

Salem Public Schools School Committee

*Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vice Chair*



*AJ Hoffman
Mary A. Manning
Veronica Miranda*

Mayor Dominick Pangallo, Chair

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and
City Ordinance Sections 2-2028 through 2-2033”

REVISED

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on February 24, 2025 at 7:00 p.m.** This meeting will take place in person at **29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.


Zoom Link to participate:

<https://us06web.zoom.us/j/82462207689?pwd=nfQZHXSy0WkgtaQhdVPgV8ZE88XonJ.1>

Passcode: 694821

1. Call of Meeting to Order

- 1. Summary of Public Participation Policy (School Committee Policy #6409).**
Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee’s responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.*
- 2. Live Spanish Interpretation.**
Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** 
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

2. Approval of Agenda

3. Public Comment

See above instructions for participating in public comment.

4. **Approval of Consent Agenda**
 1. Approval of Minutes of Special School Committee meeting held on February 3, 2025
 2. Approval of Minutes of Regular School Committee meeting held on February 3, 2025
 3. Approval of Minutes of School Committee Workshop held on February 11, 2025
 4. Approval of FY25 Warrants:
 1. 02/06/2025 - \$452,742.14
 2. 02/13/2025 - \$683,813.86
 3. 02/20/2025 - \$503,433.09

5. **Student Representative Report**

6. **Superintendent's Report**
 1. Superintendent's Evaluation
 2. Massachusetts School Building Authority (MSBA) Update
 1. Education Plan
 2. Space Summary
 3. Finance and Operations Report

7. **Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee

8. **Motions and Resolutions**
 1. Policy 5214.01 Graduation Requirements and Competency Determination - Second Reading
 2. 5215.01 Directory of Information on Students - First Reading
 3. Superintendent's Evaluation

9. **Announcements**

10. **Adjournment**

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and Superintendent

"Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event."

**Minutes of the Special Session
of the Salem School Committee
Monday, February 3, 2025
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, Vice Chair Cruz, Amanda Campbell, Beth Anne Cornell, AJ Hoffman, Mary Manning, and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Carbone, Assistant Superintendent Pauley and City of Salem Finance Director Anna Freedman

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 5:33 pm.

Financial Overview Presentation

City of Salem Finance Director Anna Freedman delivered a presentation on the overall financial overview of the city and school department as attached. Ms. Freedman said that there are many areas to monitor going forward.

There was a comment that there were some conversations about the caps for the foundation budget at the state level but there was nothing concrete yet that could help school districts such as Salem.

Among matters raised included the need to review staff whose salaries are dependent on federal grants. The timeline of the changes at the federal level is colliding with the roughly \$4-4.5 million cuts that the school department needs to make for the coming year.

Superintendent Zrike commented that there is some money available in the PreK level but that Salem Public Schools (SPS) does not benefit from the Commonwealth Preschool Partnership Initiative (CPPI) grant because SPS does not offer full year classes. The transportation contract will be up for bid in FY 27.

Vice-Chair Cruz suggested that the School Committee could invite state officials to speak at one of the meetings to gather more information.

Adjournment

Member Campbell made a motion to adjourn at 6:42 pm. Member Manning seconded. A roll call vote was taken.

Member Campbell voted YES
Member Cornell voted YES
Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

Salem - Chapter 70 and FY26 Budget Outlook

PREPARED FOR MAYOR DOMINICK PANGALLO

PRESENTATION TO SCHOOL COMMITTEE

FEBRUARY 3, 2025

BY: ANNA FREEDMAN



Chapter 70 Overview

There are three primary steps in determining each district's Chapter 70 aid

Define and calculate a foundation budget for each district, given the specific grades, programs, and demographic characteristics of its students



Determine an equitable local contribution requirement, how much of the foundation budget that should be paid for by each city and town's property tax, based upon the relative wealth of the municipality



Calculate state aid, providing necessary funds to reach foundation or mandated minimum aid increases

Required Local Contribution + State Aid = a district's net school spending (NSS) requirement
This is the minimum amount that a district must spend to comply with state law

Student Opportunity Act (SOA)

The SOA focused on the costs/inputs to determining an annual foundation budget

- The Act established new, higher foundation budget rates in five areas: benefits and fixed charges, guidance and psychological services, special education out of district tuition, English learners, and low-income students, all to be phased in by FY2027.
- In addition to these targeted rate increases, foundation budget categories are also increased to account for inflation, based on a formula.

The SOA did not make changes to the part of the formula that determines a municipality's ability to pay.

Student Opportunity Act (SOA)

Low-Income and Special Education Enrollment

- The SOA reinstates the definition of low-income enrollment used prior to FY2017, based on 185% of the federal poverty level. It replaces the economically disadvantaged designation (based on 133% of the federal poverty level) used from FY2017 through FY2022.
- The SOA also provides for a phase-in of increases to the assumed in-district special education enrollment to 5% for vocational students and 4% for non-vocational students. In FY2026, these assumed rates have been increased by 5/6ths of the gap to 4.97% and 3.97%, respectively.

Student Opportunity Act (SOA)

Required Local Contributions

The aggregate wealth model that has been used to determine target local contribution requirements since FY2007 is now codified in Chapter 70 by the Act.

For municipalities with preliminary required contributions above their targets, the effort reduction component of the formula closes 100% of the gap between their preliminary contribution and their contribution target.

For municipalities with preliminary required contributions significantly below their targets, the formula continues to apply an additional increment to their required contribution to close a portion of the gap to their contribution target.

Chapter 70 & Charter School Calculations

Charter School Tuition

Foundation tuition rates for Commonwealth charter schools are based on the same foundation budget rates used in Chapter 70.

The reimbursement formula for transitional aid to districts reflects the change enacted by Section 38 of the FY20 budget, which provided for a reimbursement of 100% of any tuition increase in the first year, 60% in the second year, and 40% in the third year.

Funding for first year reimbursements is prioritized first, followed by funding for second year reimbursements.

FY25 Chapter 70

- Salem is receiving foundation aid in FY2025
 - Increase over FY24 of **\$2,186,436 (7.96%)** for total Chapter 70 aid of \$29,642,316
 - This was driven by a 7.45% increase in Foundation Budget
 - Enrollment increased 2.09% (88 students)
 - Substantial growth in vocational, ELL, and low-income students coupled with rate increase under SOA
 - Foundation budget has increased – pushing up Chapter 70 aid but also local contribution

FY26 Chapter 70

- Salem will receive foundation aid in FY2026
 - Increase over FY25 of **\$1,395,987 (4.7%)** for total Chapter 70 aid of \$31,038,303
 - This was driven by a 5.45% increase in Foundation Budget
 - Enrollment decreased (0.28%) (12 students)
 - There was a decrease in ELL and low-income student categories, but this appears to be offset by the rate increases under SOA
 - Increase in vocational students (486 in FY25 increasing to 602 in FY26) – not an added increment under SOA but part of base foundation calculation
 - Foundation budget has increased – pushing up Chapter 70 aid but also local contribution

Massachusetts Department of Elementary and Secondary Education

FY26 Chapter 70 Summary

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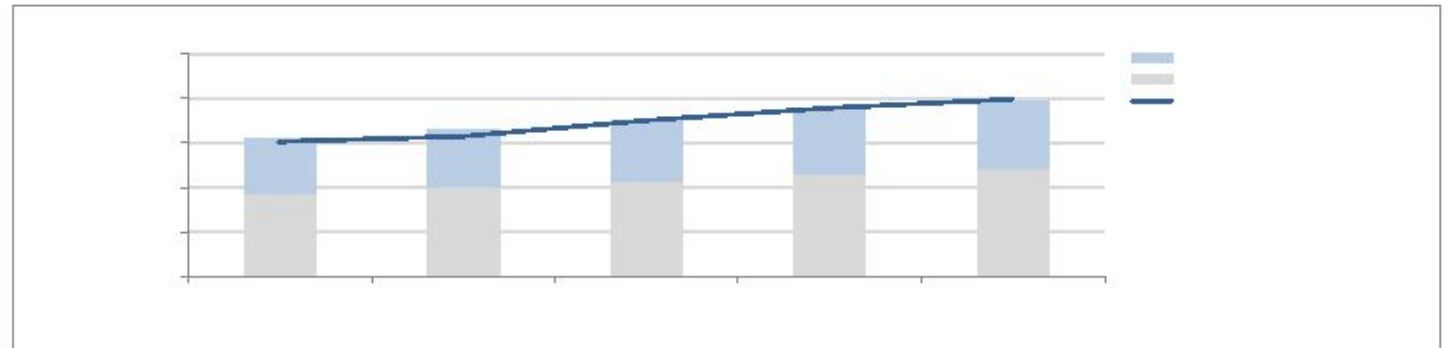


Aid Calculation FY26

Prior Year Aid	
1 Chapter 70 FY25	29,642,316
Foundation Aid	
2 Foundation budget FY26	79,288,062
3 Required district contribution FY26	48,249,759
4 Foundation aid (2-3)	31,038,303
5 Increase over FY25 (4 - 1)	1,395,987
Minimum Aid	
6 \$75 per pupil increase	320,850
7 Minimum aid amount (if line 6 - line 5 > 0, then line 6 - line 5, otherwise 0)	0
Subtotal	
8 Sum of 1,5,7	31,038,303
Minimum Aid Adjustment	
9 Minimum aid adjustment	29,770,656
10 Aid adjustment increment (if line 9 - line 8 > 0, then line 9 - line 8, otherwise 0)	0
Non-Operating District Reduction to Foundation	
11 Reduction to foundation	0
Hold Harmless Aid	
12 Hold harmless aid	0
FY26 Chapter 70 Aid	
13 Sum of 1,5,7,10, 12 minus 11	31,038,303

Comparison to FY25

	FY25	FY26	Change	Pct Chg
Enrollment	4,290	4,278	-12	-0.28%
Foundation budget	75,190,968	79,288,062	4,097,093	5.45%
Required district contribution	45,548,652	48,249,759	2,701,107	5.93%
Chapter 70 aid	29,642,316	31,038,303	1,395,987	4.71%
Required net school spending (NSS)	75,190,968	79,288,062	4,097,094	5.45%
Target aid share	29.24%	28.55%		
C70 % of foundation	39.42%	39.15%		
Required NSS % of foundation	100.00%	100.00%		



FY26 Chapter 70 Determination of City and Town Total Required Contribution

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Effort Goal

1) 2024 equalized valuation	9,326,697,900
2) Uniform property percentage	0.3243%
3) Local effort from property wealth	30,243,974
4) 2022 income	1,844,756,000
5) Uniform income percentage	1.5699%
6) Local effort from income	28,960,290
7) Combined effort yield (3 + 6)	59,204,264
8) FY26 Foundation budget	82,857,847
9) Maximum local contribution (82.5% * 8)	68,357,724
10) Target local contribution (lesser of 7 or 9)	59,204,264
11) Target local share (10 as % of 8)	71.45%
12) Target aid share (100% minus 11)	28.55%

[See a listing of all 351 communities](#)

FY26 Increments Toward Goal

13) FY25 required local contribution	47,626,435
14) Municipal revenue growth factor (DOR)	3.87%
15) FY26 preliminary contribution (13 raised by 14)	49,469,578
16) Preliminary contribution pct of foundation (15 / 8)	59.70%
<i>If preliminary contribution is above the target share:</i>	
17) Excess local effort (15 - 10)	
18) 100% reduction toward target (17 x 100%)	
19) FY26 required local contribution (15 - 18), capped at 90% of foundation	
20) Contribution as percentage of foundation (19 / 8)	
<i>If preliminary contribution is below the target share:</i>	
21) Shortfall from target local share (10 - 15)	9,734,686
22) Shortfall percentage (11 - 16)	11.75%
23) Added increment toward target (13 x 1% or 2%)*	952,529
*1% if shortfall is between 2.5% and 7.5%; 2% if shortfall > 7.5%	
24) Special increment toward 82.5% target**	0
**if combined effort yield > 175% foundation	
Combined effort yield as % of foundation	
25) Shortfall from target after adding increments (10 - 15 - 23 - 24)	8,782,157
26) FY26 required local contribution (15 + 23 + 24)	50,422,107
27) Contribution as percentage of foundation (26 / 8)	60.85%

FY26 Chapter 70 Foundation Budget

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	Base Foundation Components							Incremental Costs Above the Base						TOTAL		
	1	2		3	4	5	6	7	8	9	10	11	12	13	14	
	Pre-school	----- Kindergarten -----		Elementary	Junior/ Middle	High School	Vocational	Special Ed In-District	Special Ed Tuitioned-Out	English learners PK-5	English learners 6-8	English learners High School/Voc	Low income			
Foundation Enrollment	192	0	294	1,596	994	696	602	172	36	444	135	168	2,737		4,278	
1 Administration	43,903	0	134,449	729,867	454,566	318,288	275,301	542,861	140,406	51,171	16,625	23,532	287,412		3,018,381	
2 Instructional Leadership	79,288	0	242,826	1,318,200	820,984	574,854	497,216	0	0	89,546	29,090	41,182	1,361,849		5,055,036	
3 Classroom & Specialist Teachers	363,567	0	1,113,425	6,044,228	3,312,674	3,411,068	5,015,677	1,791,308	0	626,799	203,629	288,259	13,294,239		35,464,873	
4 Other Teaching Services	93,245	0	285,571	1,550,243	695,025	405,135	350,418	1,672,518	2,145	89,546	29,090	41,182	0		5,214,116	
5 Professional Development	14,379	0	44,059	239,208	161,485	109,641	156,785	86,411	0	25,579	8,311	11,765	644,974		1,502,597	
6 Instructional Materials, Equipment & Technology	52,620	0	161,156	874,847	544,861	610,413	923,944	75,422	0	63,954	20,778	29,413	98,860		3,456,268	
7 Guidance & Psychological Services	39,686	0	121,545	659,818	426,058	320,042	276,818	0	0	38,375	12,469	17,648	538,313		2,450,773	
8 Pupil Services	10,522	0	32,234	262,430	266,998	431,095	372,873	0	0	12,796	4,157	5,883	2,797,269		4,196,257	
9 Operations & Maintenance	100,959	0	309,182	1,678,417	1,133,269	769,400	1,245,490	606,401	0	153,500	49,868	70,595	0		6,117,082	
10 Employee Benefits/Fixed Charges*	174,532	0	534,495	2,901,560	1,940,954	1,203,328	1,332,762	748,745	0	154,867	50,310	71,222	2,366,821		11,479,596	
11 Special Education Tuition*	0	0	0	0	0	0	0	0	1,333,082	0	0	0	0		1,333,082	
12 Total	972,701	0	2,978,943	16,258,819	9,756,875	8,153,264	10,447,283	5,523,666	1,475,633	1,306,133	424,325	600,682	21,389,737		79,288,062	
13 Wage Adjustment Factor	100.0%														Foundation Budget per Pupil	18,534
*The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.																
14 Low-income percentage	64.82%														English learner foundation budget as % total foundation budget	2.9%
15 Low-income group	10														Low-income foundation budget as % total foundation budget	27.0%

Enrollment data used to calculate FY26 Foundation Budget and Chapter 70 aid

Foundation Budget – Enrollment in Key Categories

	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
Special Ed In-District	174	168	160	165	170	172
Special Ed Tuitioned-Out	41	39	38	36	37	36
English Learners PK-5	345	325	352	401	449	444
English Learners 6-8	98	82	101	122	158	135
English Learners High School/Voc	130	127	114	149	169	168
Low Income	2,442	2,478	2,596	2,676	2,755	2,737
Totals	3,230	3,219	3,361	3,549	3,738	3,692

In the Chapter 70 formula that develops a district's foundation budget, these categories have an additional increment on top of base funding rates, which grows foundation budget and may also increase Chapter 70 aid

Salem Chapter 70 Historical Review

Implementation of SOA

	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026
Enrollment Change v. Prior Year	-4	102	-99	-221	-176	63	88	-12
Required Net School Spending	\$ 55,446,712	\$ 59,983,631	\$ 61,571,253	\$ 62,876,841	\$ 65,935,095	\$ 69,935,642	\$ 75,190,968	\$ 79,288,062
Required District Contribution	\$ 33,573,950	\$ 34,176,479	\$ 35,764,101	\$ 36,940,239	\$ 39,750,153	\$ 42,479,762	\$ 45,547,856	\$ 48,249,759
Chapter 70 Aid	\$ 21,872,762	\$ 25,807,152	\$ 25,807,152	\$ 25,936,602	\$ 26,184,942	\$ 27,455,880	\$ 29,642,316	\$ 31,038,303
Chapter 70% of Foundation	39.87%	43.02%	43.42%	43.25%	41.74%	39.26%	39.39%	39.15%
Target Aid Share for State	38.80%	39.98%	37.63%	32.93%	29.33%	29.24%	29.14%	28.55%
Added Increment*	\$ -	\$ 353,987	\$ 358,837	\$ 376,671	\$ 783,475	\$ 840,042	\$ 894,393	\$ 952,529

*Target local contribution was less than Preliminary Required Local Contribution in FY19 so there was no added increment

Chapter 70 Variance v. Prior Year	\$ 136,020	\$ 3,934,390	\$ -	\$ 129,450	\$ 248,340	\$ 1,270,938	\$ 2,186,436	\$ 1,395,987
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- Years with enrollment increases have resulted in Chapter 70 increases/foundation level aid
- Added Increment to reach Target Aid Share is rapidly increasing, escalating pressure on local revenues to support school spending

Chapter 70: Increasing Pressure on Local Resources

Salem's Target State Aid Share	
FY2016	40.9%
FY2017	40.8%
FY2018	Not available
FY2019	38.8%
FY2020	40.0%
FY2021	37.6%
FY2022	32.9%
FY2023	29.3%
FY2024	29.2%
FY2025	29.1%

Salem's Target Aid Share

The Chapter 70 formula is rapidly driving Salem's contribution up and the state's contribution down.

In fact, Salem experienced a 10% decline in target aid share from the state in just three years (FY20-FY23) upon implementation of the SOA

In FY26, Salem's "Target Local Contribution" is \$59,204,264 (71.45%)

In FY19, it was \$35,398,709 (61.20%)

The growth in Salem's Target Local Contribution since FY19 is 67%, an increase of \$23.8 million

Municipal Contribution – Added Increments

Salem's "Below Target Share" Added Increments

FY	Amount
FY2019	Above effort
FY2020	\$ 353,987
FY2021	\$ 358,837
FY2022	\$ 376,671
FY2023	\$ 783,475
FY2024	\$ 840,042
FY2025	\$ 894,393
FY2026	\$ 952,529

The accelerating ***required local contribution*** is clearly visible in the accelerating ***added increments*** being applied to Salem's aid.

Now that Salem is receiving foundation aid, the "Below Target Share" added increment is having a particularly negative impact.

If not for this "penalty," Salem would be receiving an additional \$952,529 in FY2026 Chapter 70 aid.

2020 DESE/DOR Local Contribution Study

“Cap on contributions: The current cap on the local contribution requirement (82.5% of foundation budget) is proving problematic in two respects. First, the increasing number of communities subject to the cap undercuts the equity goal that the target contribution calculation seeks to meet. Second, the current cap in conjunction with the significant increases to foundation budgets envisioned by the SOA may result in significant and unevenly distributed increases in the local contribution requirements for communities not subject to the cap.”

“It should be further noted that with 40% of communities capped at 82.5% and the SOA significantly expanding foundation budgets, we may see more communities falling under the 82.5% cap and an accompanying increase in target contributions levels for those not impacted by the cap itself. As statewide foundation budgets increase under the SOA, the formula will adjust to distribute the statewide target contribution (59% of statewide foundation) among the target contributions of those communities with relatively high targets, but not protected by the 82.5% cap. Over time, the formula will move the required contributions of these districts toward their new local contribution targets and lower aid targets.”

