March Reporting) to 17.5% in the 2025-2026(March Reporting) school year.
- We have brought Panorama to SICS as a tool for evaluating student learning and progress. With the multiple ways we assess students, this platform allows us to unify academic, behavior and SEL data to help with progress monitoring and interventions.
- Internal professional development on best instructional practices has allowed for peer-led PD and enhanced collaboration in our K-12 program, as well as in our Mentoring Program.

### **Key Design Element #3: Provide leadership opportunities to empower students to develop and strengthen ethical, moral, and civic values.**

- SICS students have been provided with opportunities to develop and grow clubs and have been integral in our community service projects throughout the city of Springfield. Many of our existing clubs such as the Model Congress, Model U.N., Academic Decathlon, NHS/NJHS, Yearbook, Gay-Straight Alliance, have continued to grow and excel in leading our school and community during the current charter term.

- Student leadership is essential to the success of SICS and over the last five years, students have developed and grown clubs such as the Afro-Culture Club, the Chess Club, Earth Team, Asian Alliance, Fishing Club, Student Newspaper, Women’s Leadership, Women’s Engineering, Student Athlete Council, Events Team, Unified Enrichment, and Girls on the Run. More than doubling the number of clubs we offer at SICS has geared many of our students to become leaders beyond the classroom.
- The wealth of clubs we offer at SICS allows our students to tap into their interests and share with our school community. These clubs are often present at community events we hold at the school and in the City of Springfield, allowing our students to share the wonderful ideas and skills our students bring to our larger SICS community.
- We host many Family Engagement Nights at SICS, and these successful nights, often with attendance in hundreds of people, are often planned and hosted by student leaders. Some examples of Family Engagement Nights include the Black History Month Showcase, the Lunar New Year Celebration, the International Festival, Math Pi Night, and the Prince/Princesses Dances, as well as others.
- SICS holds at least one family/community engagement activity every two months to create a community, inclusive, and participatory environment. Our students volunteer and play an active role in these valuable events.
- Our Unified Enrichment Program empowers our students of all abilities through leadership and self-advocacy through skills-building activities. SICS initiated a comprehensive enrichment program for grades K-12. The Unified Enrichment program aims to foster collaboration and inclusivity by bringing together students with diverse abilities and interests to engage in various activities. In the summer of 2026, we rostered 54 students in a variety of enrichment courses. Examples of courses offered include Crafts and Cooking, Volleyball, Tabletop Games, Drama, Flag Football, Cheer, among many others.

## Criterion 2: Access and Equity

### Enrollment by Race/Ethnicity (2025-2026)

| Enrollment by Race/Ethnicity (2025-26)    |             |               |            |
|-------------------------------------------|-------------|---------------|------------|
| Race                                      | % of School | % of District | % of State |
| American Indian or Alaska Native          | 0.1         | 0.1           | 0.2        |
| Asian                                     | 3.1         | 3.1           | 7.6        |
| Black or African American                 | 25.7        | 25.7          | 10.4       |
| Hispanic or Latino                        | 53.5        | 53.5          | 26.2       |
| Multi-Race, Not Hispanic or Latino        | 6.4         | 6.4           | 4.8        |
| Native Hawaiian or Other Pacific Islander | 0.0         | 0.0           | 0.1        |
| White                                     | 11.1        | 11.1          | 50.8       |

### Selected Populations (2025-2026)

| Title                      | % of School | % of District | % of State |
|----------------------------|-------------|---------------|------------|
| High Needs                 | 71.2        | 71.2          | 55.4       |
| English Learners           | 10.4        | 10.4          | 13.4       |
| First Language Not English | 23.6        | 23.6          | 27.3       |
| Low Income                 | 61.2        | 61.2          | 41.1       |
| Students with Disabilities | 20.7        | 20.7          | 21.1       |

### 2024-2025 Student Discipline Data Report

## Criterion 4: Dissemination

### **Dissemination Activities to Public Schools (that are not charter schools) in the District Where the School Is Located 2025-26**

| School Year | Best Practice Shared                                            | Vehicle for Dissemination<br>(Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.) | Who at the school was involved with the dissemination efforts?<br>(Title) | With whom did the school disseminate its best practices?<br>(Identify the title of the individual(s) and name of the school(s) within the district.) | Result of Dissemination<br>(List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.) |
|-------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25-26       | Format of Math Courses at SICS and SICS Math MCAS Prep Program. | In person dissemination visit on Thursday, 2/28/26                                                                                                                     | Mrs. Tina Le, SICS Math Curriculum Coordinator                            | Mr. Thaddeous Tokarz, Springfield Central High School Principal and staff.                                                                           | Both schools shared many Math practices for implementation and are going to continue the dissemination partnership with more visits in the 2026-2027 school year. At that                                                       |

|       |                                                                                               |                                                    |                                                                             |                                                                            |                                                                                                                                                                                                                                                                                                                |
|-------|-----------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                               |                                                    |                                                                             |                                                                            | point, we will be able to discuss the effectiveness of shared Math practices and next steps.                                                                                                                                                                                                                   |
| 25-26 | Preparing students for success on AP exams in humanities courses (specifically AP US History) | In person dissemination visit on Thursday, 2/28/26 | Mrs. Erin Mulvagh, SICS High School History Head of Department              | Mr. Thaddeous Tokarz, Springfield Central High School Principal and staff. | Both schools shared many Advanced Placement class practices in humanities courses for implementation and are going to continue the dissemination partnership with more visits in the 2026-2027 school year. At that point, we will be able to discuss the effectiveness of shared AP practices and next steps. |
| 25-26 | SICS Credit Recovery Program                                                                  | In person dissemination visit on Thursday, 2/28/26 | Mr. Matthew Belanger, SICS High School Credit Recovery and MTSS Coordinator | Mr. Thaddeous Tokarz, Springfield Central High School Principal and staff. | Both schools shared many Credit Recovery and MTSS procedures and practices for implementation and are going to continue the dissemination partnership with more visits in the 2026-2027 school year. At that point, we will be able to discuss the effectiveness of shared MTSS and Credit Recovery            |

|       |                                                                                                           |                                                           |                                                                                                                        |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                                           |                                                           |                                                                                                                        |                                                                                                                                                                                        | practices and procedures and next steps.                                                                                                                                                                                                                                                                                                                                                                               |
| 25-26 | Restorative Justice approach to limiting school suspension                                                | In-person dissemination visit on Thursday, March 5, 2026  | Mr. Quintin Fowlkes, SICS Middle School Student Management and Mr. Robert Cree, SICS Middle School Assistant Principal | Mr. Michael Calvanese, Springfield Public Schools Empowerment Zone<br><br>Ms. April Robinson, Duggan Academy Principal<br><br>Mr. Matthew Sullivan, Duggan Academy Assistant Principal | Both schools shared ideas and practices regarding the suspension process and ways to implement creative discipline and used a restorative approach to limit suspension days. Each institution will use some of the others' best practices in this important area of focus and discuss the effectiveness of our work when we continue the partnership with continued dissemination visits in the 2026-2027 school year. |
| 25-26 | SICS Middle School Enrichment Program collaborating with community patterns in the 2025-2026 school year. | In-Person dissemination visits on Thursday, March 5, 2026 | Mrs. Quadnesa Kelly, SICS Middle School Business teacher and Ms. Shacora Williams, SICS 6th-Grade Science teacher.     | Mr. Timothy Hurley, Duggan Academy Student Life/Leadership                                                                                                                             | SICS shared our new Middle School Enrichment Program format with Duggan Academy, specifically how we partner with many organizations such as the Community Music School. Duggan shared their entire program template                                                                                                                                                                                                   |

