

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 March 17, 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/84563997900?pwd=uDJ3phwmWVfHsTAST1DamSepJXwqfu.1>

Passcode: 595652

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

If you wish to participate in the public comment portion of the meeting, you may come up to the podium to speak during this section of the meeting. If you wish to provide a comment via Zoom, you may do so by entering the Zoom meeting and clicking the raise hand feature. When it is your turn to speak, a host will announce your name and will unmute your line and allow you to speak.

4. Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on March 3, 2025
2. Approval of Minutes of Special School Committee meeting held on March 11, 2025
3. Approval of Overnight Field Trip to Brewer, Maine for SHS Music Department from August 22-25, 2025
4. Approval of FY25 Warrants:
 1. 03/06/2025 - \$690,733.71
 2. 03/13/2025 - \$606,259.11

5. Student Representative Report

6. Superintendent's Report

1. Superintendent's Goals
2. Massachusetts School Building Authority (MSBA) Update
 1. Education Plan
 2. Space Summary
 3. MSBA's Accelerated Repair Program (ARP) to Replace Roof and Add Heat Pumps at Carlton and Horace Mann
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. Superintendent's Goals
2. Three year contract (July 1, 2024 - June 30, 2027) for Deputy Superintendent, Kate Carbone
3. Education Plan and Space Summary
4. Authorizing the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form for the Carlton Innovation School located at 10 Skerry Street, Salem, MA.
5. Authorizing the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form for the Horace Mann Laboratory School located at 79 Willson Street, Salem, MA.
6. 5215.01 Directory of Information on Students - Third Reading

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.”

Escuelas Públicas de Salem

Comité Escolar

Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vicepresidente



AJ Hoffman
Mary A. Manning
Veronica Miranda

REVISADA

Alcalde Dominick Pangallo, Preside

“Conozca sus derechos bajo la Ley de Sesiones Públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la normativa municipal”

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 17 de marzo, 2025 a las 7:00 p.m.** Esta reunión **tendrá lugar en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace de a continuación.

Enlace Zoom para participar:

<https://us06web.zoom.us/j/84563997900?pwd=uDJ3phwmWVfHsTAST1DamSepJXwqfu.1>

Passcode:595652


1. Orden del día

1. Resumen de la Política de Participación Pública (Política del Comité Escolar nº 6409).

Lectura en voz alta: Al Comité Escolar de Salem le gustaría escuchar al público sobre temas que afectan al distrito escolar y que están dentro del ámbito de las responsabilidades del Comité. Habrá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes de la reunión a modelar un discurso público respetuoso y productivo para nuestros jóvenes estudiantes.

2. Interpretación en directo al español.

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

2. Aprobación del orden del día

3. Comentarios del público

Consulte las instrucciones anteriores para participar en los comentarios públicos.

4. Aprobación del orden del día

1. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 3 de marzo de 2025.
2. Aprobación del Acta de la reunión especial del Comité Escolar celebrada el 11 de marzo de 2025.
3. Aprobación de la noche a la mañana viaje de campo a Brewer, Maine para el Departamento de Música de la escuela superior (SHS por sus siglas en inglés)

Agosto 22-25, 2025

4. Aprobación de las ordenes de pago año fiscal 25

1. 6-mar-2025 - \$690,733.71
2. 13-mar-2025 - \$606,259.11

5. Informe del representante estudiantil

6. Informe del Superintendente

Objetivos del Superintendente

2. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)

1. Plan de educación
2. Resumen del espacio de la escuela superior
3. Programa de Reparación Acelerada de la MBA (ARP) para reemplazar el techo y añadir calefacción en Carlton y Horace Mann.

3. Informe de Finanzas y Operaciones

7. Informes de los subcomités

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Planes de Estudios
5. Subcomité de Política

8. Mociones y resoluciones

1. Objetivos del Superintendente
2. Contrato de tres años (1 de julio de 2024 - 30 de junio de 2027) para la Superintendente Adjunta, Kate Carbone
3. Plan de Educación y Resumen de Espacios
4. Autorizar al Superintendente a presentar a la Autoridad de Construcción de Escuelas de Massachusetts Autoridad de Construcción de Escuelas de Massachusetts el Formulario de Declaración de Interés para la Escuela de Innovación Carlton ubicada en 10 Skerry Street, Salem, MA.
5. Autorizar al Superintendente a presentar a la Autoridad de Edificios Escolares de Massachusetts Autoridad de Construcción de Escuelas de Massachusetts el Formulario de Declaración de Interés para la Escuela Laboratorio Horace Mann ubicada en 79 Willson Street, Salem, MA.
6. 5215.01 Directorio de información sobre estudiantes - tercera lectura

9. Anuncios

10. Clausura

Respetuosamente presentado por,

Shirley Dorai

Asistente Ejecutiva del Comité Escolar y del Superintendente

“Las personas que necesiten ayudas y servicios auxiliares para una comunicación eficaz, como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital, o una modificación razonable en los programas, servicios, políticas o actividades, pueden ponerse en contacto con el Coordinador de la ADA de la Ciudad de Salem en el (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento..”

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

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

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: Beth Anne Cornell

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

Member Miranda made a motion to approve the agenda. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell ABSENT

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Public Comment

There were no public comments.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on February 24, 2025
2. Approval of FY25 Warrants:
 1. 02/27/2025 - \$392,473.86

Member Campbell made a motion to approve the consent agenda. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell ABSENT

Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

Student Representative Report

Student Representative Qualkenbush said that at the Student Advisory meeting held earlier in the day, the students discussed the new high school space. Some students advocated for a softball or baseball field, environmentally friendly school, construction process, bigger and open spaces for sunlight in the building, more traditional art such as painting, drawing and photography spaces. Mayor Pangallo had attended the meeting as well. Student Representative Qualkenbush added that the Monday meetings were no longer mandatory but everyone was encouraged to attend. Superintendent Zrike spoke about the “change project” which supports newcomers, multilingual students and special education students to ensure they have equitable access to programs, classes and opportunities. Student Representative Qualkenbush said that the students discussed this matter in terms of having more translators in classes and will be discussing other ways in future meetings.

Superintendent’s Report

Superintendent Zrike announced the basketball game on March 4th at Salem High School (SHS). A new grading system called JumpRope that SHS currently uses will be rolled out. Member Manning provided an update about the Safety Committee. Member Manning said that the Safety Committee meets monthly and is composed of principals, assistant principals, school resource officers, representatives from the Fire Department and the Charter Academy, Buildings and Grounds Director, Assistant Director of Special Education, Director of Nursing, Superintendent, Deputy Superintendent, Director of Diversity, Equity, Inclusion and Engagement, Executive Director of Student Supports, representatives from the YMCA, LEAP for Education and the Boys and Girls Club, Director of After-School Programs, representatives from Food Services and the Transportation departments, Director of Communications and a safety consultant. Member Manning said that the staff at the front desk of the school buildings have been given scripts and training. Member Manning added that all doors that could be locked with a safe lock have had it installed over February break. Member Manning also mentioned the new initiative for anonymous reporting called Say Something which has no cost associated with it. A button will be installed in all the chromebooks for students in Grades 4-12. Students and staff will be trained. Member Manning mentioned that Lisa Golden IS an integral part of the safety initiatives. Superintendent Zrike added that this initiative was recommended by the Attorney General’s Office as part of a comprehensive response to school safety.

1. Superintendent’s Evaluation

Vice Chair Cruz provided an overall assessment of the evaluation. Vice Chair Crfuz added that once this portion of the evaluation is complete, the next step would be to set up goals for the Superintendent. For the second year in a row, Superintendent Zrike achieved

the rating of exemplary across all four of the standards from the Massachusetts Department of Elementary and Secondary Education (DESE) rubric used for evaluation by the School Committee members. Vice Chair Cruz provided some of the School Committee members' comments from the evaluations.

2. Communications Update

Chris O'Donnell, Director of Communications, provided a presentation. In response to Member Manning, Mr. O'Donnell provided some updates on athletics.

3. Massachusetts School Building Authority (MSBA) Update

Superintendent Zrike said that based on the feedback at the last School Committee, there will be some changes to the education plan and the space summary which will be presented at the March 17th School Committee meeting. Superintendent Zrike added that SHS staff input will be gathered the next day about spaces that might not be needed or can be adjusted in order to better control the cost involved. This feedback will also be reflected in the presentation at the March 17th School Committee meeting.

4. Finance and Operations Report

Assistant Superintendent Pauley said that this week is National School Breakfast Week and mentioned the activities and special food items at the schools. A dinner program was launched at Collins Middle School earlier in the evening and 63 meals were served.

1. Budget Transfers

Assistant Superintendent Pauley explained the budget transfer request of \$262,035.87 which is done to ensure that the current FY25 ends in balance. There are still three cost centers which are being reviewed to see if there are any funds that can be transferred out of their accounts and this will be presented at the next School Committee meeting. In response to Mayor Pangallo, Assistant Superintendent Pauley said that the district currently rents a stage for events but buying a stage will save the district money for future years.

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. **Superintendent's Evaluation**

Member Campbell made a motion to accept the Superintendent Zrike's evaluation with the rating of exemplary. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell ABSENT

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Superintendent Zrike said that he was humbled by the comments and gave credit to all the administrators, teachers, staff and students. Superintendent Zrike said that he loved working with the students in Salem and that there is still a lot of work to do but that the district has the right of group of people and together, progress is being made. Superintendent Zrike thanked the union partners and the School Committee.

2. **Budget Transfers**

Member Cambell made a motion to approve the budget transfers. Member Manning seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell ABSENT

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

3. **Policy 5214.01 Graduation Requirements and Competency Determination - Third Reading**

Member Cambell made a motion to approve Policy 5214.01 Graduation Requirements and Competency Determination for third reading. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell ABSENT
Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

4. Policy 5215.01 Directory of Information on Students - Second Reading

Member Campbell made a motion to approve Policy 5215.01 Directory of Information on

Students for second reading. Member Miranda seconded. A roll call vote was taken.
Member Campbell voted YES
Member Cornell ABSENT
Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

Announcements

Mayor Pangallo said that together with Superintendent Zrike, a meeting with the City Clerk and the members of the Board of Registrars of Voters was held to talk about the process of moving voting out of the schools and if that was not possible, providing space in the schools that could be secured so that the public cannot access the rest of the building during election days. Mayor Pangallo expressed optimism at seeing progress in this area. Superintendent Zrike said that he attended a meeting with North Shore Alliance of GLBTQ Youth (NAGLY) last Friday with Mayor Pangallo at the invitation of Member Hoffman. They had a chance to meet with students, parents and teachers. Feedback was received on how to best support the LGBTQ+ community.

Adjournment

Member Campbell made a motion to adjourn at 8:03 pm. Member Miranda seconded. A roll call vote was taken.
Member Campbell voted YES
Member Cornell ABSENT
Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

**Minutes of the Special Session
of the Salem School Committee Meeting
Tuesday, March 11, 2025
Rm. 227, 29 Highland Ave.**

Members Present: Vice Chair Cruz, Amanda Campbell, Beth Anne Cornell, Mary Manning, and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike and Deputy Superintendent Carbone

Members Absent: Mayor Dominick Pangallo and AJ Hoffman

1. Call the Meeting to Order

Vice Chair Cruz called the meeting to order at 6:05 pm.

2. FY26 Budget Update

Superintendent Zrike said that the deficit for next year, 2025-2026 is between \$4-4.5 million. However, the district is awaiting more information from the city regarding appropriation before information about workforce reduction can be finalized. The budget for next year necessitates difficult decisions in many different areas.

Vice Chair Cruz said that the School Committee does not have the option of carrying the deficit over to the following year. In response to a question from a member, Superintendent Zrike responded that school site councils have time to make final decisions because the deadline is April 28th. Superintendent Zrike commented that even after getting the final inputs from stakeholders, there would need to be a lot of cost-cutting measures in order to balance the budget.

Vice Chair Cruz and Member Cornell commented that the budget deficit is an on-going conversation and stakeholders knew about this as well as the cuts that would be necessary for some time now.

Assistant Superintendent Pauley provided the presentation on the FY26 budget. The topic

of charging fees for athletics and clubs were discussed. Superintendent Zrike said that it is not uncommon to charge fees. Some districts such as Marblehead and Beverly do charge athletic fees. The athletics and music groups in Salem subsidize their events through fundraising. More students are engaged in athletics compared to other clubs. Superintendent Zrike commented that the goal was to fill full teams so that they can participate in games. Students have commented that if there were any barriers to participating, they would not participate. There was a discussion about trying to get donations but there were comments that students should not be asking for donations.

Superintendent Zrike said that parents have informed him that they do not want to fundraise. School Committee members and Superintendent Zrike were not in favor of charging fees for athletics and clubs. The members informed Assistant Superintendent Pauley that no further analysis in this area was needed.

The topic of charging PreK fees was discussed. Vice Chair Cruz said that he was not in favor because there are funds available for universal PreK offerings for gateway cities. In response to a question about the Commonwealth Preschool Partnership Initiative (CPPI) grant, Deputy Superintendent Carbone said that even though families pay based on a sliding scale, families are still struggling to pay. Superintendent Zrike said that it helps PreK student enrollment increases when there are no fees. In response to a question about the numbers and percentages of CPPI students, Deputy Superintendent Carbone said that she would obtain the figures.

Technology fees and YONDR pouches were discussed. As to the question if it was possible for students to bring their own laptops to school, the response was that it might be better to have the same devices so that the access would be the same. Vice Chair Cruz and Member Cambell said that this discussion should be part of the acceptable use policy.

Member Campbell made the motion to refer the Acceptable Use Policy to the Policy Subcommittee. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman ABSENT

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo ABSENT

Motion passed with 5 votes in favor and 2 absent.

Transportation fees were discussed. Members expressed that this is tied with controlled school choice and necessitates further conversation. The topic of neighborhood schools and school closing was also mentioned.

As for using reserved funds to help close the budget gap, members said that they were not in favor of doing so since the following years also will have large budget gaps.

Members agreed that more conversations are needed instead of kicking the can down the road about how to right size the district. There were suggestions to begin these conversations in May and June.

3. Adjournment

Member Cornell made a motion to adjourn at 7:38 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

SPECIAL SCHOOL COMMITTEE MEETING 3.11.25



AGENDA

FY26 Budget: Process update & discussion:

- Possible fees
- Transportation practices
- Financial Reserves



+11%
appropriation
-
+4%
actual

The Numbers:

	FY23 ACTUAL	FY24 ACTUAL	FY25 APPROPRIATED	FY26 PROJECTED
<i>PERSONNEL</i>	\$51,355,599	\$55,646,373	\$58,583,738	\$63,449,227
<i>NON- PERSONNEL</i>	\$12,323,698	\$15,791,644	\$16,008,878	\$19,402,068
<i>TOTAL</i>	\$63,679,297	\$71,438,017	\$74,592,616*	\$83,111,546

* +\$3,637,000 annual revenue
+\$2,450,000 in reserves & one-time funding

=\$80,158,896.50 (Total FY25 spending)



In our Budget Forums we have asked about Fees

- Athletics/Extracurricular (~\$23,600)
- PreK (~\$150,000)***
- Technology (\$22,000)
- Transportation & Bus passes (\$15,500)

There is no clear consensus

We have estimated that SPS could raise up to \$211,100 if we applied all of these fees & assumed full collection.

