

SCHOOL COMMITTEE

Demographic and Contact Information as you'd like it to appear:

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1. Tell us about yourself and how your experiences will make you a good candidate for this office.

I'm a Norwood resident and parent of two children currently in Norwood Public Schools — one in third grade and one in second grade. My wife is a school nurse in the district, so our family's connection to Norwood Public Schools runs deep. Professionally, I work as a technology consultant specializing in complex systems and problem-solving for large organizations.

I'm not a career politician. I'm running because I believe the School Committee benefits from having engaged parents at the table — people with direct stakes in the decisions being made. My professional background has taught me how to analyze complex problems, ask the right questions, balance competing priorities, and make level-headed decisions even with incomplete information. Those skills translate directly to the work of the School Committee.

2. How will you comply with and/or adapt to federal changes:

- **Fiscally due to loss of federal funds?**

I will push the School Committee to get ahead of this — identifying which programs carry federal dollars, assessing our exposure, and building contingency plans into the budget now, not after cuts materialize. Norwood's most vulnerable students depend on these funds, and they can't afford us being caught off guard.

That means honest conversations with the community about tradeoffs, prioritizing resources that directly support kids, and actively pursuing alternative funding sources — grants, state partnerships, and regional collaborations — to fill any gaps.

- **While upholding NPS mission and values?**

I will always anchor my decisions as a School Committee member to NPS's core mission — ensuring each student receives a comprehensive, innovative education in an inclusive, safe, and supportive environment. That's not a federal priority. That's a Norwood priority.

When federal changes create pressure — whether through funding cuts, policy shifts, or conflicting mandates — I will advocate clearly and publicly for what our students need. The vision NPS has set for its graduates: critical thinkers, collaborators, communicators, and citizens who advocate for equity — that vision was built by this community, and I will fight to protect it.

I will be transparent with Norwood families about what federal changes mean for our schools, keep student needs at the center of every budget conversation, and ensure that our classrooms remain the inclusive, supportive environments our mission promises.

Washington changes. Our commitment to Norwood kids doesn't.

3. When making budgetary decisions, how would you ensure that you fully understand the ramifications of the decisions to programs, students, and staff in the schools?

I will never vote on a budget decision I don't fully understand. That means doing the work upfront — meeting with principals, teachers, and program directors to understand what's happening in our schools before numbers hit a spreadsheet.

Before any significant budget decision, I will ask the hard questions: Who does this affect? What does a cut here actually look like in a classroom? What do we lose — and is there a way to protect it?

I want community voices to be a meaningful part of the process. Parents, staff, and students experience the impact of these decisions directly — their input should help shape them.

And when tradeoffs are unavoidable, I will be honest about them — clearly communicating the ramifications to the community. Good fiscal stewardship isn't just about the numbers. It's about understanding what's behind them.

4. Are there any existing NPS policies you believe should be eliminated, or any new policies you would like to see implemented?

The world our kids are entering looks nothing like the one we grew up in — and school policies need to keep pace.

Technology is reshaping everything. AI, devices in every pocket, the way kids learn and communicate — these aren't future problems, they're happening now. I want policies that reflect this reality, not fight it. That means smart integration of technology, honest conversations about digital literacy, and preparing students for a workforce that's evolving faster than most curricula.

But it's not just about technology. The students sitting in classrooms today face challenges we didn't — anxiety, social pressure, learning differences that went unrecognized a generation ago. Schools need to meet that reality head-on.

My focus is on policies that support our students, build an environment where teachers want to stay and thrive, and prepare our kids for the world they'll live in.