FY26 Budget Outlook

School Expenses on “City” Budget

School Costs Funded on the “City-Side” of the Budget

- Health insurance (Projected increase of 11-12% - at least \$400K-\$450K for School Health Insurance)
- Tuition Cost Growth (e.g. Essex Agricultural) (TBD)
- Debt Service (School Building and other Capital Infrastructure) (TBD)
- State Assessments (Charter School & School Choice Sending Tuitions) (\$722,538)
- Non-MTRS Pension Assessment (TBD)
- Medicare (projecting 6% to accommodate new contracts)
- Retirement Buy-Outs (TBD)

Note – “City Local Aid” preliminary amount for FY26 is: \$186,870

Increases for the above will need to be afforded primarily with local revenues

**Massachusetts Department of Elementary and Secondary Education
Office of School Finance
Chapter 70 Net School Spending Compliance, Budgeted FY24**

Salem	School Committee	City/Town	Total
1 Administration (1000)	2,946,358	1,702,840	4,649,198
2 Instruction (2000)	48,375,409	0	48,375,409
3 Attendance-Health (3100, 3200)	5,686,805	0	5,686,805
4 Food Services (3400)	0	0	0
5 Athletics/Student Activities/Security (3500, 3600)	819,312	0	819,312
6 Maintenance (4000)	5,124,677	0	5,124,677
7 Employer Retirement Contributions (5100)	0	1,597,383	1,597,383
8 Insurance (5200)	742,511	8,126,297	8,868,808
9 Retired Employee Insurance (5250)	0	1,690,464	1,690,464
10 Rentals (5300)	381,250	0	381,250
11 Short Term Interest (5400)	0	0	0
12 Tuition (9000)	2,695,965	8,650,517	11,346,482
13 FY24 Budgeted School Spending (lines 1 through 12)	66,772,287	21,767,501	88,539,788
14 FY24 Budgeted School Revenues			
14a) FY24 Budgeted School Revenues	0	0	0
14b) FY24 Charter Reimb (local districts)	0	581,644	581,644
14c) Subtotal, NSS Revenues (36a + 36b)	0	581,644	581,644
15 FY24 Net School Spending (13 - 14)	66,772,287	21,185,857	87,958,144
16 FY24 Chapter 70 Required Net School Spending			69,935,642
17 Carryover from FY23			0
18 Total FY24 Requirement (16 + 17)			69,935,642
19 Shortfall in Budgeted FY24 Net School Spending (15 - 18)			0
20 Carryover/Penalty Calculation, Percent Unexpended (19 / 16)			0.0%

- **Prior Year example of Net School Spending expenditures**
- **Items budgeted on the School side compared to the City side of the budget**

School Expenses on “City” Budget & Compliance with Net School Spending

	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025 Budgeted
Required Net School Spending	\$ 55,446,712	\$ 59,983,631	\$ 61,571,253	\$ 62,876,841	\$ 65,935,095	\$ 69,935,642	\$ 75,190,968
<i>School Committee</i>	\$ 54,544,324	\$ 55,780,757	\$ 59,034,970	\$ 61,031,574	\$ 63,623,136	\$ 66,637,356	\$ 69,989,931
<i>Additional City Funds</i>	\$ 19,931,514	\$ 21,120,145	\$ 16,950,707	\$ 18,434,105	\$ 19,248,149	\$ 20,300,487	\$ 22,896,414
Total	\$ 74,475,839	\$ 76,900,902	\$ 75,985,678	\$ 79,465,679	\$ 82,871,285	\$ 86,937,843	\$ 92,886,345
Variance with NSS	\$ 19,029,127	\$ 16,917,271	\$ 14,414,425	\$ 16,588,838	\$ 16,936,190	\$ 17,002,201	\$ 17,695,377

Source: DESE “Compliance with Net School Spending” & Salem Year-End-Reports

FY26 Education Aid & Assessments

Estimated Receipts - Local Education Aid

PROGRAM	FY2023	FY2024	FY2025	FY2026 - Gov Budget	FY26 v. FY25	FY26 v. FY25 %
Chapter 70	\$ 26,184,942	\$ 27,455,880	\$ 29,642,316	\$ 31,038,303	\$ 1,395,987	4.71%
School Transportation	-	-	-	-	-	-
Charter Tuition Reimbursement	\$ 1,787,513	\$ 982,464	\$ 1,115,867	\$ 1,416,572	\$ 300,705	26.95%
Smart Growth School Reimbursement	-	-	-	-	-	-
Offset Receipts:						
School Choice Receiving Tuition	\$ 527,931	\$ 465,662	\$ 564,506	\$ 595,846	\$ 31,340	5.55%
Sub-Total, All Education Items:	\$ 28,500,386	\$ 28,904,006	\$ 31,322,689	\$ 33,050,721	\$ 1,728,032	5.52%
Total Estimated Receipts:	\$ 28,500,386	\$ 28,904,006	\$ 31,322,689	\$ 33,050,721	\$ 1,728,032	5.52%
Net of Offsets	\$ 27,972,455	\$ 28,438,344	\$ 30,758,183	\$ 32,454,875	\$ 1,696,692	5.52%

Estimated State Assessments - Education

PROGRAM	FY2023	FY2024	FY2025	FY2026 - Gov Budget	FY26 v. FY25	FY26 v. FY25 %
Tuition Assessments:						
School Choice Sending Tuition	\$ 636,016	\$ 763,265	\$ 751,232	\$ 760,893	\$ 9,661	1.29%
Charter School Sending Tuition	\$ 7,906,278	\$ 8,383,773	\$ 8,746,231	\$ 9,455,551	\$ 709,320	8.11%
Sub-Total, Tuition Assessments:	\$ 8,542,294	\$ 9,147,038	\$ 9,497,463	\$ 10,216,444	\$ 718,981	7.57%
Total All Estimated Charges:	\$ 8,542,294	\$ 9,147,038	\$ 9,497,463	\$ 10,216,444	\$ 718,981	7.57%
Net Receipts v. Charges:*	\$ 19,430,161	\$ 19,291,306	\$ 21,260,720	\$ 22,238,431	\$ 977,711	4.60%

*last year \$1,955,204

Review of Historical SPS Appropriation Growth & Chapter 70

Chapter 70 Increase				SPS Budget Increase			
Year	Amount	Increase	Percentage	Year	Amount	Increase	Percentage
2015	\$ 21,231,627	\$ 352,168	1.69%	2015	\$ 54,461,543	\$ 1,908,120	3.63%
2016	\$ 21,348,492	\$ 116,775	0.55%	2016	\$ 53,145,269	\$ (1,316,274)	-2.42%
2017	\$ 21,600,632	\$ 252,230	1.18%	2017	\$ 55,041,847	\$ 1,896,578	3.57%
2018	\$ 21,736,742	\$ 136,110	0.63%	2018	\$ 56,807,831	\$ 1,765,984	3.21%
2019	\$ 21,872,762	\$ 136,020	0.63%	2019	\$ 57,628,889	\$ 821,958	1.45%
2020	\$ 25,807,152	\$ 3,934,390	17.99%	2020	\$ 59,833,547	\$ 2,204,658	3.83%
2021	\$ 25,807,152	\$ -	0.00%	2021	\$ 63,449,649	\$ 3,616,102	6.04%
2022	\$ 25,936,602	\$ 129,450	0.50%	2022	\$ 66,597,919	\$ 3,148,270	4.96%
2023	\$ 26,184,942	\$ 248,340	0.96%	2023	\$ 68,747,963	\$ 2,150,044	3.23%
2024	\$ 27,455,880	\$ 1,270,938	4.85%	2024	\$ 71,154,142	\$ 2,406,179	3.50%
2025	\$ 29,642,316	\$ 2,186,436	7.96%	2025	\$ 74,592,616	\$ 3,438,474	4.83%

- Average 10-Year Budget Increase for SPS: 3.2%
 - Average 10-Year Chapter 70 Increase 3.5%
(Excluding FY20, Average is: 1.92%)
- Cumulative 10-Year Variance Between SPS Budget Increases and Chapter 70 Increases: \$13.27 million

Areas to Monitor & Budgetary Factors

- Costs for implementation of collective bargaining contracts (Teachers, Police, Fire, AFSCME)
- Homeless Student Transportation and Out of District Special Education Costs
- Adjustments to Assessments during State Budget process (e.g. Charter Schools)
- First full fiscal year without COVID-19 relief aid (ARPA & ESSER)
- Health care costs – statewide issue
- Increase in trash contract for the city (TBD)
- Energy/Utility Costs

Areas to Monitor & Budgetary Factors

- Impacts of rapidly changing federal policy on local revenues and economy
 - Possible federal grant impoundment or redirection of funds
 - Direct impacts on local budget
 - Impacts on state budget and state's ability to fund commitments
 - Economic impacts on local meals and rooms excise taxes, motor vehicle excise taxes (all elastic revenues that fluctuate with economic activity)
 - Costs for materials, equipment may increase due to tariffs
 - Potential increased costs for borrowing (interest rates)

**Minutes of the Regular Session
of the Salem School Committee
Monday, February 3, 2025
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, Vice Chair Cruz, Amanda Campbell, Beth Anne Cornell, AJ Hoffman, Mary Manning, and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike and Assistant Superintendent Pauley

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

Approval of Agenda

Vice Chair Cruz made a motion to approve the agenda. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Public Comment

Anny Cruz

Ms. Cruz, Salem Public Schools (SPS) employee and mother of two students who attend SPS, requested that the winter break encompass the entire weeks of December 22 and 29, 2025 because many staff and families travel during this time. Ms. Cruz also suggested that the start time at Bentley Academy Innovation School, which is 7:30 am be changed to a slightly later time to enable staff to drop off their children at daycare, most of which are not open at 7:15 am. Ms. Cruz voiced her support for a new 9-12 high school instead of 7-12 so that students can experience middle school in a separate building.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on January 21, 2025
2. Approval of FY25 Warrants:
 1. 01/23/2025 - \$495,797.09
 2. 01/30/2025 - \$493,429.07

Member Manning made a motion to approve the consent agenda. Vice Chair Cruz seconded and it was so VOTED. Motion passed unanimously.

Student Representative Report

Student Representative Qualkenbush said that at a recent meeting, the students in the Student Advisory Group voiced that they would like a 9-12 grade configuration for the new high school because the maturity level of middle schoolers and high schoolers are different, a middle school already exists and that the influence of the high schoolers will affect middle schoolers. However the students said that they might consider a 7-12 grade configuration if the setup of the building was similar to the Masconomet High School where the 7th and 8th graders are separate from the higher grades. Student Representative Qualkenbush added that the students were still in favor of a 9-12 high school. The students also discussed the budget for next year and expressed that they do not want to add or increase fees for extracurricular or sports activities. There were suggestions to move New Liberty Innovation School and Salem Prep High School to an elementary school such as Saltonstall to eliminate rental expenses for the Witch City Mall; save money by not using Yondr pouches; creating more income by renting out extra spaces in school buildings; and reducing the school schedule so that there will be less periods. Student Representative Qualkenbush questioned if extra-curricular activities such as a buddy system where a multilingual student assists a newcomer student who is not fluent in English can be counted as credits. This would be similar to some schools that provide Physical Education (PE) credits for participating in certain sports. The student advisory group identified areas of focus such as support for multilingual and special education students; equitable access to programs, classes and opportunities; driver's education; and increased student independence.

Superintendent Zrike commended the student advisory group and noted that the administration team will be looking into improving access for all students to the many offerings at the schools. Superintendent Zrike suggested that the easiest way for the students to meet with the School Committee would be 1:00 - 2:30 pm on the first Monday of every month. The Student Advisory Group also suggested having one of the meetings at New Liberty Innovation School. Vice Chair Cruz suggested a different time or a hybrid option to enable more members to attend and reminded everyone that it would be a public meeting if a quorum of the School Committee were present. In response to Member Manning, Student Representative Qualkenbush said that the Student Advisory Group has about 18-20 members.

Superintendent's Report

Superintendent Zrike said that the Early Education Greet and Meet would be on Thursday, February 6, 2025 at Collins Middle School from 5:30 - 7:00 pm.

1. Program of Studies

Member Campbell said that the Curriculum Subcommittee met recently to review the Program of Studies. Member Campbell said that there were minor changes and that the subcommittee voted unanimously to approve it.

In response to Member Manning, Ms. Meghan Sousa, Director of Salem High School College (SHS) and Career Center said that there are no changes to Advanced Placement course offerings. Ms. Sousa explained that the language for the seal of biliteracy was revised to clearly note the various distinctions.

In response to Vice Chair Cruz, SHS Principal Burns said that the student advisory group can provide a presentation to the Instructional Leadership Team (ILT) at SHS about receiving credits for the peer mentorship or PE. The ILT will review it and if approved, it will need a School Committee vote. In response to another question, SHS Principal Burns said that the review of the Program of Studies starts in November and it is presented to the Curriculum Subcommittee in January.

2. 2025-2026 Calendars Draft (Strategy 4.2)

Superintendent Zrike explained the changes made to the calendar. Superintendent Zrike added that the primary elections were not incorporated to the calendar yet as the district is awaiting feedback from the City. Ms. Manning brought up the matter of differentiating Professional Development and Parent Teacher Conferences.

3. 2025-2026 Enrollment Targets for Student Assignment (Strategy 4.1)

Superintendent Zrike said that the percentage of low income students decreased a little from last year and proceeded to explain the targets set for each school. Deputy Superintendent Carbone said that extended day is offered at all sites and explained how the opportunities at SPS are being publicized to the community.

Vice Chair Cruz requested data about the low income and non-low income student percentages for the partner sites. Member Cornell suggested that the Policy Subcommittee review the assignment policy to discuss learning environments that are reflective of the community. Member Cornell also said that the Policy Subcommittee had looked at the Carlton Kindergarten placement model and there were questions on whether it would be beneficial to adopt the Carlton Kindergarten placement model district-wide. Member Campbell commented that for future years, it might be helpful to not include the PreK numbers in the school targets because it is known that the PreK numbers are a little skewed and it does not necessarily represent the continuum as they still have to apply under the controlled choice policy to what may or may not be the same elementary schools. Instead, Member Campbell suggested that perhaps PreK needs its own category. Member Campbell also suggested that more seats could be allocated at the beginning of the year in order to enable more than just one socio-economic group to take advantage of available opportunities. Superintendent

Zrike

agreed that the policy needed to be reviewed and that many families are sending their students to Saltonstall as it is a neighborhood school. Member Campbell said that looking at the percentages, it is not clear whether what the district is doing is working and whether this should be looked into further so that the district's goals are met.

4. New Salem High School Building Grade Configuration (Strategy 4.3)

Superintendent Zrike presented the memo in the packet in response to some questions raised at the previous meeting such as decoupling the sixth grade from the middle school as detailed in the packet. Superintendent Zrike said he raised the question

regarding the accountability impact of a 7-12 grade vs. 9-12 grade school to the Associate Commissioner in charge of accountability and the response was that there is a smaller cohort of 7-12 grade schools and more suburban. This would have a negative impact on the accountability rating. Superintendent Zrike also provided a list of 7-12 and 9-12 grade schools as well as the diagrams of 7-12 grade schools. In response to Vice Chair Cruz, Superintendent Zrike said that the Project Manager can help facilitate visits to the schools.

5. Massachusetts School Building Authority (MSBA) Update

Superintendent Zrike said that there was no additional updates on this matter.

6. Finance and Operations Report

1. FY 26 Capital Requests

Assistant Superintendent Pauley provided a presentation on the capital requests. Vice Chair Cruz said that it needs to be highlighted that the priority is both on outdoor and indoor play spaces and not just outdoor.

Superintendent Zrike announced all the budget forums happening in the next two weeks. Superintendent Zrike said that Salem Public Schools was featured in a report by the Rennie Center, specifically the eight grade pilot program and the Commonwealth Preschool Partnership Initiative (CPPI). Superintendent Zrike thanked Ms. Laura Assade, Director of Diversity, Equity, Inclusion & Engagement for organizing an Immigrant Support Webinar on January 31st. Superintendent Zrike added that some School Committee members had attended a webinar on a similar topic hosted by the Attorney General's Office.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

No report at this time.

3. Building and Grounds Subcommittee

No report at this time.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

No report at this time.

Motions and Resolutions

1. Program of Studies

Member Campbell made a motion to approve the Program of Studies for Salem High School and New Liberty Innovation School. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

2. 2025-2026 Calendars

Member Campbell made a motion to approve the 2025-2026 calendars with further discussion on the colors. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

3. 2025-2026 Enrollment Targets for Student Assignment

Member Miranda made a motion to approve the 2025-2026 enrollment targets for student assignment. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

4. New Salem High School Building Grade Configuration

Vice Chair Cruz thanked everyone who worked on this project for the past 8 years. Vice Chair Cruz also said that while there was merit for both options, he was in favor of the 9-12 grade configuration as there was fiscal and programmatic elements that supported this configuration. Mayor Pangallo commented that over the last few weeks, with more information on cost projections for a project of this magnitude, there was a need to be realistic and responsible for what the community can afford. Mayor Pangallo added that

with the existence of the Collins Middle School and questions around the separation of 6th grade which were not fully addressed as well as the accountability structure, he was in favor of the 9-12 grade configuration. Member Manning added her support for the 9-12 grade configuration. Member Manning advocated for having Career and Technical Education (CTE) programs at the middle school level.

Member Manning made a motion to approve Grade 9-12 configuration for the new Salem

High School Building. Vice Chair Cruz seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

5. **FY 26 Capital Requests**

Member Manning questioned if there was a deadline for a vote on this matter because in view of the financial outlook, a closer look might be warranted. Assistant Superintendent Pauley said that there is a deadline but that conversations with the city finance office has not begun yet. Assistant Superintendent Pauley said that there will be opportunities to revisit this later. Mayor Pangallo explained that the city finance department is awaiting capital expense figures from all departments in order to start the review process. Member Campbell expressed concern that the district did not have a public address (PA) system at Bentley Academy Innovation School and hoped that this would be made a priority. Assistant Superintendent Pauley and Superintendent Zrike said

that Bentley does have a PS system but that the coverage is not as good in certain areas and staff have walkie talkies.

Member Campbell made a motion to approve the FY 26 capital requests. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

6. **[Policy 5103](#) Controlled Choice Student Assignment - Third Reading**

Vice Chair Cruz made a motion to approve Policy 5103 Controlled Choice Student Assignment for third reading. Member Campbell seconded. A roll call vote was taken. Member Campbell voted YES
Member Cornell voted YES
Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed unanimously.

7. Policy 5214.01 Graduation Requirements and Competency Determination - First Reading

Superintendent Zrike said that following the vote on the 2024 ballot “Question 2: Eliminating the Massachusetts Comprehensive Assessment System (MCAS) graduation requirement” which recently passed, a new policy on graduation requirements and competency determination is needed.

Superintendent Zrike noted that if this policy is approved by School Committee vote, it would need to be advertised publicly because former senior students from as far back as 2003 when the MCAS became a graduation requirement, can come back to get their diploma if they did not receive a diploma in the past due to not being able to pass the MCAS, provided they can demonstrate that they passed their courses.

In response to Member Manning, Ms. Sousa said that transcripts are kept for 99 years. Member Cornell commented that if the School Committee votes in favor of the competency determination, it might be a good idea to have this publicized in the Salem News. In response to Member Campbell, SHS Principal Burns said that they received clarification from the Massachusetts Department of Elementary and Secondary Education (DESE) that two years of English would meet the competency requirement. In response to Mayor Pangallo, SHS Principal Burns said that this competency determination is similar with what most other districts are doing as well. Superintendent Zrike said that there is an urgency because the Class of 2025 would need a policy in place to allow them to graduate with a diploma since the MCAS cannot be used as a graduation requirement anymore. Superintendent Zrike elaborated that competency determination is driven by the standards whereas the criteria for graduation requirements can be determined by the School Committee. At the moment, the graduation requirements are aligned to MAssCore for the most part. In response to Mayor Pangallo, SHS Principal Burns said that he can provide the exact number of students from the Class of 2025 who have not yet passed the MCAS. There were about twelve students who did the Biology retest recently. SHS Principal Burns added that typically, there are about 20 students and some of them are transfer students. Vice Chair Cruz informed the School Committee that the State is putting together some guidelines about competency determination. Vice Chair Cruz added that the Policy

Subcommittee recognized that there are inequities faced by students with disabilities and others where they receive a Certificate of Attainment instead of a High School Diploma because they are unable to meet the graduation requirements. Vice Chair Cruz more work is needed in this area.

Member Campbell made a motion to approve Policy 5214.01 Graduation Requirements and Competency Determination for first reading. Vice Chair Cruz seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Announcements

Adjournment

Vice Chair Cruz made a motion to adjourn at 8:41 pm. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

Building Project Update

February 24, 2025
School Committee Meeting

“We shape our buildings; thereafter they shape us.” – Winston Churchill





Context

MSBA Requirements:







The **Educational Program** grounds the development of the project in the District's requirements. It enables the District to describe what it teaches and what it requires to teach.

- **Space Summary.** This is developed from and must line up with the needs of the Ed Program. It has three columns: existing (a measurement of existing spaces), proposed, and a comparison to the maximum area on which the MSBA will reimburse for certain types of spaces.



Portrait of a Salem Graduate

Independent Learners & Globally Engaged Citizens

	<i>Critical Thinking</i>
	<i>Creative Problem Solving</i>
	<i>Collaboration</i>
	<i>Communication</i>
	<i>Self-Awareness</i>
	<i>Cultural Competence</i>

The Salem High School building project aspires to...

Build on
our
strengths

- Embody our core values of belonging, equity and opportunity
- Develop a facility that informs and shapes the culture of Salem for the next half century
- Build on Salem High School's academic success as one of the highest achieving Gateway high schools in the Commonwealth
- Prioritize meeting Salem's commitment to net zero positive energy efficiency



Academics

This project will allow for enriched learning experiences through:

- Adjacencies of space to encourage interdisciplinary and project-based learning
- Multiple venues for the ongoing exhibition, showcasing and presentation of high quality scholar work
- Multiple teaching walls that allow for small group teaching and differentiation within a classroom
- Lightweight, ergonomic, and flexible furniture to support collaborative work
- Spaces that can support collaborative high-tech programs and extracurricular activities



Interdisciplinary,
Showcase Work,
Differentiation,
Technology
Integration

Career Tech Ed

Existing Chapter 74	Enrollment
Automotive & Marine Technologies	76
Building & Property Maintenance	56
Electrical	61
Early Education & Care	70
Culinary Arts	124
Medical Assisting	83
Carpentry	42
Programming & Web	65

We are looking to provide a total of ten (10) Chapter 74 Programs.

Proposed Chapter 74 Programs:


- Welding & Fabrication
- Biomedical Technologies



Performing Arts

A key component of the proposed project is to provide a more fully functional and equipped auditorium to satisfy the program needs.

- The existing auditorium is 10,800 square feet and includes a stage platform that is 1,800 square feet and a stagecraft area that is 1,180 square feet. The stage platform and the theater seating are separated by an area of over 1,000 square feet with wood flooring.
- This design does not lend itself well to the kinds of musical and theater productions that the school would like to offer.
- In addition, the HVAC units servicing this space are currently non-operational.



It is never too late to learn to play an instrument, sing, join the color guard, compose or arrange music and more!

Student Supports

Hawthorne Program: short-term, intensive assistance, including clinical support, academic support, family engagement, and care coordination

Connect for Success: classroom support and counseling for students who have experienced trauma, are disengaged, and are at-risk of dropping out

Crew: advisory period for all students and teachers at the high school

College & Career Counseling: counselors who host workshops and provide 1:1 meetings with students during course selection process



Essential for
the new
building to be
able to
accommodate
these
signature
programs

Student Supports

Multilingual Learner Department

- Modern distributed spaces with appropriate technology that support common planning time and interdisciplinary PD and allow for the refinement of co-teaching model

Special Education Department

- Spaces that create greater opportunity for collaboration between and among faculty within inclusion contexts
- Fully functional spaces that support development of functional and adult/daily living skills within severe programs

Adult Learning & Educator Collaboration

Salem High Educator Learning Lab (S.H.E.L.L.)

- Collaborative inquiry cycles around a shared problem of practice
- A place where adult learners are supported in deepening their practice by observing and experiencing best practices such as data-informed flexible groupings
- Prioritizing collaborative spaces over individual work spaces
- Flexible furniture, white board space, and access to technology are necessary for this work

Space Summary

PROPOSED PROGRAM	AREA TOTALS
CORE ACADEMICS 9-12	65,660
SPECIAL EDUCATION	27,550
ART & MUSIC	18,775
VOCATIONAL & TECHNOLOGY	
NON-CHAPTER 74 PROGRAMS	4,900
CHAPTER 74 PROGRAMS	70,200
HEALTH & PHYSICAL EDUCATION	38,960

PROPOSED PROGRAM	AREA TOTALS
MEDIA CENTER	7,500
AUDITORIUM / DRAMA	16,267
DINING & FOOD SERVICE	11,900
MEDICAL	970
ADMINISTRATION & GUIDANCE	6,590
CUSTODIAL & MAINTENANCE	4,900
OTHER	5,540
TOTAL NET	279,712
GROSSING FACTOR	1.5
TOTAL BUILDING GSF	419,568

Building Visits

“Seeing the possibilities in action transforms vision into reality. By observing great models, we gain the insight to shape the future.” ~ Anonymous

Members of the SHS team recently visited these schools and were inspired by many of the design features. We plan to schedule opportunities for School Committee members to visit them as well.