****Would likely change our CH70*



Athletics/Extracurricular activities

Current State: no fees for any extracurricular activities

Is it common for districts to charge fees? Yes; many offer scholarships/waivers for students who cannot pay

Feedback: Consistent (*do not charge fees*)

Preliminary Thinking: *Do not charge fees*

Potential revenue: ~\$23,600



Athletics/Extracurricular Fees:

Athletics

- Gloucester High School: ranges from \$70-\$200
- Gloucester Middle School: ranges from \$25-\$200

- Beverly High School: ranges from \$210-\$315
- Beverly Middle School: \$105

- Peabody: \$175.00 per sport; \$350 family maximum

- Danvers High School:\$155-\$245
- Danvers Middle School: \$100

Salem MS & HS Athletes: 1277

After school rosters: 830



PreK

Current State:

- Foundation Budget Rates, Per Pupil= \$5,066.15
- 211 students in full day Preschool/PreK
 - 62 with an IEP; 149 without an IEP
- Fees charged for PreK after school program (sliding scale)
 - Range 5 days (September-May): \$40-\$400 monthly

Is it common for districts to charge fees? Yes; many offer waivers

Feedback: Consistent (*do not charge fees*)

Preliminary Thinking: *Do not charge fees*

Potential Revenue: \$15,000 per month; \$150,000



Technology

Current State: No fees for chromebooks, repairs, replacements

Is it common for districts to charge fees? Yes

Feedback: *Mixed, but generally supportive of repair/replacement fees*

Potential revenue: ~\$22,000 (including YONDR pouches)



Technology

Preliminary Thinking:

If SPS implements a fee for technology:

- No insurance fees or standard technology fees
- \$30 invoice for accidental damage after the first instance per year
- \$30 invoice for intentional damage
- \$100 for a lost Chromebook
- Free replacement if stolen with a police report provided

Potential revenue: ~\$20,000



YONDR Pouches

Current State: Provide phone pouches to students at SHS, CMS, New Liberty, Saltonstall; purchase replacement pouches (@ \$25.50 per pouch)

Is it common for districts to charge fees? Unknown

Preliminary Thinking: Charge for the 2nd replacement YONDR pouch

Potential Revenue: ~\$2000 (@ \$10 per pouch)



Transportation

Feedback: *Mixed; consistent on charging for replacement bus passes*

Preliminary Thinking:

- Reduce the number of nonmandatory riders & **go from 13 to 12 buses (drop to 1435)**

Consider charging fees:

- Charge non-mandatory, non-low income families
- \$180 per year for round trip for one child (\$90 for one way); \$225 family max
- \$5 for replacement bus passes (1 free replacement)

Potential Revenue: ~\$15,500



Transportation: Mandatory Riders

2. Mileage Limits for Entitlement to District-Provided Transportation

A. The Salem School Committee has determined that student bus transportation shall be provided at no cost for students 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 students as per the following:

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

These students are considered **mandatory riders

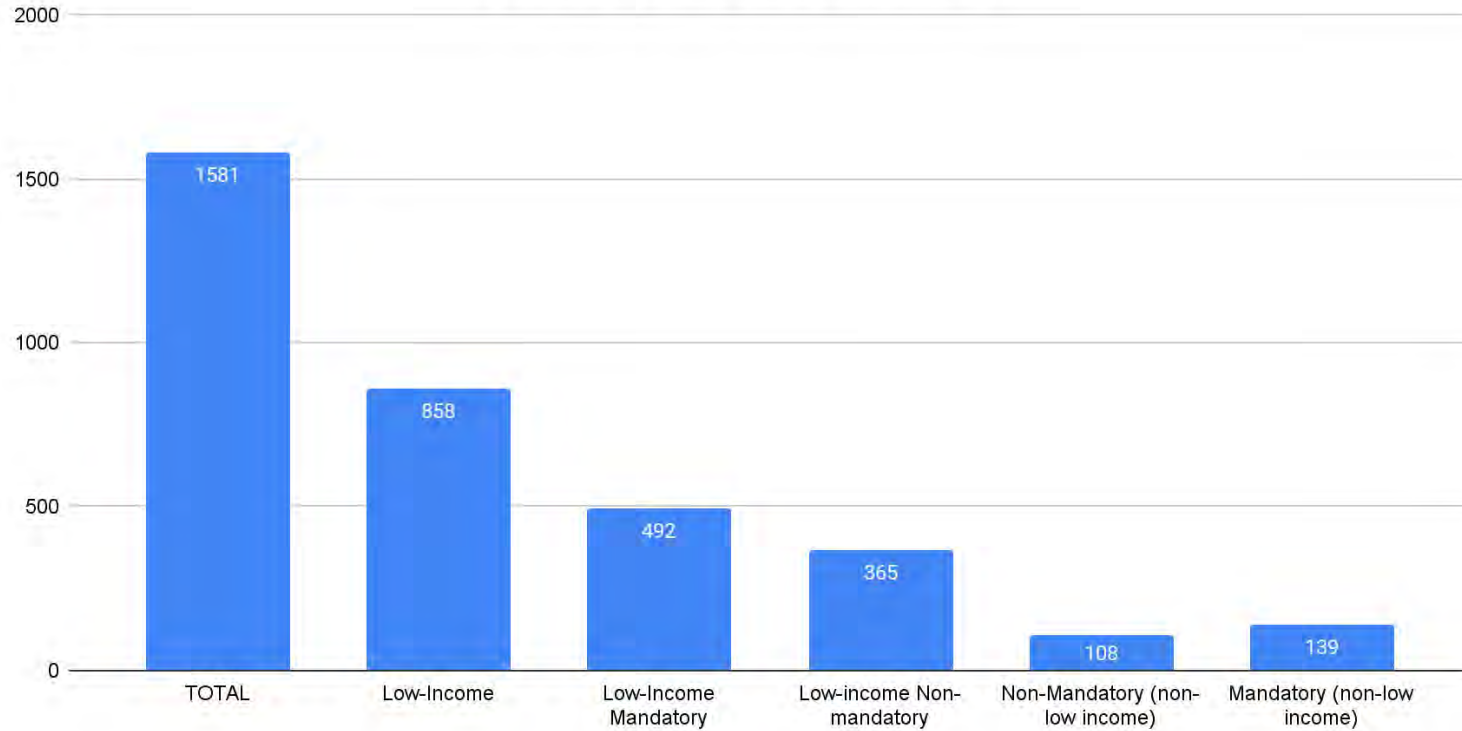


2024-2025 Buses per School

	AM	PM
BATES	3	4
BENTLEY	3	3
CARLTON	2	2
COLLINS	4	4
HMLS	2	3
NLIS	1	1
SALTS	2	2
SHS	5	5
WHES	3	3
SAC	2	2



2024-25 BIG BUS RIDERS



Projected Year End Reserves

Current State:

- School Choice: ~\$750,000
- Circuit Breaker: \$2.7M
- Stabilization Fund: \$550,000

Preliminary Thinking: Save reserves in case of shifts at the Federal level

Potential Revenue: \$4,000,000



What's Next?

- ❑ **Mid-March:**
 - ❑ Additional analysis
 - ❑ Update on the funding “floor” from City
 - ❑ Conversations with Principals & Department Heads (week of 3/24)
- ❑ **End of March:** Meetings with School Site Councils (week of 3/31)
- ❑ **Early April:** Budget presentation on 4.7
- ❑ **Mid April:** Budget Hearing (week of 4/14)
- ❑ **Late April:** SC vote (4/28)





Salem Public Schools

Field Trip Request Form - Salem Public Schools

Last Updated: August 2024

Directions: All educators seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

I. General Information				
School	Salem HS	Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	ANGIE GIANCOLA	9-12	3/10/25	8/22-8/25
Contact Info	Phone: 703-927-5242	# of Students:	Depart:	Return:
	Email: a.giancola@salemk12.org	~ 16	10AM	6PM
Destination	Name: Brewer, ME / BREWER HS	Location and Duration		
Destination Address	79 Parkway S Brewer, ME 04412	<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state		
Funding Source	For Bus: Witches Volleyball Account	For other (admissions costs, etc.): <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment <input type="checkbox"/> Alignment: The trip is aligned to grade-level standards. <input type="checkbox"/> Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. Comments:	Accessibility and Inclusion for All Students *District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. <input checked="" type="checkbox"/> I understand these requirements. Comments:

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No TBD
School Nurse Signature: <i>R. Lewis</i>		Date: 3/10/25

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> At school <input checked="" type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: Trip is prior to start of school		

V. Transportation		
Transportation needed:	<input type="checkbox"/> Bus (must submit a field trip request form by clicking the Tripfinder icon in Classlink at least 2 weeks before the trip. (Click here for Tripfinder tutorial) Only principals, APs, and secretaries have access to submit requests.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: Rental Cars
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks		
Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 3/10/25

Dear Salem School Committee:

This memo is to recommend that the Salem High School Girls Varsity Volleyball team receive permission to travel to Brewer, Maine for our 2025 Preseason Trip. The trip will take place August 22 through August 25, 2025. The team will travel to compete alongside the Brewer Witches, expanding the relationship between our two schools beyond our football programs.

The purpose of the trip is to provide an opportunity for our athletes to travel out-of-state, build relationships with the Brewer squad through both competition and team bonding, and compete in a scrimmage-styled tournament alongside Brewer and one to two other schools. Our goal is for our program to set aside purposeful time to prepare for the season, enjoy team bonding, and continue our Preseason Programming.

The trip will be chaperoned by Angie Giancola, the Head Girls Volleyball Coach, along with at least one Assistant Coach and two parent chaperones. There will be at least one chaperone for every four students. A list of students with permission forms will be provided immediately following team tryouts on August 19, 2025.

The Girls Volleyball Program will organize fundraising opportunities to benefit all prospective volleyball student-athletes who might attend.

We recognize that this request must be approved by the Salem School Committee in order for additional planning to commence. Please do not hesitate to contact me with any questions.

Thank you for your attention to and consideration of this matter. GO WITCH!

Angie Giancola
Head Coach, Girls Volleyball
agiancola@salemk12.org
703-927-5242

Witches Volleyball Preseason Trip Proposal

Statement of Purpose: The purpose of the trip is to provide an opportunity for our athletes to travel out-of-state, build relationships with the Brewer program, and compete in a scrimmage-styled tournament alongside Brewer and one to two other schools. Our goal is for our program to set aside purposeful time to prepare for the season, enjoy team bonding, and continue our Preseason Programming.

SUMMARY

Section	Description	Brief Overview
1	Anticipated Dates	Proposed Dates: August 22-25, 2025
2	Anticipated Travel Arrangements	Breakdown of anticipated rental car expenses
3	Anticipated Accommodation Expenses	Breakdown of anticipated accommodation expenses for two options: AirBnB and Hotel Ursa
4	Anticipated Financial Need	Summary of expenses listed above and adds anticipated costs for food, gas, and two recreation activities

I. Anticipated Travel Dates - August 22 through August 25, 2025

Following the conclusion of Girls Volleyball Tryouts on August 19, the Varsity squad will depart from Salem on Friday, August 22 and return on Monday, August 25. These dates were selected with the SPS schedule in mind as our athletes will not miss any days of school, and any freshmen and/or Peer Mentors will return before Freshman Orientation commences.

II. Anticipated Travel Arrangements

Rental Cars

While we will likely be able to utilize chaperone cars, we want to include a budget for rental cars in the event renting is necessary. We will budget for 2 vehicles with 6-7 person capacity each. Based on current rates, we anticipate rental car costs will be between \$450-\$650/car. We will budget approximately \$1,300 total for rental car expenses and gas.

That being said, we anticipate we will not need to rent cars at this time.

III. Anticipated Accommodations

We anticipate that we will stay at the [Dragonwood Retreat](#) in Parkman, Maine. This location has waterfront access, including two docks, a paddleboat, kayaks, and a swim raft on Manhanock Pond. The cost will be approximately \$3,000 for the entire stay.

Alternatively, we also have the option of staying at Hotel Ursa on the campus of the University of Maine. The rate for 5 rooms is currently \$227/night. We anticipate the total cost for hotel accommodations to be approximately \$3,500.

IV. Anticipated Financial Need

Estimated Rental Cars: \$1,300

Estimated Food: \$2,000

Estimated Recreational Expenses: \$600

Estimated Accommodation Expenses: ~\$3,000

TOTAL: \$6,900

Total Fundraising Goal: \$7,000

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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 Kim Driscoll was fond of saying, a city that “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 a school on the move where students of all backgrounds and learning profiles are thriving.
- Prioritize meeting Salem’s commitment to net zero positive energy efficiency. The City of Salem has been a leader in the Commonwealth in designing spaces to use energy efficiently and minimize waste. The creation of a new Salem High School offers the opportunity to realize many of the community’s goals and strategies for achieving net zero energy in our municipal buildings.

Ultimately, this building project is a game-changing opportunity to create a learning space that matches the district’s definition of success for the next generation of learners. We are enthusiastic that the 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 continue to evolve and rethink our priorities. We face 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 and upgraded facilities, and changes in long-held policies and routines.

We are in the middle 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.

We 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 continue to provide scholars with the holistic support they need to flourish both academically and emotionally. We will also continue striving to 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 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 succeed, 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 our educators and staff. The strength of our internal operations, the engine that keeps our district running efficiently, 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 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 partners. 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, 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 Middle School and Salem High School are projected to be utilized at 50% and 42% of capacity respectively by SY26-27, with a combined surplus of more than 1,734 seats. Inefficiently operating such extensive excess capacity dilutes resources that otherwise could be invested into 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. This is especially true for Salem High School which also has inadequate facilities for STEM, CTE, special education, and the arts.

Salem scholars come from increasingly 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 continues to grow its pre-kindergarten programming, requiring additional capital and operational investments.

Process

City and district leaders launched the SFMP to review all buildings comprehensively in terms of condition, adequacy, and capacity. Community engagement in a transparent, data-driven planning process featured a sequence of design workshops in which stakeholders contributed to the development and review of draft options with consideration of scholar (student), 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 school building 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. Reduced annual operational costs with 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 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 District-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 back 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. Educational program opportunity related to sustainability
6. Further study of attendance choice policy
 - a. 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 opportunities 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 it 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 community meetings for the project.

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

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 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:**
 - Likely reduce departures at middle-high transition
 - Operating efficiency due to 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:

- CTE programs
- 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. Finally, a Summer Connects Program is hosted to provide more in-depth transition support to 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 classroom 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 also identifying any 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 sub-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 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 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.*

Over the past year and a half, Salem High School has been working with the middle schools and 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 would better serve our environmental and food sustainability studies.

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

Interdisciplinary Learning: The school strives to strengthen 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 General Laws 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, or 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, and of 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, strive 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 grades 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 in grades 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) and 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, Assessing Comprehension and Communication in English State-to-State (ACCESS) 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 the Saltonstall School.

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 with an intervention block for goal setting and remediation in the Connect for Success program as well as to support these 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 provide 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, and 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 at 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 in need 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 periods is for teacher-led common planning time, at least one 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 the 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. The District recognizes the need to teacher planning spaces to facilitate collaboration. In particular, and gThe District identified a need for teachers to have an opportunity to have a heads-down space, outside of the general classrooms. These shared spaces will be distributed throughout the building to serve either grade configuration.

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 and in 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 (SHELL.) 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, whiteboard 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 (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 after-school 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:	Began March 3, 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 and equipment efficiency between front- and back-of-house tasks. The physical space of the kitchen allows for only two serving lanes. We maximize the number of meals served per hour with the addition of a salad bar in the cafeteria. Eight employees operate this kitchen: two full-time staff and six 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 classwork 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, parts 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 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 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 that shares a workroom with the library staff is required. 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. would 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 checkout 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, and 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

In addition to the Visual Art spaces noted above the existing program and curriculum includes a Digital Media Room with computer stations and a soundproofed podcast/recording studio with a video/green screen. To support the growing demand for digital media education, the Space Summary includes a comparable space equipped to support the current courses and aligned to 21st century learning goals. This space will serve as a central hub for courses that require advanced multimedia capabilities, including:

- **Podcast Production** – Students will create, edit, and produce professional-quality audio content.
- **Digital Art** – High-performance computers will support industry-standard design software for illustration, graphic design, and concept art.
- **Digital Film & Filmmaking** – Students will engage in all aspects of film production, from shooting and editing to visual effects and sound design.
- **Animation** – The classroom will enable 2D and 3D animation work, supporting software like Adobe Animate, Blender, and Autodesk Maya.

b. Proposed changes.

The existing visual art 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 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, ample seating in the house, 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 and the community use of this key space.

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 future band room should be located on the same floor as the auditorium, ideally, the ground floor of the building. 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 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 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. This sequence 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, and 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 school, district, and community activities. These activities range from our robust interscholastic athletic programming, community events and 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.

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 and competitions/performances
- Team celebrations (e.g. Crew)
- Athletic meetings
- Graduations and Convocations
- Community sporting events and programs
- 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.

If a 9-12 grade configuration is selected:

In a 9-12 building there would likely be a desire to renovate the field house, if possible, given the nostalgia and connection that the community has with this unique space.

Fitness Center. Currently Salem High School has a multi-use back gym basketball court that a portion of which 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, scholars would be better served by a dedicated fitness center. This space would be used during health and physical education class, strength and conditioning coaching, 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 program, throughout the year we must constantly relocate classes and problem-solve scheduling conflicts. A flexible multi-purpose room would allow for an appropriate space that matches the course objectives of dance, Unified Physical Education, yoga, and meditation.