|       |                                                                 |                                                          |                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |
|-------|-----------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                 |                                                          |                                                                                                                         |                                                                                                                                                                                        | with SICS, which is similar but more expansive and includes 30 to 40 community partners. Both schools will reach out to each other's community partners and implement parts of their student engagement practices for enrichment and discuss effectiveness when our dissemination visits and partnership resume in the 2026-2027 School Year.          |
| 25-26 | Use of technology, specifically Chromebooks, in the classrooms. | In-person dissemination visit on Thursday, March 5, 2026 | Mr. James Klimek, SICS Grade 8 Social Studies Teacher and Mr. Adam Chapman, SICS Middle School Instructional Assistant. | Mr. Michael Calvanese, Springfield Public Schools Empowerment Zone<br><br>Ms. April Robinson, Duggan Academy Principal<br><br>Mr. Matthew Sullivan, Duggan Academy Assistant Principal | In 2025-2026, SICS implemented a 1-to-1 device policy for 7th and 8th graders and shared the pros and cons of this new approach. Duggan Academy has Chromebooks available in classrooms for its students but has started to limit usage to prevent overreliance on technology, as this was becoming a problem. Both schools agree on the importance of |

|       |                                                                                                                                                                                                                                                                                      |                                                            |                                                                                                                                                                                                               |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                                                                                                                                                                                                                      |                                                            |                                                                                                                                                                                                               | Various Duggan Academy Teachers, Grades 6-12                                                                 | technology, but also appropriate use and reducing screen addiction. Both implemented more restrictions for the remainder of the 2025-2026 school year and will review effectiveness when this dissemination partnership and visits resume in the 2026-2027 School Year.                                                                                                                                                                                          |
| 25-26 | Family Engagement Approaches and Events at the Elementary Level (Back-to-School Night, Meet the Teacher Night, Literacy Night, Winter and Spring Concerts, Prince/Princess Dance, International Festival, and Grade-Level end of year activities, such as 1st-Grade Readers Theatre) | In-Person Dissemination Visit on Tuesday, March 10th, 2026 | <p>SICS Elementary Teachers:</p> <p>Ms. Jennifer Pozzuto</p> <p>Ms. Caitlyn Higgins</p> <p>Ms. Tammy Dawson</p> <p>Ms. Kathy Bourassa</p> <p>Ms. Kim Bailey</p> <p>Ms. Chris Bailey</p> <p>Ms. Megan Hoyt</p> | Ms. Maria Serrazina, Indian Orchard Elementary School Principal and other teaching and administrative staff. | During this in-person Dissemination Visit on March 10, 2026, both Springfield Elementary Schools shared many practices regarding family and community engagement as well as best instructional practices which both schools felt they could implement both in the 2025-2026 school year and in the following school year, 2026-2027. This Dissemination Partnership will continue, and next school year, the respective teams will be able to directly share the |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                          |                                                                                            |                                                                                                                     | results of their dissemination.                                                                                                                                                                                                                                        |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25-26 | <p>Nursing and medical procedures related to school field trips</p> <p>Serving a diverse student body with a wide range of health concerns</p> <p>MDPH and MGL mandates and SICS compliance</p> <p>Direct care for students (in-person demonstration)</p> <p>The role of the Nurse Leader at SICS</p> <p>Practices related to serving students with diabetes, asthma, and life-threatening allergies and administration of CPR.</p> | In-person visit to Springfield International Charter School on Wednesday, March 11, 2026 | <p>Mrs. Kathleen Durprius, RN, SICS Nurse Leader</p> <p>Ms. Ali Bonner, RN, SICS Nurse</p> | Ms Ireal Davey, MSN, RN the Regional School Nurse Consultant for Western Massachusetts and medical employee for SPS | <p>Ms. Davey expressed that she would be able to implement SICS's best practices in her current role and felt that our work was thorough and professional.</p> <p>Ms. Davey and the SICS Medical Team will continue this partnership and collaborate in 2026-2027.</p> |

## Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

| School Year | Best Practice Shared                                                              | Vehicle for Dissemination<br>(Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.)                                                                                                            | Who at the school was involved with the dissemination efforts?<br>(Title) | With whom did the school disseminate its best practices?<br>(Identify the title of the individual(s) and name of the school(s) within the district.)                                                                                     | Result of Dissemination<br>(List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.)                                                                                                                                        |
|-------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25-26       | High School Competency Determination Policies (Creating, Approving, Implementing) | Zoom meeting with Massachusetts Dissemination of Best Practices Forum (all Massachusetts Charter School leaders were invited; those who were unable to attend received an email summary after the event with copies of all relevant documents).<br><br>Tuesday, September 9, 2026 | Mr. Brendan Dwyer, High School Principal, SICS                            | Zandrina Atherley, Administrator, Phoenix Charter School, Springfield, MA<br><br>Ms. Nicole Jones, Principal, New Heights Charter School, Brockton, MA.<br><br>Dr. Derrick Ciesla, Head of School, Codman Charter School, Dorchester, MA | Several participating schools (both those actively participating in the meeting) and those who received the CD materials after the fact via email, indicated they would model their CD creation, approval process, and implementation process. This will be an ongoing and priority topic during the 2026-2027 forums, and we will be able to gather feedback on other |

|       |                                                                                                                          |                                                                                                                                 |                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                                                                                                                |
|-------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                                                          |                                                                                                                                 |                                                                                                                                                                                                                | Toby Romer,<br>Executive<br>Director,<br>Foxborough<br>Charter<br>School,<br>Foxborough,<br>MA     | schools' CD<br>policies after<br>year #1, as well<br>as what<br>adjustments will<br>be made for<br>year two.                                                                                                                                                                                   |
| 25-26 | Drop-Out<br>Prevention                                                                                                   | Several in-<br>person meetings<br>throughout the<br>course of the<br>2025-2026<br>School Year                                   | Mr. Dan<br>Sullivan, High<br>School Assistant<br>Principal, SICS.<br><br>Mr. Matthew<br>Belanger, SICS<br>Credit Recovery<br>and MTSS<br>Coordinator<br><br>Ms. Shawn<br>Moore, Student<br>Management,<br>SICS | Mr. Thomas<br>Guy, Head of<br>School,<br>Phoenix<br>Charter<br>School,<br>Springfield,<br>MA       | Several SICS<br>Students who<br>were drop-out<br>risks successfully<br>enrolled at<br>Phoenix Charter<br>School as a result<br>of this<br>dissemination<br>partnership. Some<br>have earned<br>degrees and<br>others are making<br>effective progress<br>toward doing so.                      |
| 25-26 | Increasing<br>Attendance<br><br>Decreasing<br>Chronic<br>Absenteeism<br><br>Attendance<br>Recovery<br>Academy<br>Program | In-Person<br>Dissemination<br>Visit to<br>Springfield<br>International<br>Charter School<br>on Thursday,<br>March 19th,<br>2026 | Mr. Dean Berry,<br>SICS Academic<br>and Attendance<br>Coordinator                                                                                                                                              | Ms. Stephanie<br>Cardoso,<br>Attendance<br>Officer at<br>Lowell<br>Collegiate<br>Charter<br>School | Both schools<br>shared all<br>information and<br>related documents<br>for all issues<br>related to<br>attendance,<br>chronic<br>absenteeism, and<br>tardiness.<br><br>Both schools have<br>used the best<br>practices from<br>each other to<br>sharpen their<br>attendance<br>policies on both |

|  |  |  |  |  |                                                                                                                                                                      |
|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  | <p>the consequential and PBIS ends.</p> <p>Both schools are committed to maintaining this partnership on this topic during the 2026-2027 School Year and beyond.</p> |
|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Academic Program Success

### Criterion 5: Student Performance

[SICS 2025 District Report Card](#)

### Criterion 6: Program Delivery

#### **Curriculum:**

Springfield International Charter School (SICS) aligns its K-12 curriculum with Massachusetts Standards and Curriculum Frameworks, as well as College Board standards, to prepare students for college and career success. Please see the link to documented curriculum in the DESE Profiles , [Curriculum Data - Springfield International Charter \(District\) \(04410000\) \(mass.edu\)](#), We continually conduct a comprehensive review of textbooks and curriculum resources to ensure alignment with state expectations and our mission. Emphasizing resources with extensive software and technological supplementation, SICS is committed to equipping students with skills for our rapidly evolving world.

Each year, the SICS academic team undertakes a rigorous curriculum revision process using MCAS results analysis, updates from DESE, and insights from professional development (PD) opportunities, including feedback from PD evaluations. This ensures our curriculum is responsive to various cultures and perspectives. Our curriculum ensures vertical alignment between grades and horizontal consistency across classrooms in the same grade, enabling students to build upon their knowledge year after year.