Billerica High School (9-12)

Belmont High School (7-12)

Salem High School - Introduction/Overview

“We shape our buildings; thereafter they shape us.” – Winston Churchill

Salem is a “small city with a big history” and an equally big identity. It is, as former Mayor Driscoll was fond of saying, “punches way above its weight class!” Salem prides itself on its celebration of and responsiveness to the diverse identities and needs of the people, organizations and businesses within the city’s 8 square miles.

The Salem High School Building project is a bold and ambitious commitment to creating a facility that will serve as the hub of the city’s educational and community ecosystem, designed around opportunity and purpose.

The Salem High School Building project aspires to:

- Develop a facility that informs and shapes the culture of Salem for the next half century (at a minimum) of rapid change, embodying Salem’s vision for a community of learning which fosters independent thinking, collaboration, and iterative learning while creating opportunities for belonging, equity, and opportunity by celebrating equal and distinct individual and organizational identities as interdependent and essential to a healthy, robust and thriving community identity.
- Build on Salem High School’s academic success as one of the highest achieving Gateway high schools in the Commonwealth. In the last five years, the school has increased achievement outcomes, improved graduation rates while reducing dropouts and chronic absenteeism. Salem High School is indeed a school on the move where students of all backgrounds and learning profiles are thriving.
- Prioritize meeting Salem’s commitment to net zero/net zero positive energy efficiency. The city of Salem has been a leader in the State in designing spaces to use energy efficiently and minimize waste. The arrival of a new Salem High School offers the opportunity to realize many of our goals and strategies for achieving net zero energy in our municipal buildings.

Ultimately, we see this building project as a game-changing opportunity to meet the moment in Massachusetts history to design a learning space that matches our definition of success for the next generation of learners. We are enthusiastic that our building design will support innovation that upholds high academic standards, promotes college and career connected learning and ensures that students have the social and emotional competencies to engage productively as global citizens.

Overview of Mission, Vision, Teaching Philosophy & Methods

Our Mission

Salem Public Schools is a diverse and welcoming community that promotes the academic, social, emotional and physical development of each scholar through the equitable delivery of challenging, relevant and joyful learning experiences. We empower all scholars to chart a personalized path to success that includes a commitment to the common good.

Our Vision

All scholars will be locally engaged, globally connected and fully prepared to thrive in a diverse and changing world.

Our Core Values

- **Belonging.** We believe all members of our community are valued and that our relationships are built on empathy and respect.
- **Equity.** We believe in promoting social justice to ensure an inclusive school community where all members are empowered and engaged.
- **Opportunity.** We believe all scholars should receive a personalized experience to achieve academic success, find joy in their learning, and have multiple choices for their post-secondary plans.

Equity Statement

Equity is a core value within the Salem Public Schools. We support each scholar's unique path to achieving high standards regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression.

Valuing equity means that we:

- Reflect and embrace the greater diversity of our scholars and families,
- Recognize that systems of oppression marginalize some populations and suppress some voices,
- Bear a collective responsibility to recognize, interrupt, and transform educational inequities,
- Champion access and inclusion for all scholars/families/staff,
- Allocate resources so that the scholars/families/staff who need the most get the most,
- Work to be an anti-racist and culturally responsive community, and
- Create a more just and equitable world for all our scholars.

The Salem Public School district has gone through tremendous change over the past several years. Now, as we move through our post-pandemic recovery, we are continuing to evolve and rethink our priorities. We are facing pivotal shifts: districtwide efforts to accelerate scholar learning, implementation of innovative early literacy curriculum resources, the addition of pre-kindergarten seats, the expansion of our CTE programming, the development of a new secondary school complex, and changes in long-held policies and routines.

We are in the midst of a 3-year strategic plan (2023-2026) that serves as a roadmap for the district's work as we continue to offer joyful, rigorous, and meaningful learning experiences for our scholars, and create a supportive and empowering professional environment for our educators and staff.

The district's strategic plan maps out our priorities and ensures that we use our resources - people, time, and money - efficiently and effectively.

Core Priorities of the Salem Public Schools 2023-2026 Strategic Plan

Priority One: Elevate Learning—Build and maintain a district-wide culture of universally high academic expectations for every learner.

In the Salem Public Schools, we celebrate the uniqueness of each scholar, embrace diversity, and strive to nurture a love for lifelong learning. We also recognize the profound impact that the COVID-19 pandemic has had, and continues to have, on the social and emotional well-being of our scholars and staff.

Looking forward, we will prioritize equity, social-emotional well-being, and access to high-quality curriculum and instruction in order to empower every scholar to thrive and set them on a path toward a bright and prosperous future. We will provide scholars with the holistic support they need to flourish both academically and emotionally. We will also eliminate the opportunity gaps that exist and provide resources and support to scholars who need them the most. By leveraging technology and innovative instructional strategies alongside traditional pen-to-paper methodologies, we will deliver an engaging and rigorous curriculum to all scholars, ensuring they have the tools they need to succeed on a pathway to higher education, workforce or both after graduation.

Our commitment to equity is our “north star” as we empower scholars to become critical thinkers, empathetic leaders, and active contributors to a just society.

Priority Two: Empower Educators—Make the Salem Public Schools an inclusive district where scholar-centered, innovative, and highly-effective educators want to work, grow, and stay.

In the Salem Public Schools, we firmly believe that each member of our staff is an educator, no matter their assigned duties. We are committed to building an educational environment that empowers and celebrates our educators, fostering a truly transformative, engaging and impactful learning experience for our scholars. Our educators deserve an environment that values their expertise, actively involves them in decision-making and equips them with the necessary resources and support to excel in their roles.

Our educators are mentors, partners, and advocates for every scholar who walks through our doors. We prioritize diversifying our staff and provide them with comprehensive professional development programs to nurture their growth and enhance their teaching skills. We offer opportunities for collaboration and leadership, encouraging them to exchange ideas and best practices, and to provide guidance and feedback along the way.

We cultivate a learning environment where outstanding educators want to work, grow, and stay in order to inspire scholars to dream big, think critically, and be positioned to succeed. Together, we are working to create a legacy of excellence that will shape not only the lives of our learners but the future of our community.

Priority Three: Center Belonging—Build joyful, welcoming, and supportive school communities.

In the Salem Public Schools, we aspire to build a school community where everyone feels welcome, regardless of their background or circumstances. This includes all scholar groups, including those who identify as LGBTQ+, a student with disabilities, multilingual learners, racial and ethnic minorities, newcomers to the community, children experiencing homelessness, low income scholars and all others.

We aim to achieve this by focusing on the climate and culture in our schools. We forge a culture of trust and respect by establishing and upholding clear expectations for performance, engagement and communications. We create a culture of joy by finding ways to celebrate scholar successes, build school environments that are fun and engaging, and provide scholars with the resources they need to thrive. This approach fosters opportunities for scholars to get to know one another and for families to connect to their schools and each other.

By providing scholars with the resources they need to be successful, we are building welcoming communities where scholars can be themselves and grow to their full potential.







Priority Four: Strengthen Our Foundation—Develop consistent, reliable systems and structures to disrupt inequities and support the work of the district.

Salem Public Schools is committed to offering a high-quality education to every scholar and a rewarding professional experience for all of our educators and staff. The strength of our internal operations, the engine that keeps our district running efficiently, will help make that possible.

We are working to develop reliable and sustainable systems and structures that disrupt inequities and support the work of the district. Our goal is to ensure that all of our staff are using the same tools and resources, and sharing best practices across the district. We need to have access to the right data to inform decisions about how to allocate our resources.

We believe that by taking these steps, we will strengthen our foundation and create a more equitable and inclusive school system for all scholars. Ultimately, we want our scholars to embody our collectively constructed Portrait of a Salem Graduate which defines the skills, qualities and competencies a student should possess upon receiving a Salem diploma. See below.

Portrait of a Salem Graduate

<i>INDEPENDENT LEARNERS & GLOBALLY ENGAGED CITIZENS</i>	
	<p><i>Critical Thinking</i> Our graduates research, identify, collect and analyze relevant information in order to make sound judgments and decisions based on effective reasoning. They apply systems-thinking processes to examine real-world issues and essential questions.</p>
	<p><i>Creative Problem Solving</i> Our graduates are resilient and flexible innovators who identify and solve problems.</p>
	<p><i>Collaboration</i> Our graduates are empathetic listeners who embrace multiple perspectives and are able to effectively work with a team.</p>
	<p><i>Communication</i> Our graduates confidently express their thoughts and ideas to diverse audiences. They know how to professionally and effectively advocate for themselves and others.</p>
	<p><i>Self-Awareness</i> Our graduates know themselves and have the drive and the skills to develop and follow an action plan in pursuit of their personal and professional goals.</p>
	<p><i>Cultural Competence</i> Our graduates value, embrace, and honor diversity. They promote acceptance and inclusion as they engage with all members of the community with dignity.</p>

The Salem Portrait of a Graduate is explicitly linked to two research-based frameworks:

1. The Independent Learner as defined by Zaretta Hammond's *Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse scholars* (2015)
2. Self-Awareness as defined and enhanced by the components of The CASEL Framework from the Collaborative for Academic, Social and Emotional Learning (casel.org)

School Facility Master Plan (SFMP)

The redevelopment of Salem High School is central to the 2021-22 Salem School Facility Master Plan (SFMP) developed by third-party experts in partnership with district and community stakeholders. This data-driven facilities roadmap addresses numerous challenges and enables SPS to implement strategic operational improvements that result in more equitable and efficient allocation of limited resources and improved outcomes for scholars.

For the first part of the 2000s, the enrollment in the Salem Public Schools declined from over 5000 scholars to a low of 3665 scholars in October of 2022. Since then, enrollment has increased steadily to the current number of 3927 children. Salem's six elementary schools operate at a reasonable 86% of capacity, but Collins MS and Salem HS are projected to be utilized at 50% and 42% of capacity respectively by SY26-27, with a combined surplus of more than 1734 seats. Inefficiently operating such extensive excess capacity dilutes resources otherwise invested in the educational program. SPS buildings average 63 years old and require significant maintenance and building system replacements. Designed for an outdated instructional model, they have insufficient space for collaborative project-based instruction, especially Salem High School which also has inadequate facilities for STEM, CTE, special education, and the arts.

Salem scholars come from diverse backgrounds requiring SPS schools to provide more academic, social, and health support than ever before. Sixty-three percent of scholars live in low income households, and a growing number of SPS scholars face the challenge of homelessness and physical/emotional trauma. Multilingual learners comprise 18% of the scholar population, and almost 25% of SPS scholars receive special education services. SPS also aspires to continue to grow its pre-kindergarten programming, requiring capital and operational investments.

Process

City and district leaders launched the SFMP to review all buildings comprehensively in terms of condition, adequacy, and capacity while engaging the community in a transparent, data-driven planning process featuring a sequence of design workshops in which stakeholders contributed to the development and vetting of draft options with consideration of scholar, facility, transportation, and climate data. In addition to facility, outcomes such as new construction and renovations, alternative operational grade configuration solutions were considered with careful consideration of community priorities and available resources.

Study Recommendations

The renovation or replacement of Salem HS is central to the SFMP's recommendations for phased capital projects to enable a districtwide reorganization and relocation of programs,

yielding the educational and financial benefits outlined below:

1. Study options for a redeveloped 9-12 or 7-12 Jr/Sr High School at the current Salem High School campus. Opportunities include:
 - a. Enhanced scholar opportunities in state-of-the-art 21st century facilities that support best practices in teaching pedagogy.
 - b. Millions in reduced annual operational costs operating a right-sized and energy-efficient building.
2. Districtwide grade reconfiguration to P-K, K-6, 7-12, supported by prioritized renovations at all schools.
 - a. Proactive repairs for improved facility stewardship and educational enhancements at all grade levels.
 - b. Equity supports such as facilities for homeless scholars, family health and counseling spaces, and resource rooms for language and academic interventions.
 - c. Resolves programming-scale challenges at Saltonstall K-8, and opens up more seats for scholars in high density walkable neighborhoods. In December 2024, the School Committee voted to move the Saltonstall to K-6 starting in the fall of 2025, in line with this goal.
3. New districtwide Pre-K or PK-K center, potentially at an existing elementary school such as the underutilized Horace Mann School, adjacent to SHS.
 - a. Improved staff collaboration and scholar skills development by concentrating integrated early childhood resources on one site.
4. Relocated alternative high school programs from leased to City-owned facilities, such as current Collins Middle School.
 - a. Moves at-risk scholars from the current negative environment.
 - b. Redirects \$300k+ in annual lease costs into educational programs.
5. Districtwide energy efficiency projects funded by alternative performance-based and public-private contracts.
 - a. Reduced operational costs with low/no upfront capital outlay
 - b. Reduced carbon footprint
 - c. Scholar sustainability educational program opportunity
6. Further study of attendance choice policy
 - a. Potential transportation cost savings
 - b. Lower scholar commute time and area traffic
 - c. Reduced carbon footprint
 - d. Continued community outreach

Vision for Teaching and Learning: Curriculum Goals & Objectives

Instructional Vision: Fostering Independent Thinking, Collaboration, and Iterative Learning

Our instructional vision is rooted in the belief that deep learning occurs when scholars are empowered to engage with challenging tasks independently, collaborate with their peers, and reflectively revise their work. By fostering a dynamic, interactive, and reflective learning environment, we aim to nurture critical thinking, creativity, and a growth mindset in every scholar while also giving them regular at-bats to tackle grade-level or beyond tasks. The following core aspects guide our instructional practices:

1. Independent Engagement with Grade-Level Tasks

Scholars are given dedicated time to work independently on grade-level tasks that are designed to challenge their understanding, spark curiosity, and promote problem-solving. This time allows scholars to:

- Develop self-reliance and perseverance.
- Explore multiple strategies to approach a task.
- Reflect on their initial understanding and identify areas for further exploration.

The tasks are thoughtfully crafted to be accessible yet rigorous, ensuring that all scholars can engage meaningfully while encountering opportunities to stretch their thinking.

2. Collaborative Peer Interaction

After independent work, scholars collaborate with peers to share their thinking, solutions, and strategies. During this phase:

- Scholars articulate their reasoning and learn to listen actively to diverse perspectives.
- They provide and receive constructive feedback to refine their understanding.
- The teacher circulates among groups, observing interactions, identifying areas of struggle or strength, and collecting data on scholar progress.

This collaborative process fosters a sense of community, enhances communication skills, and highlights the value of collective problem-solving.

3. Teacher-Facilitated Group Sharing

The teacher convenes the class for a group discussion where scholars are invited to share their work and solutions with the entire group. scholar work is projected using document cameras and/or interactive televisions. This session serves to:

- Elevate effective approaches and innovative strategies.
- Address common misconceptions or errors in a supportive manner.
- Encourage scholars to articulate their learning journey and reasoning.

Through this guided discussion, scholars gain a broader perspective on the task, learning from the successes and challenges of their peers.

4. Iterative Improvement Through Revisions

Finally, scholars are directed to apply what they have learned from their peers and the group discussion to revise and improve their work. This iterative process emphasizes:

- The importance of continuous improvement and learning from feedback.
- Developing resilience and adaptability in tackling challenges.
- Refining and deepening their understanding of the task.

Revisions are integral to solidifying learning and demonstrating growth over time. This phase ensures that scholars see their work as a living document that evolves through effort and reflection.

Working in Community and Maker Spaces

As part of this vision, we also emphasize the importance of engaging with the community and access to maker spaces. These environments provide scholars with opportunities to:

- Collaborate on hands-on, interdisciplinary projects that connect learning to real-world contexts.
- Utilize tools and resources that encourage innovation and creativity.
- Build connections with community members, fostering a sense of purpose and belonging.

By working in these spaces, scholars gain practical experience and develop skills that extend beyond the classroom, preparing them for future challenges.

By integrating independent engagement, collaborative peer interaction, teacher-facilitated learning, reflection and revision, this instructional vision creates a learning environment where scholars are active participants in their education. This approach not only builds academic skills but also fosters lifelong habits of critical thinking, collaboration, and a commitment to excellence.

SPS District Grade and School Configuration Policies

Salem High School serves 971 scholars in grades nine through twelve. Of the 971 scholars, 49 percent are Hispanic/Latino, 38 percent are Caucasian, 7 percent are Black/African American, 3 percent are Multi-Race/Non-Hispanic, and 3 percent are Asian. Of the current scholar population, 24.9 percent have a special education identification and 14.8 percent are multilingual learners. Salem High School is a nationally recognized Unified Champion School that promotes inclusion and is intentional about specialized services provided to our scholars. Salem High School has therapeutic support, autism spectrum, language-based, life skills, learning skills, post-high, and full inclusion programs.

1. Grade and School Configuration Policies

- a. The current grade configuration of Salem High School is 9-12 with 971 scholars. We also have high school scholars at Salem Prep (26 scholars) and New Liberty Innovation School (49 scholars) which are co-located at the Witch City Mall in downtown Salem.
- b. The proposed grade configurations being considered for the new construction are 9-12 and 7-12. The established study enrollments, per the MSBA agreement, are:

Grade 9-12 Enrollment (plus Pre-K)	Grade 7-12 Enrollment (plus Pre-K)
1,000 students	1,500 students

- c. Comparison of options

The following overview is from our initial community meetings for the project:

<p style="text-align: center; color: red; margin: 0;">9-12:</p> <p style="text-align: center; margin: 0;">7th & 8th graders stay at Collins Middle School</p> <p style="text-align: center; margin: 0;">High School project will be smaller</p> <p style="text-align: center; margin: 0;">Lower construction/project cost</p> <p style="text-align: center; margin: 0;">Likely a shorter construction period</p>	<p style="text-align: center; color: red; margin: 0;">7-12:</p> <p style="text-align: center; margin: 0;">7th & 8th graders are at the high school</p> <p style="text-align: center; margin: 0;">Fewer transitions, 7th & 8th access to HS programs</p> <p style="text-align: center; margin: 0;">Higher construction/project cost</p> <p style="text-align: center; margin: 0;">Likely a longer construction period</p>
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Advantages of the current 9-12 grade configuration:

- **Developmentally Appropriate Environment:** Keeps younger adolescents (7th and 8th graders) separate from older teens, allowing for programming and support tailored to each age group’s unique social, emotional, and academic needs.

- **Focused Academic Pathways:** Concentrates on preparing students for post-secondary education or career readiness without needing to balance middle school curricula.
- **Social and Emotional Growth:** Minimizes the exposure of younger students to the more mature social dynamics of older high school students, supporting a safer, more age-appropriate environment.
- **Stronger Peer Cohesion:** Encourages stronger peer relationships and identity-building within a more focused age group.
- **Leadership Opportunities:** Offers more leadership roles and extracurricular activities specific to high school scholars, promoting a sense of responsibility and school pride.
- **Resource Allocation:** Allows resources and staff to be specialized and targeted toward high school curriculum standards and graduation requirements.
- **Extracurricular Focus:** Sports, arts, and clubs can be tailored specifically to high school interests and competitive levels, enhancing student engagement.
- **Scheduling:** Eliminates the challenges with scheduling shared spaces and equity issues around access especially for middle school students.
- **Site Traffic:** Limits congestion– traffic, parking, people, etc.– given how tight the site would be with a larger facility.
- **6th grade:** There are concerns about diminishing the 6th grade experience given that 6th graders would likely be paired with elementary schools and the 6th grade academic standards are more closely aligned with the 7-12 standards.

Advantages of the alternative 7-12 grade configuration:

- **Educational Benefits:**
 - Shared resources/reduced administration
 - Opportunity for direct faculty collaboration
 - Increased opportunities for scholar participation in extracurricular activities
- **Economic Benefits:**
 - Reduced transitions will likely reduce departures at middle-high transition
 - Operating efficiency: shared resources and facilities
 - Optimized transportation

8th grade transition programs are crucial because they reduce anxiety and stress by familiarizing scholars with the high school environment, expectations, and routines. They

prepare scholars for increased academic rigor, supporting their success and reducing the likelihood of failure. By fostering connections with peers, mentors, and staff, these programs provide essential social-emotional support and help students build self-efficacy and confidence. Early exposure to extracurricular activities enhances scholar engagement and a sense of belonging, while promoting positive identity development and commitment to school culture.

Currently Salem High School has several transition activities in place to foster a smooth entry into 9th grade for scholars. Our current transition practices include monthly visits to 8th grade classes to meet the high school team, including a Q&A with the Principal, and opportunities to be introduced to:

- The CTE program
- Athletic offerings
- Clubs and After-school Activities
- Meet College & Career Counselors
- Student Activities
- JROTC program

Parent meetings are also hosted in the spring to orient parents and caregivers to the high school academic and extracurricular programs. And finally a Summer Connects Program is hosted to provide more in depth transition support to 30 at-risk 8th grade scholars.

If a 7-12 grade configuration is selected, this will eliminate the existing middle-high school transition and necessitate that the school plan for more formalized transition activities to occur between grades 6 and 7. We anticipate modeling these transition activities to be like the ones that currently exist between grades 8 and 9.

1. Class Size Policies

The Salem School Committee recognizes the desirability of achieving optimum teaching/learning environments by assuring workable class sizes. To this end, the School Committee recognizes that it is desirable to establish class maximums, subject to educational and financial considerations. In order to maintain healthy, safe, and effective classrooms, the Superintendent may adjust class sizes, subject to the provisions of the relevant collective bargaining agreements where applicable.

Through the Salem Teachers Union contract, the School Committee has established and maintained the following class size guidance:

- The system-wide class size average in grades kindergarten through five shall not exceed 25 pupils per teacher.

- In no event shall any kindergarten through fifth-grade class- room exceed 28 pupils.
- Middle Schools: 20-30 pupils
- High Schools: 20-30 pupils

No changes are proposed to these class sizes as part of the project.