This multi-purpose space would also 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 necessary. This space should be close 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 necessary. Such as for a rock climbing wall and ropes course. These are important to the mission of this program, which is 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 current building does not meet 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 opportunities for collaboration between and among faculty. Within severe programs, the department is

seeking fully functional spaces that support the 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 Salem 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

1. **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 for these scholars. A larger number of students served in RISE, and 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
- Silk-screening 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

A Perkins-funded Sustainable Building Lab provides space for an Environmental Science and Technology program at Salem High School. This program offers students a

hands-on education that blends advanced coursework with lab-based science opportunities. In conjunction with the school's science department, students engage in a range of courses such as Physical Oceanography, Marine Biology, Environmental Systems, Ecology, and AP Environmental Science, providing a comprehensive foundation in environmental science. The program is enriched by access to state-of-the-art lab spaces, including a hydroponics lab, outdoor sustainability labs, and operational community gardens, where students apply their knowledge in real-world settings. Additionally, the program offers the opportunity to earn industry-recognized certifications like OSHA 10-hour General and Construction, Confined Space, Hazardous Waste, and Disaster Site certifications, as well as First Aid/CPR/AED. Depending on the student's focus, the program could also expand certifications such as the MA Drinking-Water Treatment Plant Operator, MA Wastewater Operator, Fisheries and Wildlife Certifications, and a Sustainability 101 Certificate. Through this integrated approach, students graduate not only with in-depth knowledge but also with practical skills and certifications that prepare them for careers in the environmental sector.

The curriculum includes:

- Hydroponics
- 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

Project Lead the Way (PLTW)

Salem offers a series of Project Lead the Way pathways (PLWs) that are incredibly popular at Salem High School. These courses connect students to STEM careers through business partnerships, mentorships/internships and real world applications. Specifically, the courses fall into one of three categories.

- **Engineering:** Students are engaged in compelling, real-world challenges and are prepared with skills to step into any career path they take.
- **Biomedical Science:** Students have experience with state-of-the-art tools and techniques that are used in hospitals and labs every day.
- **Computer Science:** Students are technology trailblazers who are empowered through transportable skills and prepared to start any career.

Details of the Graphic Design and Sustainable Building Lab curriculum include:

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 currently 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 and simulation training
- Periods per academic cycle: Varies by program (Carpentry, Electrical, Facilities Maintenance & Environmental Science)
- Enrollment: 159 scholars currently across pathways

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 and 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 silk-screening (gloves, aprons, masks)
- Digital file management and 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 are 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 and certifications are scheduled throughout the year.

Staffing:

- CTE Construction and 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 and workforce development: Partnering with local construction and sustainability organizations for real-world projects.

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.

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 their 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)
- CTE Computer Lab (open to all)

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 (below) 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 the evenings and on weekends to un/underemployed adults. The schools collaborate with MassHire Career Centers and Market Makers to engage employers and ensure programs meet local workforce demand, recruit students, and place them in jobs once they have graduated.

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

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

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.

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 the school’s Career and Technical Education areas to scholars over their ninth-grade year. After this experience, the scholars choose three areas of concentration and 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 has 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 try these programs before they have formal 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 Chapter 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 near the school-based health center run by North Shore Community Health, Inc. to support scholar referrals.

The school nursing office needs: 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 needs 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
- Community-accessible food service space related to the CTE culinary program

19.Security & Visual Access Requirements

- a. Despite the limits of the aging building, 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 should have clearly-defined traffic

patterns, entry/egress systems, lines of sight, cameras and other features as recommended by the Federal Emergency Management Agency (FEMA) and the Massachusetts Emergency Management Agency (MEMA). Electronic access control 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 building 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. 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 to the extent possible 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 tried to better make a 20th century building 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, failing or failed building systems, 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

2025

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 Weekly Assembly	CREW	CREW	CREW	CREW	CREW Weekly Assembly	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	CREW	Daily Morning Crew Monday weekly Assemblies	Every day, all year: Extended 2-4 times/month	150 TOTAL	2,700 TOTAL
2	Core-1	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
3	Core-2	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
4	Pathways	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
5	PL Lab	Personalized Learning Lab Individualized learning across subjects	Lab meets 6 out of 10 days all year	360 TOTAL	6,480 TOTAL

In either grade configuration:

The typical day of a grader 9-12 scholar would be greatly enhanced by a new/renovated building project as it would alleviate scheduling constraints and also 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.

C. NARRATIVE FOR VARIANCES

INTRODUCTION

Perkins&Will worked in compliance with the MSBA Guidelines as indicated in Module 3 of the Feasibility Study. In collaboration with the Salem Public Schools and Accenture, Perkins&Will developed Initial Space Summaries for a 9- 12 population of 1000 students and a 7-12 population of 1500 students. The enrollments were provided by MSBA and submitted to the City of Salem in advance of this Feasibility Study. The development of these programs included input from the Superintendent, Principals, Department Heads, Staff, Students, and other key personnel. A visioning session was held on November 21, 2024, which helped to establish the aspirations for the relationship of spaces, adjacencies, shared spaces and key programmatic space needs.

The program was developed with an understanding of the current and future educational needs for students in Grades 9-12 (the existing configuration) as well as the option for expanding the school to grades 7-12.

There are some areas in which the template falls outside of the MSBA guidelines. The areas outside the space template include Core Academic Spaces, Special Education, Art and Music, Health and Physical Education, Media Center, Auditorium / Drama, Dining & Food Service, and Medical. The specific rationale for these overages is noted in the summary below.

The variances identified below apply to both grade configurations. Only one variance was identified for the Middle School grades: two collaboration areas, each at 800 NSF—one designated for Grade 7 and one for Grade 8, as noted in the Core Academic 7-8 section. All other middle school spaces conform to the MSBA guidelines. To maintain separation between the middle and high school programs, the middle school has been conceptualized as a distinct wing of the building, featuring a separate entrance.

The variances identified below are for both grade configurations: Only one variance was identified for the middle school grades: two collaboration areas @ 800 NSF each, one per grade, as noted in the Core Academic 7-8 Section. All other middle school spaces conformed to the MSBA Guidelines. Because of the desire for separation

between the middle and high school programs, the middle school was conceptualized as a separate wing of the building with a separate entrance.

CORE ACADEMIC SPACES: -5,010 SF

The District’s proposal exceeds MSBA guidelines for core academic spaces due to the goal of providing appropriate physical spaces within the building for students to come together to work on interdisciplinary projects and presentations. Existing classrooms are undersized: new classrooms are programmed at the MSBA’s maximum of 900sf/classroom to allow for flexibility.

- **GENERAL CLASSROOMS:** No variance. 34 classrooms at 900 sf, including 5 multi-lingual classrooms
- **TEACHER PLANNING:** No variance.
- **SCIENCE CLASSROOMS WITH PREP ROOMS:** -1,640sf. The MSBA template has 9 science classrooms: the proposed program has 8.
- **COLLABORATION SPACES:** +5,800 sf. The District identified a need for teachers to have an opportunity to have an heads-down space, outside of the general classrooms. These huddle rooms/quiet rooms will satisfy this important need outside of but adjacent to the classrooms. They include: 1 room per grade sized for 8-10 students (250sf), 2 small huddle rooms (150sf each) per two classrooms and one collaboration area per grade (900sf each).
- **CONNECT FOR SUCCESS:** +1,950sf. This student support program provides Tier 2 supports for students who display behavioral challenges, are disengaged and/or in danger of dropping out.
- **BOOK STORAGE:** +650sf. This space is required for storing English (curriculum supported novels and supplemental texts) and Math materials (manipulatives, calculators) and will be located adjacent to the library to enable the librarian to control scholars checking out materials.

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C. NARRATIVE FOR VARIANCES

SPECIAL EDUCATION: +12,220SF

Special Education services at Salem High School are delivered in a multitude of ways through various programs designed to meet the needs of our diverse student population. These programs include Academic Support Intensive (STEP ASI), Autism Spectrum Disorder (RISE/ACT/ASD), Language Based Learning Disability (LBLD), STRIDE Life Skills, BRIDGE for post high school, and the Hawthorne Program for students returning to school after a medical leave. In addition to these programs, the areas of speech and language pathology, transition planning, counseling, occupational therapy, physical therapy, and adaptive P.E. all fall within this discipline. The District is committed to ensuring that students with disabilities receive a quality education in the least restrictive environment. The spaces designated for special education programs in the new building should maintain the current space allocations for all classrooms currently in existence at a minimum. The spaces, while located amongst the school and academic areas, should also consider the students' auditory, visual, and other related sensitivities. The spaces for future special education students should also ensure easy access to service providers and instructional areas.

To meet student special needs, provide services, and provide for projected enrollment growth, the District proposes following for the Special Education Program:

- **ACADEMIC SUPPORT INTENSIVE (STEP-ASI):** 3 classrooms, 12 students per class
- **AUTISM SPECTRUM DISORDER (ACT-ASD):** 3 large, 1 small classroom, 12 students per class. One accessible toilet provided within each large classroom.
- **LANGUAGE BASED LEARNING DISABILITY (LBLD):** 2 classrooms. One accessible toilet provided within each large classroom.
- **STRIDE LIFE SKILLS:** 2 large, one small classroom
- **BRIDGE POST HIGH:** 1 community room, 1 soft sensory classroom, 1 multi-purpose classrooms and on independent living classroom
- **OT/PT MEDICALLY INCLUSIVE:** 1 classroom. One accessible toilet provided within classroom.
- **HAWTHORNE PROGRAM:** 1 small classroom which also serves as room to share meals
- **INCLUSION PROGRAM:** 4 small classrooms

Depending on the program, for teachers and school adjustment counselors will be provided in adjacent offices or in a shared suite of spaces which will also be shared with itinerant staff.

ART & MUSIC: +7,950SF

Salem High School currently provides an exceptionally rich arts curriculum as evidenced by the Educational Program narrative. The following exceed the MSBA template:

- **ART CLASSROOMS, ART STORAGE and KILN ROOM:** +1,200sf Classroom +150sf Art Storage +150sf Kiln Room. Salem High School has a robust art program as described in the Educational Program. The three proposed classrooms are programmed as follows: two 2D/portfolio classes and one classroom devoted to 3D art such as ceramics, sculpture and mixed media. One additional classroom and related storage are included to accommodate.
- **BAND:** +1,500sf. The High School currently has 100 students participating. The area provided assumes 30sf/person (total 3,000sf) compared to the MSBA template of 1,500sf.
- **CHORUS:** +500sf. This space will have risers and be flexibly used by the Drama Department and will be shared with the Orchestra program. This will provide a flexible room of 2,000sf compared to the MSBA template of 1,500sf.
- **MUSIC PRACTICE ROOMS:** +300SF. The existing high school has 8 undersized practice rooms. The quantity of practice rooms was maintained and the area of each was increased to allow for 3 students to practice together.
- **MUSIC STORAGE:** +500sf. This storage is required to support the Music Program enrollment.
- **BAND OFFICE:** +300sf. The District's 3.5FTE's share

a space at the High School which allows them to collaborate across schools.

- **DIGITAL MEDIA CLASSROOM:** +1,000sf. This classroom serves an existing program where digital film, animation and music are taught. The space includes a soundproof area for recording podcasts and music, with a video/green screen.
- **PERCUSSION CLASSROOM:** +600sf. This classroom, which will be flexibly used for other music and drama classes, will require a greater level of acoustical isolation.
- **PHOTOGRAPHY CLASSROOM/LIGHTING STUDIO:** +1,000sf. This classroom serves an existing program.
- **DARKROOM:** +750sf. The darkroom supports and will be located adjacent to the Photography Classroom and is part of the existing program.

VOCATIONS & TECHNOLOGY

NON-CHAPTER 74 PROGRAMS: -2,180 SF

- **ENVIRONMENTAL SCIENCE & TECHNOLOGY:** 2,100sf. This classroom serves an existing program which provides training in green construction practices, hydroponics, solar panel installation and maintenance, wind energy applications and building automation and industry-recognized credentials.
- **PROJECT LEAD THE WAY (PLTW)/IDEA LAB/ROBOTICS & ENGINEERING:** 1,800sf. Salem is currently involved in Project Lead the Way (PLTW) grants which provide continuity with the Salem Middle School PLTW and enhances and supports development of educational and career pathways.
- **PROGRAMMING / WEB & GRAPHIC DESIGN / DIGITAL ART:** 4,000sf.

CHAPTER 74 VOCATIONS & TECHNOLOGY: +53,800sf (not templated by the MSBA). Salem has an extremely robust Chapter 74 program including the following areas of study. In addition to studio space, each area has a related classroom. Chapter 74 vocational programs, are regulated in size by DESE, are included in this grouping of

spaces. The standard MSBA Guidelines do not address the Vocational space requirements.

- Automotive Technology/Marine Services
- Culinary Arts
- Daycare
- Electrical
- Medical Assisting
- Carpentry
- Building Property and Maintenance
- Programming/Web & Graphic Design/Digital Art
- Biomedical Technologies
- Metal Fabrication and Welding

HEALTH & PHYSICAL EDUCATION: +13,860SF

- **GYMNASIUM:** +6,000sf. The existing gymnasium at the Salem High School is 18,885sf. In the event a new construction option is selected, a gymnasium of equivalent size sized for three station gymnasium layout is required because of the intensive PE and athletic activities given the 1,000 student population.
- **GYM STORAGE:** +700sf. The extensive use of the facility requires 1,000sf of storage, which is 700sf above the MSBA template. The storage space includes, but is not limited to, the storage of uniforms, equipment storage, football pads and helmets, and lacrosse balls and helmets.
- **P.E. STORAGE:** +500sf. The MSBA template includes 500sf: this brings the total area to 1,000sf.
- **HEALTH INSTRUCTOR’S OFFICE:** +250SF. Salem has two Health Instructors: the MSBA template assumes one at this size.
- **TRAINER ROOM:** +800sf. Required by the program, not in the MSBA template.
- **TEAM ROOMS:** +1,250sf. Two team rooms at 625sf for visiting teams, not in the MSBA template. The existing program has 3 team rooms for boys and three for girls.

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C. NARRATIVE FOR VARIANCES

The new program assumes 1 team room for girls and 1 for boys.

- **HEALTH & PHYSICAL EDUCATION CLASSROOM:** +800sf. For program specific material, not in the MSBA template.
- **COACH OFFICES:** +360sf. Not in the MSBA template. These rooms are flexible and are dedicated for Salem coaches.
- **MULTI-PURPOSE AUXILIARY CLASSROOM:** +3,200sf. To be used for programs such as wrestling & cheerleading, as well as storage for wrestling and cheerleading mats and equipment.

MEDIA CENTER: +1,350 SF

Salem's Media Center serves a variety of uses including reading/studying, teaching and as an IT support program for the entire student and faculty population. The following are in addition to the MSBA template to provide space for IT support:

- **DIGITAL COMPUTER LAB:** +550 sf. This space provides a classroom for teaching academic research skills.
- **IT OFFICE, STORAGE AND REPAIR AREA:** +500sf. This space is used for the receiving of laptops, help desk, and repairs of equipment. It requires space to assist students and faculty, repair equipment and store parts.

AUDITORIUM/DRAMA: +7,330 SF

- **AUDITORIUM:** At the MSBA template size (6,150sf) but smaller than existing space which includes a large level area in front of the stage. The proposed size will seat 690. The current fixed seating is for 600.
- **STAGE:** +1,200sf. Required to support auditorium uses.
- **AUDITORIUM STORAGE:** +700sf. Required to support the auditorium uses.
- **CONTROLS/LIGHTING/PROJECTION:** +450sf.

Required to support the auditorium uses.

- **BLACK BOX/MULTI-PURPOSE SPACE:** +3,000sf
The "Black box/ Multi-purpose space is used for all students and faculty. This larger space can accommodate smaller performances, faculty meetings, percussion, robotics, career fairs, dance rehearsals, student clubs and meetings.
- **TECHNICAL THEATER SPACE (SCENE SHOP):** +1,800sf.
This area supports auditorium drama productions.

DINING & FOOD SERVICE: +3,100 SF

- **SCRAMBLE SERVING AREA:** +1,200sf
Crabtree McGrath, the kitchen consultant, worked with the kitchen staff to program this space, determining the space requirements and the number of people to be served. Additionally, the consultant applied best practices and lessons learned from previous projects to expand the scramble serving area.
- **KITCHEN (includes storage, office, locker rooms, freezers, dishwashing):** +1,900sf
Crabtree McGrath, the kitchen consultant, worked with the kitchen staff to program this space, determining the space requirements and the number of people to be served. Additionally, the consultant applied best practices and lessons learned from previous projects to expand the Kitchen.