Lessons and materials reflect various cultures and perspectives, ensuring all students see themselves represented in their education. SICS utilizes CURATE and Ed Reports to select materials that promote inclusivity.

SICS recognizes diverse learning needs and has implemented evidence-based ELA and Math curricula to support vulnerable learners. Programs like Systems 44, Read 180, and Math 180 provide targeted intervention, while supplementary resources like Lexia, IXL, and No Red Ink. additional support and enrichment.

For the 2025-2026 school year, we are in the second year utilizing the Science of Reading for grades K-5, focusing on phonemic awareness, phonics, fluency, comprehension, and vocabulary. The first year of implementing the Science of Reading strategies and techniques in our K–5 classrooms had been a clear success, with measurable gains in student achievement and strong support from teachers. We have preliminary MCAS results for grades 3-5 and we have seen gains in ELA scores in all three grade levels, a powerful indicator of the impact of evidence-based instruction. Teachers continue to report noticeable improvements in student engagement, foundational literacy skills, and confidence. Given the significant progress made, we remain committed to continuing and deepening our use of Science of Reading strategies next year, ensuring that all students receive the high-quality literacy instruction they need to thrive. Our academic teams are confident that these changes will strengthen curriculum and academic outcomes.

During the 2025-2026 school year, with the implementation of the EL Education ELA curriculum at SICS, in grades 6-8, we did not see the sustained gains we had been hoping for. As a result, we have made the decision to enrich our middle school students with a continuum in curriculum from grades K-5 with HMH Into Literature for the 2026-2027 school year. Though changing curriculum can be a challenge, our academic team feels this continuum will reap instant benefits for our students as they transition to middle school and will be familiar with content delivery methods, as well as a familiar style and common language in ELA delivery.

We did continue to see meaningful progress in the implementation of CREW, a cornerstone of the EL Education model that fosters a strong sense of community, connection, and character development. At the start of the year, much of the work focused on building the foundational structures of CREW—daily routines like greetings, readings, and reflective debriefs helped establish consistency and create space for relationship-building.

Towards the end of the school year, we piloted Amplify Math for grades K-8 to much excitement and success. The program is designed to empower students to become confident mathematical thinkers who make sense of mathematics through authentic reasoning, solve problems with perseverance, communicate their ideas effectively, and apply learning to make meaningful connections in the real world. With the research and work put into the piloting of this program by our K-12 Math Curriculum Coordinator, we will be bringing this Math curriculum to our K-8 grades for the 2026-2027 school year. We expect this curriculum to provide teachers with the tools to take our math results to the next level, as well as creating a bridge in math expectations from grades K-8.

For grades 9-12, in 2025-2026, we saw the following highlights for curriculum offerings:

**Math:** Our math program continues to require students to take and pass a minimum of Integrated Math 3 for graduation. We have recently added a College Algebra class to prepare students for college placement exams as well as a Math-based Financial Literacy Course. All 10th-Grade students now take an additional MCAS Prep Course and our 9th-Grade students will have an additional critical thinking/executive functioning curriculum added to their math classes to help address common deficits we are seeing.

**ELA:** Once students have taken and passed the MCAS, they are able to take a variety of college-based ELA courses which focus on specific topics, such as Creative Writing and Feminism and Gender Studies. Students also have the opportunity to take a variety of Dual Enrollment English classes for College Credit.

**Science:** We have recently added more specific Science electives which focus on technical skills such as 3-D Printing, a Drone-Licensing Course, and Diseases & Healthy Living. We now have an Engineering Course and a Dual Enrollment Nutrition Course for College Credit. At the 9th-grade level, students can take Physical Science or Environmental Science in addition to Biology.

**History:** Our history courses have moved away from the traditional textbook method of instruction, and use mostly primary-source documents, document-based questions, and project-based learning. New AP offerings within this Department include AP World History, AP Business, and AP US Government and Politics.

**World Language:** We were able to offer classes in Spanish, and Latin in 2025-2026.

**Instruction:**

SICS staff share a common understanding of high-quality instruction, driven by the high expectations set by the SICS Academic Administrative Team. Evaluators use DESE classroom observation forms, as well as other DESE Evaluation documents to provide immediate feedback, supporting instructional alignment and fostering a culture of ongoing improvement. Peer observations and a top-notch mentoring program provides constructive feedback enabling content teachers to engage in continuous improvement aligned with shared expectations. Utilizing DESE mid-year and end-of-year evaluation forms, teachers receive extensive feedback to enhance their instructional effectiveness. Extensive professional development opportunities, along with tuition reimbursement, underscore SICS's commitment to staff growth and maintaining high instructional standards. Overall, these initiatives contribute to creating classroom environments conducive to learning that promote student engagement.

**Assessment and Program Evaluation:**

Teachers and administrators, in grade-level teams and subject departments, use disaggregated qualitative and quantitative data to tailor student interventions, ensuring academic mastery for every student and subgroup. For the past four years, SICS has used Panorama, a program focusing on tracking and improving academic and social-emotional development, to analyze this data.

By utilizing benchmark data, SICS identifies areas of proficiency and those needing additional support. For students requiring further assessment, the Multi-Tiered System of Supports (MTSS) team uses their expertise to address individual needs. If initial interventions do not yield the desired progress, the MTSS team may initiate a Special Education Evaluation or 504 Plan.

SICS is committed to continuous improvement, with academic teams analyzing data, dissecting item analysis, and reviewing subgroup performance. This ensures that no student is overlooked. Leveraging data to inform instruction allows for academic growth and student empowerment.

**Support for all Learners:**

At SICS, we are committed to supporting the academic, behavioral, and social-emotional development of every learner through a robust Multi-Tiered System of Supports (MTSS). This comprehensive framework is rooted in the use of data and ongoing progress monitoring to ensure equitable access to instruction, interventions, and resources for all students, regardless of ability, background, or need.

In academics, SICS utilizes STAR assessments in reading and mathematics as a key component of its universal screening and progress monitoring system. These assessments provide detailed insights into student growth, skill acquisition, and readiness, allowing instructional teams to tailor interventions and adjust instruction based on real-time data. STAR data plays a central role in MTSS decision-making and ensures that students receive timely and targeted support.

In the summer of 2026, we offered a Special Literacy Intervention program (SLIP), which utilized the Lindamood-Bell reading intervention model. We identified and enrolled 21 students in this intensive, evidence-based reading intervention designed to address significant reading deficits through individualized, research-based instruction. This is a more intensive program than a regular summer school program with a focus on accelerated reading by targeting student's specific instructional needs.

To bolster our support for summer programming, we provided transportation to 26 students across our general education, Special Education, Extended Year Services and the SLIP Program. For these summer programs we provide daily push-in support and have two Behavior and Learning Support Paraprofessionals to work directly with students needing this support outlined in the IEPs.

To proactively identify students requiring additional support, SICS administers the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) universally. This tool allows educators to pinpoint and respond to individual student needs early and effectively.

Behaviorally, SICS implements a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to proactively foster a positive school climate. PBIS promotes clear behavioral expectations, consistent reinforcement systems, and data-driven interventions that support all students in developing self-regulation, responsibility, and resilience. As part of our MTSS approach, PBIS ensures that behavioral support is integrated into the overall success plan for each student.

Beyond the classroom, SICS expands its commitment to equitable access through strategic partnerships. In collaboration with the Massachusetts Rehabilitation Commission (MRC), we provide Pre-Employment Transition Services on campus to students with IEPs and 504 Plans. These services include job exploration, workplace readiness training, and guidance on post-secondary education and career pathways.

SICS also works closely with the YWCA and other local community-based organizations to ensure students and families have access to additional resources such as mentorship, crisis support, violence prevention education, empowerment programs, and wraparound services. These partnerships strengthen our ability to support the whole child and promote long-term wellness and success both in and out of school.