2. School Scheduling Method

Grades 9-12

The current language in the teachers contract reads:

A full teacher schedule consists of a maximum of five (5) teaching blocks, two (2) preparation blocks and one (1) administrative block over an eight (8) block cycle. Teachers will be guaranteed at least one (1) preparation period per day. In a full five (5) day week, the High School daily schedule shall consist of four (4) days of six (6) periods of equal length and one day of eight (8) periods of equal length. All days will have a thirty (30) minute duty-free lunch.

At present there is a Joint Labor Management Committee (JLMC) working to review the current high school schedule to identify ways to best meet scholars' needs and using the schedule as a lever for carrying out the vision for a high school graduate while honing in on operational efficiencies.

Grades 6 - 8

Grades 6-8 are shifting to the quarter system in 2025-26 to align to the secondary scheduling model. Students have six blocks per day. Each grade has two clusters of students and five homerooms per cluster. Educators team teach the core courses (math, science, ELA, and social studies) in each grade in four of the six blocks each day. In addition to the four core classes, students have one pathway per day (health, physical education, Project Lead the Way, art, music, etc). The sixth block is designed to meet the instructional needs of each grade. In sixth grade, this will be a writing lab. In 7th grade, it will alternate between World Language and writing lab. In 8th grade, it will alternate between World Language and design class, an interdisciplinary, project-based learning block.

In order to create collaborative meeting times and provide sufficient planning time for teachers, grades 6-8 will use a 10-day rotating schedule with six blocks per day. Teachers teach five sections of classes. On five of ten days, teachers will see all five classes and have one planning block. On the other five days, teachers drop one of their five classes to

teach four classes, have one meeting block, and one planning block. Students and teachers have a 30 minute lunch. In the “drop” block, students have a tech-enabled personalized learning lab where they work on adaptive math (grades 6 & 7) or math and ELA (grade 8) programs that provide students just-in-time interventions or extensions.

The new 10-day rotating schedule maximizes both learning time and effective collaboration structures for teaching teams.

If a 7-12 option is selected as the preferred option, the number and/or size of shared spaces (gyms, auditoria, media center, playing fields, etc.) will be scaled to the larger scholar population to allow for equity in access to these shared spaces.

3. Teaching Methodology & Structure

a. Administrative & Academic Organization/Structure

Following is an outline of the leadership structure at both the high school and those leaders at the central office charged with building district structures to support secondary academics (Gr. 6-12).

Salem High School Administrative Structure
Principal 3 Assistant Principals 2 Team Chairs (Special Education Administrators) Director of the College & Career Center CTE Director Athletic Director
Salem High School Academic Leadership Structure
4 Instructional Coaches 6 Head Teachers (Math, ELA, Science, History, PE and Fine & Performing Arts)

District Academic Leadership Structure
Executive Director of Academics Gr. 6-12 Director of Curriculum, Instruction & Assessment Director of Multilingual Programs Director of Extended Academics and Enrichment Services

Grades 9-12

Salem High School has organized its academic offerings into pathways. A pathway is an intentional educational structure within a school system which includes a rigorous academic course of study, authentic contextual learning experiences, caring adults to provide guidance and advising; and social, emotional and learning supports designed to prepare scholars for college and career.

Pathways for college and career readiness and civic engagement are intentional educational structures within a school system that enable scholars to build agency, identify career interests, and understand the connection of academic learning and future success. These structures, grounded in equity, must ensure all scholars, and especially historically underrepresented scholar populations, complete a rigorous academic course of study, participate in authentic contextual learning experiences, engage with caring adults to provide guidance and advising, and have social, emotional and learning supports to ensure no scholar is left behind. All pathways provide a variety of experiences that better inform future career and life choices so scholars create post-secondary plans that are authentic, meaningful and attainable.

Grades 7 - 8

Collins Middle School has one grade per floor starting on the second floor. The first floor houses the TIDES program, a therapeutic sup-separate program, a weight room, the cafeteria, and several central office administrative departments. scholars are organized into two clusters per grade level on each floor. This organization reduces the number of transitions to other parts of the building creating a small school feel within a larger building. Each cluster includes core content teachers in ELA, social studies, science, and math. World language teachers, special educators, support staff, and multilingual learner teachers are shared across clusters. Collins Middle School offers an innovative model of pathways rather than traditional specialist classes. pathways provide a variety of courses designed for personalization including offerings like Project Lead the Way courses, ceramics class, and additional algebra I content. Scholars can select these courses based on their interests, skills, and future plans. Included in the rotation of pathways are required classes including physical education and health.

Each grade level has an assistant principal and two scholar success advisors. The offices of assistant principals are organized to support family meetings. Scholar success advisors (SSA) have classrooms that support small group instruction on social emotional learning skills, restorative conversations, and emotional regulation spaces. Being organized in this way allows for scholars to experience support that is

integrated and fluid with the goal of reengaging them in their learning. School adjustment counselors are located on the middle floor in a centralized space that provides low-visibility spaces for private counseling sessions.

If a 9-12 configuration is selected:

No changes to the current grades 9-12 configuration are proposed. However, the District does intend to explore the possibility of co-locating services in a more efficient fashion.

If a 7-12 configuration is selected:

With regard to the cluster system, separation by grade level, and location of supportive adults, no changes are proposed for the 7th and 8th grade experience within a 7-12 campus. The cluster system provides an environment for scholars to practice independence within a supportive community and with adults (APs and SSAs) nearby who can help when challenges arise. A separate TIDES and therapeutic wing enables the creation of a low-visibility therapeutic environment with opportunities for planful integration. Proposed changes focus on centralizing critical scholar supports including school adjustment counselors

b. Curriculum Delivery Methods & Practices

Grades 9-12

Salem Public Schools utilizes the Massachusetts Frameworks for every curricular area. Curriculum is currently delivered utilizing 1:1 tech structure as well as through paper and pencil tasks. The majority of resources currently used at Salem High School come from the College Board and are supplemented through teacher and coach co-generated lessons and content. The College Board materials require the collaboration and critical thinking envisioned by the Salem High School team as it pertains to their instructional vision. Many teachers are moving to more scholar-centered and personalized learning but are significantly influenced by current conditions that limit opportunities for more contemporary educational delivery methodologies. Teachers work to implement more contemporary educational methodologies in the best way possible, but are limited by classrooms designed for more traditional delivery methods and limited technology due to building limitations.

Grades 7 - 8

Curriculum is currently delivered utilizing 1:1 tech structure as well as through paper and pencil tasks. The curriculum in use at the middle school is grounded in real-world problem-solving, disciplinary literacy, and collaboration. Curriculum in middle school science and Project Lead the Way invites scholars to engage in investigation and modeling and the curricular materials include large kits of materials for

experiments and projects.

If either a 9-12 or a 7-12 configuration is selected:

Learners and instructors would need collaborative classroom spaces to support the flexible and dynamic groupings of scholars to work on real world tasks. Curriculum delivery methods, while influenced by emerging technologies, do not require any significant changes except that spaces need to be flexible and collaborative to promote the instructional practices emphasized by current curricular materials. The goal is to move towards more scholar centric and personalized models that incorporate various educational delivery methodologies and which promote the development of 21st Century skills including: communication, collaboration, creativity, critical thinking, problem solving, global citizenship and others. Flexibility and adaptability within the classroom and adjacent collaborative spaces are key elements to supporting a scholar-centered learning experience that is inviting, engaging, relevant, robust, and dynamic. In all classrooms, technology must be integral to teaching and learning. Our current 1:1 ratio of laptops/devices to scholars should be assumed, as should the ubiquitous use of interactive technology throughout the facility. The ability to store and charge devices within classrooms and other learning environments plays an essential role in the seamless integration of technology, providing opportunities for anywhere, anytime learning. The proper appointment of flexible, adaptable furniture is a must.

Scholars should be able to showcase their learning, growth, and mastery in a variety of ways including through written papers and reports, performing scenes and skits in class, participating in debates and simulations, creating projects, presenting orally or by using multimedia in front of peers. Throughout their studies, scholars also need to be able to make ‘real world’ connections through project-based assignments that are relevant to current issues, and through interdisciplinary opportunities to talk with and learn from professionals and experts from the community. Ample wall space, exhibition space, storage space, lecture space, and flexible classroom spaces that can support small- to large-group instruction are all elements that can further enhance instructional practices. Organization and building elements that can contribute to these goals include:

- Adjacencies of space that encourage interdisciplinary and project-based learning;
- Classrooms of the proper size and appointments that promote flexible and changing use of the rooms;
- Multiple teaching walls in learning environments that allow for scholar to scholar and small group teaching, and differentiation within a classroom;
- Lightweight, ergonomic, and flexible furniture that contribute to the points

above;

- Spaces that can support burgeoning collaborative high-tech programs and extra-curricular activities available to all interested scholars at the school;
- Transparency to and from classrooms to flexible scholar work areas, to allow for informal supervision of scholars as they work in more independent and small group contexts;
- Multiple venues for the ongoing exhibition, showcasing and presentation of high quality scholar work

c. English Language Arts/Literacy:

Grades 9-12

Through completion of four years of English, scholars become skilled at reading and listening critically to effectively communicate their own arguments through speaking and writing. The level of text complexity both increases during the course of each year and across the four years through the following courses English I - IV, Exploring Writing Fiction and Nonfiction, Young Adult Literature, Journalism, Social Justice, AP Seminar, AP Language and Composition, and AP Literature and Composition. As scholars' capacity to engage with texts develops, the themes and topics of the texts become more multifaceted and the task rigor increases. Scholars are simultaneously challenged to incorporate their personal experiences and background knowledge and to gain appreciation for and insight into the experiences of others through rich class discourse. Each year scholars build their skills as effective writers through immersion in four types of writing: argumentative with a focus on literary text, argumentative with a focus on informational text, narrative, and informative.

In each grade level, teachers connect the curriculum to real-world experiences for scholars. Fiction units are designed to engage scholars in complex literature that fosters empathy by orienting them to the complexities of human experiences. Nonfiction units are designed to engage scholars in rigorous texts that allow them to investigate important civic issues of the past and present, and to consider their own responsibilities as citizens of the world.

Grades 7 - 8

English Language Arts classes emphasize deep understanding of texts through reading, writing and collaborative discussion on topics and themes essential for living a rich life. Scholars utilize 1:1 devices as well as paper pencil tasks, read texts of varying lengths, and engage in whole class and small group discussion.

If either grade configuration is selected:

ELA Curriculum delivery would benefit from:

- **Modernized Learning Spaces:** Creation of flexible, technology-enhanced classrooms that support collaboration, independent study, and small-group instruction.
- **Increased Cross-Disciplinary Opportunities:** Strengthening connections between ELA and subjects such as history and science through project-based learning.
- **Professional Development for Teachers:** Training in culturally responsive teaching, trauma-informed practices, and integrating emerging technologies into instruction.

d. Mathematics:

Grades 9-12

The Mathematics curriculum at Salem High School is delivered through a combination of direct instruction, collaborative learning, and technology integration. Teachers follow the Massachusetts Mathematics Curriculum Frameworks, ensuring alignment with state standards and college and career readiness goals. The Mathematics Department offers scholars core math courses including Algebra 1, Geometry, and Algebra 2, as well as a variety of electives including Pre-Calculus, , Calculus, Probability and Statistics, AP Calculus, AP Statistics, Business Math, Financial Math, Accounting and Discrete Math. Salem High School has a 4 unit math requirement. One mathematics course must be taken during senior year. Courses offered have been revised or are currently being revised based on the standards outlined in the Massachusetts Curriculum Framework for Mathematics. These standards provide all scholars with challenging coursework appropriate for their abilities in mathematics and post secondary goals.

Since the 2023 - 2024 school year the Mathematics department has been deeply engaged in professional development utilizing *Building Thinking Classrooms* by Peter Liljedahl. This professional development has inspired teachers to utilize instructional strategies in Mathematics that deepen student learning such as project based learning, flexible groupings, and differentiating without lowering the rigor. Teachers utilize tools such as graphing calculators, interactive touch screens, and online platforms to reinforce conceptual understanding.

Assessments include formative assessments, summative exams, standardized testing (MCAS, SAT, AP Exams), and performance-based tasks. The school also provides math intervention programs for students needing additional support.

Additionally, scholars engage in math work collaboratively to conduct experiments and use manipulatives and a variety of technology to explore, understand and explain abstract concepts, create projects, solve problems, and complete activities. Ample vertical writing surfaces should be provided in math classrooms to support problem-solving and sense-making conversations.

Grades 7 - 8

At the middle school levels, scholars will need to work in collaborative spaces to engage with manipulatives, participate in hands-on learning experiences and utilize technology to investigate and solve complex mathematical problems. Math classrooms should also have spaces that support written and verbal discourse as this is essential for grappling and making sense of grade level standards.

If either grade configuration is selected:

Salem High School sees the opportunity for several changes to its mathematics curriculum delivery to enhance student engagement and performance as a direct result of a new or renovated facility:

Expanded Use of Technology: *Greater integration of adaptive learning software and digital resources to personalize learning and provide real-time feedback.* Salem High School is a current 1:1 device school and is working to seamlessly integrate opportunities for scholars to share their work to small groups and the whole class to enhance student discussion and mastery of concepts.

Increased Emphasis on Project-Based and Inquiry-Based Learning: *Encouraging real-world applications of mathematical concepts through STEM-related projects and problem-solving activities.* This will include deepening collaboration between mathematics and other departments. For example, it would be beneficial to collaborate with Chemistry and Physics to enhance units of study and engagement of scholars. This collaboration will also be critical in career technical education shops and mathematics to support mastery of the concepts through real world applications.

Enhanced Support Structures: *Strengthening intervention programs with targeted support for struggling scholars, including additional tutoring, small*

group instruction, and extended learning opportunities. Utilizing timely to regroup scholars in real time is key to improving learning outcomes and will be supported by the opportunity to have appropriate classroom furniture.

Curriculum Alignment and Rigor: *Updating course sequencing to ensure better progression from middle school mathematics through advanced coursework, increasing opportunities for dual enrollment and AP coursework.*

Salem High School over the past year and a half has been working with the middle schools and our higher education partners to develop an appropriate course sequence based on a scholar's pathway and post secondary goals.

e. Science:

Grades 9-12

The science department at Salem High School provides scholars the opportunity to explore their passions through courses including biology, chemistry and physics, as well as a rich variety of electives including Ecology, environmental systems, physical oceanography and marine biology, principles of biomedical sciences, medical interventions, human body systems, introduction to engineering design, and principles of engineering, AP biology, AP chemistry, AP physics, AP environmental science, and science department internships that enhance the learning experience. These courses are enhanced through laboratory components, virtual and in person experiential learning opportunities, an outdoor classroom space, and clubs that enhance and provide scholars to deepen their understanding of concepts.

The science department strives for all graduates to pursue their passions and to use science to understand the world around them. To this end, the science department has developed a scope and sequence that engages scholars in questioning, observing, predicting, hypothesizing, experimentation, data gathering, analysis and working towards solutions for real world problems. In order to support scholars in engaging with concepts in a deep and meaningful way, we have partnered with College Board and Project Lead The Way (PLTW) to enhance activities and bring the standards to life with experiential learning.

Grades 7 - 8

If either grade configuration is selected:

The modernization of science education facilities is anticipated to have the

following impacts on instructional methods and the enhancement of student engagement and STEM preparedness:

Facility Upgrades: Salem High School is looking to design adaptable lab-classroom hybrid spaces that allow for seamless transitions between lecture-based instruction and hands-on experimentation. Incorporating modular furniture and movable partitions to support group work, research projects, and collaborative learning. It will be important to have laboratories that reflect the courses that Salem High School offers through high demand pathways. For example, a biotechnology lab that is equipped with industry standard tools for DNA analysis, microbiology studies, and biopharmaceutical experiments. Providing a makerspace/fabrication lab that provides scholars a space to engage in engineering, robotics, and physics projects using 3D printers, laser cutter, and prototyping materials.

Additional considerations for the design of science classrooms at the secondary level include spacing and size of shelving and industry grade storage cabinets for sensitive materials. Biology and life science courses require shelving to house smaller items such as glassware whereas physics courses require larger shelving to store demonstration items. Chemistry classes require safe storage cabinets for combustible materials, etc. used in experiments. Robotics classes at the middle and high school require storage for projects that are in process.

Enhancing our current outdoor learning space to better serve our environmental and food sustainability studies.

Technology Integration: Implementation of digital lab simulations, data collection tools, and interactive learning technologies to support inquiry-based instruction. For example, utilizing tools such as *Anatmage* tables to enhance the learning of scholars in biology, AP biology, and CTE Medical Assisting.

Interdisciplinary Learning: Strengthening the connection between science and career pathways, such as environmental sustainability, health sciences, and engineering. We will continue to do work that was started during the 2023-2024 school year in integrating courses into pathways that enhance our scholars' experiences.

These changes aim to create a more engaging, future-ready science education program that prepares students for both higher education and STEM careers.

f. Social Studies:

Grades 9-12:

Social Studies courses at Salem High School provide scholars with the opportunity to develop and apply critical historical thinking and literacy skills, as well as to transfer their understanding of past events, trends, and time periods to the world today. We want scholars to use history and the social sciences as a lens so that they can apply their understanding of the past to inform their understanding of (and participation in) today's world.

Learning and applying historical thinking skills such as analyzing cause and effect, recognizing bias, interpreting the meaning of past events and time periods, evaluating primary and secondary sources, and comparing and understanding perspective and empathy help scholars to formulate their own questions and to develop evidence-supported opinions about the past that they can transfer to present day contexts.

Our social studies curriculum equips scholars with a deeper understanding of the past as they begin to develop their own voices as agents of justice and change in the complexities of their world, nations, and communities.

During American and World Encounters I, scholars complete a non-partisan scholar-led civics project to fulfill their high school social studies requirement from DESE per Massachusetts Chapter 296.

Grades 7 - 8

Social studies programming in 7th and 8th grade equips scholars with a deeper understanding of the past as they begin to develop their own voices as agents of justice and change in the complexities of their world, nations, and communities. In 8th grade, scholars engage in the state required civics course to develop habits of citizenship, defined broadly. In the course, scholars identify challenges within their communities and utilize tools of a democratic citizenry to propose and enact change.

If either grade configuration is selected:

There are no major proposed changes to the Social Studies curriculum at this time.

g. World Languages:**Grades 9-12:**

As the world becomes increasingly interdependent and we prepare our scholars to succeed in the twenty-first century, the study of world languages is critical to the

academic, social, and civic development of scholars. Scholars who study a world language enrich their personal lives and their academic careers as well as increase their opportunities beyond high school. Whether a scholar is planning on attending a post-secondary institution, entering directly into the workforce, serving our communities as healthcare and legal workers; translators; educators; the armed forces; in intelligence and foreign service; and/or traveling abroad we encourage them to seek out opportunities to use language skills to advance themselves and their community.

The Salem High School World Language Department educates scholars of diverse backgrounds, life-long learners, families, and communities by opening up cultural awareness and inclusion, fostering curiosity, compassion and respect. The World Language Department provides high-quality instruction through a wide range of courses, serving all proficiency levels that engages our diverse population. Adhering to the ACTFL proficiency guidelines with the speaking, listening, writing, and reading domains of communication as guides, we employ the use of authentic resources, technology, and interactive comprehensible input to provide opportunities for scholars to engage in project-based learning, including cross-curricular topics.

Our program is designed for meaningful interactions, intercultural competence and communication, allowing for spontaneous use of the target language of instruction. We, as a department, pledge to enhance linguistic learning and grow intercultural understanding.

A minimum of two units of study are required for graduation. The course of study must include consecutive study of sequential courses in the same language. Scholars are highly recommended to study a world language beyond two years of study in order to increase their proficiency in their target language. Scholars reaching an Intermediate High to Advanced levels of proficiency could gain college credit by achieving the Seal of Biliteracy or AP level credit. Scholars are also encouraged to take an additional language.

Grades 7 - 8

Scholars in grades 7th and 8th currently have access to Spanish as the World Language offering. Programming is designed for meaningful interactions, intercultural competence and communication, allowing for spontaneous use of the target language of instruction. World Language offerings at the middle school level provide a foundation for students as they enter 9-12 to meet the requirements for graduation. In middle school, students have the opportunity to

join Hispanohablantes classes which are designed for students who are speakers of Spanish. This course provides opportunities for students to engage in advanced coursework 9-12.

If either grade configuration is selected:

At this time, Salem Public Schools does not propose major changes to the World Language curriculum. The existing curriculum is aligned with state standards and effectively supports student learning. However, ongoing professional development and instructional refinements will continue to enhance multilingualism.

h. Multilingual Program

Grades 9-12:

The Multilingual (ML) Department offers courses for scholars who are identified as English Learners (EL) who are determined to be eligible according to MA DESE guidelines. The courses provide instruction of the English language in the four domains of language acquisition (speaking, listening, reading and writing). The acquisition of both social and academic English language skills is imperative for scholar success. Our program strives to give scholars social and academic language, cultural awareness, and content area knowledge to thrive as scholars and productive citizens.

The ML Department offers courses for English Learners in English Language Development (ELD), sheltered content support for mainstream courses in the core-content areas and a specialized program for Newcomers who have been in the United States for less than one year and are building beginning English language skills.

ELD course instruction focuses on interactive learning, which assists scholars in developing both interpersonal communication skills and academic language proficiency in order to attain their potential in the mainstream program. Scholars are placed in the ELD course level indicated by initial placement results, ACCESS (Assessing Comprehension and Communication in English State-to-State) testing, prior course completion, and/or teacher recommendation. Scholars in their second year of study may also be enrolled in content classes that are supported by an ELD teacher. In subsequent years of study, scholars continue their English language development, and in addition to an ELD class, take content area courses with mainstream teachers. Course content is made accessible to all Multilingual learners by providing appropriate scaffolding and entry points.

Scholars continue to access grade-level, mainstream courses while developing their English language skills in ELD classes until they are determined to no longer be EL, according to district and state guidelines.

All courses for Multilingual learners are aligned to applicable state and federal education frameworks.

The Salem Public Schools staffs Salem High School with three English Language Development (ELD) teachers. Additionally, Salem High School staffs three additional Multilingual Learner educators: A newcomer biology teacher, a newcomer history teacher, and a newcomer math teacher. These individuals lead classes for students who are in their first year in the United States in their respective subjects, and they also co-teach with instructors in classrooms that serve a mixture of English Learners and non-English Learners.