MEDICAL: +60 SF

- **MEDICAL SUITE TOILET:** +60sf to increase toilets in this area from one to two.

ADMINISTRATION & GUIDANCE: +2,700 SF

At Salem High School, the Principal works with three Assistant Principals who are distributed throughout the building. In the proposed project these three distributed suites will be used to co-locate student and teaching support services and provide distributed conference and resource spaces which are currently lacking.

CUSTODIAL & MAINTENANCE: +2,000 SF

The proposed project abides by the MSBA template for Custodian’s Office, Workshop, Storage, Recycling/Trash, Receiving and General Supply, but add the following item.

- **EXTERIOR & GROUNDS STORAGE. +2,000sf.**

OTHER: +4,380 SF

- **SCHOOL STORE:** +400sf. This existing space is located immediately inside the lobby area. The School Store is operated by students enrolled in Special Education.
- **JROTC:** +1,000sf. This existing space supports an existing program.
- **CLOTHING CONNECTION/FOOD PANTRY:** +1,150sf. This existing space provides support for students and community members.
- **NORTH SHORE HEALTH CENTER:** 1,390sf. This existing space provides for students and community members.

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Salem High School - Students

Preliminary Student Findings: March 12, 2025

Overview:

From January 31st to March 3rd we collected 900 responses from Salem students, spanning from 6th grade to 12th grade. Of those 900 total surveys submitted, 558 total surveys were completed. Below you will find an overview of the general student population demographics, along with key findings synthesized from the survey questions regarding student needs and desired space in the future Salem High School. It should be noted that these are preliminary findings, and do not represent a full and robust analysis of all the data as the survey closed one week prior.

Educator and Caregiver surveys, as well as cross-population analysis will be included at a later date.

Key Takeaways:

See pages 7 – 12 for detailed data relevant to this analysis.

1. Significant need for quiet, individualized study spaces throughout grades.
 - Quiet, Focus areas are extremely important for 1 in 3 students, while 70% believe it is 'very or extremely important' compared to 48% of students who found 'collaborative workspaces' 'very or extremely important'.
 - Specifically, three in four high schoolers rate these spaces as very or extremely important.
 - For specific sensitive student groups this was 'very or extremely important': 85% LGBTQ+ students, 84% Neurodivergent students, 82% Disabled students, 73% of housing/food insecure students
2. More than half of students highlighted the need for a specific 'Mindfulness or Wellness room for use during free periods to reduce stress and get a snack' (56%, 311 students).
 - More information is needed to know the specifics of these rooms.
 - This space will likely hold a group of students and/or educators, because 40% of students answered that social connections and friendships made them feel the most safe and less anxious in their school.

Salem High School - Students

3. Inclusion of non-traditional dining or cafeteria spaces.

- Two in three students list a café for access to food throughout the day as their top priority.
- 47% (300 respondents) prefer a social, non-cafeteria dining space, while group seating remains the overall favorite arrangement.
- 65% of respondents highlighted 'Access to vending machines' as 'very or extremely important'.

Student Population Breakdown

Grades Surveyed

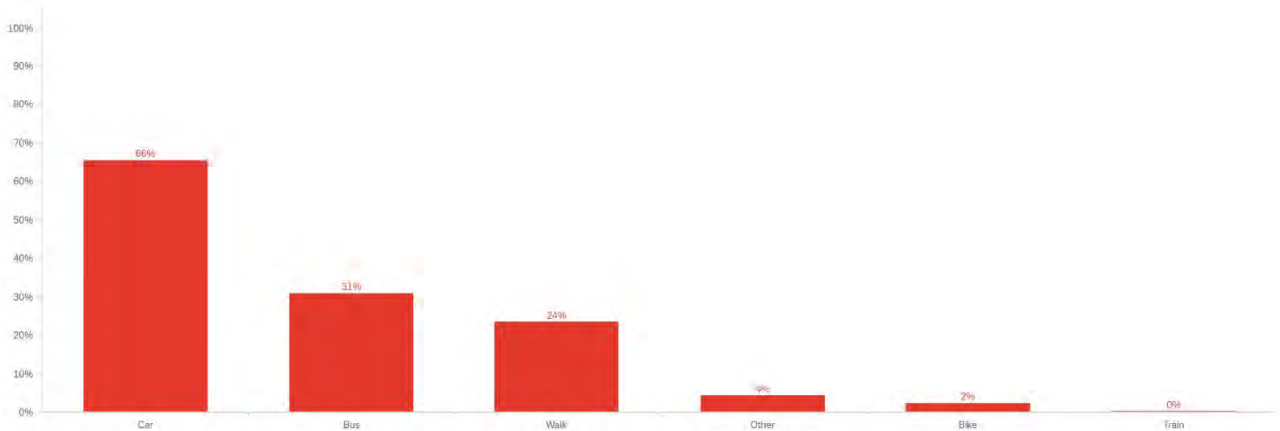


[Figure 1.1 – Stacked Bar Chart of Grades surveyed, n= 768]

- **6-8th grade: 313 students (41%)**
 - 6th grade: 15%, 113 students
 - 7th grade 12%, 91 students
 - 8th grade 14%, 109 students
- **9-12 grade: 455 (59%)**
 - 9th grade: 15%, 116 students
 - 10th grade: 16%, 120 students
 - 11th grade: 17%, 134 students
 - 12th grade: 11%, 85 students

Salem High School - Students

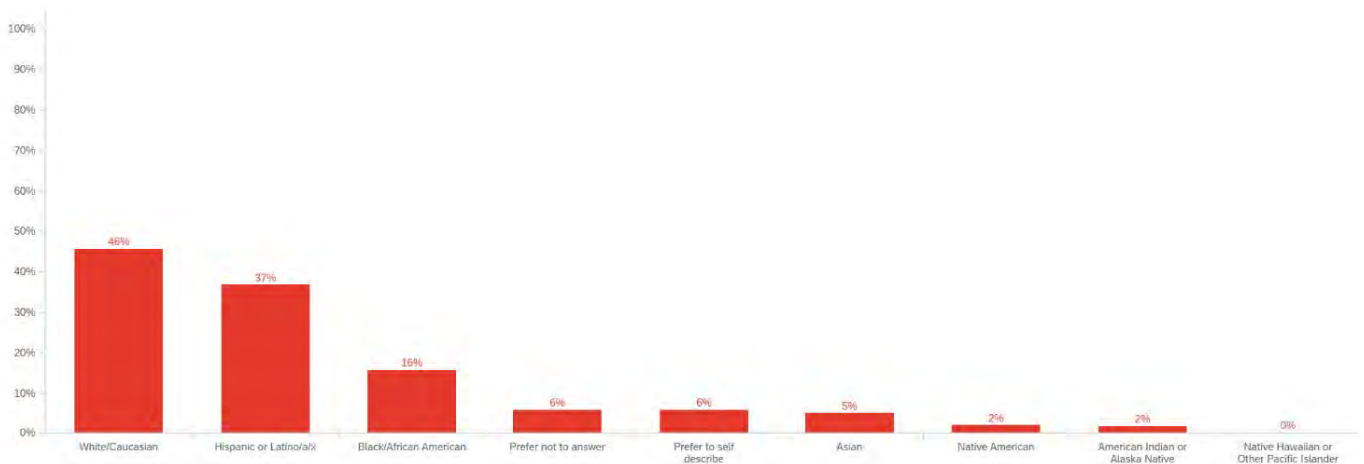
Student Commute



[Figure 1.2 – Bar Chart Breakdown of student modes of commute, n = 761]

- **Car/Drive: 499 (66%)**
- **Bus: 236 (31%)**
- **Walk: 179 (24%)**
- **Other: 33 (4%)**
 - Of the “Other” responses, Uber + Skipper were common
- **Bike: 18 (2%)**

Student Racial/Ethnic Background



[Figure 1.3 – Bar Chart Breakdown of Student Racial/Ethnic Identity, n = 762]

Salem High School - Students

#	Answer	%	Count
1	White/Caucasian	46%	348
2	Hispanic or Latino/a/x	37%	280
3	Black/African American	16%	119
4	Prefer to self describe:	6%	44
5	Prefer not to answer	6%	44
6	Asian	5%	38
7	Native American	2%	15
8	American Indian or Alaska Native	2%	13
9	Native Hawaiian or Other Pacific Islander	0%	1
	Total		762

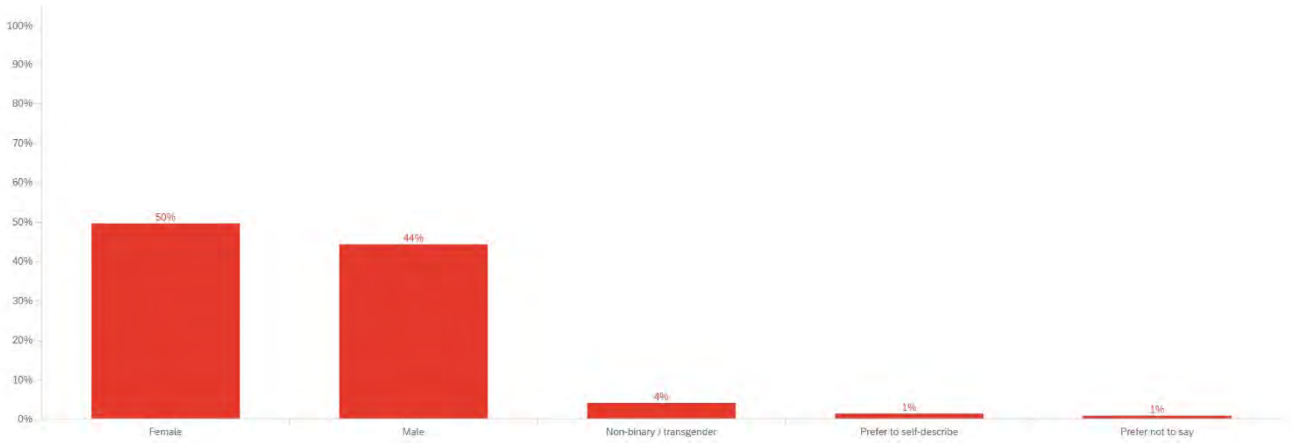
[Figure 1.31 – Table Breakdown of Student Racial/Ethnic Identity, n=762]

Of the “Prefer to Self-Describe” responses, nearly one-third mention some form of American identity, with significant representation also for European and African heritage. Brazilian and Caribbean identities appear in about 12% of responses each, while about 17% explicitly note a mixed or multiracial background. This suggests nuance within the response set and may account for the lower Hispanic/Latino categories overall.

It should be noted that these questions were “select all that apply” so it is possible these identities are overlapping.

Salem High School - Students

Student Gender Identity



[Figure 1.4 – Bar Chart Breakdown of Student Gender Identity, n=766]

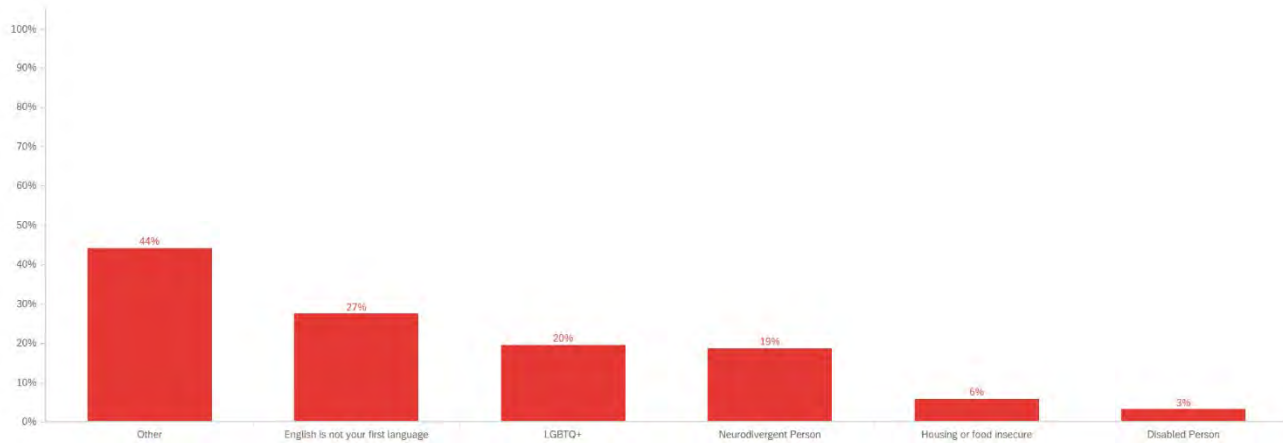
The student population skewed slightly more female (50%, 380), while students who identify as male made up 44% (339) of the overall respondents, and Non-binary/transgender students made up 4% (31) of respondents.

#	Answer	%	Count
1	Female	50%	380
2	Male	44%	339
3	Non-binary / transgender	4%	31
4	Prefer to self-describe	1%	10
5	Prefer not to say	< 1%	6
	Total		766

[Figure 1.4] – Table Breakdown of Student Gender Identity, n=766]

Salem High School - Students

Sensitive Student Population



[Figure 1.5 – Bar Chart Breakdown of Respondents who identify as a Sensitive Student group, n=568]

Given that “No” or “None” or “N/A” was not a survey response provided, 44% (251 respondents) selected “Other”.

#	Answer	%	Count
1	Other	44%	251
2	English is not your first language	27%	156
3	LGBTQ+	20%	111
4	Neurodivergent Person	19%	106
5	Housing or food insecure	6%	33
6	Disabled Person	3%	18
	Total	100%	568

[Figure 1.51 – Table Breakdown of Respondents who identify as a Sensitive Student group, n=568]

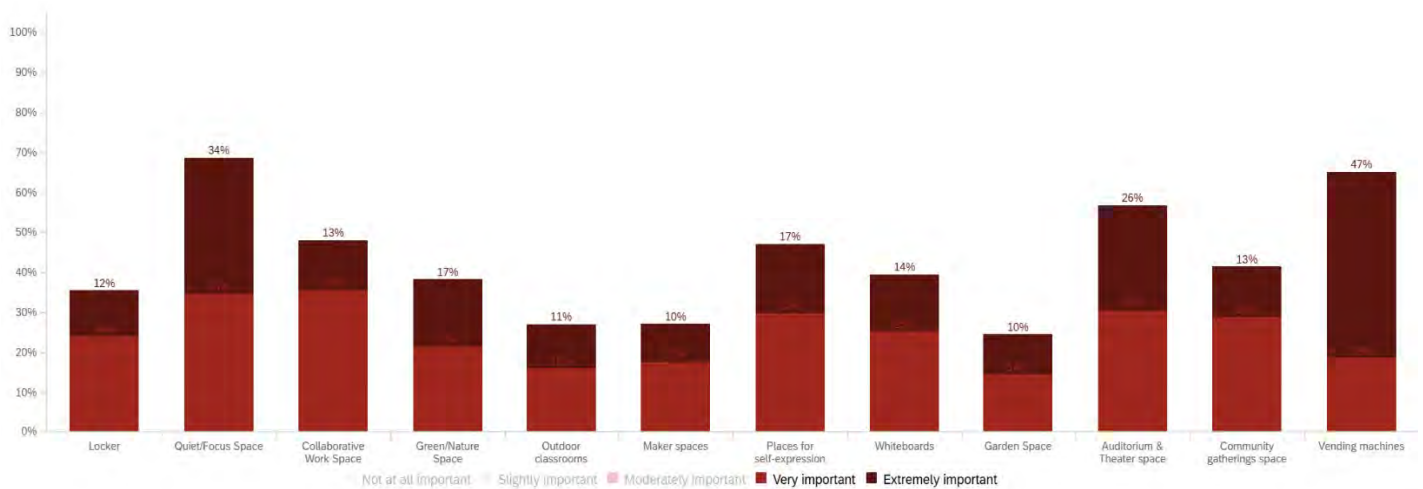
Salem High School - Students

27% (156) of respondents identified that English is their secondary language. LGBTQ+ identifying students made up 20% of responses (111). Neurodivergent students made up 19% of responses (106 respondents). And 6% (33 respondents) identified as either housing or food insecure. Lastly, 3% (18 respondents) identified as disabled. It should be noted that these questions were “select all that apply” so it is possible these identities are overlapping.