In addition to specialized services, all SICS students benefit from a range of layered supports designed to foster success. These include:

- Tiered academic interventions aligned with individual learning profiles
- STAR Reading and Math data are used to guide instructional decisions and measure academic growth
- School-wide PBIS implementation to promote a positive, predictable, and inclusive learning environment
- Access to mental health and behavioral support, including school counselors, adjustment counselors, and social work assistants
- Culturally and linguistically responsive teaching practices
- Ongoing collaboration between general and special education teams
- Digital tools like NWEA MAP, Panorama, and Navigate360 to monitor progress and guide interventions
- Family engagement opportunities to promote strong school-home partnerships
- Community partnerships that expand access to vital resources and enrichment opportunities

SICS continuously reviews the effectiveness of these supports through data-informed decision-making. This ongoing reflection ensures that every student—regardless of their starting point—is empowered to thrive academically, socially, and emotionally.

## Organizational Viability

### Criterion 10: Finance

## 2025-2026 Financial Statements (Unaudited)

### Statement of Revenues and Expenses

For the year ended June 30, 2026

#### OPERATING REVENUES

|                        |               |
|------------------------|---------------|
| Student Tuition        | \$ 30,667,021 |
| Federal & State Grants | 2,140,105     |
| Educational Fees       | 67,259        |
| On-Behalf Pension      | 2,238,484     |
| In-Kind Meals          | 1,063,768     |
| In-Kind Transportation | 3,091,446     |
| Other Income           | <u>52,335</u> |

**TOTAL OPERATING REVENUES** **\$ 39,320,418**

#### OPERATING EXPENSES

|                                      |                  |
|--------------------------------------|------------------|
| Salaries                             | \$ 16,498,158    |
| Payroll Taxes                        | 740,798          |
| Fringe Benefits                      | 3,019,077        |
| Classroom and Other Supplies         | 1,419,585        |
| Office Supplies, Postage and Expense | 252,261          |
| Advertising                          | 59,179           |
| Board of Trustees Expense            | 202,265          |
| Professional Services                | 191,630          |
| Travel                               | 4,810            |
| Depreciation and Amortization        | 1,505,490        |
| Telephone                            | 50,983           |
| Repairs, Maintenance and Supplies    | 1,006,730        |
| Occupancy Costs                      | 487,945          |
| Insurance                            | 136,954          |
| Grant Programs                       | 2,053,002        |
| Extra-Curricular Activities          | 491,130          |
| After School Program                 | 3,743            |
| Computer Expense                     | 374,920          |
| Staff Development                    | 284,091          |
| Student Testing                      | 12,274           |
| Payroll Service Charges              | 111,038          |
| On-Behalf Pension                    | 2,238,484        |
| In-Kind Expense                      | <u>4,155,214</u> |

**TOTAL OPERATING EXPENSES** **\$ 35,299,761**

**OPERATING INCOME** **\$ 4,020,657**

#### NON-OPERATING REVENUE (EXPENSE)

|                  |                    |
|------------------|--------------------|
| Interest Income  | \$ 910,755         |
| Interest Expense | <u>(1,524,108)</u> |

**TOTAL NON-OPERATING EXPENSES** **\$ (613,353)**

|                               |                            |
|-------------------------------|----------------------------|
| <b>CHANGE IN NET POSITION</b> | <b><u>\$ 3,407,304</u></b> |
|-------------------------------|----------------------------|

## **Statement of Net Position**

For the year ended June 30, 2026

### **ASSETS**

#### **Current Assets**

|                           |                |
|---------------------------|----------------|
| Cash and Cash Equivalents | \$ 28,372,441  |
| Tuition Receivable        | 2,699,063      |
| Grants Receivable         | <u>451,984</u> |

|                             |                             |
|-----------------------------|-----------------------------|
| <b>Total Current Assets</b> | <b><u>\$ 31,523,488</u></b> |
|-----------------------------|-----------------------------|

#### **Noncurrent Assets**

|                     |                      |
|---------------------|----------------------|
| Capital Assets, Net | <u>\$ 26,593,327</u> |
|---------------------|----------------------|

|                                |                             |
|--------------------------------|-----------------------------|
| <b>Total Noncurrent Assets</b> | <b><u>\$ 26,593,327</u></b> |
|--------------------------------|-----------------------------|

#### **Deferred Outflows of Resources**

|                                 |                     |
|---------------------------------|---------------------|
| Deferred Loss on Bond Refunding | <u>\$ 4,227,166</u> |
|---------------------------------|---------------------|

|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>Total Deferred Outflows of Resources</b> | <b><u>\$ 4,227,166</u></b> |
|---------------------------------------------|----------------------------|

|                     |                             |
|---------------------|-----------------------------|
| <b>TOTAL ASSETS</b> | <b><u>\$ 62,343,981</u></b> |
|---------------------|-----------------------------|

### **LIABILITIES AND NET POSITION**

#### **Current Liabilities**

|                                |                  |
|--------------------------------|------------------|
| Accounts Payable               | \$ 224,784       |
| Accrued Expenses               | 871,621          |
| Accrued Compensation           | 3,222,491        |
| Bonds Payable, Current Portion | <u>1,340,864</u> |

|                                  |                            |
|----------------------------------|----------------------------|
| <b>Total Current Liabilities</b> | <b><u>\$ 5,659,760</u></b> |
|----------------------------------|----------------------------|

#### **Long-Term Liabilities**

|                                       |                      |
|---------------------------------------|----------------------|
| Bonds Payable, Net of Current Portion | <u>\$ 24,460,536</u> |
|---------------------------------------|----------------------|

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Total Long-Term Liabilities</b> | <b><u>\$ 24,460,536</u></b> |
|------------------------------------|-----------------------------|

|                          |                             |
|--------------------------|-----------------------------|
| <b>TOTAL LIABILITIES</b> | <b><u>\$ 30,120,296</u></b> |
|--------------------------|-----------------------------|

#### **NET POSITION**

|                                 |                  |
|---------------------------------|------------------|
| Net Position, Beginning of Year | \$ 28,816,381    |
| Change in Net Position          | <u>3,407,304</u> |

|                           |                             |
|---------------------------|-----------------------------|
| <b>Total Net Position</b> | <b><u>\$ 32,223,685</u></b> |
|---------------------------|-----------------------------|

|                                           |                             |
|-------------------------------------------|-----------------------------|
| <b>TOTAL LIABILITIES AND NET POSITION</b> | <b><u>\$ 62,343,981</u></b> |
|-------------------------------------------|-----------------------------|

## **2026-2027 Financial Budgets- SICS Board of Trustees Approved 5-21-26**

### **Capital Budget**

#### **CAPITAL OUTLAY**

|                                 |                  |
|---------------------------------|------------------|
| Furniture and Equipment         | \$ 64,500        |
| Computer Equipment and Software | 396,000          |
| Building Improvements           | <u>3,000,523</u> |

|                             |                            |
|-----------------------------|----------------------------|
| <b>TOTAL CAPITAL OUTLAY</b> | <b><u>\$ 3,461,023</u></b> |
|-----------------------------|----------------------------|

## **Operating Budget**

### **OPERATING REVENUES**

|                        |                  |
|------------------------|------------------|
| Student Tuition        | \$ 32,866,221    |
| Federal & State Grants | 1,753,982        |
| Educational Fees       | 117,000          |
| On-Behalf Pension      | 2,238,484        |
| In-Kind Meals          | 1,063,768        |
| In-Kind Transportation | <u>3,091,446</u> |

**TOTAL OPERATING REVENUES** **\$ 41,130,901**

### **OPERATING EXPENSES**

|                                      |                  |
|--------------------------------------|------------------|
| Salaries                             | \$ 18,457,326    |
| Payroll Taxes                        | 859,659          |
| Fringe Benefits                      | 2,791,738        |
| Classroom and Other Supplies         | 1,774,838        |
| Office Supplies, Postage and Expense | 299,817          |
| Advertising                          | 85,637           |
| Board of Trustees Expense            | 135,000          |
| Professional Services                | 303,850          |
| Travel                               | 6,500            |
| Depreciation and Amortization        | 1,665,722        |
| Telephone                            | 58,700           |
| Repairs, Maintenance and Supplies    | 871,063          |
| Occupancy Costs                      | 577,500          |
| Insurance                            | 143,802          |
| Grant Programs                       | 1,753,982        |
| Extra-Curricular Activities          | 737,839          |
| After School Program                 | 3,500            |
| Computer Expense                     | 693,169          |
| Staff Development                    | 317,400          |
| Student Testing                      | 25,000           |
| Payroll Service Charges              | 116,000          |
| On-Behalf Pension                    | 2,238,484        |
| In-Kind Expense                      | <u>4,155,214</u> |