The Salem High School ELD teachers teach 16 classes of ELD a week, which vary with the school's schedule, with classes being offered from 2 - 4 times a day. When not teaching ELD, these teachers co-teach classes in their subject matter, giving them the same caseload as the rest of the teachers in the building.

Salem High School serves 153 English Learners currently, with 59 in grade 9, 28 in grade 10, 30 in grade 11, and 36 in grade 12.

Grades 7 - 8

Scholars are grouped for instruction based on ACCESS scores. Students considered intermediates are co-taught in their ELA classrooms by an ELA teacher and ELD teacher. Scholars with ACCESS scores that place them in the newcomer or beginner range experience ELD during the ELA block with their ELD teacher in a separate space.

The Collins Middle School is staffed with three ELD teachers, and in SY25-26, the Collins Middle School will have four ELD teachers due to the absorption of the 6-8th grade students from Saltonstall.

The Collins Middle School teachers teach four blocks of ELD each every day, for a total of 12 courses offered daily and 60 ELD classes happening per week in grades 6-8. Collins Middle School serves 99 English Learners currently, with 27 in grade 6, 36 in grade 7, and 36 in grade 8. Saltonstall serves 29 students currently, with 6 students in grade 6, 16 students in grade 7, and 7 students in grade 8. The Saltonstall students will be joining the Collins Middle School

students in SY25-26.

If a 9-12 configuration is selected:

With increasing numbers of multilingual learners Salem High School will continue to refine a co-teaching model to provide simultaneous content and language development support. This model is supported by common planning time and collaborative interdisciplinary professional development.

If a 7-12 configuration is selected:

A 7-12 configuration would allow for improved collaboration across grades 7-12.

i. Academic Support Programming Spaces

Grades 9-12

The **SHS Academic Support program** serves scholars with a wide range of disabilities and is designed to support a range of academic and interpersonal concerns. Special education staff offer academic support and instruction in reading, writing, mathematics, as well as study and organizational skills. Special education teachers provide inclusive (push-in) support during general education classes, facilitating accommodations and modification of content while providing skill development in content areas and organizational support. Services may also be outside of the general education program (pull-out), as needed and recommended in the IEP. Each scholar has a liaison who communicates with parents, teachers and counselors. Staffing and support are provided to meet specific scholar needs as described in the IEP, including:

- Home-school communication and collaboration
- Liaison to world language and vocational technical departments
- Communication with general education teachers
- Counseling support

SHS also has a **Connect for Success program** staffed by professionals who have experience working with challenging student behaviors and have a deep understanding of our families and our community. Teachers must have leadership experience and a proven record of successful implementation of strategies to improve engagement among students who display behavioral challenges, have experienced trauma, are disengaged, and are at-risk of dropping out. Skills such as de-escalation, empathy, and high standards are a must. The program will also have a certified, bi-lingual counselor who will act as a support and work with students on strategies to set goals and engage them in their education. Additionally, the counselor will act as a liaison, advocate, and mentor for the

students, helping to make connections and address individual student and family needs. Identifying needs, setting goals, and helping to meet these needs will drastically improve student and familial attitudes towards education, leading to a productive school experience. As a Tier 2 intervention, the goal of this program is to provide scholars an intervention block for goal setting and remediation in the Connect for Success program as well as to support scholars in engaging in core instruction.

The **Hawthorne Program** provides short-term, intensive assistance to students who need integrated support after an experience that has resulted in significant lost school time due to mental health or psycho-social crisis. The Hawthorne Program supports students in a clinically informed, trauma-sensitive environment. Program staff provides services in four key areas including clinical support, academic support, family engagement, and care coordination.

Grades 7 - 8

The Middle School also provides **Connect for Success** and the **Hawthorne Program** as described above. In addition the middle school provides City Connects which serves students through grade 8. City Connects Coordinators each have their own room where they are able to conference with students and hold family meetings. These staff members play a critical role in the multi-tiered system of support.

If either grade configuration is selected:

The Connect for Success program requires a space where students can work collaboratively and would be well served by classroom spaces designed for other content areas. City Connects coordinators spaces should have a central meeting table, a place for the City Connects coordinators to complete administrative tasks, and flexible and comfortable seating for students. While instructional coaches could share spaces, they currently double as collaboration spaces for after school professional development and for practice clinics throughout the day. In practice clinics, small groups of educators work on a teaching practice without students present. A classroom is an appropriate space for this work because it simulates the experience of teaching while providing the option for privacy and lower visibility while they practice new skills. The Hawthorne Program requires a space where small groups of students can work alongside a trusted adult on individualized academic and social supports.

If a 7-12 grade configuration is selected, the programs offered will become

available to students in grades 7-8.

j. Scholar Guidance & Support Services

In Salem, education is a community mission. The city and the public schools work together to provide a comprehensive and interconnected system of support services for students and families. Utilizing a multi-tiered system of support, SPS seeks to ensure every student has what they need to thrive in school and the community. A team of certified school counselors across the district assist leaders and teaching staff in proactively building learning environments where each student feels a sense of belonging, competence and autonomy.

It is our vision that 100% of our scholars will have a plan for post-secondary education. To accomplish this, our counseling staff assists in building strong and confident scholar learners in the following areas:

- communicating
- problem solving
- thinking
- collaborating

Counselors meet with scholars to develop relationships, understand their strengths and areas to improve upon, and personal learning styles. Together, they create a four-year plan for their post high school future. Counselors hold two group workshops annually with each scholar, along with one-on-one meetings during the course selection process.

College and career workshops incorporate tools from the web-based Naviance program and MEFA Pathways. The intent of these group workshops is to disseminate grade-appropriate information in the areas of academic, career, and personal/social development.

The College & Career Center staff help to orient scholars new to the United States to state and school requirements and the college application process. The following information includes the grade-based activities that will lead to a comprehensive and clear four-year post-secondary plan for each scholar who will graduate from Salem High School.

School Adjustment Counselors and College and Career Counselors work together to provide a comprehensive and interconnected system of support services for students and families. They work with families and community partners to secure resources to address out-of-school factors that impact learning and thriving. This

includes partnerships with organizations that provide for students' basic needs, such as food, clothing, and healthcare. SPS works closely with The Salem Pantry to provide mobile markets to Salem High School for students experiencing food insecurity. Similarly, The Clothing Connection, a Salem non-profit organization, stocks a clothing closet with new and very gently used items that high school students need and can access easily on campus. The Teen Health Center, run by North Shore Community Health, staffs behavioral health clinicians who are embedded in our middle and high schools to provide therapy to students and increase access to mental health care.

Grades 7 - 8

School adjustment counselors and City Connects coordinators (PreK-8) work as a team to provide comprehensive school counseling programs that incorporate prevention and intervention activities. Counselors respond to the social, emotional, and mental health needs that arise with students and offer direct individual and group counseling to assist students in developing skills necessary to fully engage in school. City Connects Coordinators act as the hub of student support, collaborating with school and community partners to tailor services to individual student and family needs. Beginning SY25-26, City Connects Coordinators will be supporting students' college and career preparedness through completion of MyCAP lessons and activities. All counselors in the district leverage a comprehensive range of prevention, intervention, and enrichment services that exist in our schools and the Salem community. They work with families and community partners to secure resources to address out-of-school factors that impact learning and thriving.

No changes are proposed for either grade configuration.

4. Teacher Planning

Grades 9-12

During a full five day week, there are normally four administrative periods. At least one of the full length administrative days is for teacher-led common planning time, at least one of the full length administrative periods is for administrator led/coaching, and up to two are for duties.

Preparation periods are all those periods during which a teacher is not assigned to a regularly assigned responsibility. Preparation time is directed by teachers with the expectation that teachers will use these periods for educational planning, team meetings and parental contact.

Common planning time is set aside for teachers to work with peers. All common planning time goals and outcomes are directed by the Administration. The purpose of this structure is for trajectory planning, common summative/formative assessment planning, looking at student work, analyzing data to inform instruction, and conducting problems of practice protocols related to the school's instructional priorities.

Team planning time at the high school is defined as that time a teacher is assigned to meet with other members of the team to prepare and develop purposeful and relevant lessons, high leverage instructional moves and a wide range of assessments for the same classes, as well as vertical alignment to additional departmental courses.

Grades 7-8

Middle school teachers have the following planning meetings:

- **Game Time:** Biweekly grade-wide meeting to norm on priorities, review plans and collaborate.
- **DII Meeting:** Data Informed Instruction, content-based meetings led by coaches four times per month.
- **Planning:** One period of preparation time daily.
- **After School Meetings:** Weekly or biweekly full staff professional development aligned to school-wide goals.
- **ILT:** Instructional leadership team meetings after school.

If either grade configuration is selected:

It is anticipated that modern distributed spaces with appropriate technology will facilitate teacher planning time throughout the facility.

5. Professional Development

a. Current professional development practices.

Current professional development practices emphasize our core values of equity, opportunity, and belonging. There are district-wide Job Alike meetings where professionals of similar roles gather monthly to build community and engage in learning best practices to support our scholars. Schools also regularly assemble their entire staff to learn together as a whole group as well as breakout sessions.

Departments and grade levels within schools meet to review scholar data and design interventions to serve our scholars. Instructional coaches support new-to-Salem educators through implementation of the District's 90 day Blueprint, which provides chunked skills that are essential to culturally responsive teaching. Additionally, instructional coaches design, plan and facilitate differentiated professional

development for educators from a wide variety of backgrounds and teaching experiences across grade and content areas so that all educators are progressing on implementation of district- and school-wide instructional priorities. These meetings are in person and host groups that range from individualized coaching to hundreds of educators. Engagement techniques include whole group and small group interactions that leverage flexible spaces, comfortable seating for adults, and ability to access media through personal and presentational technology. Educators may opt into an individual coaching cycle, which includes identifying a problem of practice, an action plan, and a process for monitoring and analyzing progress. Educators may also opt into the Salem High Educator Learning Lab (S.H.E.L.L.) to join collaborative inquiry cycles around a shared problem of practice. SHELL models and implements instructional strategies to meet adult learners where they are and support them in deepening their practice. Supporting educators in implementing data-informed flexible groupings has been an objective of SHELL, so flexible furniture, white board space, and access to technology are necessary for this work.

b. Proposed changes to professional development

Our professional learning will continue to evolve to reflect emerging best practices in adult education. Given the nature of this cross curricular adult learning, SHELL will require a designated classroom space that is used specifically for coaching and professional development. If possible, this designated room would have privacy from students as educators engage in their learning. Ideally this space would be adjacent to the Podcast Media room so that we could record empathy interviews with educators and students. If possible, individual instructional coach offices would be close to the SHELL classroom space.

6. Pre-Kindergarten

At present, Salem Public Schools enrolls 191 PreK scholars at the sites/programs listed below. PreK is not yet universal in the Salem Public Schools. We host open enrollment and hold lotteries should we have more applicants than available seats.

- ***Salem Early Childhood Center (SECC)***. This is an integrated program designed to support our earliest learners with IEPs. At this site, we serve both 3 and 4 year olds across integrated and subseparate classroom designs. There are currently 106 scholars enrolled at the SECC.
- ***Horace Mann Laboratory School & Bates Elementary School***. There are two PreK classrooms at each of these sites with a total capacity of 72 (18 scholars per classroom x 4 classrooms = 72).
- ***Bentley Academy Innovation School***. At Bentley, there is one PreK classroom with 15 scholars. This is part of our dual language program that exists at the school.

For the last three years Salem Public Schools has been the recipient of the Commonwealth Preschool Partnership Initiative (CPPI) grant. We have leveraged this grant to develop the Salem PreK Partnerships with 5 community-based preschool organizations and have galvanized this team around a set of common goals that fall into 3 priority areas:

- Expansion & Access to Quality Preschool
- Building Locally Aligned Quality
- Equitable Access to Special Education & Inclusion

The Salem PreK Partnership has worked together to adopt a common curriculum and train teachers on research-based instructional practices. We have also put assessments in place that we use to monitor scholar learning and screening tools used to flag developmental, social emotional and/or behavior needs. An itinerant team of special education specialists (school psychologist, OT, PT, BCBA, SLPA, etc.) provides special education services, prevention interventions and referrals.

There are no proposed changes to this model as a result of the 9-12 building project.

7. Kindergarten (e.g., full day, half day, locations, if applicable)

Kindergarten is a universal program here in Salem meaning that everyone who wants a seat gets a seat. We currently have 197 Kindergarteners enrolled. All six of our schools with elementary grades have a strand of Kindergarten classes. We have a district adopted literacy, numeracy science and social studies curricula, and we have full-time instructional coaches in each building who support teachers with implementation.

There are no changes to this model as a result of the 9-12 building project.

8. Lunch Programs

- a. Current Delivery.** Salem Public Schools does not have a centralized kitchen. The following schools cook for themselves: Bates, Bentley, Carlton, Collins, Horace Mann, Saltonstall, Salem High School and Witchcraft. Early Education Center scholars are served breakfast in the classroom and come into the Bentley cafeteria to eat lunch (the schools are co-located).

Gr 9-12. The current cafeteria program at Salem High School serves an average of 1096 daily meals (breakfast, lunch and dinner) for the 1046 high school scholars at Salem High School (971), New Liberty Innovation School (49) and Salem Prep (26)

from a full service kitchen. New Liberty and Salem Prep have warming capacity only. The meals for all three high school programs are broken down as follows:

Average breakfasts: 275
Average lunches: 761, which includes 55 second lunches
Average dinners: 70 (7% of scholars)

The existing cafeteria space at the Salem High School consists of three 2,200 square foot cafeterias on three different levels of the academic wing of the building, a total of 6,500 square feet. The kitchen that services the three cafeteria spaces is located on the basement level. Food that is prepared in the kitchen must be transported each day to each of the floors using an inadequately sized service elevator. Because the cafeteria is on three levels, staffing levels are approximately three times greater than what we would expect in a single level cafeteria with adjacent kitchen space.

For a six week summer program in 2024, Salem High School prepared 7,633 meals (including lunch and dinner five days a week). Meals were served at the high school and sites around the city.

Gr 7-8. Collins Middle School has its own kitchen and cooks for its students. The cafeteria at Collins Middle School is 6,045 square feet. The current cafeteria program at Collins Middle School serves an average of 804 daily meals (breakfast, lunch and afterschool snack) for the 627 middle school scholars at Collins Middle School from a full-service kitchen. The meals for the middle school programs are broken down as follows:

Average breakfasts: 235
Average lunches: 519, which includes 30 second lunches
Average dinners: Beginning March 3rd 2025 (currently providing 50 afterschool snacks daily).

The existing cafeteria space at Collins Middle School consists of one full-service kitchen connected to the cafeteria covering 6,045 square feet. The kitchen being adjacent to the cafeteria space allows for staff & equipment efficiency between front- and back-of-house tasks. The physical space of the kitchen allows for only two serving lanes. We maximize the amount of meals served per hour with the addition of a salad bar out in the cafeteria. Eight employees operate this kitchen: two full-time staff and 6 part-time staff.

For a six-week summer program in 2024, Collins Middle School prepared 4,686 meals (including breakfast and lunch five days a week). Meals were served at the middle school and sites around the city.

- b. It is anticipated that a new or renovated high school, in either grade configuration, will result in a more efficient use of space than the current arrangement of three cafeteria spaces.

9. Technology Instruction Policies & Program Requirements

- a. **Existing Educational Technology.** Most existing classroom spaces have interactive 65 inch flat panel displays mounted to a wall. There is no stand-alone audio projection technology as all audio comes from the speakers on the displays. WiFi is sporadic: some spaces have wireless access in their rooms and others share between spaces. Scholars use a 1:1 Chromebook for regular class work while computer labs are available for course specific work (graphic design, video editing and information technology). Staff use high end Chromebooks or Windows devices where their job functions require it. Professional development is conducted either in-house by digital learning team members or by consultants.
- b. **Proposed Educational Objectives.** All classroom spaces should have adequate wireless access, large interactive displays (either mounted or on wheels depending on size of classrooms), overhead audio projection devices and Chromebooks for staff and scholars. Computer labs should be mobile and outfitted for course specific work to the specifications of the function of the course work. Technology repairs are performed in house so space for repairing, part storage and a help desk (preferably in the Media Center as we work closely with the library staff) is important. Digital signage and the ability to control centrally is desirable. Chromebook charging in classrooms is also desirable.

10. Media Center/Library

Grades 9 - 12

- a. **Current programming at the high school and how it is delivered.** At Salem High School, the existing Instructional Materials Center (IMC) space is 10,656 square feet. It is three floors with an open ceiling on the first and second floors and a three-story wall of windows. There is a huge, concrete staircase in the middle of the IMC to access the upper floors. Students are discouraged from using the staircase as they may interrupt the work on each floor. The first floor contains the library and technology

help desks. The second floor is currently used as a tutoring and writing center, and the third floor houses counselors and counseling services. On the first floor there is also a library workroom for book storage and printing/laminating and a small office for the librarian. The walls that are free of shelving are used for informational and community-based displays. Some tables and room dividers are used to promote books, encourage reading, and create a welcoming environment.

During school, students are able to come and go with passes as needed. Whole classes are brought down with teachers for research and other functions. The onsite daycare program visits intermittently. The IMC is often used before and after school as an essential meeting space (enough room for full staff and other larger groups). The layout of the library is static, as the furniture and shelving are not made to move easily.

- b. **Current staffing.** At Salem High School, the IMC is managed by a librarian and full-time paraprofessional.
- c. **Current hours and scheduling.** During school hours (7:15am-4pm), students are able to come and go to the IMC with passes as needed, unless a staff meeting preempts its use. The IMC is often used before and after school as an essential meeting space (enough room for full staff and other larger groups).
- d. **Proposed changes.** If a 7-12 grade configuration is chosen, it is anticipated that all grades would likely share a single Media Center.

Key priorities for a IMC with either grade configuration include:

- **Energy efficiency.** Because the existing IMC is three floors with an open ceiling and a three-story wall of windows, the library currently has major heating and cooling issues. Every learning space should be provided with temperature controls
- **Lighting.** Indirect, natural lighting will allow presentations to be seen no matter where the sun is. Protecting books from direct sunlight and moisture is a primary consideration
- **Acoustics.** The current open floor plan means that sound is often carried beyond intended audiences
- **Flexibility.** The layout of the existing IMC is also static, as the furniture and shelving are not made to move easily. A new or renovated main library space should be designed with flexibility in mind, with mobile shelving at a maximum of 48" and storable tables and chairs. There should be some high top seating, some cafe tables and chairs, and some couch and soft chair seating. This flexibility should be reflected in the access to electricity/charging stations no matter where one is seated.

- **Finishes.** Tabletops and walls with long-lasting magnetic porcelain dry-erase surfaces would allow for collaborative work.
- **Main Desk.** The main desk should be large/long enough to encompass check out, reference, and tech help functions and two people to staff each – six stations total. The main desk must have visual supervision of all the main library areas and adjacent spaces/rooms where students will be.
- **Technology.** The IMC currently provides technology support for students and faculty. A technology desk is required that shares a workroom with the library staff. In addition, every learning space should have a mounted interactive screen and appropriate sound controls, and be capable of housing multimedia production work.
- **Offices and Support Spaces.** An office for one librarian and a separate collection storage/work room, combined with a technology office are needed. A curriculum resources storage room for text and workbooks, class reads, etc. may also be useful.
- **Adjacencies.** Adjacent to the library should be two small-group and two full classrooms and an adjacent digital learning lab for courses taught by the library faculty. A faculty workroom adjacent to the library for printing, lamination, and other lesson prep functions is also desirable.

Grades 7 - 8

- a. **Current programming at the Collins Middle School and how it is delivered.** The library at Collins Middle School is known as the Mary Manning Learning Commons. It is 5,780 square feet and located in the center of the second floor of the middle school. The ceiling is also the roof of the four-story school, with skylights providing some natural lighting. The soaring ceiling makes for a great space for an acapella group to perform, but not so much for multiple small working groups to collaborate.

There is a small room to the left of the main entrance to the library that has been used as a computer lab, a podcast production space, and most recently used for math tutoring. The check out desk (two stations to sit at) is to the right of the main entrance, and has a librarian's office behind it. Further down that wall is a door to the Director of Communications' office. In front and to the side of the desk is a stairway leading to the principal's office, which also serves as curriculum resources storage.

There are tall book stacks on either side of the library space, with square-top, rectangular, and round tables in the middle of the space for patrons and meetings. There is one small comfortable seating (living room-esque) area on one side of the room, and a few comfortable chairs with adjustable work desks attached.

In one corner of the space is a copier, a poster printer, and space for lesson preparation for teachers and staff. There is also a color printer for staff to use that is managed by library staff.

b. Current staffing

The commons is managed by one library and digital learning specialist (LDLS) and one part-time paraprofessional. The paraprofessional is pulled to cover classes or tutoring sessions as needed. The paraprofessional leaves at 2pm every day, leaving the library unattended when the LDLS is teaching a class in the back classroom.

c. Current hours and scheduling for school and non-school use.

At Collins, the library is open from 8am-3:15pm. With the new district-wide library program initiative, the back classroom is no longer available for out of school hours use. The main library space is available to reserve, and is often used for PD and other activities before, during (rarely), and after school hours.

- d. If either grade configuration is selected all grades will share a single Media Center. See priorities in the description above.

11. Visual Art Programs

Grades 9 - 12

- a. **Curriculum, number of periods, and participation in art programs.** The Salem High School Art Department welcomes all scholars interested in the arts, from scholars who are passionate about going into the arts as a career to scholars who are intrigued by exploring different art forms and want to work to improve their skills. The department offers a wide variety of courses in the visual arts that allow scholars to explore and develop their skills. Our curriculum helps develop technical skills, creative expression, problem solving, appreciation of the arts, critical thinking, innovation to be used in and out of the art room. There are various suggested pathways which allow a scholar to have a broad based foundation in order to achieve their future goal.

The Art department will continue to offer sequential and non-sequential exploratory courses for scholars with varying interests and skill levels, providing multiple access points and potential pathways within the arts. The current curriculum includes:

- Photography I and Photography II
- Painting and Drawing I and Painting and Drawing II

- Ceramics and Sculpture I and Ceramics and Sculpture II
- Mixed Media Art
- Fashion Design
- Advanced Placement 2-D Art and Design
- Digital Art
- Digital Film
- Filmmaking: Journalism
- Filmmaking and Animation: Portfolio

b. Proposed changes.