Spatial Takeaways

Of the students surveyed, there was a significant need for quiet, individualized study spaces throughout grades.

- Quiet, Focus areas are extremely important for 1 in 3 students, while 70% believe it is ‘very or extremely important’ compared to 48% of students who found Collaborative Workspaces ‘very or extremely important’.

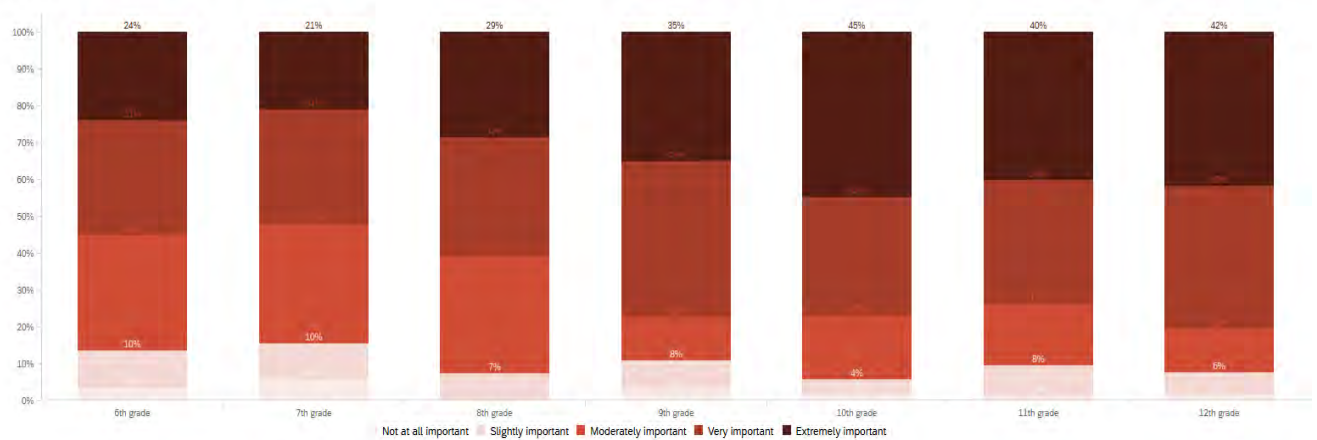


[Figure 2.1 – Bar Chart of Survey Results for the Question: How Important is Having..., n = 641]

Salem High School - Students

- Specifically, three in four high schoolers rate these spaces as very or extremely important.

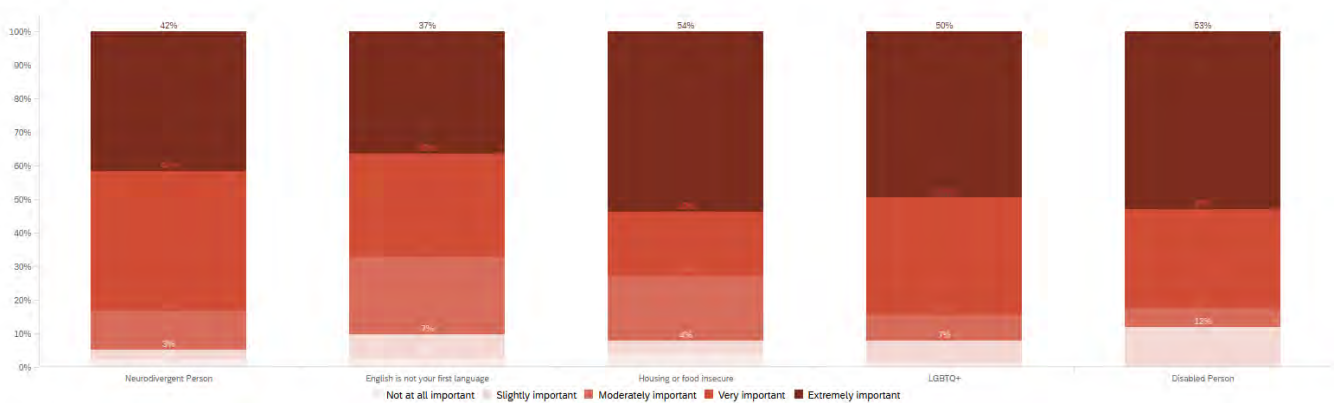
Quiet/Focus Space by Grade



[Figure 2.2 – Quiet/Focus Space Importance Stratified by Grade Level, n=641]

- For specific sensitive student groups this was ‘very or extremely important’: 85% LGBTQ+ students, 84% Neurodivergent students, 82% Disabled students, 73% of housing/food insecure students

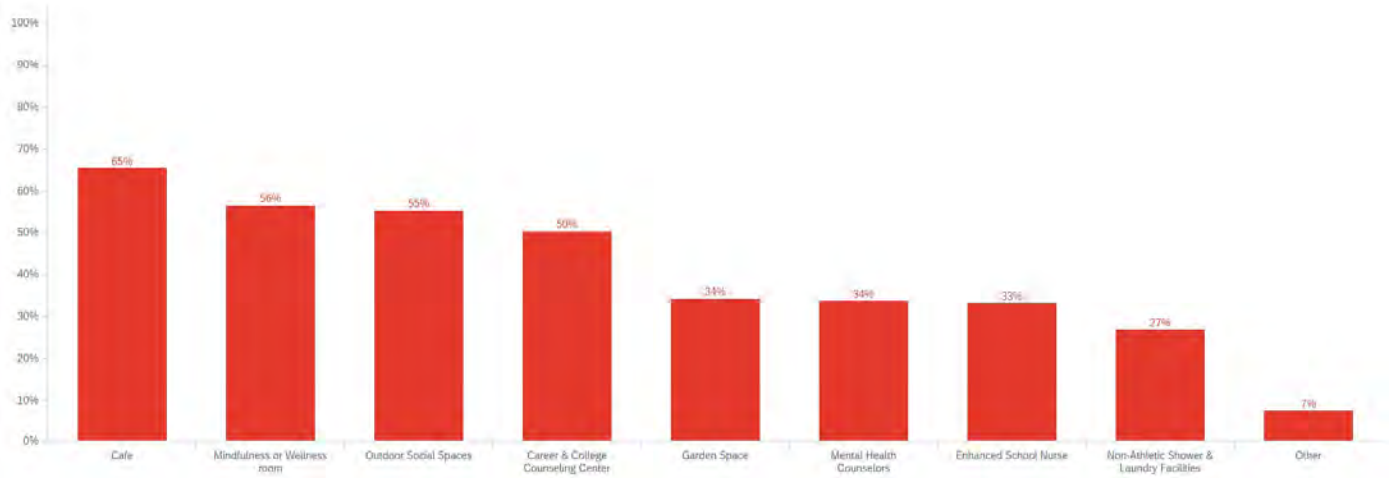
Quiet/Focus Space by Sensitive Student Group



[Figure 2.3 – Quiet/Focus Space Importance Stratified by Sensitive Student Group, n=641]

Salem High School - Students

More than half of students highlighted the need for a specific ‘Mindfulness or Wellness room for use during free periods to reduce stress and get a snack’ (56%, 311 students), but more information is needed to know the specifics of these rooms.



[Figure 2.4 – Bar Chart Overall Student Responses to the question “Beyond educational space, what type of services or spaces would you like to have access to”, n=551]

Top 5 responses:

Space Preference	%	Count
Café for access to food throughout the day	65%	360
Mindfulness or Wellness Room for use during free periods to reduce stress and get a snack	56%	311
Outdoor Social Spaces for dining, working or collaborating	55%	304
Career & College Counseling Center for mentorship, interview preparation, application review	50%	277
Garden Space around the school or on the rooftop	34%	188
TOTAL		551

[Figure 2.4] – Table Breakdown of Student Responses to space + service hopes for the future, n=551]

Salem High School - Students

- This space will likely hold a group of students and/or educators, because 40% of students answered that social connections and friendships made them feel the most safe and less anxious in their school.

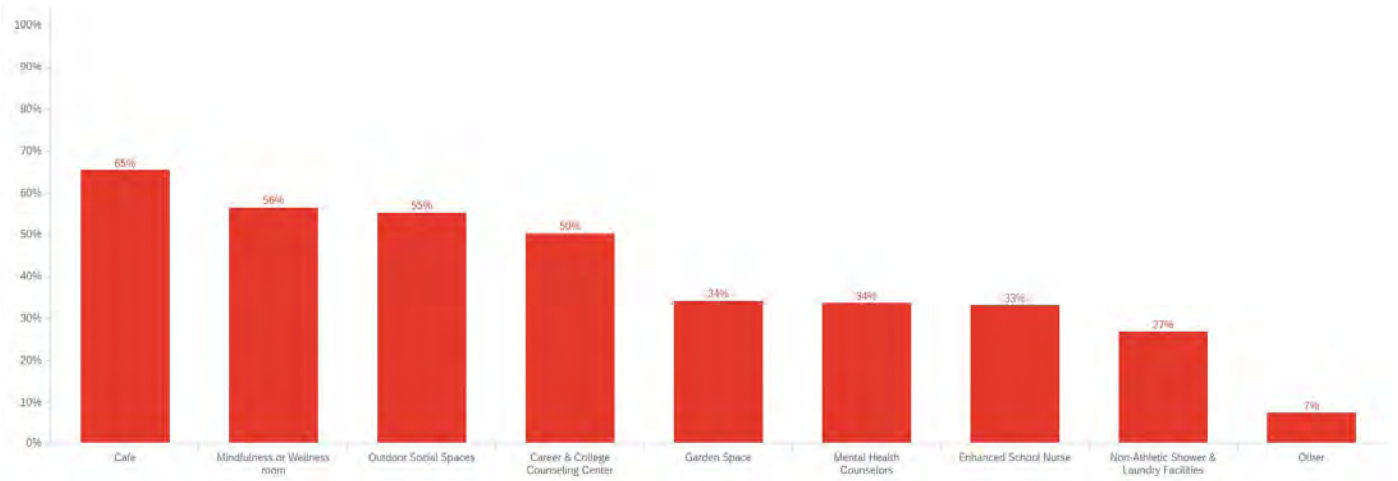
Theme	# of Responses	% of Responses	Textual Examples
Social Connection & Friendships	~84	~40%	“being with friends”, “my friends”, “los amigos”, “my best friend...”
Supportive Teachers and Staff	~42	~20%	“good teachers”, “comforting teachers”, “staff”, “counselors”
Physical Environment & Quiet Spaces	~32	~15%	“quiet spaces”, “the library”, “areas to hang out and relax”, “natural light”, “cozy rooms”
Security and Structural Safety Measures	~21	~10%	“hall monitors”, “security system”, “locked doors”, “cameras”
Personal Time, Activities & Alternative Spaces	~21	~10%	“music”, “free period”, “taking longer walks”, “alone time”, “sports”

[Figure 2.5 – Table Breakdown of responses to the Question “What makes you feel safe, peaceful, or less anxious in your school?”, n=584]

Salem High School - Students

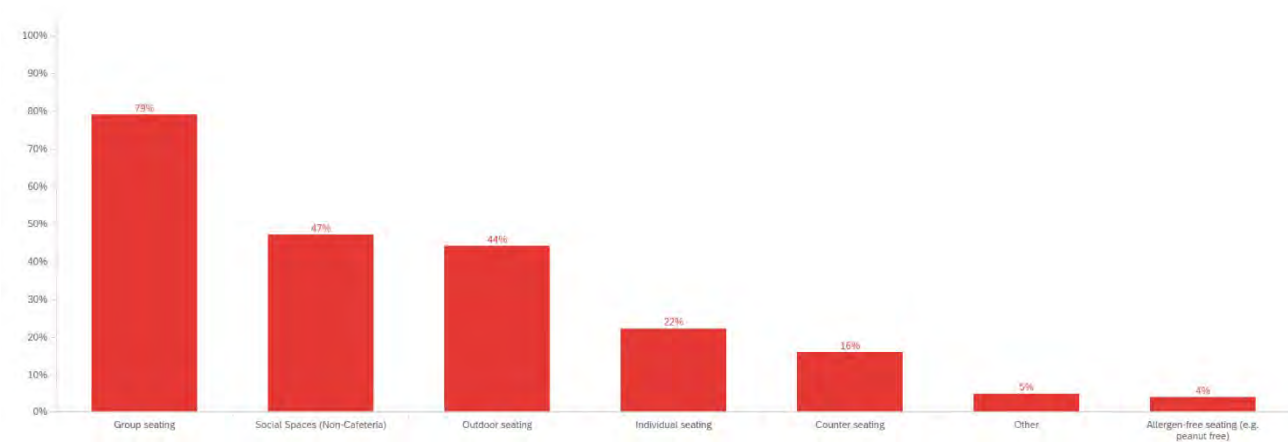
Inclusion of non-traditional dining or cafeteria spaces.

- Two in three students list a café for access to food throughout the day as their top priority.



[Figure 2.6 – Overall Student Responses to the question “Beyond educational space, what type of services or spaces would you like to have access to”, n=551]

- 47% (300 respondents) prefer a social, non-cafeteria dining space, while group seating remains the overall favorite arrangement.



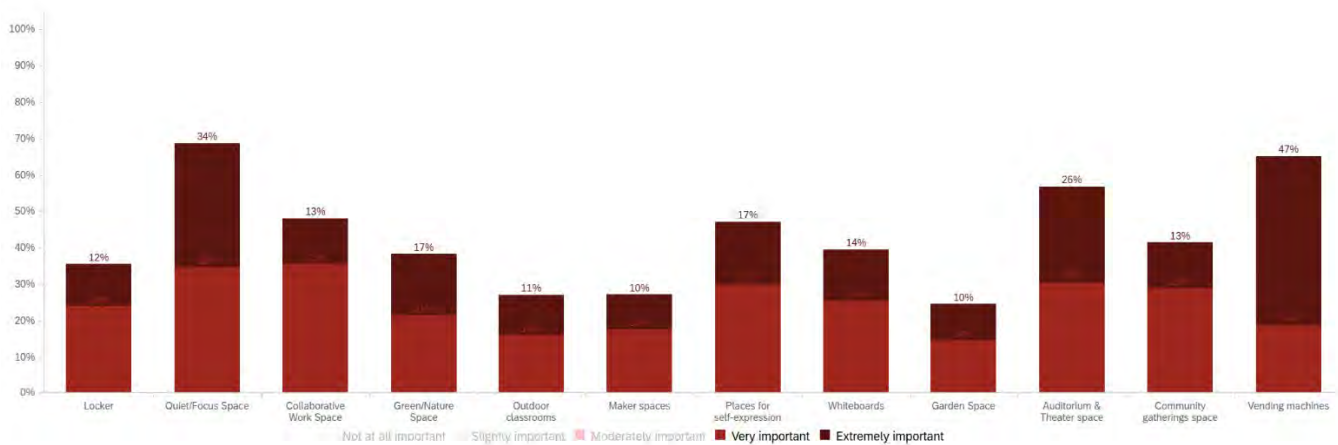
[Figure 2.7 – Overall Student Responses to the question “What does your preferred eating space look like?”, n=636]

Salem High School - Students

- Group Seating: 79%, 503 respondents
- Eating outside the cafeteria in social spaces: 47%, 300 respondents
- Outdoor seating: 44%, 281 respondents
- Individual seating: 22%, 141 respondents
- Counter seating: 16%, 101 respondents
- Allergen-Free seating: 4%, 25 respondents

It should be noted that allergen free seating came up as a response across all grades, reflecting that this concern is broadly distributed across the student population.

- 65% of respondents highlighted 'Access to vending machines' as 'very or extremely important'.