**TOTAL OPERATING EXPENSES** **\$ 38,071,740**

**OPERATING INCOME** **\$ 3,059,161**

### **NON-OPERATING REVENUE (EXPENSE)**

|                  |                    |
|------------------|--------------------|
| Interest Income  | \$ 840,500         |
| Interest Expense | <u>(1,464,358)</u> |

**TOTAL NON-OPERATING EXPENSES** **\$ (623,858)**

**CHANGE IN NET POSITION** **\$ 2,435,303**

## FY27 Enrollment

| Question                                                                     | School Response |
|------------------------------------------------------------------------------|-----------------|
| What is the number of students pre-enrolled via March 13, 2026, submission?  | 1540            |
| What is the number of students upon which FY27 budget tuition line is based? | 1540            |
| What is the number of expected students for FY27 first day of school?        | 1540            |
| What is the explanation for any variances?                                   | N/A             |

## Springfield International Charter School

### FY26 Capital Expenditure Summary – Year-End

Fiscal Year 2026 represented another year of significant investment in Springfield International Charter School's facilities and infrastructure. Through careful financial planning and responsible stewardship of resources, the school completed several major capital improvement projects that enhanced the safety, functionality, and overall educational experience for students, staff, and families.

Key accomplishments during FY26 included:

- **Primary School Painting Project:** All Primary School classrooms and hallways were repainted during the summer months, providing a refreshed, modern learning environment while preserving the long-term condition of the facility.
- **Gymnasium Bleacher Replacement:** The School completed the replacement of the aging gymnasium bleachers with a new, modern seating system. This project significantly improved spectator safety, accessibility, and the overall experience for students, families, and community members attending athletic and school events.
- **Gymnasium Floor Refinishing:** The gymnasium floor was professionally refinished and restriped, extending the life of this heavily utilized athletic space while ensuring a safe and attractive playing surface for physical education classes, athletic competitions, and school events.

These projects were funded through the school's capital reserves, reflecting Springfield International Charter School's continued commitment to maintaining its facilities without compromising operational resources. Each investment supports the school's long-term strategic objective of providing students and staff with safe, functional, and high-quality educational spaces.

As the School continues to grow, disciplined capital planning remains a priority. The successful completion of these projects positions Springfield International Charter School to continue delivering an

exceptional educational environment while responsibly managing its financial resources for future generations.

### **Springfield International Charter School: FY27 Capital Plan Narrative**

At Springfield International Charter School, our commitment to continuous improvement drives our annual capital planning efforts. For Fiscal Year 2027 (FY27), we are undertaking a comprehensive series of capital projects designed to improve campus safety, enhance instructional spaces, modernize facilities, and support the continued growth of our school community. Below is an overview of our major FY27 initiatives.

#### **1. Campus Infrastructure and Facility Improvements**

Description: The school will make significant investments in its physical infrastructure, including the construction of new outdoor restroom facilities near the tennis courts, replacement of aging HVAC equipment, improvements to the Primary School stair system, installation of pavilion ice guards, flooring renovations throughout several instructional and administrative areas, and upgrades to the Main Building nurse station. These projects will improve safety, accessibility, operational efficiency, and the long-term sustainability of our facilities.

Estimated Schedule for Completion: Throughout FY27

Estimated Cost: Approximately \$809,000

Funding Source: These projects will be funded through internally designated capital reserves as part of the school's long-term facilities improvement strategy.

#### **2. Student Learning and Athletic Enhancements**

Description: Springfield International Charter School continues to invest in facilities that directly support student learning and engagement. Planned projects include renovations to both the Middle School and High School art classrooms, conversion of the Primary School playground grass area to turf and poured-in-place safety surfacing, and various campus wall and window enhancements designed to improve school culture and student experience.

Estimated Schedule for Completion: Throughout FY27

Estimated Cost: Approximately \$173,000

Funding Source: These projects will be financed through internal capital reserves in support of the school's educational and extracurricular programming.

#### **3. Campus Operations and Event Improvements**

Description: To improve campus operations and expand opportunities for school and community events, the school plans to complete a comprehensive cafeteria event upgrade.

These investments will improve operational efficiency while enhancing the quality and versatility of school assemblies, performances, ceremonies, and community events.

Estimated Schedule for Completion: FY27

Estimated Cost: Approximately \$124,000

Funding Source: These projects will be funded through the school's capital reserve program.

## **Conclusion**

The FY27 Capital Plan reflects Springfield International Charter School's ongoing commitment to maintaining exceptional facilities while strategically investing in the future of the school. Through thoughtful planning and responsible financial stewardship, these projects will improve the learning environment, strengthen campus infrastructure, enhance student programs, and preserve the school's facilities for years to come. By continuing to invest in both educational spaces and critical infrastructure, Springfield International Charter School remains dedicated to providing students, families, and staff with a safe, innovative, and welcoming campus that supports academic excellence and long-term institutional success.

## **Appendix A: Accountability Plan Evidence 2025-26**

### *Faithfulness to Charter*

#### **Objective**

- Springfield International Charter School (SICS) will prepare students for lifelong learning and success in college and/or career.

#### *Measure*

- All Seniors will complete a Senior Capstone Project and earn a proficient or higher on the Senior Capstone Project Rubric.

### *Evidence Summary*

2025-26: Met

100% of our Senior Class completed and submitted a Senior Capstone Project. 100% of our Senior Class earned a proficient or higher on the Senior Project Capstone Grading Rubric.

#### *Measure*

- Annually, students in grades K–8 will be provided the opportunity and participate in at least one college and/or career-focused program or activity, such as career days, college visits, guest speakers, or integrated classroom lessons, coordinated by school staff and supported by community partners, to promote early awareness and exploration of post-secondary opportunities. 100% of students will complete an age-appropriate reflection activity, which may include a survey, writing prompt, multi-media project that reflects on the program or activity.

### *Evidence Summary*

2025-26: Not Met

Our programs including College for a Day and Elementary Scholars Program, provided the opportunity for our 1<sup>st</sup> grade students at Springfield College, our 2<sup>nd</sup> grade students at Westfield State University, our 3<sup>rd</sup> grade students at Mt. Holyoke, our 4<sup>th</sup> grade students at University of Massachusetts, our 5<sup>th</sup> graders at American International College. Our middle school students visited Greenfield College, Holyoke Community College and Springfield Technical Community College.

75% (808 of 1075 of K-8 students) completed a reflection activity. To meet this measure in 26-27 school year, we plan on administering the reflection activity through different means to ensure we are getting a 100% return on reflection.

### *Measure*

SICS will form and maintain a partnership with at least two local colleges/ universities at which students can earn college credit each year.

- Year 1 -75% of students participating in the dual enrollment program will earn college credit
- Year 3 -80% of students participating in the dual enrollment program will earn college credit
- Year 5- 85 % of students participating in the dual enrollment program will earn college credits

### *Evidence Summary*

- 2025-26: Met

In 2025-2026 we had 239 students enrolled in Dual Enrollment Classes. 236 of those students successfully passed and earned college credit for a 98.7% passing and credit rate.

### *Objective*

- Springfield International Charter School (SICS) will engage in continuous evaluation of teaching and learning as an integral part of the instructional process.

### *Measure*

- SICS will ensure that 70% of K-5 students identified as performing below grade level in ELA, Math, and/or SEL on fall benchmark assessments will achieve at least 50 SGP by spring, as a result of targeted intervention and data-driven instruction.

### *Evidence Summary*

2025-26: Not Met

For ELA, 211 students were identified as performing below grade level. 98, or 46% of those students had an SGP of over 50.

For Math, 316 students were identified as performing below grade level. 121, or 38% of those students had an SGP over 50.