The existing program is served in one 6,000 square foot art room divided into 5 classroom spaces. The renovated or new facility must have right-sized spaces with appropriate services (power, water, etc.) for the disciplines taught. These include:

- **Photography Lab:** This lab should include both a studio space and a dark room facility with large sinks. Studio space should accommodate student computers with digital projection capabilities.
- **Ceramics Room:** Classroom studio needs to incorporate a kiln room, large sinks, and active storage area. Typical equipment would include potters wheels, pug mill, raw clay, glazes, slab roller, and drying racks.
- **Studio Art Room:** Multimedia art rooms for 2D and 3D artwork are needed, with student computers and digital projection capabilities in each room to enhance student usage.
- **Computer Art Lab:** This art lab should be fitted to support Filmmaking, Digital Art, and Digital Music Mixing.

In addition the new/renovated spaces must be designed for increased Cross-Disciplinary Opportunities. In upcoming years the faculty will be developing interdisciplinary opportunities using the expertise found in the arts to enhance the outcomes for scholars in the Humanities and STEM departments.

Grades 7 - 8

- a. The middle school has one art teacher and Art is offered to 8th graders as one of four pathways.
- b. **Proposed changes.** The proposed design will have right-sized spaces, independent of the high school spaces, in which to teach the middle school curriculum.

12. Performing Arts Programs

- a. Curriculum, number of periods, and participation in music programs.** Salem Public Schools has a robust performing arts program. Built with passion, positivity, persistence and pride, the SHS Performing Arts Department boasts a wide range of courses, ensembles, and other opportunities. One of the pillars of the department is that everyone is welcome, and it is never too late to learn to play an instrument, sing, join the color guard, compose or arrange music and more. Our ensembles perform at school and community events and travel throughout Massachusetts and around the country to perform in concerts, parades, competitions, festivals, ceremonies and other events. Non-ensemble electives include: Piano Class, Exploring Music, Music Two, Advanced Placement Music Theory, Exploring Jazz, Advanced Jazz, and Digital Music. Performing ensembles include: Chorus, Chamber Singers, Concert Band, Wind Ensemble, String Orchestra, and Symphony Orchestra. Extra-curricular ensembles and activities include: Marching Band, Brass Ensemble, Jazz Band, Flute Ensemble, Percussion Ensemble, Witch Pitch?! A Capella, Fall and Winter Colorguard, Tri-M Music Honor Society, Private Lesson Program, Performance and Cultural Trips, Leadership Opportunities, Recitals, and Chamber Ensembles. The curriculum and current participation is as follows:

SY 24-25 Enrollment	
Salem High School	
Band	71
Chorus	25
Orchestra	8
Piano Lab	12
Digital Music	10
Music II	8
Jazz I/II	19
A Capella - Witch Pitch?	20
Marching Band	57
Colorguard	32
Percussion	20
Flute Ensemble	6
Brass Ensemble	15
Jazz Band	20
Tri-M Music Honor Society	27
Collins MS	
Band	106

Chorus	64
Orchestra	29
Saltonstall	
5/6 Band	45
5/6 Orchestra	7
7/8 Band	21
7/8 Orchestra	2
Elementary	
Beginner Band	144
Beginner Orchestra	74
Advanced Band	82
Advanced Orchestra	53

District Uses include:

- Career and Vocational Open Houses
- Collins Middle School Graduation
- Boosters Meetings (Music Department)
- District Wide Music Events
- Career and Vocational Open Houses
- Fundraisers (Basketball, Music,
- New England Scholastic Band Association Winter Competitions/Championships
- Salem High School Graduation

Current and past City wide uses include:

- Community Forums (City Council)
- Voting/Polling location
- COVID Shelter Site
- E-Waste Events
- EXPO Electric Car Show
- Parks & Rec Basketball
- Parks & Rec Pickleball
- Veterans' Day Ceremony

Other community uses include:

- Performing Arts Academy
- Automotive Antique Car Show
- Basketball Fundraiser Events
- Black Forest Pictures

- Blessed Sacrament Color Guard
- Irish Dance Competition
- League of Women Voters
- Mariner Village Condominiums
- MIAA Athletics
- North Shore Rugby
- OTA Cultural Japanese Exchange Program
- Salem Philharmonic Orchestra
- Salem Community Band
- ROTC Raider's Competitions
- Salem State University Music Department
- MICCA Solo & Small Ensemble Festival
- Spartan Drum & Bugle Corps
- St. Anne's Colorguard
- WGI Color Guard Northeast Regional
- Worldstrides Heritage Music Festival
- Wrestling Events
- Youth Football and Youth Football Cheerleading

b. **Proposed changes.**

Auditorium. A key component of the proposed project is to provide a more fully functional and equipped auditorium to satisfy the program needs. The existing auditorium is 10,800 square feet and includes a stage platform that is 1,800 square feet and a stagecraft area that is 1,180 square feet. The stage platform and the theater seating are separated by an area of over 1,000 square feet with wood flooring. This design does not lend itself well to the kinds of theater production that the school would like to offer. There is no "center stage" seating due to the theater's entrance located in the middle of the auditorium. In addition, the HVAC units servicing this space, as well as theatrical lighting, are currently not operational. There is also a lack of proper sound amplification in the space. A proper proscenium stage with sufficient fly systems, industry standard lighting and sound, as well as an orchestra pit, with dressing rooms, backstage, side wings, and sound/lighting booth are necessary for the programming offered at Salem High School.

Black Box Theatre. This space will be used for drama classes, musical/drama rehearsals, dance classes, theatre courses, full faculty meetings, color guard, percussion, smaller performances, presentations, and cultural events. Adjacency to an area/room for costume changes and space for prop storage is desirable.

Band Room. The current band room is located on the 2nd floor and at a large distance from the auditorium and outside access. This requires equipment to be moved up/down stairs (not all equipment fits in the elevator) to set up for performances or to load the equipment truck for offsite events. The current room has a capacity of 113. Because of the popularity of the program, enrollment is steadily increasing and a space with capacity for 125-150 is needed to hold combined program rehearsals and community rehearsals (i.e. Salem Philharmonic, Salem Community Band, etc.), as well as adjacent instrument, equipment, uniform, and music storage. Other requirements for the space include a double height ceiling for proper acoustics, a water fountain and/or sink, and double doors to enable movement of equipment to and from the space.

Choir Room. Currently Salem High School uses a traditional classroom space that does not provide for appropriate acoustics and placement of scholars. The new room should allow for proper use of seating and/or positioning of choral risers in proximity to the auditorium.

Orchestra Room. Salem High School currently uses a traditional classroom for the string orchestra program. The new room would provide space for proper seating and storage of instruments, equipment, and music.

Ensemble/Percussion Room. Salem High School currently uses a traditional classroom for percussion and small ensemble rehearsals. This new room would allow for proper set up and storage of instruments and equipment while providing proper space utilization for set up, rehearsing, and acoustics.

Music Practice Rooms. The current practice rooms are not soundproofed and are located in a separate hallway from the rest of the music classrooms. This prohibits adequate supervision. It is recommended that the 5 proposed practice rooms be incorporated into the music suite (i.e. between the band/choir rooms) to allow for sufficient supervision while in use.

Music Office. There are currently 2 small offices that are utilized by the SHS Music Faculty as well as the district's Itinerant Music Teachers. A new/renovated music office will serve as the collaborative epicenter for the SHS Music Faculty, including auxiliary staff members and coaches. Sufficient space for furniture, instrument repair workbench, utility sink, and music technology needs are essential. The district may consider, as part of the project, the relocation of the itinerant music team which currently shares space at the high school.

Music Storage. The music department currently lacks intentional storage spaces for equipment, music, instruments, uniforms, and supplies. The current setup is spread across stairway alcoves (for non-climate controlled storage space), shared storage spaces, a room that contains electrical fuse boxes, and an empty classroom. Locked storage (both indoor/climate controlled and outdoor/non-climate controlled) spaces are required.

Music Technology/Piano Lab. Our current piano lab consists of 7 acoustic pianos in practice rooms and 6 small electronic keyboards in the practice room hallway. This new room will accommodate Music Technology Classes, a proper piano lab for up to 20 scholars with digital pianos and appropriate lockable storage for equipment and accessories.

13. Physical Education Programs

Grades 9 - 12

- a. Curriculum and participation in physical education.** Wellness is an integral part of the total education that contributes to the development of the individual at Salem High School. There is a planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each scholar. It teaches scholars what healthy habits and physical fitness are and how they can maintain a healthy lifestyle throughout their adult lives. Wellness also provides each scholar with a basic working knowledge and understanding of various sports and fitness activities, nutrition, healthy choices and strives to create a level of skill and knowledge that prepares scholars for a successful post secondary life. Our basic objective is to see that our scholars are active participants and not merely spectators.

Wellness courses are an opportunity for our scholars to develop such traits as sportsmanship, leadership, teamwork, nutrition, and healthy choices. It is also a time to have fun, work cooperatively, and release tension in a constructive manner. Physical Education and Health courses are aligned to all applicable state and federal education frameworks. These courses include: Fundamentals of Fitness, Project Adventure, Lifetime Fitness and Team Sports, Physical Management, Nutrition and Athletic Performance, Unified Physical Education, Health Education, and Health II.

The existing field house is 19,596 square feet and includes a 6,486 square foot gymnasium. The field house is extensively used, and heavily programmed, for a wide range of District as well as other Salem activities. These activities range from our robust interscholastic athletic programming, community activities, and music and performing arts programs.

Fall sports include:

- **High School:** Football, Boys and Girls Cross Country, Co-ed Golf, Boys and Girls Soccer, Unified Basketball, Cheerleading.
- **Middle School:** Baseball, Softball, Co-ed Cross Country, Intramural Soccer

Winter sports include:

- **High School:** Boys and Girls Wrestling, Boys and Girls Basketball, Co-ed Gymnastics, Boys and Girls Track, Co-ed Swimming, Skiing (Club), Cheerleading, Boys and Girls Ice Hockey (Co-Op), Unified Strength and Conditioning
- **Middle School:** Boys and Girls Basketball Travel and Intramural

Spring sports include:

- **High School:** Baseball, Softball, Boys Volleyball, Boys and Girls Track, Boys and Girls Lacrosse, Boys and Girls Tennis, Boys and Girls Sailing, Unified Track and Field
- **Middle School:** Track and Field, Intramural Volleyball, Boys and Girls Lacrosse

Each year, approximately 40% of Salem High School scholars participate in at least one interscholastic athletic program. At the middle school level, approximately 38% of the students participate in at least one sport.

High School uses of the Field House include:

- Team Home Games (Girls and Boys and Basketball, Boys and Girls Volleyball, Wrestling)
- State and regional tournaments and athletic contests
- Strength and conditioning
- Sports Practices (3-7pm)
- Colorguard/Percussion Rehearsals
- Team celebrations (e.g. Crew)
- Athletic Meetings
- Graduations and Convocations
- Community sporting events (e.g. Community Volleyball)
- Fundraising events for various causes

Grades 7 - 8

- a. The Collins Middle School gymnasium is 9,856 square feet and is used for many of the aforementioned sports. Additionally, the middle school gym is used for the following:
 - Intramural sports games and practices

- Whole school pep rallies
- Whole school awards assemblies
- Music concerts
- Fundraising events for various causes

If a 7-12 grade configuration is selected:

Because of the extensive use of the existing High School field house, a second gym space is a likely requirement of a 7-12 configuration. In a 9-12 building the interest is to renovate the field house given the nostalgia and connection that the community has with this space.

If a 9-12 grade configuration is selected:

Fitness Center. Currently Salem High School has a multi-use back gym basketball court that a portion is used for weight lifting and other physical fitness activities. This space cannot be used effectively because students cannot be lifting weights or engaged in strenuous physical activity while other scholars are using the basketball court. The full use of this large space at one time has the potential to lead to scholars being injured. In either a renovation or new build, Salem High School would advocate for a dedicated fitness center. This space would be used during health and physical education class, strength and conditioning coach, and supervised workouts during open gym.

The existing gymnasium's rubber floor requires replacement as it has been significantly damaged due to years of use: inconsistencies and irregularities in the surface adversely impact the safe use. There have been occasions when Salem High could not be home to basketball games because the floor is unable to meet the minimum specifications established by the MIAA.

Wellness Center. Currently, Salem High School uses three traditional classroom spaces for Health Education and Physical Education. These classrooms are not located near the field house or any of the spaces and the equipment that are regularly used during these courses. It would be important to provide two classroom spaces that have lab space, sink, and appropriate counter space to be used for nutrition classes as well as health.

Multi-Purpose Room. Due to the robust nature of Salem High Schools course offerings including our Unified Physical Education offerings throughout the year we are constantly relocating classes and problem solving scheduling conflicts.

A flexible multi-purpose room would allow us to dedicate an appropriate space that matches the course objectives of dance, Unified Physical Education, Yoga, and meditation.

This multi-purpose space would also be utilized to serve scholars with Adaptive Physical Education accommodations in smaller, more intimate spaces. This space would also be used after school for cheerleading, wrestling, and other activities that need a small place where mats or turf are needed. This space should be in close proximity to the gym, fitness center, and Wellness classrooms.

Project Adventure Resources. Project Adventure is a cornerstone of Salem High School's Wellness course sequence. While Salem High School has made appropriate investments to upgrade equipment, maintain yearly safety checks, and provide professional development as needed there are upgrades needed that include rock climbing wall and ropes course. These are important to the mission of this program centered around teamwork and problem solving.

14. Special Education Programs

Grades 9 - 12

Special Education Rubric

Ensuring Access

Do the facilities and classrooms for eligible scholars maximize their inclusion into the life of the school?

- Yes
- No
- Comment: Intensive programs are better integrated than in the past, but there is still room to increase the extent to which these programs occupy spaces alongside non-disabled peers.

Do all eligible scholars have access to school facilities including, but not limited to, those areas necessary to implement the scholar's IEP?

- Yes
- No
- Comment: Although this is the case for most students, the students who require the most support with developing functional and daily living skills do not currently have access to a fully functioning independent living instruction

space.

Are resource rooms and separate classrooms for scholars with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?

- Yes
- No
- Comment

Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for scholars who are visually impaired, deaf, or hard of hearing?

- Yes
- No
- Comment: Although this is the case for most students, there are places where infrastructure is outdated and does not include features such as: dimmable lights, double handrails, light bars at top and bottom of staircases, etc.

Ensuring Equality

Are the facilities and classrooms serving only scholars with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?

- Yes
- No
- Comment:

Minimizing Stigmatization

Specifically, does the plan place a classroom serving only older scholars with disabilities in a part of the school building in which all the classrooms are occupied by elementary school scholars? Vice versa? (if yes, it's a violation)

- Yes
- No
- Comment

Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)

- Yes
- No

Comment

During a school construction project, is the plan to move classrooms of scholars with disabilities to locations apart from the general education program? (if yes, it's a violation)

Yes

No

Comment

Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)

Yes

No

Comment:

- a. **Alignment between current spaces and programs.** In Salem Public Schools, facilities for scholars with disabilities are given the same priority as general education programs. Classrooms serving only scholars with disabilities are equal in all physical respects to the average standards of general education facilities and classrooms. In grades 9-12, intensive programs are better integrated than in the past, but there is still room to increase the extent to which these programs occupy spaces alongside non-disabled peers. Although most eligible scholars have access to school facilities, the students who require the most support with developing functional and daily living skills do not currently have access to a fully functioning independent living instruction space. Most students have access to necessary equipment and physical adaptations, but there are places where infrastructure is outdated and does not include features such as: dimmable lights, double handrails, and light bars at top and bottom of staircases.
- b. **Current special education programs.** Below is information about scholars served within inclusion and separate programs in grades 9-12, including collaborative spaces.

Program	# of scholars served
Academic Support Intensive ("STEP"; formerly ASI)	23
Autism Spectrum Disorder ("RISE": substantially separate)	7
Autism Spectrum Disorder ("ACT": partial inclusion)	19

Therapeutic Support Program (“TIDES”)	18
Language-Based Learning Disability (“FLARE”)	14
Life Skills (“STRIDE”)	6
Post-High / 18-22 (“BRIDGE”)	10
Full Inclusion 9th-12th	142
Current Total	239

- c. **Challenges with existing programs.** Within severe needs programs (e.g., life skills), we are seeking to build out better adaptive spaces (sensory regulation space, lab sink heights, other flexible seating needs) but are hindered by the ways in which the original building did not anticipate these types of student needs.
- d. **Specialized programs and collaborative spaces.** See chart above.
- e. **Proposed program/service needs for current project.** Within inclusion contexts, the department of special education seeks spaces that create greater opportunity for collaboration between and among faculty. Within severe programs, the department is seeking fully functional spaces that support development of functional and adult/daily living skills.
- f. **Program/services to be continued.** The above inclusion and separate programs will continue. A larger number of students served in RISE, STRIDE, and BRIDGE programs is anticipated within the timeframe of the new building process.
- g. **Programs/services to be removed.** None.
- h. **Programs/services to be added or enhanced.** With the spaces referred to above, SHS will be better able to serve medically intensive students. A goal of the high school project is to bring students currently placed out of district back into the district by providing appropriate spaces to serve their needs.
- i. **Programs/services to be moved from the District.** None.
- j. **DESE Coordinated Program Review.** The last Coordinated Program Review from DESE took place in January 2024. Findings included licensure of a high school teacher and time out spaces (not at the high school). All issues identified were remedied. Licensure issues and time out space have been resolved.

k. **Collaborative spaces that will continue and be removed/added.** All programs below will remain part of the special education offerings. Additional classroom spaces will need to be added to address growing severe special needs programs. Currently, we have 11 severe special needs classrooms at the K-8 level and 3 at the high school. Projections indicate a significant rise in student enrollment requiring these specialized services. To adequately support these students, we anticipate needing additional severe special needs classrooms within the next 10 years, primarily at the high school level. All programs will continue in the new high school with the need to provide additional classrooms within some programs:

- RISE Reaching Independence through a Structured Education
- ACT- Academics, Communication, Transition
- STRIDE- Striving Towards Developmental Education
- FLARE - Focused Language and Reading Enrichment
- TIDES- Teaching Independence and Decision Making Through Educational Support
- STEP- Strategic Tiered Education Program
- BRIDGE - Building Readiness for Independence and Developing Growth in Education

Currently, our service providers face significant challenges. They lack dedicated workspaces, often transporting equipment between schools and utilizing unsuitable or overcrowded spaces. This compromises their ability to provide effective and private therapy for students. Collaborative service spaces would include:

- Physical Therapy
- Occupational Therapy
- BCBA space
- Psychologist
- Counseling
- Assistive Technology
- Teacher of the Visually Impaired
- Teacher of the Hard of Hearing
- Orientation and Mobility
- Speech and Language
- Reading Specialists

l. **Special Education Day School Programs.** Salem currently has one therapeutic day school that is housed off site. This school will not be part of the new high school design.

Grades 7 - 8

Special Education Rubric

Ensuring Access

Do the facilities and classrooms for eligible scholars maximize their inclusion into the life of the school?

- Yes
- No
- Comment

Do all eligible scholars have access to school facilities including, but not limited to, those areas necessary to implement the scholar's IEP?

- Yes
- No
- Comment

Are resource rooms and separate classrooms for scholars with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?

- Yes
- No
- Comment

Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for scholars who are visually impaired, deaf, or hard of hearing?

- Yes
- No
- Comment

Ensuring Equality

Are the facilities and classrooms serving only scholars with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?

- Yes
- No
- Comment

Minimizing Stigmatization

Specifically, does the plan place a classroom serving only older scholars with disabilities in a part of the school building in which all the classrooms are occupied by elementary school scholars? Vice versa? (if yes, it's a violation)

- Yes
- No
- Comment

Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)

- Yes
- No
- Comment

During a school construction project, is the plan to move classrooms of scholars with disabilities to locations apart from the general education program? (if yes, it's a violation)

- Yes
- No
- Comment

Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)

- Yes
- No
- Comment

Scholars served within inclusion and separate programs:

These are current numbers; a larger number of students served in RISE, STRIDE programs is anticipated within the timeframe of the new building process.

Program	# of scholars Served 7-8
Academic Support Intensive ("STEP"; formerly ASI)	15
Autism Spectrum Disorder ("RISE": substantially separate)	5
Autism Spectrum Disorder ("ACT": partial inclusion)	7
Therapeutic Support Program ("TIDES")	12

Language-Based Learning Disability (“FLARE”)	11
Life Skills (“STRIDE”)	4
Full Inclusion 7th - 8th	154
Current Total	208

15. Vocations and Technology Programs

Non-Chapter 74 Programming. Current programs are:

Graphic Design & Visual Communications

- Scholar-run print shop offering digital and physical design services
- Silkscreening lab for custom apparel and promotional products
- Curriculum integrates Adobe Suite certification (Photoshop, Illustrator, InDesign)
- Collaborations with the Art Department and Business & Marketing programs

Sustainable Building Lab

- Shared by Construction Cluster (Carpentry, Electrical, Facilities Maintenance and Environmental Science)
- Simulation training in green construction practices, including:
- Solar panel installation and maintenance
- Photovoltaic systems training
- Wind energy applications
- Building automation
- Embedded industry-recognized credentials, e.g., OSHA 10, NCCER, and NABCEP solar certifications

CTE Computer Lab

- Open to all CTE scholars for completion of industry certifications
- Certifications offered: OSHA 10, OSHA 30, SolidWorks, Adobe, AutoCAD
- Used for cross-disciplinary projects, including digital fabrication and 3D modeling

Marine Services Technologies

- Shared space with Automotive Technologies
- Scholars learn the fundamentals of engine operation, maintenance and repairs

The curriculum is currently delivered as follows:

Graphic Design & Visual Communications

- Offered as a year long courses with full-year elective options
- Periods per day utilized: 5 out of 6 periods daily
- Enrollment: Approximately 37 scholars enrolled
- Coordinated with Art, Business, and Marketing pathways

Sustainable Building Lab

- Embedded in Construction Cluster and Environmental Science courses
- Hands-on application with fieldwork & simulation training
- Periods per academic cycle: Varies by program (Carpentry, Electrical, Facilities Maintenance & Environmental Science)
- Enrollment: 159 scholars across pathways

CTE Computer Lab

- Flexible scheduling to support all CTE scholars
- Integrated into CTE core classes and certification prep sessions
- Enrollment: Open to all CTE scholars (600+ scholars)

At this time, Salem High School does not propose any changes to the existing Non-Chapter 74 programming. The current structure, curriculum delivery, and program offerings including Graphic Design & Visual Communications, the Sustainable Building Lab, and the CTE Computer Lab will remain in place as they effectively support scholar learning and industry readiness. These programs continue to provide scholars with hands-on experiences, industry-recognized certifications, and interdisciplinary collaboration opportunities.