[Figure 2.8 – Bar Chart of Survey Results for the Question: How Important is Having..., n = 641]

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PDP

Date: 3.13.2025

SALEM HIGH SCHOOL				EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	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				56,070			55,620			5,010			49,960		
(List rooms of different sizes separately)															
General Classroom	715	26	18,590	900	34	30,600	0	0	0	900	34	30,600			
General Classroom	840	8	6,720												
Teacher Planning (existing comprised of below line items)	6,975	1	6,975	567	6	3,400	467	-28	0	100	34	3,400			
Teacher Lounge Lev 1 @ 1065 SF	<i>SF included in Teacher Planning</i>														
Office Suite Lev 1 @ 680 SF	<i>SF included in Teacher Planning</i>														
Office Suite (maybe English?) Lev 2 @ 815 SF	<i>SF included in Teacher Planning</i>														
Office Suite Lev 2 @ 780 SF	<i>SF included in Teacher Planning</i>														
Faculty Lounge Lev 2 @ 610 SF	<i>SF included in Teacher Planning</i>														
Office Suite Lev 2 @ 855 SF	<i>SF included in Teacher Planning</i>														
Faculty Lounge Lev 3 @ 610 SF	<i>SF included in Teacher Planning</i>														
History Office Suite Lev 3 @ 860 SF	<i>SF included in Teacher Planning</i>														
Office Suite Lev 3 @ 700 SF	<i>SF included in Teacher Planning</i>														
Small Group Seminar (20-30 seats)							-500	-2	-1,000	500	2	1,000			
Science Classroom / Lab	1,290	11	14,190	1,440	8	11,520	0	-1	-1,440	1,440	9	12,960			
Prep Room	850	3	2,550	400	4	1,600	200	-5	-200	200	9	1,800			
Central Chemical Storage Room	0	0	0	200	1	200	0	0	0	200	1	200			
Huddle Rooms Medium- 1 per grade (8-10 students)- adjacent to classrooms			0	250	4	1,000	250	4	1,000						
Huddle Rooms Small between Classrooms 2 per grade			0	150	8	1,200	150	8	1,200						
Collaboration Areas per Grade (9-12)			0	900	4	3,600	900	4	3,600						
Multilingual (ML) Classroom (3 Newcomer 2 Intermediate, 1 co-teaching 19 student)	715	3	2,145												
Multilingual (ML) Classroom	840	2	1,680												
Connect for Success- Tier 2 support - calm environment- support/eating	715	2	1,430	700	2	1,400	700	2	1,400						
Study Center or Study Skills- Tier 2 Support- calm environment- support/eating	715	1	715	450	1	450	450	1	450						
Book Storage	215	5	1,075	650	1	650	650	1	650						
SPECIAL EDUCATION (Students w/ Disabilities or Inclusive Ed or Inclusive Learning)				20,496			22,290			12,220			10,070		
(List rooms of different sizes separately)															
Self-Contained Special Education Classroom - 715 SF							-950	-7	-6,650	950	7	6,650			
Self-Contained Special Education Toilet Room							-60	-7	-420	60	7	420			
Resource Room							-500	-3	-1,500	500	3	1,500			
Small Group Room							-500	-3	-1,500	500	3	1,500			
High School Programs															
Academic Support Intensive (STEP- ASI) 12 students per class															
STEP ASI - Classroom	756	3	2,268	900	3	2,700	900	3	2,700						
ASI/ASD/LS/PH/LBLD School Adjustment Counselor - Office	350	1	350	150	1	150	150	1	150						
Autism Spectrum Disorder (ACT- ASD) Partial Inclusion- 12 Students per class															
RISE ASD - Severe/Partial - Classroom	800	3	2,400	900	2	1,800	900	2	1,800						
ACT ASD Partial				900	1	900	900	1	900						
RISE/ACT/ASD - Severe/Partial - Classroom - Small				450	1	450	450	1	450						
Therapeutic Support Program (TIDES- TSP)															
TIDES TSP - Classroom	784	4	3,136	900	3	2,700	900	3	2,700						
TIDES TSP - Sensory Room - Adjacent to TIDES TSP	335	1	335	450	1	450	450	1	450						
TIDES TSP School Adjustment Counselor				120	1	120	120	1	120						
Language Based Learning Disability (LBD)															

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PDP

Date: 3.13.2025

SALEM HIGH SCHOOL				EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS			
Language Based Learning Disability (LBLD) - Classroom	715	1	715	900	2	1,800	900	2	1,800						
STRIDE Life Skills															
STRIDE Life Skills - Academic - Classroom	706	1	706	900	2	1,800	900	2	1,800						
STRIDE Life Skills - Multipurpose - Classroom	593	1	593	450	1	450	450	1	450						
BRIDGE Post High															
BRIDGE Post High Community Room	715	1	715	900	1	900	900	1	900						
BRIDGE Post High - Soft Sensory	850	1	850	450	1	450	450	1	450						
BRIDGE Post High - Multi-purpose - Classroom	711	1	711	450	1	450	450	1	450						
BRIDGE Independent Living (apt, kitchen, laundry, apartment, wash/dryer, stove, toilet, cafe)	426	1	426	900	1	900	900	1	900						
Student toileting/changing				80	1	80	80	1	80						
Hawthorne Program															
Hawthorne Program - Classroom	715	1	715	450	1	450	450	1	450						
High School Providers Inclusion Spaces															
Learning Center Classroom- Skills/service inclusion Spaces	715	4	2,860	450	4	1,800	450	4	1,800						
Inclusion Special Ed Teacher Suite	75	9	675	450	1	450	450	1	450						
Special Education Inclusion testing room				150	2	300	150	2	300						
High School Related Service Providers															
Special Ed. Admin - Main Office	168	2	336	150	2	300	150	2	300						
Special Education Conference Room (max 15)	380	1	380	450	1	450	450	1	450						
Reading Specialized Office	92	2	184	150	1	150	150	1	150						
ASI Teachers - Office	75	1	75	0	0	0	0	0	0						
School Psychologist (1.5 FTE) Office- 2 individuals needs privacy	110	2	220	200	1	200	200	1	200						
BCBA-(1.5 FTE) Shared space for 2	75	2	150	150	1	150	150	1	150						
Transition Specialist Office	95	1	95	100	1	100	100	1	100						
TVI/TODHH /O&M- Itinerant staff				100	1	100	100	1	100						
PT/ OT- office (shared by 2 near STRIDE)	75	1	75	100	1	100	100	1	100						
OT/PT- full size - Medically Inclusive	592	1	592	450	1	450	450	1	450						
Speech and Language Pathologist Office	75	1	75	150	1	150	150	1	150						
OT/PT Storage				200	1	200	200	1	200						
School Adjustment Counselors- Office	146	4	584	120	6	720	120	6	720						
School Adjustment Counselor- Sub separate programs				120	1	120		1	120						
Severe program storage Closet - Office	125	1	125												
AT Specialist Office	75	1	75												
SLP Office	75	1	75												
Public Day Education Spaces (List rooms separately below)															
n/a															
Collaborative Program Spaces (List rooms separately below)															
n/a															
ART & MUSIC			16,465			14,650			7,950			6,700			
Art Classroom HS (25 seats): 2- 2D/Portfolio, 1- 3D (Ceramics+ Sculpture/mixed media)	1,025	4	4,100	1,200	3	3,600	0	1	1,200	1,200	2	2,400			
Kiln Room	110	1	110	150	1	150	0	1	150	150	0	-			
Art Storage	690	1	690	150	3	450	150	1	150	150	2	300			
Band (MSBA 50-100 seats) 100 students	2,235	1	2,235	3,000	1	3,000	1,500	0	1,500	1,500	1	1,500			
Chorus/ Orchestra (MSBA 50-100 seats) 100 students (same size as stage)	1,435	1	1,435	2,000	1	2,000	500	0	500	1,500	1	1,500			
Ensemble	0	0	0	200	1	200	0	0	0	200	1	200			
Music Practice- 17 practice Rooms	60	8	480	75	8	600	0	4	300	75	4	300			

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PDP

Date: 3.13.2025

SALEM HIGH SCHOOL				EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
Music Storage	1,380	1	1,380	1,000	1	1,000	500	0	500	500	1	500			
Orchestra - 40 Students	865	1	865												
Band Office/ Music Office 4 adults in each Music Office	205	2	410	300	1	300	300	1	300						
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	1,000	1	1,000						
Percussion Classroom				600	1	600	600	1	600						
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	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	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						61,700			51,620			10,080			
Non-Chapter 74 Programs (List rooms separately below)			4,095			7,900			-2,180			10,080			
Technology / Engineering Rooms													1,440	7	10,080
Sustainable Building Lab	570	1	570	2,100	1	2,100	2,100	1	2,100						
Aquaculture Lab															
Science Project Room															
Project Lead the Way/ Idea Lab/ Project Room /Robotics- Engineering				1,800	1	1,800	1,800	1	1,800						
Graphic Design and Visual Communications	3,525	1	3,525	4,000	1	4,000	4,000	1	4,000						
Salem Access TV															
Chapter 74 Programs (List rooms separately below) 24 Students all programs			38,050			53,800			53,800			0			
Business / Internships	1,200	1	1,200	700	1	700	700	1	700						
Automotive Technology/ Marine Services (Existing separate building)- 24 Students	8,200	1	8,200	8,500	1	8,500	8,500	1	8,500						
Automotive Technology / Marine Services Related Classroom				800	1	800	800	1	800						
Culinary Arts (Culinary Kitchen -Bake shop 2,500 , Food Prep 2,500 , Restaurant Kitchen 1,000)	4,200	1	4,200	6,500	1	6,500	6,500	1	6,500						
Culinary Arts Related Classroom (Hospitality CR, Gluten Free Room)	675	2	1,350	800	2	1,600	800	2	1,600						
Culinary Arts Related Classroom (Event Room)				600	1	600	600	1	600						
Culinary Arts Black Cat Bistro	840	1	840	1,000	1	1,000	1,000	1	1,000						
Electrical (includes storage & office)	1,825	1	1,825	8,000	1	8,000	8,000	1	8,000						
Electrical Related Classroom (includes storage)	1,145	1	1,145	800	1	800	800	1	800						
Medical Assisting	1,620	1	1,620	4,000	1	4,000	4,000	1	4,000						
Medical Assisting Related Classrooms	1,065	2	2,130	800	1	800	800	1	800						
Carpentry (includes storage)/ Building Property and Maintenance	8,105	1	8,105	8,000	1	8,000	8,000	1	8,000						
Carpentry Related Classroom	865	1	865	800	1	800	800	1	800						
Building Property and Maintenance Related Classroom	705	1	705	800	1	800	800	1	800						
Biomedical Technologies (includes storage)				1,500	1	1,500	1,500	1	1,500						
Biomedical Technologies Related Classroom (includes storage)				800	1	800	800	1	800						
Metal Fabrication and Welding				7,000	1	7,000	7,000	1	7,000						
Metal Fabrication and Welding Related Classroom				800	1	800	800	1	800						
Early Education and Care Classroom	2,060	1	2,060	800	1	800	800	1	800						
Daycare (Existing 4,525 sf)															
Daycare Infant Room - (7 children)	715	1	715												
Daycare Early Ed Office / Collaborative/ Planning/ Prep (new 4-5 people)	75	1	75												
Daycare Toddler Room - (9 children)	730	2	1,460												

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PDP

Date: 3.13.2025

SALEM HIGH SCHOOL		EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE		ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
	Entry Welcome/ Storage / Strollers/ Other	80	1	80									
	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)												
HEALTH & PHYSICAL EDUCATION		51,300			35,660			13,860			21,800		
	Gymnasium (Ex: large gym Lev 0 @ 18,885 SF)	18,885	1	18,885	18,000	1	18,000	6,000	0	6,000	12,000	1	12,000
	PE Alternative, incl Stor (Ex: small gym- Fitness Center, Basketball court, Exist. includes 650 SF storage)	7,680	1	7,680	3,000	1	3,000	0	0	0	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	700	0	700	300	1	300
	Locker Rooms - 9-12: Boys and Girls with Toilets	6,745	1	6,745	5,600	1	5,600	0	0	0	5,600	1	5,600
	PE Storage	0	0	0	1,000	1	1,000	500	0	500	500	1	500
	Athletic Director's Office				150	1	150	0	0	0	150	1	150
	Health Instructor's / PE Office with Shower and Toilet	365	2	730	250	2	500	0	1	250	250	1	250
	Gym Mezzanine (Ex: includes bathrooms & Storage)	6,250	1	6,250									
	Locker Room Storage	1,875	1	1,875									
	Trainer Room 5 tables, with office	710	1	710	800	1	800	800	1	800			
	Team Rooms (male, lockers, showers) 30 students	2,345	1	2,345	625	1	625	625	1	625			
	Team Rooms (female, PE lockers, showers) 30 students	2,090	1	2,090	625	1	625	625	1	625			
	Health & Phys Ed Classrooms	715	3	2,145	800	1	800	800	1	800			
	Coach Offices	740	1	740	120	3	360	120	3	360			
	Multipurpose Auxiliary CR, incl Stor (wrestling and cheer), storage (wrestling & cheer mats)				3,200	1	3,200	3,200	1	3,200			
MEDIA CENTER		15,555			7,500			1,350			6,150		
	Media Center / Reading Room	14,515	1	14,515	6,150	1	6,150	0	0	0	6,150	1	6,150
	Media Center Storage	190	1	190									
	Computer Lab (MSBA: 500 sf) Digital Classroom	850	1	850	850	1	850	850	1	850			
	IT office, storage, repair area				500	1	500	500	1	500			
AUDITORIUM / DRAMA		15,930			16,897			7,330			9,567		
	Auditorium	9,415	1	9,415	6,667	1	6,667	0	0	0	6,667	1	6,667
	Stage (Proposed: 35' x 80')	1,700	1	1,700	2,800	1	2,800	1,200	0	1,200	1,600	1	1,600
	Auditorium Storage	2,880	1	2,880	1,200	1	1,200	700	0	700	500	1	500
	Make-up / Dressing Rooms	0	0	0	300	2	600	0	0	0	300	2	600
	Controls / Lighting / Projection	335	1	335	830	1	830	630	0	630	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	3,000	1	3,000			
	Technical Theater Space (Scene Shop)	0	0	0	1,800	1	1,800	2,000	1	1,800			
DINING & FOOD SERVICE		26,200			11,900			3,100			8,800		
	Dining @ 333 students)	5,540	3	16,620	5,000	1	5,000	0	0	0	5,000	1	5,000
	Chair / Table Storage	85	3	255	400	1	400	0	0	0	400	1	400
	Scramble Serving Area	900	3	2,700	1,800	1	1,800	1,200	0	1,200	600	1	600
	Kitchen (includes storage, office, locker rooms, freezers, dishwashing)	5,775	1	5,775	4,200	1	4,200	1,900	0	1,900	2,300	1	2,300
	Staff Lunch Room	425	2	850	500	1	500	0	0	0	500	1	500
MEDICAL		920			970			60			910		
	Medical Suite Toilet	85	1	85	60	2	120	60	1	60	60	1	60
	Nurses' Office / Waiting Room large counter 3 work stations	400	1	400	250	1	250	0	0	0	250	1	250

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PDP

Date: 3.13.2025

SALEM HIGH SCHOOL				EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE				ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
Interview Room				115	1	115	100	2	200	0	0	0	100	2	200
Examination Room / Resting				160	2	320	100	4	400	0	0	0	100	4	400
ADMINISTRATION & GUIDANCE				13,114			7,070			2,700			4,370		
General Office / Waiting Room with Toilet (Existing = 7 offices suites) New 3 secretaries				582	7	4,074	500	1	500	0	0	0	500	1	500
Teachers' Mail and Time Room/Kitchen area				0	0	0	200	1	200	100	1	100	100	1	100
Copy Room				0	0	0	200	1	200	0	0	0	200	1	200
Records Room (existing # comprises of several smaller rooms)				510	1	510	200	1	200	0	0	0	200	1	200
Principal's Office with Conference Area				510	1	510	375	1	375	0	0	0	375	1	375
Principal's Secretary / Waiting				180	2	360	125	1	125	0	0	0	125	1	125
Assistant Principal's Office - AP1				0	0	0	150	1	150	0	0	0	150	1	150
Assistant Principal's Office - AP2				0	0	0	150	2	300	150	1	150	150	1	150
Supervisory / Spare Office				0	0	0	120	1	120	0	0	0	120	1	120
Conference Room				440	3	1,320	450	1	450	0	0	0	450	1	450
Guidance Office - large				425	2	850									
Guidance Office				135	10	1,350	150	8	1,200	150	3	450	150	5	750
Guidance Office - small				75	2	150									
Guidance Waiting Room				605	1	605	100	1	100	0	0	0	100	1	100
Guidance Storeroom				0	0	0	100	1	100	0	0	0	100	1	100
Career Center				0	0	0	400	1	400	0	0	0	400	1	400
Teachers' Work Room						0	500	1	500	0	0	0	500	1	500
Records Room															
General Offices				120	17	2,040									
School Safety / Resource Officer Office- Near front door, not in main office				90	1	90	150	1	150	150	1	150			
Family Engagement Officer				380	1	380	150	1	150	150	1	150			
CTE Director Office				140	1	140	150	1	150	150	1	150			
Registrar							150	1	150	150	1	150			
On Track Facilitator							150	2	300	150	2	300			
Teacher Break Rooms							150	1	150	150	1	150			
School Activities							120	1	120	120	1	120			
Instructional coaches							500	1	500	500	1	500			
Buildings & Grounds Office				180	1	180	120	1	120	120	1	120			
Coordinator of Student Activities Office				210	1	210	120	1	120	120	1	120			
House Master Office				205	1	205	120	1	120	120	1	120			
Career Ed Office				140	1	140	120	1	120	120	1	120			
CUSTODIAL & MAINTENANCE				9,150			4,375			2,000			2,375		
Custodian's Office							150	1	150	0	0	0	150	1	150
<i>Grounds Office (near Tunnel)</i>				485	1	485									
<i>Facilities Manager Office (near Loading Dock)</i>				465	1	465									
Custodian's Workshop				380	1	380	250	1	250	0	0	0	250	1	250
Custodian's Storage				0	0	0	375	1	375	0	0	0	375	1	375
Recycling Room / Trash				405	1	405	400	1	400	0	0	0	400	1	400
Receiving and General Supply				840	1	840	400	1	400	0	0	0	400	1	400
Storeroom							600	1	600	0	0	0	600	1	600
<i>Total Level 0</i>				890	1	890									
<i>Total Level 1</i>				1,110	1	1,110									
<i>Total Level 2</i>				10	1	10									
Network / Telecom Room				280	1	280	200	1	200	0	0	0	200	1	200