#### *Measure*

- One hundred percent of SICS teachers will continue to be evaluated annually using DESE evaluation tools and rubrics. At least 80% of teachers in Year 2 or beyond will be rated as Proficient or Exemplary in Standard II: Teaching All Students in the DESE Teacher Rubric in their End-of-Year Summative Evaluation.

#### *Evidence Summary*

2025-26: Met

100% of teachers were evaluated using DESE evaluation tools and rubrics. 87 of the 99 (87.87%) of Year 2 teachers evaluated received a Proficient or Exemplary in Standard II: Teaching All Students.

#### *Objective*

- At Springfield International Charter School (SICS), all students will develop leadership skills through grade-appropriate opportunities that foster essential leadership skills, including communication, empathy, responsibility, and cooperation. Leadership will be cultivated across K–12 through both formal roles and informal experiences, aligned with the SICS mission to develop and strengthen ethical, moral, and civic values.

#### *Measure*

- SICS will create and implement a robust student leadership program which affects students and staff in Grades K-12.
- Our Student Leadership Organization will implement the following 3 courses for High School students:
- Student Events, Middle School Teaching Assistants, and Primary School Mentoring.
- Annually, 95% of High School students enrolled in these classes will achieve a score of 80% or higher at years end.

#### *Evidence Summary*

2025-26: Met

Twenty-Four students were enrolled in the three Student Leadership Courses. 100% of these students received 80% or above in these courses.

#### *Measure*

- By June 2027, 100% of K–8 students that are identified through SAEBERS for social-emotional behaviors will achieve a 10% reduction in behaviors, as measured by SWIS discipline referral data, by the EOY.

#### *Evidence Summary*

2025-26: Not Met

During the 2025–2026 school year, Springfield International Charter School implemented universal SAEBERS screening to identify students demonstrating social-emotional and behavioral risk. Students in grades K–8

participated in the SAEBRS screening process in accordance with the school's screening protocol, with screenings administered in the Fall, Winter, and Spring to monitor student needs and inform interventions.

During the 2025–2026 school year, SWIS was piloted in grades 6–8 as the school's behavior data management system. As a result, the behavioral outcome data reported for this accountability measure are limited to students in grades 6–8, where discipline referrals were consistently tracked and monitored through SWIS. School leadership teams used both SWIS and Panorama Student Success to review behavioral trends, identify students requiring additional support, and monitor the effectiveness of Tier 2 and Tier 3 interventions throughout the year.

The 2025–2026 school year established a baseline for implementation by combining universal SAEBRS screening with systematic behavior monitoring. Beginning in the 2026–2027 school year, SWIS will be expanded to all grades K–8, providing consistent schoolwide discipline data. Additionally, SAEBRS screening will continue to be administered three times annually, allowing the school to longitudinally monitor student social-emotional risk, evaluate behavioral outcomes, and more comprehensively measure progress toward the accountability goal.

The school will continue refining its longitudinal analysis by linking SAEBRS screening results with SWIS discipline data to evaluate the effectiveness of interventions and measure progress toward the objective in the Accountability Plan.

### *Dissemination*

#### *Objective*

- SICS will form meaningful partnerships, share our skillsets, our campus, and our systematic approach to education.

#### *Measure*

- SICS will form an internal Dissemination of Best Practices Committee to coordinate local SICS Dissemination efforts. This committee will be responsible for leading the Massachusetts Dissemination of Best Practices Forum, which will hold monthly meetings with school leaders from across Massachusetts.

### *Evidence Summary*

2025-26: Met

SICS formed an internal Dissemination of Best Practices Committee consisting of five staff members spanning K-12 and are experts in various subject matters. The hard work of this committee resulted in SICS disseminating with three Springfield Public Schools. This committee also holds a monthly best practices forum with various schools across the state. The work product of this committee can also be found on our website at [sics.org](http://sics.org). Please refer to Criterion 4 Dissemination in this report for further information.

#### *Measure*

- SICS will form a working partnership and will share best practices annually with at least one elementary/high school from Springfield Public Schools over the course of the charter term.

## *Evidence Summary*

2025-26: Met

In the 25-26 school year, SICS formed a partnership and shared best practices with three Springfield Public Schools, including Indian Orchard Elementary, Duggan Academy, and Central High School. Please refer to Criterion 4 Dissemination in this report for further information.

## Appendix B: Recruitment and Retention Plan 2026-27

### *Recruitment Plan 2026-27*

#### 2025-26 Implementation Summary

#### **2024- 25 Implementation Summary:**

##### **Successes:**

**Community Outreach:** Springfield International Charter School continued to disseminate information to students in Springfield and the local region. Advertisements are purchased and placed in local newspapers with registration, event, and lottery information. All materials are posted on our website, which utilizes a translation feature to translate into all languages, including the most prevalent languages. Additionally, all promotional materials explicitly state that the school serves all students, including those with IEPs and 504s. We distributed our information flyers to local community centers, pediatrician offices, libraries, museums, preschools, and Pre-K programs. A successful marketing campaign was implemented that included a billboard located in the heavily trafficked areas of Springfield. We also utilized social media platforms including Facebook, and Instagram. We also partnered with FM 97.7 WARE to broadcast twelve girls' and boys' basketball games. The commercials during the broadcasts were produced by the station and featured our students and staff marketing our school to the region. During our many of our athletic events against Springfield Public School teams we did promotional features including t-shirt tosses and other fan-centered "fun" events.

**Mailings and Flyers:** Annually, SICS sends out mailings in the district to local child-care centers, libraries, youth agencies, preschools, colleges, and community centers. These mailings are clear and easy to understand. The flyers include a QR Code that links directly to our website, which includes a translation feature. Our website and flyers explicitly indicate that the school is welcoming to all students, including those who have learning disabilities, and language barriers.

##### **Challenges:**

- The addition of Springfield Public Schools Public Free Pre-K program has added to the challenge of recruitment in the lower grades
- Surrounding suburban schools continue to increase the number of seats for Springfield students through "School Choice" programs.
- New schools are opening and may offer a fully online model which some families are more comfortable with.
- New school models are opening that focus on specific fields such as Performing Arts, Engineering, and Nursing for example, which are appealing to some students and families.

## General Recruitment Strategies for 2026-27

- Continued presence and outreach to local daycare and pre-k schools for the 2026-27 school year
- Hold recruiting and informational events at parent nights, open house, and athletic events.
- Inviting the community to all our community outreach events, including athletic events and dissemination efforts. Invites may include correspondence to the Mayor's Office, as well as other local politicians. This correspondence may include mailings or flyers, as well as phone calls and emails.
- Invite the Springfield community to our Homecoming weekend on the weekend of September 26<sup>th</sup>.

## Recruitment Strategies for 2026-27 for Specific Student Groups

### *Students with Disabilities*

- School percentage: 20.7%
- Comparison Index percentage: 23.0%
- The percentage of **students with disabilities** enrolled at the school is below the Comparison Index.

### Strategies used in 2025-26 that will be continued in 2026-27

- At all informational sessions/outreach, the Special Services Director, Special Education Staff and SEPAC representatives will be available to families for individual consultations and to describe what SICS has to offer students with Special Needs.
- All recruitment materials state "children with special needs are welcome at our school" in languages spoken by all families.
- Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process
- In addition to the strategies above, advertise in local Spanish-Language newspapers.
- The school's website includes a dedicated Special Services tab with information on our Special Education Program. The tab includes resource links and dates of the SEPAC meetings, along with agendas. The tab also includes information about how we meet the needs of our diverse learners and provide additional resources for families in our school, as well as those interested in sending their child to our school.
- A Special Education Department representative sent flyers about our school to various programs in the Springfield area, including HeadStart and the Boys and Girls Club of Springfield. This increased our recruiting presence in the Springfield area.
- A Special Education Department representative and Marketing Coordinator will attend information sessions at local programs, including pre-schools, daycares and programs including HeadStart, Springfield Prep, and the Boys and Girls Club of Springfield. This will increase our recruiting presence in the Springfield area.
- Invite community leaders to SEPAC events, through mailings, emails and phone calls.