Current Program Requirements: Graphic Design & Visual Communications Equipment & Software

- Computers with industry-standard design software (Adobe Creative Cloud: Photoshop, Illustrator, InDesign)
- Digital printing equipment (large-format printers, high-resolution color printers)
- Silkscreening setup (exposure unit, screen press, drying racks, and heat press)
- Photography & digital media tools (DSLR cameras, drawing tablets, lighting kits)
- Vinyl cutter for graphic decals and signage

Practices & Safety Measures

- OSHA-compliant workspace organization
- Proper handling of printing chemicals, inks, and exposure materials
- Personal protective equipment (PPE) for silkscreening (gloves, aprons, masks)
- Digital file management & cybersecurity training

Staffing and Utilization: Graphic Design & Visual Communications Lab

Scheduling:

- Scheduled class periods: Integrated into the academic schedule for Graphic Design & Visual Communications courses.
- After-school access: Open for scholar projects, club activities, and collaboration with the Business & Marketing program.
- Rotational use: Shared with Business & Marketing for print production and design-based entrepreneurial projects.

Staffing:

- CTE Graphic Design instructor(s) responsible for curriculum delivery and supervision.
- Guest speakers and industry mentors to provide specialized workshops and training.

Anticipated Utilization:

- 85-95% of the school day spaces are used for scheduled courses.
- After-school hours allocated for scholar projects, club events, and entrepreneurial ventures.
- Interdisciplinary use with Business & Marketing, Art, and Technology programs.

Sustainable Building Lab

Scheduling:

- Dedicated class time for Construction Cluster (Carpentry, Electrical, HVAC) and Environmental Science courses.
- Lab rotations: scholars work in different modules (solar, photovoltaic, wind, geothermal) based on course progression.
- Project-based learning schedule: Off-site installations, community partnerships, and live simulations.
- Industry workshops & certifications scheduled throughout the year.

Staffing:

- CTE Construction & Environmental Science instructors trained in renewable energy and sustainability practices.
- Industry professionals and guest instructors for specialized training sessions.

Anticipated Utilization:

- 90-100% of the school day the spaces are used for CTE classes.
- Rotational lab access for Environmental Science and Green Technology electives.
- Community engagement & workforce development: Partnering with local construction and sustainability organizations for real-world projects.

CTE Computer Lab

Scheduling:

- CTE certification and training sessions integrated into class schedules.
- Open lab hours for scholars completing industry certifications or coursework.
- After-school access: Available for independent study, certification prep, and cross-disciplinary projects.
- Interdisciplinary use: Open to all CTE scholars from various pathways

Staffing:

- CTE instructors oversee course integration and certification preparation.
- IT support personnel maintain hardware/software functionality.
- Industry guest speakers for cybersecurity, software development, and digital certification workshops.

Anticipated Utilization:

- 80-90% utilization during school hours for coursework and certification programs.
- After-school hours used for independent study, tutoring, and certification exams.
- Industry partnership engagements: Virtual mentoring sessions, internship prep, and guest lectures.

Chapter 74 Programming

Updated [Chapter 74 Viability Document](#)

Given the possibility of building a new comprehensive high school with the potential for Grades 7-12, we are looking to provide a total of ten (10) Chapter 74 Programs.

Existing Chapter 74 Programs and the current enrollment::

- Automotive Technologies and Marine Service Technologies (currently housed in a separate 7,500sf building) (enrollment of 76)
- Building & Property Maintenance (enrollment of 56)
- Electrical (enrollment of 61)
- Early Education & Care (enrollment of 70)
- Culinary Arts (approximately 2,000sf program kitchen and 1,000sf Black Cat Cafe) (enrollment of 124)
- Medical Assisting (enrollment of 83)
- Carpentry (enrollment of 42)
- Programming & Web (enrollment of 65)

New programs will be opened upon completion of the building project. The year prior to opening, there will be education through our exploratory program to introduce scholars to the new programs. The projected enrollment for new programs is 72 for each program.

Proposed Chapter 74 programming:

- Metal Fabrication & Welding
- Biomedical Technologies

Career Technical Initiative (CTI)

Salem High School currently participates in the CTI initiative which addresses the persistent demand for workers in manufacturing and construction/trades by expanding training capacity for Massachusetts residents. On behalf of the Workforce Skills Cabinet, Commonwealth Corporation administers CTI, building capacity at high schools with designated aligned Chapter 74 vocational programs. Using existing facilities and equipment, the schools provide training in evenings and weekends to un/underemployed individuals. The schools collaborate with MassHire Career Centers and Market Makers to engage employers to ensure programs meet local workforce demand, recruit students, and place them in jobs once they have graduated.

Grades 9 - 12

Salem High School's Comprehensive Career and Technical Education (CTE) department is one of the few unique vocational programs in the state of Massachusetts. Salem High School is a comprehensive educational setting that is one of the most flexible educational models available to secondary scholars in our community. Scholars are introduced to CTE programs through the ninth-grade exploratory program. This fast-paced program presents introductory information from all of our Career and Technical Education areas to scholars over their ninth-grade year. After this experience, the scholars will choose three areas of concentration and will enter one of those choices for the remainder of the year. The acceptance into a program is followed by three years of progressive intensive study in their chosen field. Throughout the program, the scholar will have the opportunity to complete nationally recognized certifications and accreditations in their career area, including OSHA safety, entrepreneurship, and general post-secondary education and career skills including emotional intelligence.

All Career and Technical Education scholars are on a direct pathway to post-secondary education in the form of an associate degree or higher. This career plan is accomplished through articulation agreements with multiple colleges and technical institutes in the United States.

Career and Technical Education scholars are leaders and role models of the school and hardworking young adults who are risk-takers, life-long learners, and the industry leaders of tomorrow.

Grades 7 - 8

Salem Public Schools does not currently offer Chapter 74 Programming for grades 7-8. An advantage of a proposed 7-12 configuration is the ability to introduce 7-8 scholars to these programs before they have access in order to prompt their interest and understanding of possible high school pathways.

16. Transportation Policies

- a. **Current transportation policies.** The Salem School Committee has determined that scholar bus transportation shall be provided at no cost for scholars in grades K-6 in accordance with MGL CH. 71, section 68. In addition to what is required by MGL, the Salem Public Schools provides transportation to scholars as per the following:

- Pre-K: Not eligible
- Grades K-2: scholars who live 1 mile or more from school
- Grades 3-5: scholars who live 1.5 miles or more from school
- Grade 6: scholars who live 2 miles or more from school (scholars in grade 6 are required to be transported 2 miles or above per MGL)
- Grade 7-12: scholars who live 2 miles or more from school

These scholars are considered mandatory riders. The School Committee, at its discretion and to the extent permitted by Massachusetts' law, shall authorize transportation to scholars who are not entitled to District-provided transportation to and from school as stated above. Such scholars shall be classified as non-mandatory riders.

It is the mission of Salem Public Schools Transportation Department to proactively work to remove obstacles to a scholar's ability to participate fully in school. We seek to accommodate schools whenever possible, within our financial means, and to minimize the adjustment of school schedules to accommodate transportation needs and requests.

- b. **Proposed changes.** At this time, no changes to transportation policy are proposed.

17.Nursing and Health Services

Salem Public Schools nurses promote and protect the health, wellness, and safety of all members of our school community. Each of our schools is staffed with full-time registered nurses who are valuable resources for any health-related questions or concerns. School nurses facilitate scholar health through education, advocacy, state-required health screenings, maintenance of scholar health records, communication, and outreach with families and medical providers. Their work helps all scholars to succeed academically, socially, emotionally, and physically.

North Shore Community Health, Inc.

The existing school-based health center (formerly known as the Teen Health Center) is a North Shore Community Health provider which has been located at Salem High School since 1995. The school based health center provides comprehensive integrated primary care and behavioral health care for scholars enrolled in the Salem Public Schools. The health center is open when school is in session.

9 - 12

The current school nursing office requires two full time registered nurses (1 nurse per 500 scholars). The nursing suite should be located on the first floor, preferably with outside access to facilitate pick up for scholars who are dismissed for illness. In addition, the school nursing office should be in close proximity to the school based health center run by North Shore Community Health, Inc.

The school nursing office would need a waiting/reception area with a large counter accommodating three workstations; two small exam rooms; a small office with a door; a treatment room with a sink, cabinets and a refrigerator; a bathroom with sink and toilet; storage options such as filing cabinets and a large closet for medical equipment (i.e., wheelchair and slide board). The school based health center should be located on the first floor, preferably with outside access to facilitate appointments for all SPS scholars and their families. In addition, the school nursing office should be in close proximity to the school based health center to support scholar referrals.

The school based health center would need three exam rooms, each with a sink; four small behavioral health offices; an open reception area; storage closet with a “dirty” sink; a group meeting space and a bathroom. The Department of Public Health requires that exam rooms or any patient care rooms are 80 sq ft.

7 - 12

A 7-12 grade configuration would require an additional nurse per the guidelines for one

nurse per 500 scholars.

18.Functional & Spatial Relationships

Throughout the academic sections above, instances of functional and spatial relationships have been noted. In addition to these the following spaces require direct access from the exterior of the building:

- Chapter 74 Automotive Program
- North Shore Health Center
- Community Daycare

The design of a new or renovated facility must allow for the use of these spaces without providing access to the entire facility:

- Auditorium
- Gym
- Media Center

19.Security & Visual Access Requirements

- a. Despite the limits of the aging building, the Salem High School administration has made efforts to establish practices that ensure the highest level of safety and security for scholars and staff during the school day and for the community use of the facility after school hours. During the school day, all doors are manually locked by 7:45am. Visitors must sign in at the greeter's desk which is in a vestibule in the main lobby. Guests must wear a name badge while in the building and must verbally identify themselves and state their business when questioned. In cooperation with the Salem Police Department, emergency response plans and lockdown procedures have been established and practiced.
- b. The most recent Medical Emergency Response Plan was submitted to the DESE in September 2024.
- c. In a new or newly renovated Salem High School, security cameras inside and outside the building would be installed. Proper lighting to ensure safety for evening events would be installed in all parking and public areas. A fully functional PA system would be installed so all scholars and faculty and staff are informed during the event of an emergency. All doors would have the capability to be electronically locked and unlocked and visitors would be required to gain access to the school by the use of a buzzer and enter through a security vestibule. A new or newly renovated school will have clearly-defined traffic patterns, entry/egress systems, lines of sight, cameras and other features as recommended

by both the Federal Emergency Management Agency (FEMA) and the Massachusetts Emergency Management Agency (MEMA). Electronic swipe cards would assist in the volume of requests to enter the building from faculty, staff and scholars during the school day. Hallway gates would help control the scholar and community use after the school day. District personnel, the Design Team and consulting experts in security will work together to ensure that all necessary safety and security features are included in the development of the school project.

20. Typical Day & week in the Life of a scholar

We are committed to creating opportunities for students to engage in learning throughout the building. We believe that learning occurs everywhere: in academic classrooms, career-technical spaces, project rooms, design labs, media centers, hallways, arts spaces, outdoors, in the community and at home, etc. We promote and facilitate experiences that require students to explore and investigate real world problems in partnership with their peers. In order to develop realistic and impactful solutions, there is an emphasis on discourse, movement and design thinking. Unfortunately our existing building and its accompanying schedule do not lend themselves to this type of educational experience.

Currently, our building has traditional and antiquated spaces that do not allow for fluid, flexible and nimble learning to happen. We have attempted to modernize rooms (albeit poorly) to accommodate new technology in an engineering/computer science lab, created a dark room in a closet, rebuilt an electrical space in a traditional classroom and opened a robotics court in an empty part of the library. These are just some of the examples of how we have rejiggered a 20th century school to accommodate 21st century learning. This reality results in significant scheduling challenges as we are limited by the finite number of open spaces that support the type of learning previously described. Our educators are significantly constrained by classrooms that are smaller than what the MSBA currently recommends, vocational spaces that are limited in what programs they can support and many aspects of the building that have no educational value.

Grades 9 - 12:

Monday		Tuesday		Wednesday *		Thursday		Friday	
A Block 7:45-8:40		B Block 7:45-8:40		A Block 7:45-8:29		C Block 7:45-8:40		D Block 7:45-8:40	
B Block 8:44-9:39		C Block 8:44-9:39		B Block 8:33-9:17		D Block 8:44-9:39		A Block 8:44-9:39	
C Block 9:43-10:38		D Block 9:43-10:38		C Block 9:21-10:05		A Block 9:43-10:38		B Block 9:43-10:38	
Flex 10:42-11:08		Flex 10:42-11:08		D Block 10:09-10:53		Flex 10:42-11:08		Flex 10:42-11:08	
1 st Lunch 11:12-11:38	E Block 11:12-12:07	1 st Lunch 11:12-11:38	F Block 11:12-12:07	1 st Lunch 10:57-11:23	E Block 10:57-11:41	1 st Lunch 11:12-11:38	E Block 11:12-12:07	1 st Lunch 11:12-11:38	E Block 11:12-12:07
				E Block 11:27-12:11	2 nd Lunch 11:45-12:11				
E Block 11:42-12:37	2 nd Lunch 12:11-12:37	F Block 11:42-12:37	2 nd Lunch 12:11-12:37	F Block 12:15-12:59		E Block 11:42-12:37	2 nd Lunch 12:11-12:37	E Block 11:42-12:37	2 nd Lunch 12:11-12:37
F Block 12:41-1:36		G Block 12:41-1:36		G Block 1:03-1:47		G Block 12:41-1:36		F Block 12:41-1:36	
G Block 1:40-2:35		H Block 1:40-2:35		H Block 1:51-2:35		H Block 1:40-2:35		H Block 1:40-2:35	

Grades 7 - 8

SALEM PUBLIC SCHOOLS

10-DAY ROTATION MIDDLE SCHOOL SCHEDULE 8TH GRADE STUDENT SCHEDULE

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
08.15 AM	CREW <small>Weekly Assembly</small>	CREW	CREW	CREW	CREW	CREW <small>Weekly Assembly</small>	CREW	CREW	CREW	CREW
8.30 AM	Math	Sci	Math	Sci	Math	Sci	Math	Sci	PL Lab	Sci
9.30 AM	ELA	SS	ELA	SS	ELA	SS	PL Lab	SS	ELA	SS
10.30 AM	Design	ELA	PL Lab	ELA	Design	ELA	Design	ELA	Design	ELA
11.30 AM	SS	Math	SS	Math	PL Lab	Math	SS	Math	SS	Math
12.30 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 PM	PL Lab	Pathway 2	Sci	Pathway 2	Sci	Pathway 2	Sci	Pathway 2	Sci	Pathway 2
2.00 PM	Pathway 1	WL	Pathway 1	WL	Pathway 1	WL	Pathway 1	WL	Pathway 1	WL
3.00 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

	COURSE SCHEDULE	MINUTES PER 10-DAY CYCLE	MINUTES PER YEAR	STUDENT TIME INVESTMENT
1	Daily Morning Crew Monday weekly Assemblies	Every day, all year; Extended 2-4 times/month	150 TOTAL	2,700 TOTAL 4% TOTAL
2	Academic Core-1: Math, ELA, Science, Social Studies	Courses meet 9 of 10 days per cycle all year	540 PER COURSE 2160 TOTAL	9,720 PER COURSE 38,880 TOTAL 14% PER COURSE 57% TOTAL
3	Academic Core-2: World Language & Design	Courses meet 4 or 5 days per 10 day cycle all year	270 PER COURSE 540 TOTAL	4,860 PER COURSE 9720 TOTAL 7% PER COURSE 14% TOTAL
4	Pathways (Art, Music, Health, PE, PLTW) Working to expand CTE offerings at MS	Courses meet 5 of 10 days per cycle, 2 courses per semester; 4 courses total per year	300 PER COURSE 600 TOTAL	2,700 PER COURSE 10,800 TOTAL 4% PER COURSE 16% TOTAL
5	Personalized Learning Lab Individualized learning across subjects	Lab meets 6 out of 10 days; all year	360 TOTAL	6,480 TOTAL 9% TOTAL

In either grade configuration:

The typical day of a 9-12 scholar would be greatly enhanced by a new/renovated building project as it would alleviate scheduling constraints as well as provide scholars with access to spaces designed for collaboration and project based learning. More specifically:

- The addition of modern labs that are designed for the courses we offer will ensure that students can be educated in spaces that consistently uphold the innovative and dynamic teaching and learning practices at the core of our instructional vision.
- With state of the art and modern career and technical spaces, we will be able to meet more student interest and demand, assign students to training spaces that appropriately prepare them to meet industry credentials and allow multiple instructors to flexibly teach in the same space.
- Physical education and health areas will now be equipped to schedule multiple classrooms at once given a more efficient design of the spaces that include workout stations, project adventure equipment and dedicated health and wellness learning areas.
- Our robust visual and performing arts programming will no longer be constrained by outdated and insufficient space. With ample and well thought out room designs, our students will have the opportunity to take more arts electives. The rooms will be better matched to the intended activity, supported by the acoustics, the lighting, the amount of storage and the flexibility necessary to elevate the quality of the student experience.
- Overall, students will have access to more academic electives as the size of our classrooms limit the number of bodies that can be assigned to a classroom. The current square footage of rooms (not class size maximums) results in students being locked out of popular electives like project adventure, photography, Project Lead the Way, AP Psychology and criminal justice.

SALEM HIGH SCHOOL SPACE SUMMARY
9-12 SPACE SUMMARY - PDP DRAFT

Date: 2.24.2025

SALEM HIGH SCHOOL				EXISTING CONDITIONS			PROPOSED PROGRAM			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)		
ROOM TYPE				ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
CORE ACADEMIC - 9-12				57,065			65,660			49,960		
(List rooms of different sizes separately)												
General Classroom - 715 SF				715	25	17,875	900	34	30,600	900	34	30,600
General Classroom - 840 SF				840	9	7,560						
Teacher Planning (comprised of below line items)				8,170	1	8,170	100	34	3,400	100	34	3,400
<i>Teacher Lounge Lev 1 @ 1065 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Office Suite Lev 1 @ 905 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Office Suite (maybe English?) Lev 2 @ 1175 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Office Suite Lev 2 @ 1010 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Faculty Lounge Lev 2 @ 610 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Office Suite Lev 2 @ 855 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Faculty Lounge Lev 3 @ 610 SF</i>				<i>SF included in Teacher Planning</i>								
<i>History Office Suite Lev 3 @ 1010 SF</i>				<i>SF included in Teacher Planning</i>								
<i>Office Suite Lev 3 @ 920 SF</i>				<i>SF included in Teacher Planning</i>								
Small Group Seminar (20-30 seats)				0	0	0	500	2	1,000	500	2	1,000
Science Classroom / Lab				1,290	11	14,190	1,440	9	12,960	1,440	9	12,960
Prep Room				850	3	2,550	200	9	1,800	200	9	1,800
Central Chemical Storage Room				0	0	0	200	1	200	200	1	200
Huddle Rooms Medium- 1 per grade (8-10 students)- adjacent to classrooms						0	250	4	1,000			
Huddle Rooms Small between Classrooms 2 per grade						0	150	8	1,200			
Collaboration Areas per Grade (9-12)						0	900	4	3,600			
Project Lead the Way/ Idea Lab/ Project Room /Robotics- Engineering							1,800	2	3,600			
Multilingual (ML) Classroom (3 Newcomer 2 Intermediate, 1 co-teaching 19 student)				715	2	1,430	700	6	4,200			
Multilingual (ML) Classroom - 840 SF				840	1	840						
Connect for Success- Tier 2 support - calm environment- support/eating				715	2	1,430	700	2	1,400			
Study Center or Study Skills- Tier 2 Support- calm environment- support/eating				715	2	1,430	700	1	700			
Book Storage				265	6	1,590						
SPECIAL EDUCATION (Students w/ Disabilities or Inclusive Ed or Inclusive Learning)				19,699			27,550			10,070		
(List rooms of different sizes separately)												
Self-Contained Special Education Classroom - 715 SF				0	0	0	0	0	0	950	7	6,650
Self-Contained Special Education Toilet Room				0	0	0	0	0	0	60	7	420
Resource Room				0	0	0	0	0	0	500	3	1,500
Small Group Room				0	0	0	0	0	0	500	3	1,500
High School Programs												
Academic Support Intensive (STEP- ASI) 12 students per class												
Academic Support Intensive (STEP- ASI) Office Conference Room												
ASI - Classroom - (existing 328, 336 & 339)				756	3	2,268	900	3	2,700			
ASD - Severe/Partial - Classroom - (existing rooms 329, 334 and 335)				800	3	2,400	900	6	5,400			
Autism Spectrum Disorder (ACT- ASD) Partial Inclusion- 12 Students per class												
TIDES TSP - Classroom - (existing room no's: 236, 234, 239, 240)				784	4	3,136	900	4	3,600			
TIDES TSP SAC - Office - (Room 237A) Adjacent to TIDES TSP				126	1	126	150	1	150			
Therapeutic Support Program (TIDES- TSP) Office/ Conference Suite												
Language Based Learning Disability (LBLD) - Classroom - 218				715	1	715	900	2	1,800			
Language Based Learning Disability (FLARE) Office / Conference Room						0						
STRIDE Life Skills - Multipurpose - Classroom - 131				593	1	593	450	1	450			
STRIDE Life Skills - Academic - Classroom - 132				706	1	706	900	2	1,800			
BRIDGE Post High Community Room - Classroom - 133				715	1	715	900	1	900			
BRIDGE Post High - Soft Sensory - Classroom - 134				850	1	850	450	1	450			
BRIDGE Post High - Multi-purpose - Classroom - 141				711	1	711	900	1	900			
BRIDGE Independent Living (apt, kitchen, laundry, apartment, wash/dryer, stove, bathroom, cafe)				489	1	489	900	1	900			
Hawthorne Program - classroom - 136- kids out of school who are coming back to school.				715	1	715	450	1	450			
High School Providers Inclusion Spaces												
Learning Center Classroom- Existing room no's 210, 224, 307, 217) Skills/service inclusion Spaces				715	4	2,860	450	4	1,800			
Learning Center Skills Room							300	4	1,200			
Inclusion Special Ed Teacher Suite (replaces offices 108C, 108D, 108E, 223F, 308D, 308E, 308G, 323A, 323D)				75	9	675	450	1	450			
Special Education Inclusion testing room												
High School Related Service Providers												
Special Ed. Admin - Main Office (existing one at 173sf, one at 193sf)				168	2	336	150	2	300			
Special Education Conference Room (max 15)				380	1	380	450	1	450			
Reading Specialized Office				92	2	184	150	1	150			
ASI Teachers - Office - 337F				75	1	75	150	1	150			
BCBA (1.5 FTE) Office (existing rooms 208C, 337C) Shared space for 2 (1.5 FTE				75	2	150	200	1	200			
Transition Specialist Office				95	1	95	150	1	150			
School Psychologist (1.5) Office- 2 individuals needs privacy 1.5 FTE				208	1	208	200	1	200			
TVI/TODHH /O&M- Itinerant staff							200	1	200			