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PDP

Date: 3.13.2025

SALEM HIGH SCHOOL		EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE		ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
Exterior & Grounds Storage					2,000	1	2,000	2,000	1	2,000			
<i>Outdoor Storage ("Tunnel")</i>		1,815	1	1,815									
<i>Exterior Storage at Loading Dock (NOT INCLUDED IN GSF)</i>		2,470	1	2,470									
OTHER				11,925			4,380			4,380			0
(List rooms separately below)													
Pre-Kindergarten Classroom with Toilet (if applicable)								-1,200	0	0	1,200	0	-
School Store		435	2	870	400	1	400	400	1	400			
Clothing Connection/ Food pantry		725	1	725	750	1	750	750	1	750			
JROTC (existing 2,110 sf / new 5,140 sf)		2,110	1	2,110						0			
Classroom with divider					800	1	800	800	1	800			
Office					100	2	200	100	2	200			
Storage area													
Credit Recovery Online Learning (Adult Ed)- Near Study Center Tier 2 support		840	1	840	840	1	840	840	1	840			
Adult Learning Meeting Room		840	1	840									
District Food Services		540	1	540									
District Storage (<i>Existing: 1090 SF + 2870 SF</i>)		3,960	1	3,960									
District Maintenance Shop		960	1	960									
District Offices - Multilingual Ed		160	2	320									
North Shore Health													
Open Reception Area/Waiting					250	1	250	250	1	250			
3 Exam Rooms with Sinks (80sf)		85	1	85	80	3	240	80	3	240			
4 small behavioral health offices (80sf)					80	2	160	80	2	160			
1 office		95	2	190	120	1	120	120	1	120			
Storage office with dirty sink		80	1	80	100	1	100	100	1	100			
Group Meeting Space		320	1	320	400	1	400	400	1	400			
2 toilets		85	1	85	60	2	120	60	2	120			
Total Building Net Floor Area (NFA)			TOTAL NET	275,175			243,012			107,580			130,782
Proposed Student Capacity / Enrollment													1,000
NON-PROGRAMMED SPACES													
Total Building Gross Floor Area (GFA) ²			TOTAL GSF	419,530			364,517			168,345			196,173
Grossing Factor (GFA / NFA)				1.52			1.50						1.50



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

To: Salem School Committee
Cc: Dr. Stephen Zrike, Elizabeth Pauley
From: Lisa Golden
Date: 3/12/25
Re: Required Form of Vote to Submit a Statement of Interest

The Massachusetts School Building Authority (the “MSBA”) recently announced that it will begin accepting Statements of Interest (“SOIs”) for consideration in 2025.

The SOI closing date for districts submitting for consideration in the 2025 Accelerated Repair Program (the “ARP”) which is primarily for the replacement of roofs, windows, boilers, heating and ventilation systems in an otherwise structurally sound facility, is Friday March 21, 2025.

The Salem Public Schools intends to submit to the MSBA a Statement of Interest Form for the Carlton Innovation School located at 10 Skerry Street and the Horace Mann Laboratory School located at 79 Willson Street. The SOI for each school describes and explains the deficiencies and the priority category for which an application may be submitted to the MSBA: the future replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.

The HVAC system at the Carlton Innovation School consists of two (2) gas-fired boilers, one (1) chiller, six (6) roof top units and multiple unit ventilators throughout the building. These units are all beyond their useful life, are failing, and in need of replacement. The roof is over 23 years old, in poor condition with multiple holes and failing patches causing leaks into the building, and is overdue for replacement.

The HVAC system at the Horace Mann Laboratory School includes two (2) gas-fired boilers, one (1) chiller, eleven (11) roof top units and multiple unit ventilators throughout the building. Both boilers have had extensive repairs, and all rooftop digital display screens are obsolete (McQuay Rooftop Units). The roof at the Horace Mann Laboratory School is over 23 years old and is in very poor condition. There are multiple areas of wet insulation which is noticeably spongy and soft when walking on the roof. Replacement is of the highest priority due to numerous roof leaks.

The SOI submission must include current vote documentation in the “FORM OF VOTE” format (attached). We are requesting a vote of the School Committee authorizing the Superintendent of Schools to submit the SOI for the Carlton Innovation School and the Horace Mann Laboratory School.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2025 Statement of Interest (“SOI”)

Thank you for submitting a 2025 SOI to the Massachusetts School Building Authority (the “MSBA”) electronically. Please note, the District’s submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3. If either of these Statutory Priorities were selected, the district must upload the required documentation, described below, in order for the SOI to be considered complete. Hard copies will no longer be accepted.

ADDITIONAL DOCUMENTATION REQUIRED TO BE UPLOADED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE. HARD COPIES WILL NO LONGER BE ACCEPTED:

- **If the District selects Statutory Priority 1:** Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires an electronic version of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district must also submit photographs of the problematic building area or system to the MSBA electronically. The SOI will not be considered complete unless this information is uploaded as part of the SOI submission.
- **If the District selects Statutory Priority 3:** Prevention of a loss of accreditation, the SOI will not be considered complete unless an electronic summary of the accreditation report(s) focusing on the deficiencies as stated in the SOI must be uploaded in the SOI system in order to submit an SOI.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information that may give the MSBA a better understanding of the issues identified at the SOI facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

If you have any questions about the SOI process please contact the MSBA at SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Salem

District Contact Elizabeth Golden Title: Director of Projects TEL: (978) 265-4060

Name of School Carlton

School Address 10 Skerry Street, Salem, MA - 01970

Submission Date 3/10/2025

Statement of Interest (“SOI”) CERTIFICATION

To be eligible to submit an SOI, a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the “DESE”) and that the school for which the SOI is being submitted does not solely serve the district’s Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the “Vote” tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab.
- The district hereby acknowledges that this SOI submission will not be considered complete unless all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected is uploaded as part of the SOI submission. If Statutory Priority 1 is selected, the district’s SOI will not be considered complete unless the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system is uploaded as part of the SOI submission. If Statutory Priority 3 is selected, the district’s SOI will not be considered complete unless the district provides a summary of the accreditation

report focused on the deficiencies as stated in this SOI as part of the SOI submission. The documentation noted above must be uploaded as part of the SOI submission.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
<hr/>	<hr/>	<hr/>
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Salem

District Contact Elizabeth Golden Title: Director of Projects TEL: (978) 265-4060

Name of School Carlton

School Address 10 Skerry Street, Salem, MA - 01970

Submission Date 3/10/2025

Note

SOI Program: Accelerated Repair
 Potential Project Scope: Accelerated Repair
 Roof
 Other (8)

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollment.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. At no time

shall a district have more than one prioritized SOI on file with the MSBA.

Is this SOI the District Priority SOI? No

School name of the District Priority SOI: Salem High

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? Yes

If "YES", please provide the following:

Facilities Plan Date: 12/31/2019

Planning Firm: Russo Barr Associates

Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:

The summary of services provided by Russo Barr Associates included performing a review of the referenced initial reports (prepared by EMG Dude Solutions); conducting visual inspections of the existing roofing conditions; make recommendations to prioritize and develop a capital plan for replacement and repair; and develop an annual maintenance and inspection program recommended funding level. The recommendations include annual budgets for small repairs and maintenance, and capital needs recommendations for the next 5 years. This report contains roofing system descriptions, conditions, corrective recommendations, construction cost estimates, and photo documentation.

The roof area of the entire Carlton building is approximately 31,178± square feet (SF).

Has an energy and/or decarbonization study been completed within the past five years that includes facility goals for this building or all buildings in the District? Yes

If "YES", please provide the following:

Energy / Decarbonization Study Date: 9/24/2024

Study Firm: Ameresco/B2Q

Please provide a brief summary of the study(ies) including its goals and how the school facility that is the subject of this SOI fits into that plan: The City engaged in (3) energy or decarbonization studies which incorporated Carlton Innovation School. An Investment Grade Audit of all City and Salem Public School buildings was performed in 2023. Electrification Scoping Studies were completed at (3) Salem Public Schools in 2024. Ameresco completed the Investment Grade Audit as part of the City's energy performance contract. B2Q on behalf of National Grid completed the Electrification Scoping Studies. Ameresco conducted the Investment Grade Audit to identify energy saving measures which were incorporated into a selection sheet of potential projects, Ameresco worked with the City to identify viable projects and develop the final Investment Grade Audit deliverable outlining a phased approach for potential project completion. Several measures were identified for Carlton Innovation School including envelope upgrades which were completed in 2024, along with building controls upgrades and LED lighting which are projected to be completed in 2025 and 2026. National Grid procured B2Q to conduct the Electrification Scoping Study which evaluated the potential for electrifying Carlton Innovation School's fossil-fuel heating system. The final report provided potential pathways and cost projections for what it would take to fully decarbonize the school building. The City is using the information in the report to help inform decisions on how to achieve full building decarbonization through an incremental approach. As part of the City's application to the Department of Energy Resources Climate Leaders Certification, the City was required to develop a decarbonization roadmap. The City applied for and was awarded technical assistance from PowerOptions in order to complete this requirement. PowerOptions analyzed existing conditions and energy data to create the roadmap for all major City and Salem Public School buildings including Carlton Innovation School. The roadmap outlines planned capital projects along with potential electrification measures that aim to achieve full decarbonization by 2050. The City is utilizing the roadmap to help inform planning decisions for when to start electrification projects at Carlton Innovation School.

Does the District have a dedicated sustainability officer or energy manager, employed either by the school department and/or the City/Town? Yes

If "YES", please describe

Neal Duffy, Director Sustainability and Resiliency, and Mary O'Neil, Energy Manager, cover all municipal buildings

including schools. Zissis Alepakis, Director of Buildings and Grounds for Salem Schools, manages on-site operations. Collectively these three individuals work on sustainability, resiliency and energy in schools.

Does the District monitor energy usage at each of its facilities and/or work with local utilities to understand potential areas for improvement? Yes

If "YES", please describe.

Salem participates in the Community Solutions Program with National Grid, the local utility. There are monthly meetings with the City and National Grid to review energy usage, set goals for energy reduction, and devise tactical ways to advance these goals through developing projects and stacking incentives. The City also received its designation as a Green Community from the Department of Energy Resources in 2010 and has been required to remit annual energy usage reports for all municipal operations to maintain its designation status.

Does the District's transportation services currently include electric buses or does the District plan to switch to electric buses? No

If "YES", please describe.

The District does not currently utilize electric buses. However, as part of a cooperative grant with Van Pool Transportation, the District was awarded \$2.6 million dollars for 13 electric buses through the Environmental Protection Agency's Clean School Bus Program. Progress towards receiving this award has been frozen and the future of the program is currently unknown.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

Does Not Apply

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

The City of Salem uses a comprehensive process to develop a five year capital improvement plan that is updated annually during the annual budget process. The City of Salem also can consider capital requests during the fiscal year after the budget has been approved. The annual CIP plan is developed by the Mayor, Finance, and Departments and submitted to the City Council in May. The CIP plan requires two passages for authorization, typically done in June. For school capital improvements, those are first approved by the City Council, and then submitted to the City as part of the budget. Any capital project approved after the FY budget requiring bonds will also require 2 Council votes.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

The original building was built in 2002 and is 51,784 square feet and 2 stories high. The building includes 44 total rooms: 15 classrooms, 10 specialty areas and 19 support facilities (i.e. gymnasium, cafeteria, music areas, art room and science lab). the heating source is natural gas and the cooling source is an air cooled mechanical chiller. There are 6 rooftop units spanning 6 to 35 tons each.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 51784
Modular Units Square Footage 0

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site (e.g. wetlands, easements etc.). Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Carlton Innovation School is located at 10 Skerry Street Salem MA 01970. This building is located on a 3.92 acre lot with no known conditions that would impact a potential project. This site has residential property on three sides and and Collins Cove on the other side. There are no other buildings, public or private that share this property with the Carlton Innovation School

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

Concrete masonry along with precast concrete planks and brick veneer

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY)
Description of Last Major Repair or Replacement:

Total Roof Square Footage 31178

Age of Oldest Roof Section 23

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 31178

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)

PVC roof; 2 roof areas; outdated solar panels on the existing roof; Overall the roof areas are in poor condition consistent with the age of the roof. There are multiple holes on the roof with failing patches causing leaks into the building.

Age of Section (number of years since the Roof was installed or replaced) 23

Description of repairs, if applicable, in the last three years. Include year of repair:

In 2023 upon visual inspection 4 active leaks were observed and were repaired at an approximate cost of \$5000.

Total Window Count 96

Age of Oldest Window Section 23

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

ELECTRICAL SYSTEMS: Please provide a detailed description of the current electrical systems, including system age(s), and any known problems or existing conditions (maximum of 5000 characters).

The electrical system 23 years old; the main service size is 2000 amps with 480 volts and 3 phases; the main distribution system was rated fair in 2018.

MECHANICAL HEATING SYSTEMS: Please provide a detailed description of the current mechanical heating systems, including system age(s), and any known problems or existing conditions. Please describe the current heat system source (i.e. natural gas, propane, fuel oil, electric resistance, air source heat pump, ground source heat pump, other) and describe the current heat distribution (i.e. air handling units, fan coil units/cabinet heaters, unit ventilators, fuel furnaces, variable refrigerant flow (VRF), air source split systems or mini-splits, packaged rooftop units, water source heat pumps, fin tube/baseboard, radiant panels/beams, air displacement, other) (maximum of 5000 characters).

The current mechanical system at Carlton 23 years old. The mechanical heating system includes 6 rooftop units ranging 6-35 tons; 2 natural gas fired cast iron boilers; the distribution system is a 2 pipe system with approximately 22 VAV boxes and 18 unit ventilators ranging from 250-1250 CFM; the HVAC controls have failed and are being replaced in the Summer of 2025. All components are past their useful life. In addition, we have numerous rooftop units with failed components and the chiller is running on one circuit

MECHANICAL COOLING SYSTEMS: Please provide a detailed description of the current mechanical cooling systems, including system age(s), and any known problems or existing conditions. Describe the current cooling system source (i.e. air-cooled chiller, water-cooled chiller, mini-splits/DX, ground source heat pump, other, none) and describe the current cooling distribution (i.e. air handling units or rooftop units, fan coil units, unit ventilators, chilled beams, variable refrigerant flow (VRF), packaged rooftop units, water source heat pumps, air displacement, other, none) (maximum of 5000 characters).

The current mechanical cooling system is 23 years old. The system consists of 1 air cool chiller. All of the system components are past their useful life. In addition, we have numerous rooftop units with failed components and the chiller is running on one circuit.

Total Building Boilers 2

Boiler Section Boiler 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the Building? NO

What percentage of the Building is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 23

Description of repairs, if applicable, in the last three years. Include year of repair:

No repairs; the boiler has aged past its useful life and we want to decarbonize.

Boiler Section Boiler 2

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the Building? NO

What percentage of the Building is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 23

Description of repairs, if applicable, in the last three years. Include year of repair:

No repairs; the boiler has aged past its useful life and we are looking to decarbonize.