Enhanced/additional strategies to be used in 2026-27

- Send information representing our school in local mental health agencies, at local parent advocacy agencies, the Department of Social Services and of Youth Services, by January 1, 2027.

*English Learners*

- School percentage: 10.4%
- Comparison Index percentage: 14.3%
- The percentage of **English learners** enrolled at the school is below the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Inform all families at all enrollment/recruitment sessions that students who speak a second language at home may be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be LEP, that student will be provided with a program to meet his/her individual needs.
- Distribute literature, applications, and enrollment forms in Spanish, Haitian-Creole and Swahili. Any family needing materials in a language other than those listed will have them provided.
- Provide translators at every recruitment event and meeting.
- Develop ongoing partnerships at community events.
- ELL staff will be available at many school informational sessions, Parent Nights, and Open Houses.
- Place ads in many languages on our website.
- Build relationships with community leaders.
- Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process.
- Host information sessions off campus at various locations including childcare centers, libraries, and community centers.
- Advertised our school in local diverse newspapers.
- Translation services will be available at recruiting events. Spanish-speaking receptionists continue to be the first point of contact in each of our main offices.
- Family-to Family Outreach. We will ask our diverse population of families to distribute applications to friends, colleagues, and neighbors. This will continue to build awareness and interest in SICS. Many of these outreach activities will occur during our successful community events, including Lunar New Year, Black History Month Showcase, and our International Festival. Each of these events attracts hundreds of people from our Springfield community, as they highlight the diversity of our school.
- Continue our "Tell a Friend" Campaign, which resulted in many applications from "friends" of our current students.

Enhanced/additional strategies to be used in 2026-27

- By January 1, 2027, utilize Niche, and encourage families of prevalent language groups to leave reviews.
- By March 31, 2027, explore agency supports/partnerships for prevalent language groups.

#### *Low Income*

- School percentage: 61.2%
- Comparison Index percentage: 77.8%
- The percentage of students in the **low-income** group enrolled at the school is below the Comparison Index.

#### Strategies used in 2025-26 that will be continued in 2026-27

- Partnering with SPS, SICS will continue to offer free breakfast and lunch to ALL K-12 students on a daily basis.
- This information is included in all registration, outreach and community materials.
- Disseminating this information to all food pantries, local churches, local boys & girls clubs, regional Head Start sites and within media ads.
- Provide refreshments at one or more of the informational sessions.
- Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process
- Host information sessions off campus at various locations including childcare centers, and community centers.
- Created a flyer on the application and lottery process and distributed to Springfield area community organizations. The community organizations will include, the Dunbar Center, YMCA of Springfield, the Boys and Girls Clubs of Springfield, South End Community Center and the Gandara Center. The flyer included information regarding free lunch and breakfast, the diversity of languages of students at our school, as well as the merits of our college preparatory academic program. The flyer also highlighted the benefits and successes of our athletic programs.
- Advertised our school in local diverse newspapers.
- Members of our Student Leadership Organization were part of the informational night for Springfield families regarding programs offered at SICS.
- Invite community agencies to our Back-to-school event.
- Our Home to School Liaison will attend Professional Development Conferences focused on Low Income Family Outreach.
- Continue to work on homeless resources (ongoing as they change depending on circumstances).
- Utilize our Community Outreach events as marketing tools. Many of these outreach events include topics that directly affect our low-income community, offering incentives for attending these events.

#### Enhanced/additional strategies to be used in 2026-27

- The Student Enrollment Coordinator will review data and input in Low Income Statistics by January 1, 2027, and make adjustments to data inputs as required.
- The SICS Leadership Team will explore information sessions that may cater to the Most Prevalent Language groups and will create a plan to work with this group by January 31, 2027.
- SICS will invite local politicians and representatives from neighborhood groups to our Back To School BBQ, Homecoming and other events as they have been scheduled in 2026-2027.

### *Students Who Are Sub-Proficient*

Strategies used in 2025-26 that will be continued in 2026-27

- Emphasize the extensive amount of extra help, tutoring and extended day academic help that is available from staff & peers.
- Distribute our materials regarding our non-selective and non-discriminatory enrollment/recruitment information to non-traditional learning centers throughout the city. (Springfield)
- Continue including in our recruitment materials that students are not selected/enrolled based on their academic abilities, thus allowing students who are sub-proficient the opportunity to apply for enrollment.
- Include our unique characteristics of SICS and the benefits for students who may be in danger of failing.
- Including in our enrollment/recruitment materials the school will add flyers that highlight remedial strategies.
- Continue to make parents/students in our sending district aware that SICS does provide services for students who have dropped out of school.
- Included in recruitment material that students are not selected/enrolled based on their academic abilities.
- Continue to follow our waitlist policy by taking students off the waitlist as an opening occurs, following DESE guidelines.
- Created a new Civil Rights System that makes students and parents aware that SICS provides services for students that have dropped out (age16+)

### *Students Who Are at Risk of Dropping out of School*

Strategies used in 2025-26 that will be continued in 2026-27

- Develop and cultivate a close working relationship with the Department of Children and Families and educate them about our school and how we offer services to students of all levels. This relationship will focus on our offering of a full-time credit recovery program.
- Full implementation of the SICS credit recovery program for high school and credits in general in response to the pandemic, while our school is still committed to maintaining our high academic standards.

### *Students Who Have Dropped out of School*

- ☐ Complete this section only if the school serves students aged 16 and older.

#### Strategies used in 2025-26 that will be continued in 2026-27

- Continue to make parents/students in our sending district aware that SICS does provide services for students who have dropped out of school.
- Included in recruitment material that students are not selected/enrolled based on their academic abilities.
- Continue to follow our waitlist policy by taking students off the waitlist as an opening occurs, following DESE guidelines.
- Continue to develop an educational stability program servicing homeless, foster care and transient populations.
- Home Liaison Position to help service our students and school community.

#### *Retention Plan 2026-27*

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

#### 2025-26 Implementation Summary

##### 2024-25 Implementation Summary:

##### Successes:

- The school was able to maintain a high percentage of students in the 2025-2026 school year.
- We were able to maintain this high retention rate even among potentially at-risk subgroups.
- We had a high rate of retention even for new students entering the school.
- Several students who had left the school decided to return when there were openings on our wait list.
- In several cases, when students were considering leaving, we were able to hold meetings with their families and academic teams to create success plans and address concerns to make them more likely to return.
- We were able to maintain a high retention rate even though there is an increasing rate of competition in the form of new charter and magnet schools as well as online and early college programs.
- Similarly, although there was a lot of uncertainty with schools, the economy, and families moving, almost all our students indicated they will return next year.
- Implementation of a full credit recovery program for high school while our school is still committed to maintaining our high academic standards.

##### Challenges:

- We have had an increasing transient population and have experienced several students moving out of district, so despite strong program efforts, these students are not retained.
- There are increasing alternative options in the form of new magnet and charter schools locally.
- Springfield Public School adding a free pre-K program has added to this challenge of retention.
- Surrounding suburban schools continue to increase the number of seats for Springfield students through “School Choice” programs.
- The school has an increasingly rigorous academic program and is a K-12 school; often students who join us in later grades find themselves behind academically, especially in the areas of math and reading fluency.
- New schools are opening and may offer a fully online model which some families are more comfortable with.
- New school models are opening that focus on specific fields such as Performing Arts, Engineering, and Nursing for example, which are appealing to some students and families.

#### General Retention Activities for 2026-27

- Continued work with our Academic, Enrollment and Counseling Teams to work with students and families that have expressed interest in leaving SICS.
- Continue to offer incentives to students through PBIS, MCAS incentives and other school-based targets to appeal to the student body.
- Continue to improve student experience through strong teacher retention.

#### Overall Student Retention Goal

- Annual goal for student retention: 93%

#### Retention Strategies for 2026-27 for Specific Student Groups

##### *Students with Disabilities*

- School percentage: 8.90%
- 1 Standard Deviation percentage: 24.33%
- The rate of attrition for **students with disabilities** is below 1 Standard Deviation.