SALEM HIGH SCHOOL SPACE SUMMARY
9-12 SPACE SUMMARY - PDP DRAFT

Date: 2.24.2025

SALEM HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)		
	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
ASI/ASD/LS/PH/LBLD School Adjustment Counselor - Office - 337A	75	1		150	1	150			
School Adjustment Counselor - Severe Sub Sep									
School Adjustment Counselor- Office- (Room 108)(New 3 offices in 1 suite	125	1	125	150	1	150			
School Adjustment Counselor- Office- Room 249 D	125	1	125	150	1	150			
School Adjustment Counselor- Office- Room 223 G	125	1	125	150	1	150			
School Adjustment Counselor- Office- Room 349 D	125	1	125	150	1	150			
OT/PT- full size - Medically Inclusive- classroom 130	592	1	592	900	1	900			
PT/ OT- office Room 108f (shared by 2 near STRIDE)	75	1	75	150	1	150			
OT/PT Storage				200	1	200			
Severe program storage Closet - Office - 337B	70	1	70						
Speech and Language Pathologist (208E) office	75	1	75	150	2	300			
Community Partners				200	1	200			
STEP_ASI conference suite				150	1	150			
LBLD office/conference suite				150	1	150			
ART & MUSIC			16,465			18,775			6,700
Art Classroom HS (25 seats): 2- 2D/Portfolio, 1- 3D (Ceramics+ Sculpture/mixed media)	1,025	4	4,100	1,200	4	4,800	1,200	2	2,400
Kiln Room	110	1	110	150	1	150	150	0	-
Art Storage	690	1	690	150	3	450	150	2	300
Band (MSBA 50-100 seats) 150 students	2,235	1	2,235	4,000	1	4,000	1,500	1	1,500
Chorus (MSBA 50-100 seats) 100 students (same size as stage)	1,435	1	1,435	1,500	1	1,500	1,500	1	1,500
Ensemble	0	0	0	200	1	200	200	1	200
Music Practice- 17 practice Rooms	60	8	480	75	7	525	75	4	300
Music Storage	1,380	1	1,380	1,500	1	1,500	500	1	500
Orchestra - 40 Students	865	1	865	1,000	1	1,000			
Band Office/ Music Office 4 adults in each Music Office	205	2	410	300	1	300			
General Music/ Flex Space (30 students)				800	1	800			
Digital Media (Digital film, animation, music - 18 computer stations, pod cast/ recording (with instruments) sound proof, video/green screen,	1,000	1	1,000	1,000	1	1,000			
Percussion Classroom				800	1	800			
Photography Classroom/ Lighting studio (25 students) Perimeter lighting booths, area for backdrop, Tables for 25 students	1,055	1	1,055	1,000	1	1,000			
Dark Room - door into Photo Room- 18 students in the darkroom at once, next to Photo CR	295	1	295	750	1	750			
Graphic Design & Photography Lab	1,055	1	1,055						
Studio Room (Podcast/Capture Sound)	735	1	735						
Sewing / Fabric Arts/ Costume Design/ Fashion Design	620	1	620						
VOCATIONS & TECHNOLOGY			570			4,900			10,080
Non-Chapter 74 Programs (List rooms separately below)									
Technology / Engineering Rooms			0			0	1,440	7	10,080
Environmental Science and Technology *(not ch. 74- solar and wind?)	570	1	570	2,400	1	2,400			
Aquaculture Lab @ 375 SF	<i>SF included in Env Sci & Tech</i>								
Science Project Room @ 195 SF	<i>SF included in Env Sci & Tech</i>								
Salem Access TV				2,500	1	2,500			
Chapter 74 Programs (List rooms separately below) 24 Students all programs			44,570			70,200			
Business / Internships	1,200	1	1,200	700	1	700			
* Automotive Technology/ Marine Services (Existing separate building)- 24 Students	8,200	1	8,200	8,500	1	8,500			
* Automotive Technology / Marine Services Related Classroom	780	2	1,560	800	1	800			
* Culinary Arts (Culinary Kitchen -Bake shop 2,500 , Food Prep 2,500 , Resturant Kitchen 1,000)	4,200	1	4,200	7,000	1	7,000			
* Culinary Arts Related Classroom (Hospitality CR, Gluten Free Room)	675	2	1,350	800	2	1,600			
* Culinary Arts Related Classroom (Event Room)				600	1	600			
* Culinary Arts Black Cat Bistro	840	1	840	2,000	1	2,000			
* Daycare (Existing 4,525 sf)									
Daycare Early Ed Office / Collaborative/ Planning/ Prep (new 4-5 people)	75	1	75						
Daycare Toddler Room - (9 children)	730	2	1,460						
Entry Welcome/ Storage / Strollers/ Other	80	1	80						
* Daycare Infant Room - (7 children)	715	1	715	1,200	1	1,200			
Teen Parent Room	1,280	1	1,280						
Bathrooms Staff	60	2	120						
Teen Parent Office	75	1	75						
Daycare Infant/ Toddler Room (9 children)									
PreK Pre-School (20 children)									
Teen Health Center @ 320	320	1	320						
Exam Room @ 85 SF	85	1	85						
(2) Offices @ 95 SF each	95	2	190						
Bathroom @ 85 SF	85	1	85						
Medical Storage @ 20	20	1	20						
Custodial Storage @ 20	20	1	20						
* Early Education and Care Classroom	2,060	1	2,060	1,500	1	1,500			
Electrical (includes storage & office)	1,825	1	1,825	11,000	1	11,000			
Electrical Related Classroom (includes storage)	1,145	1	1,145	800	1	800			
Medical Assisting	1,620	1	1,620	4,000	1	4,000			
Medical Assisting Related Classrooms	1,065	2	2,130	800	1	800			
* Carpentry (includes storage)/ Building Property and Maintenance	8,105	1	8,105	10,000	1	10,000			
* Carpentry Related Classroom	865	1	865	800	1	800			
Building Property and Maintenance Related Classroom	705	1	705	800	1	800			

SALEM HIGH SCHOOL SPACE SUMMARY
9-12 SPACE SUMMARY - PDP DRAFT

Date: 2.24.2025

SALEM HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)		
	ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS
Programming and Web	1,565	1	1,565	3,000	1	3,000			
<i>Programming and Web @ 850 SF</i>	<i>SF included in Prog & Web</i>								
<i>Programming and Web Related Classroom @ 715 SF</i>	<i>SF included in Prog & Web</i>								
Graphic Design and Visual Communications/ Digital Art/ Student Run Print Shop	2,675	1	2,675	5,000	1	5,000			
<i>Web Development & Programming</i>	<i>SF included in Graphic</i>								
<i>Graphic Design / Visual Comm / Digital Art Classroom</i>	<i>SF included in Graphic</i>								
<i>Graphic Design Student-Run Print Shop</i>	<i>SF included in Graphic</i>								
Biomedical Technologies (includes storage)	0	0	0	1,500	1	1,500			
Biomedical Technologies Related Classroom (includes storage)	0	0	0	800	1	800			
* Metal Fabrication and Welding	0	0	0	7,000	1	7,000			
* Metal Fabrication and Welding Related Classroom	0	0	0	800	1	800			
HEALTH & PHYSICAL EDUCATION	51,390			38,960			21,800		
Gymnasium (Ex: large gym Lev 0 @ 18,885 SF)	18,885	1	18,885	18,000	1	18,000	12,000	1	12,000
PE Alternative (Ex: small gym- Fitness Center, Basketball court, includes 650 SF storage)	7,680	1	7,680	3,000	1	3,000	3,000	1	3,000
Gym / Athletic Storeroom (Ex: field house Lev 1 storage rooms) uniform, equipment storage, football pads, helmets, lacrosse balls, lacrosse helmet.	1,105	1	1,105	1,000	1	1,000	300	1	300
Locker Rooms - 9-12: Boys and Girls with Toilets	11,270	1	11,270	5,600	1	5,600	5,600	1	5,600
PE Storage	0	0	0	1,000	1	1,000	500	1	500
Athletic Director's Office	740	1	740	150	1	150	150	1	150
Health Instructor's / PE Office with Shower and Toilet	365	2	730	250	2	500	250	1	250
Gym Mezzanine (Ex: includes bathrooms & Storage)	6,250	1	6,250			-			
Locker Room Storage	1,875	1	1,875			-			
Trainer Room (500-800 sf) 5 tables, with office	710	1	710	800	1	800			
Team Rooms (male x use PE lockers, showers) 30 students check SF				625	3	1,875			
Team Rooms (female x use PE lockers, showers) 30 students check SF				625	3	1,875			
Health & Phys Ed Classrooms	715	3	2,145	800	2	1,600			
Coach Offices				120	3	360			
Multipurpose Auxiliary CR (wrestling and cheer), storage (wrestling & cheer mats)				3,200	1	3,200			
MEDIA CENTER	16,060			7,500			6,150		
Media Center / Reading Room	14,515	1	14,515	6,150	1	6,150	6,150	1	6,150
Media Center Work Room (New: In media sf)	375	1	375						
Media Center Office (New: IN media sf)	130	1	130						
Media Center Storage	190	1	190						
Computer Lab (MSBA: 500 sf) Digital Classroom	850	1	850	850	1	850			
IT office, storage, repair area				500	1	500			
AUDITORIUM / DRAMA	15,930			16,267			9,567		
Auditorium	9,415	1	9,415	6,667	1	6,667	6,667	1	6,667
Stage (Proposed: 35' x 80')	1,700	1	1,700	2,800	1	2,800	1,600	1	1,600
Auditorium Storage	2,880	1	2,880	1,200	1	1,200	500	1	500
Make-up / Dressing Rooms	0	0	0	300	2	600	300	2	600
Controls / Lighting / Projection	335	1	335	200	1	200	200	1	200
Ticket Booth	30	1	30						
Theater Arts Classroom	860	1	860						
Drama Classroom	710	1	710						
Black Box (including storage)	0	0	0	3,000	1	3,000			
Technical Theater Space (Scene Shop)	0	0	0	1,800	1	1,800			
DINING & FOOD SERVICE	26,200			11,900			8,800		
Dining @ 333 students)	5,540	3	16,620	5,000	1	5,000	5,000	1	5,000
Chair / Table Storage	85	3	255	400	1	400	400	1	400
Scramble Serving Area	900	3	2,700	1,800	1	1,800	600	1	600
Kitchen (includes storage, office, locker rooms, freezers, dishwashing)	5,775	1	5,775	4,200	1	4,200	2,300	1	2,300
Staff Lunch Room	425	2	850	500	1	500	500	1	500
MEDICAL	920			970			910		
Medical Suite Toilet	85	1	85	60	2	120	60	1	60
Nurses' Office / Waiting Room large counter 3 work stations	400	1	400	250	1	250	250	1	250
Interview Room	115	1	115	100	2	200	100	2	200
Examination Room / Resting	160	2	320	100	4	400	100	4	400
ADMINISTRATION & GUIDANCE	14,160			6,590			4,220		
General Office / Waiting Room with Toilet (Existing = 7 offices suites) New 3 secretaries	635	7	4,445	500	1	500	500	1	500
Teachers' Mail and Time Room/Kitchen area	0	0	0	200	1	200	100	1	100
Copy Room	0	0	0	200	1	200	200	1	200
Records Room (existing # comprises of several smaller rooms)	510	1	510	200	1	200	200	1	200
Principal's Office with Conference Area	510	1	510	375	1	375	375	1	375
Principal's Secretary / Waiting	180	2	360	125	1	125	125	1	125
Assistant Principal's Office - AP1	0	0	0	150	1	150	150	1	150
Assistant Principal's Office - AP2	0	0	0	150	2	300	150	1	150
Supervisory / Spare Office	0	0	0	120	1	120	120	1	120
Conference Room	440	4	1,760	450	1	450	450	1	450
Guidance Office - large	425	2	850	150	8	1,200	150	5	750
Guidance Office - small	135	12	1,620						
Guidance Waiting Room	0	0	0	100	1	100	100	1	100
Guidance Storeroom	0	0	0	100	1	100	100	1	100
Career Center	0	0	0	400	1	400	400	1	400
Teachers' Work Room	0	0	0	500	1	500	500	1	500
Unidentified Offices	120	23	2,760						
School Safety / Resource Officer Office- Near front door, not in main office	90	1	90	200	1	200			
Family Engagement Officer	380	1	380	150	1	150			
CTE Director Office	140	1	140	150	1	150			
Registrar				150	1	150			
On Track Facilitator				150	2	300			
Teacher Break Rooms				150	1	300			
School Activities				150	1	150			
Instructural coaches				500	1	150			
Buildings & Grounds Office	180	1	180						
Coordinator of Student Activities Office	210	1	210						
House Master Office	205	1	205						
Career Ed Office	140	1	140						
Restrooms				60	2	120			
CUSTODIAL & MAINTENANCE	9,230			4,900			2,375		
Custodian's Office				150	1	150	150	1	150
<i>Grounds Office (near Tunnel)</i>	485	1	485						

SALEM HIGH SCHOOL SPACE SUMMARY
9-12 SPACE SUMMARY - PDP DRAFT

Date: 2.24.2025

SALEM HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
	ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
Facilities Manager Office (near Loading Dock)	465	1	465							
Custodian's Workshop	380	1	380	250	1	250	250	1	250	
Custodian's Storage (unclear which existing rooms are for this)	0	0	0	375	1	375	375	1	375	
Recycling Room / Trash	405	1	405	400	1	400	400	1	400	
Receiving and General Supply	840	1	840	525	1	525	400	1	400	
Storeroom				1,000	1	1,000	600	1	600	
Total Level 0 (5 adj rooms @ 820, Closet @ 70)	890	1	890							
Total Level 1 (IT Stor Rm @ 1,145, Closet @ 45)	1,190	1	1,190							
Total Level 2 (Closet @ 10)	10	1	10							
Network / Telecom Room	280	1	280	200	1	200	200	1	200	
Exterior & Grounds Storage				2,000	1	2,000				
Outdoor Storage ("Tunnel")	1,815	1	1,815							
Exterior Storage at Loading Dock	2,470	1	2,470							
OTHER			11,165			5,540			0	
(List rooms separately below)										
Pre-Kindergarten Classroom with Toilet (if applicable)	0	0	0			0	1,200	0	-	
School Store	435	2	870	400	1	400				
Clothing Connection/ Food pantry	725	1	725	750	1	750				
JROTC (existing 2,110 sf / new 5,140 sf)	2,110	1	2,110							
Classroom with divider				800	1	800				
Office				100	2	200				
Storage area				1,000	1	1,000				
Credit Recovery Online Learning (Adult Ed)- Near Study Center Tier 2 support	840	1	840	840	1	840				
Adult Learning Meeting Room	840	1	840							
District Food Services	540	1	540							
District Storage (Existing: 1090 SF + 2870 SF)	3,960	1	3,960							
District Maintenance Shop	960	1	960							
District Offices - Multilingual Ed	160	2	320							
North Shore Health			0							
Open Reception Area/Waiting			0	250	1	250				
3 Exam Rooms with Sinks (80sf)			0	80	3	240				
4 small behavioral health offices (80sf)			0	80	4	320				
1 office			0	120	1	120				
Storage office with dirty sink			0	100	1	100				
Group Meeting Space			0	400	1	400				
2 toilets			0	60	2	120				
Total Building Net Floor Area (NFA)			TOTAL NET 283,424			TOTAL NET 279,712			130,632	
Proposed Student Capacity / Enrollment									1,000	
NON-PROGRAMMED SPACES						% of GFA 139,856				
Other Occupied Rooms (List rooms separately below)										
Custodial Closets	40	12	480	-	0.0000%					
Unoccupied MEP / FP Spaces (includes Main Mech, Main Elec, IDF & Elev Machine)	14,705	1	14,705	-	0.0000%					
Unoccupied Closets, Supply Rooms, and Storage Rooms	0	0	0	-	0.0000%					
Toilet Rooms	4,675	1	4,675	-	0.0000%					
Circulation (corridors, stairs, ramps and elevators)	82,455	1	82,455	-	0.0000%					
Remaining ³				-	33.3333%	139,856				
Total Building Gross Floor Area (GFA) ²			TOTAL GSF 422,000			TOTAL GSF 419,568				
Grossing Factor (GFA / NFA)			1.49			1.50			0.00	

STUDENTS AND INSTRUCTION 5000 INSTRUCTIONAL PROGRAM 5200

GRADUATION REQUIREMENTS AND COMPETENCY DETERMINATION 5214.01

Graduation Requirements

To graduate from Salem Public Schools (SPS) with a high school diploma, students must:

- Earn a Competency Determination (CD) in English, mathematics, and science.
- Satisfactorily complete the local graduation requirements delineated in the program of study for the school in which they are enrolled. Programs of study for Salem High School, Salem Prep and New Liberty Innovation School are reviewed and approved annually by the SPS School Committee.

Students who do not meet the Competency Determination requirements may still be eligible for a Certificate of Attainment, provided they satisfactorily complete the local graduation requirements and meet additional criteria established by the Massachusetts Department of Elementary and Secondary Education (DESE).

Competency Determination

The awarding of a fully certified diploma from Salem Public Schools requires, in addition to the above stated criteria, a demonstration of mastery of the 10th-grade Massachusetts Curriculum Framework Standards in the areas of English language arts, mathematics, and science.

For the Class of 2025, a successful Competency Determination (CD) requires a qualifying score on the MCAS prior to December 5, 2024 **or** a passing grade on the following coursework as outlined by school:

	New Liberty Innovation School	Salem High School	Salem Prep
English Language Arts	Two years of Humanities/English	Two years of English	Two years of English
Mathematics	Integrated Math 1 and Integrated Math 2	Algebra 1 and Geometry	Algebra 1 and Geometry
Science	Principles of Biomedical Science	Biology or Physics	Biology

For the Class of 2026 and beyond, a successful CD can be met **only** by a passing grade on the coursework listed above.

Students who do not meet the required passing grades (as delineated in the program of studies) in the above prescribed courses may enroll in summer school, credit recovery courses, or be scheduled to take additional coursework that meets the same MA Curriculum Framework Standards in order to graduate.

Transfer Students

High school students transferring to Salem Public Schools from another district will undergo a transcript review to ensure alignment with Salem's graduation and competency determination requirements. If a student has met their previous district's local CD criteria, Salem Public Schools will honor that determination, provided it aligns with Massachusetts Curriculum Framework standards.

Transcript Review for Former Students

Salem Public Schools provides a formal transcript review process for any former student who believes they have earned a Competency Determination (CD) under the new criteria. This review ensures that individuals who have satisfactorily completed the relevant coursework are recognized as meeting the updated CD requirements, and therefore have earned a high school diploma.

To request a formal transcript review process, former students should contact the high school where they were last enrolled.

Legal References:

https://www.sec.state.ma.us/divisions/elections/publications/information-for-voters-24/quest_2_full_text.htm

Students and Instruction 5000 Student Records 5215 DIRECTORY INFORMATION

REGARDING STUDENTS 5215.01

1. Authorization to Release Directory Information. The Salem School Committee establishes that, in conformity with federal and Massachusetts law governing the privacy of student information, school district administrators or others acting under the authorization of the Superintendent of Schools may, without the prior written consent of a student's parent or guardian, release directory information on any student attending the Salem Public Schools. As used herein, "directory information" shall mean personally identifiable information about a student that is generally not considered harmful or an invasion of privacy if released. Directory information shall include the following personally identifiable student information: ~~(1) name, (2) address, (3) telephone listing, if published, (4) photograph, (5) date and place of birth, (6) dates of attendance, (7) grade level, (8) participation in officially recognized activities and sports, (9) weight and height of members of athletic teams, (10) honors and awards received, and (11) the most recent educational agency or institution attended.~~

Proposed Change:

Directory information shall include the following personally identifiable student information: (1) name (2) grade level (3) honors and awards received

2. Specific Requirements for Release of Directory Information. Except as provided in section 3, below, the Salem Public Schools and its agents shall release to military recruiters, upon request, the following directory information on students who are in their third and fourth years of high school: (1) student's name; (2) student's address; and (3) student's telephone listing.

3. Parental Advisement to Withhold Release of Directory Information. A parent or guardian who does not wish directory information on their child to be released pursuant to either Section 1 or Section 2, above, or both, may prevent release of that information by providing an annual written notification to the Superintendent of Schools or the principal of their child's school. ~~Said written notification shall be postmarked or delivered in person by the parent or guardian by not later than the thirtieth (30th) calendar day after the start of the school year for which the denial of permission shall be effective, or, in the case of a child who enters the Salem Public Schools after the first day of the school year, by not later than the thirtieth (30th) calendar day after the student~~

is enrolled.

4. Notification to Parents of Right to Withhold Consent to Disclosure of Personally Identifiable Student Information. The Salem Public Schools shall comply with all requirements of federal or Massachusetts law regarding notice to parents or guardians of the release of directory information and the right of parents or guardians to opt not to permit release of such information.

Students and Instruction 5000 Student Records 5215 DIRECTORY INFORMATION

REGARDING STUDENTS 5215.01

5. Regulations Authorized. The Superintendent shall issue such regulations as may be necessary to effectuate the purposes of this policy and to comply with all pertinent laws and regulations.

REFERENCES

20 USC 1232g (Family Educational Rights & Privacy Act)

20 USC 7908

10 USC 503(c)

34 CFR Part 99

603 CMR 23.00

Approved 7/15/20