##### Strategies used in 2025-26 that will be continued in 2026-27

- Special Education students in grades K-12 receive specific instruction in math and ELA according to their IEP. (Example: small group pull-out services, small-group environments, exam modifications)
- Paraprofessionals assist at all grade levels to help support student success, in grades K-2.
- Additional supports have been added for students in Spanish courses for students on IEPs.
- More students have been added to inclusion courses with in-class support from Special Education teachers

### *English Learners*

- School percentage: 9.90%
- 1 Standard Deviation percentage: 30.99%
- The rate of attrition for **English learners** is below 1 Standard Deviation.

#### Strategies used in 2025-26 that will be continued in 2026-27

- Inform all families at all enrollment/recruitment sessions that students who speak a second language at home may be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be LEP, that student will be provided with a program to meet his/her individual needs.
- Distribute literature, applications, and enrollment forms in Spanish, Swahili, Haitian-Creole. Any family needing materials in a language other than those listed will have them provided.
- Provide translators at every recruitment event and meeting.
- Develop ongoing partnerships at community events.
- ELL staff will be available at all school information sessions, Parent Nights, and Open Houses.
- Build relationships with community leaders.

### *Low Income*

- School percentage: 8.10%
- 1 Standard Deviation percentage: 23.37%
- The rate of attrition for students in the **low-income** group is below 1 Standard Deviation.

#### Strategies used in 2025-26 that will be continued in 2026-27

- We provide free tutoring during school hours, after school and on Saturdays for MCAS subjects to all our students here at SICS.
- Transportation services are free for all students.
- Our Student Leadership Organization provides extracurricular activities during the school day since transportation is a challenge for many students.
- All athletic and extracurricular activities are free of charge to all students.
- Access to technology for all required assignments is provided on campus.
- No student is denied the opportunity to attend school field trips or activities due to their inability to pay.
- All students receive fee waivers for SATs, college applications, and can take the PSAT free of charge.
- The Springfield Promise program provides all students with free financial aid and FASFA counselling.

### *Students Who Are Sub-Proficient*

#### Strategies used in 2025-26 that will be continued in 2026-27

- We provide free tutoring during school hours, after school and on Saturdays for MCAS subjects to all of our students here at SICS.
- Transportation services are free for all students.
- Our Student Leadership Organization provides extracurricular activities during the school day since transportation is a challenge for many students.

- All athletic and extracurricular activities are free of charge to all students.
- Access to technology for all required assignments is provided on campus.
- No student is denied the opportunity to attend school field trips or activities due to their inability to pay.
- All students receive fee waivers for SATs, college applications, and are able to take the PSAT free of charge.
- The Springfield Promise Program provides all students with free financial aid and FASFA counselling.

#### *Students Who Are at Risk of Dropping Out of School*

Strategies used in 2025-26 that will be continued in 2026-27

- We have continued to improve our MTSS program. This program is available for all K-12 students in the building, including Special Education students.

#### *Students Who Have Dropped Out of School*

Strategies used in 2025-26 that will be continued in 2026-27

- Students have the opportunity to recover credits and remain on track for graduation through our Summer School Program.
- Implementation of a full credit recovery program for high school while our school is still committed to maintaining our high academic standards.

## Appendix C: Information About the School Administration, Staff, and Board of Trustees

### *Administrative Roster and Staff Attrition Data*

#### **Administrative Roster During the 2025-26 School Year**

| <b>Name</b>       | <b>Title</b>                 | <b>Start Date in Current Role</b> | <b>End Date</b><br>(if no longer employed at the school) |
|-------------------|------------------------------|-----------------------------------|----------------------------------------------------------|
| Justin Baker      | Director                     | 7-1-21                            |                                                          |
| Shirley Vazquez   | Deputy Director (K-5)        | 7-1-21                            |                                                          |
| Steve Bissonnette | Director of Finance          | 4-21-06                           |                                                          |
| Cynthia Miller    | Director of Special Services | 12-18-17                          |                                                          |
| Derek Conway      | Director of Operations       | 7-1-21                            |                                                          |

|                   |              |         |         |
|-------------------|--------------|---------|---------|
| Emanuel Class     | IT Director  | 8-13-21 |         |
| Rochelle McCarthy | HR Director  | 1-4-24  |         |
| Brendan Dwyer     | HS Principal | 7-1-21  |         |
| Christina Huff    | MS Principal | 8-5-22  | 6-30-26 |

#### Teacher Attrition for the 2025-26 School Year

| <b>Number employed<br/>as of the last day<br/>of the 2025-26<br/>school year</b> | <b>Number of<br/>departures during<br/>the 2025-26<br/>school year</b> | <b>Number of<br/>departures<br/>following the end<br/>of the 2025-26<br/>school year<br/>through July 31st</b> | <b>Reason(s) for<br/>Departure</b><br>(e.g.: resigned,<br>terminated, retired,<br>contract not<br>renewed, etc.) |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 96                                                                               | 6                                                                      | 5                                                                                                              | Resigned, retired,<br>discharged, not<br>renewed                                                                 |

#### Other Staff Attrition for the 2025-26 School Year

| <b>Number employed<br/>as of the last day of<br/>the 2025-26 school<br/>year</b> | <b>Number of<br/>departures during<br/>the 2025-26 school<br/>year</b> | <b>Number of<br/>departures following<br/>the end of the 2025-<br/>26 school year<br/>through July 31st</b> | <b>Reason(s) for<br/>Departure</b><br>(e.g.: resigned,<br>terminated, retired,<br>contract not renewed,<br>etc.) |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 132                                                                              | 11                                                                     | 1                                                                                                           | Resigned, retired,<br>discharged, not<br>renewed                                                                 |

### Board Membership During the 2025-26 School Year

| Name               | Position on the Board | Committee Affiliation(s)                    | Number of Terms Served on the Board | Length of Each Term (start and end date in MM/YY format)      | Final Year of Service Possible Based on Term Limits in Bylaws |
|--------------------|-----------------------|---------------------------------------------|-------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Wilfredo Lopez Jr. | Chair                 | Executive, Finance                          | 4                                   | 11/6-11/19<br>11/19-11/22<br>11/22-11/25<br>12/18/25-11/15/28 | 2031                                                          |
| Freda Malone       | Vice Chair            | Executive, Governance, Community Engagement | 1                                   | 7/20/2024-11/15/27                                            | 2039                                                          |
| Sonja Shaw         | Secretary             | Governance                                  | 4                                   | 11/15-11/18<br>11/18-11/21-11/21-11/24<br>11/12/24-11/15/27   | 2030                                                          |
| Todd Fairman       | Treasurer             | Executive, Finance                          | 2                                   | 5/20-11/23<br>11/16/2023-11/15/26                             | 2025                                                          |
| John Delaney       | Trustee               | Safety                                      | 3                                   | 5/19-11/22<br>11/22-12/25<br>12/18/25-11/15/28                | 2034                                                          |
| Willette Johnson   | Trustee               | Education                                   | 1                                   | 2/26/26-11/15/29                                              | 2041                                                          |

|                     |         |                       |   |                                                                    |      |
|---------------------|---------|-----------------------|---|--------------------------------------------------------------------|------|
| Anne-Marie Nicholai | Trustee | Governance, Education | 3 | 11/18-11/21<br>11/21-11/24<br>11/16/24-<br>11/15/27                | 2033 |
| Savannah Taylor     | Trustee | N/A                   | 1 | 2/26/26-<br>11/15/29                                               | 2041 |
| Atu White           | Trustee | Governance            | 3 | 5/17-11/20<br>11/20-11/23<br>11/16/23-<br>11/15/26                 | 2032 |
| Laurie Risler       | Trustee | Education             | 1 | 2/26/26-<br>Resigned<br>6/22/26                                    | N/A  |
| Luis Aponte         | Trustee | Education, Finance    | 3 | 11/15-11/18<br>11/18-11/21<br>11/21-11/24<br>11/15/24-<br>resigned | N/A  |

### **Board of Trustees Contact Information**

### **Board of Trustee and Committee Meeting Notices**

## **Appendix D: Additional Information**

### *Complaints*

The SICS Board did not receive any complaints that SICS has violated or is violating any provision of M.G.L. c. 71, § 89, or 603 CMR 1.00.