What percentage of the building is mechanically ventilated? 100%

What percentage of the building has mechanical cooling (not temporary or transportable i.e. window units)? 100%

Has there been a Major Replacement of the HVAC SYSTEM? NO

Year of Last Major Replacement:(YYYY)

Description of Last Major Replacement:

Amperage of the main breaker 1601-2000

Voltage of the main breaker 480/277 three phase

Phase of the main breaker Three Phase

Has there been a Major Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Replacement:(YYYY)

Description of Last Major Replacement:

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The building interior includes VCT flooring throughout the building and the gym is hardwood; the finishing is wax; the ceiling consists of grid type ceiling tiles 2x4 and 2x2; the gym has an open ceiling; lighting consists T8 and U-shaped style fluorescent bulbs.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

The Carlton Innovation School serves 262 students in grades K-5. The structure of the Carlton School is to provide intensive, personalized instruction that supports students' continuous progress and learning at their own pace to achieve academic and social-emotional growth and mastery of standards. The school's structure supports the individualized teaching of each student, ensuring his or her continuous academic progress. Students and teachers work with intention, purpose, and cognitive clarity. By using a multi-age approach, without grade level distinctions, students progress at a developmentally appropriate rate that is individualized in nature. Students receive intensive instruction in reading, writing, math, and science that is explicitly driven by the assessment and instruction cycle. The school also embraces a multi-disciplinary and inquiry-based approach to science and social studies, which incorporates the core subjects of reading, writing, and math. Continuous progress teaching is achieved through collaboration among teams of teachers and students working towards growth and mastery. The Carlton Innovation School includes 44 total rooms: 15 classrooms, 10 specialty areas, and 19 support facilities. A classroom size is 1152 square feet. The cafeteria is 3008 square feet. The gymnasium is 3552 square feet. The music areas are 1296 square feet and the library is 2016 square feet. The art room and science lab are each 1320 square feet.

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 262

CURRENT GRADES SERVED AT SOI FACILITY: K,1,2,3,4,5

SCHOOL TYPE: N/A

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The original design capacity is 308 and the current enrollment is 262 which is the equivalent to 85% utilization.

Is there overcrowding at the school facility? NO

If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 17

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee

The ratio is a class size policy adopted by the School Committee.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 17

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district’s current maintenance practices within the past five years, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

During the 2017-2018 school year, the City of Salem and the Salem Public Schools engaged in a facility condition assessment and planning process. The assessment led to the development of a preventative maintenance plan, the implementation of a work order system, and the foundations of a capital plan that was established at the start of the 2020-2021 school year. Annually, the Director of Building and Grounds and the Assistant Superintendent of Finance and Operations review the 2018 Facilities Assessment. This information, along with monthly walk through inspections, is used to gather an understanding of which facilities tasks need to be prioritized. We utilize the 2018 baseline, and the monthly data gathering, to build our annual capital request to the School Committee and City of Salem. Regular facilities inspections are conducted for elevators, fire alarms/codes, HVAC (boilers/chillers), asbestos, and air filters. Inspections are conducted by maintenance staff/vendors. All inspections (monthly, bi-monthly, and/or annually) are documented in Operations Hero, our workflow management system. The district utilizes Operations Hero to track planned and unplanned maintenance. The system has been updated to track all needed preventative maintenance, and is used by school principals and administrators to report maintenance needs. Those reports are tracked by the Director of Buildings & Grounds and are assigned based on urgency.

Please indicate if the District’s annual budget includes training for its maintenance staff. YES

If "YES", please describe.

Maintenance staff training includes completion of all required SPS trainings; 2 day asbestos awareness training; OSHA 10 training for day custodians; and general cleaning training.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

According to the Roofing Assessment Report (12/31/19) conducted in November 2019 by Russo Barr Associates, Inc., "...the PVC roofs are in fair condition with active leaks consistent with the age of the roof." The report highlighted the following concerns:

- The PVC roof is aged, dirty and has moss coverage, but the PVC welded seams are still intact.
- The roof is draining well with minimal ponding water.
- The insulation is mechanically attached to a steel deck.
- There are EPDM patches over punctures in the PVC roof. The EPDM patches appeared to not be properly primed before application. Adhesion has failed and water infiltration is evident. Insulation in the vicinity of the roof punctures is spongy and suspected of being wet. Hot air welded PVC patches should have been used. - -- The large generator unit has low flashing height.
- Seven (7) out of eight (8) skylights are cracked and appear to be in poor condition. - Water infiltration and condensation is present between the acrylic domes, but no leaks are reported.
- One (1) pitch pocket at a condenser unit is in poor condition with gaps present at the penetrations.
- Flashing is missing, split, or delaminated and sealant is failing at scuppers, typical. - Walkway pads are beginning to become unadhered.
- One solar panel is damaged.

The HVAC system is past its' useful life at over 23 years old. The components are failing and/or obsolete.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The district has taken the following measures:

- The roof is inspected annually and annual maintenance is performed
- Repairs when needed (includes only patchwork)
- HVAC cooling and heating controls will be replaced during Summer 2025

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The roof leaks continue to impact the educational environment at the Carlton Innovation School. Multiple roof leaks and the ponding of water allow water infiltration into the educational spaces within the school including classrooms, the gym and the cafeteria. The water leaks cause damage to equipment and supplies. The leaks damage the floors and make some hallways hazardous during student transitions. It is also necessary to take classrooms offline due to water infiltration.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

By addressing the deficiencies of the roof and HVAC systems at the Carlton Innovation School, the district will be able to prolong the life of this building. This will ensure that students and staff feel safe and able to focus on their academic priorities and progress. Correcting the deficiencies of the HVAC system and the roof as well as maintaining both going forward will allow the district to protect and prolong the investments that have been and will continue to be made at the Carlton Innovation School. Addressing these vital building needs will also help us reach our decarbonization goals.

If not located elsewhere in this SOI, please also provide the following information:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Russo Barr Associates Inc. provided a Roofing Assessment Report (December 31, 2019) of all roofs in the Salem Public Schools district including the Carlton Innovation School.

The date of the inspection: 12/19/2019

A summary of the findings (maximum of 5000 characters):

The overall roof areas are in poor condition consistent with the age of the roof. There are multiple holes on the roof with failing patches causing numerous leaks into the building. The roof is now more than 23 years old.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * School Committee Chair Superintendent of Schools

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

SOI VOTE REQUIREMENTS:

- Current vote documentation is required with all SOI submissions.
- All required vote documentation must be uploaded in the SOI system in order to submit an SOI.
- Vote documentation should be in the format set forth below under “FORM OF VOTE”.

Cities and Towns must submit the following vote documentation:

1. Vote of the municipal governing body (i.e. City Council/Board of Aldermen/Board of Selectmen/equivalent governing body) authorizing the Superintendent of Schools to submit the SOI.
2. Vote of the School Committee authorizing the Superintendent of Schools to submit the SOI.

Regional School Districts must submit the following vote documentation:

1. Vote of the Regional School Committee authorizing the Superintendent of Schools to submit the SOI.

FORM OF VOTE:

Please use the text below to prepare the required votes for the municipal governing body and the school committee.

Resolved: Having convened in an open meeting on March 17, 2025 prior to the SOI submission closing date, the School Committee of Salem, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated March 21, 2025 for the Carlton Innovation School located at 10 Skerry Street, Salem, MA - 01970 which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility (*Priority 5*). The HVAC system at the Carlton Innovation School consists of two (2) gas-fired boilers, one (1) chiller, six (6) roof top units and multiple unit ventilators throughout the building. These units are all beyond their useful life, are failing, and in need of replacement. The roof is over 23 years old, in poor condition with multiple holes and failing patches causing leaks into the building, and is overdue for replacement; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City of Salem to filing an application for funding with the Massachusetts School Building Authority.

***Please be sure that the priorities in the vote match the priorities for which the SOI will be submitted.**

DOCUMENTATION OF VOTE:

Documentation of each vote **must be uploaded separately** as follows:

1. For the vote of the City Council/Board of Aldermen/Board of Selectmen/equivalent governing body, a certification, including a copy of the text of the vote that was taken, must be submitted on letterhead **with the City/Town seal and signed by the City/Town Clerk**, with the date that the vote was taken.
2. For the vote of the School Committee, a certification, including a copy of the text of the vote that was taken, must be submitted on school committee letterhead, **signed by the Chair of the School Committee**, with the date that the vote was taken.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2025 Statement of Interest (“SOI”)

Thank you for submitting a 2025 SOI to the Massachusetts School Building Authority (the “MSBA”) electronically. Please note, the District’s submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3. If either of these Statutory Priorities were selected, the district must upload the required documentation, described below, in order for the SOI to be considered complete. Hard copies will no longer be accepted.

ADDITIONAL DOCUMENTATION REQUIRED TO BE UPLOADED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE. HARD COPIES WILL NO LONGER BE ACCEPTED:

- **If the District selects Statutory Priority 1:** Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires an electronic version of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district must also submit photographs of the problematic building area or system to the MSBA electronically. The SOI will not be considered complete unless this information is uploaded as part of the SOI submission.
- **If the District selects Statutory Priority 3:** Prevention of a loss of accreditation, the SOI will not be considered complete unless an electronic summary of the accreditation report(s) focusing on the deficiencies as stated in the SOI must be uploaded in the SOI system in order to submit an SOI.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information that may give the MSBA a better understanding of the issues identified at the SOI facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

If you have any questions about the SOI process please contact the MSBA at SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Salem

District Contact Elizabeth Golden Title: Director of Projects TEL: (978) 265-4060

Name of School Horace Mann Laboratory

School Address 79 Willson Street, Salem, MA - 01970

Submission Date 3/10/2025

Statement of Interest (“SOI”) CERTIFICATION

To be eligible to submit an SOI, a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the “DESE”) and that the school for which the SOI is being submitted does not solely serve the district’s Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the “Vote” tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead. Please note that meeting minutes are NOT required to be uploaded to the “Vote” tab.
- The district hereby acknowledges that this SOI submission will not be considered complete unless all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected is uploaded as part of the SOI submission. If Statutory Priority 1 is selected, the district’s SOI will not be considered complete unless the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system is uploaded as part of the SOI submission. If Statutory Priority 3 is selected, the district’s SOI will not be considered complete unless the district provides a summary of the accreditation

report focused on the deficiencies as stated in this SOI as part of the SOI submission. The documentation noted above must be uploaded as part of the SOI submission.

ADDITIONAL INFORMATION: In addition to the information required above, the district may also elect to provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. Any supplemental material a district elects to submit with the SOI must be uploaded in the SOI system. Hard copies will no longer be accepted.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Salem

District Contact Elizabeth Golden Title: Director of Projects TEL: (978) 265-4060

Name of School Horace Mann Laboratory

School Address 79 Willson Street, Salem, MA - 01970

Submission Date 3/10/2025

Note

SOI Program: Accelerated Repair
Potential Project Scope: Accelerated Repair
Roof
Other (8)

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollment.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. **At no time**

shall a district have more than one prioritized SOI on file with the MSBA.**Is this SOI the District Priority SOI?** No**School name of the District Priority SOI:** Salem High**Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District?** Yes**If "YES", please provide the following:****Facilities Plan Date:** 12/31/2019**Planning Firm:** Russo Barr Associates**Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:**

The summary of services provided by Russo Barr Associates included performing a review of the referenced initial reports (prepared by EMG Dude Solutions); conducting visual inspections of the existing roofing conditions; make recommendations to prioritize and develop a capital plan for replacement and repair; and develop an annual maintenance and inspection program recommended funding level. The recommendations include annual budgets for small repairs and maintenance, and capital needs recommendations for the next 5 years. This report contains roofing system descriptions, conditions, corrective recommendations, construction cost estimates, and photo documentation.

The roof area of the entire Horace Mann Laboratory School building is approximately 47,720± square feet (SF).

Has an energy and/or decarbonization study been completed within the past five years that includes facility goals for this building or all buildings in the District? Yes**If "YES", please provide the following:****Energy / Decarbonization Study Date:** 9/24/2024**Study Firm:** Ameresco/B2Q

Please provide a brief summary of the study(ies) including its goals and how the school facility that is the subject of this SOI fits into that plan: Currently, the City has completed (2) energy studies and (1) electrification study is currently in progress, all which incorporated Horace Mann. An Investment Grade Audit of all City and Salem Public School buildings was performed in 2023. A Decarbonization Roadmap for all major City and Salem Public School buildings was completed in 2024. A Comprehensive Building Assessment, which includes options for full building electrification will begin in March 2025 and is expected to be complete by the end of April 2025. Study Firm: Ameresco completed the Investment Grade Audit as part of the City's energy performance contract. PowerOptions completed the Decarbonization Roadmap as part of a Technical Assistance grant offered by the Department of Energy Resources. RISE on behalf of National Grid will complete the Comprehensive Building Assessment. Ameresco conducted the Investment Grade Audit to identify energy saving measures which were incorporated into a selection sheet of potential projects, Ameresco worked with the City to identify viable projects and develop the final Investment Grade Audit deliverable outlining a phased approach for potential project completion. Several measures were identified for Horace Mann including envelope upgrades which were completed in 2024, along with building controls upgrades and LED lighting which are projected to be completed in 2025 and 2026. As part of the City's application to the Department of Energy Resources Climate Leaders Certification, the City was required to develop a decarbonization roadmap. The City applied for and was awarded technical assistance from PowerOptions in order to complete this requirement. PowerOptions analyzed existing conditions and energy data to create the roadmap for all major City and Salem Public School buildings including Horace Mann. The roadmap outlines planned capital projects along with potential electrification measures that aim to achieve full decarbonization by 2050. The City is utilizing the roadmap to help inform planning decisions for when to start electrification projects at Horace Mann. National Grid procured RISE to complete a Comprehensive Building Assessment of Horace Mann in an effort to determine the most efficient pathway towards achieving full building electrification. Kick-off planning is scheduled for March, with a final report expected to be complete by the end of April 2025.

Does the District have a dedicated sustainability officer or energy manager, employed either by the school department and/or the City/Town? Yes

If "YES", please describe

Neal Duffy, Director Sustainability and Resiliency, and Mary O’Neil, Energy Manager, cover all municipal buildings including schools. Zissis Alepakis, Director of Buildings and Grounds for Salem Schools, manages on-site operations. Collectively these three individuals work on sustainability, resiliency and energy in schools.

Does the District monitor energy usage at each of its facilities and/or work with local utilities to understand potential areas for improvement? Yes

If "YES", please describe.

Salem participates in the Community Solutions Program with National Grid, the local utility. There are monthly meetings with the City and National Grid to review energy usage, set goals for energy reduction, and devise tactical ways to advance these goals through developing project funding and stacking incentives. The City also received its designation as a Green Community from the Department of Energy Resources in 2010 and has been required to remit annual energy usage reports for all municipal operations to maintain its designation status.

Does the District’s transportation services currently include electric buses or does the District plan to switch to electric buses? No

If "YES", please describe.

The District does not currently utilize electric buses. However, as part of a cooperative grant with Van Pool Transportation, the District was awarded \$2.6 million dollars for 13 electric buses through the Environmental Protection Agency’s Clean School Bus Program. Progress towards receiving this award has been frozen and the future of the program is currently unknown.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

Does Not Apply

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

The City of Salem uses a comprehensive process to develop a five year capital improvement plan that is updated annually during the annual budget process. The City of Salem also can consider capital requests during the fiscal year after the budget has been approved. The annual CIP plan is developed by the Mayor, Finance, and Departments and submitted to the City Council in May. The CIP plan requires two passages for authorization, typically done in June. For school capital improvements, those are first approved by the City Council, and then submitted to the City as part of the budget. Any capital project approved after the FY budget requiring bonds will also require 2 Council votes.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

The original building was built in 2001 and is 99,500 square feet and three stories high. The building includes 77 total rooms: 31 classrooms, 17 specialty areas and 29 support facilities (i.e. gymnasium, cafeteria, music area, art room and science lab). The heating source is natural gas and the cooling source is an air cooled mechanical chiller.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 99500
Modular Units Square Footage 0

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site (e.g. wetlands, easements etc.). Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Horace Mann Laboratory School is located at 79 Willson Street Salem MA 01970. This building is located on a 2 acre lot with no known conditions that would impact a potential project. It is located on the Salem High School campus with Old Salem Greens Golf course on the east side. There are no other buildings, public or private that share this property with the Horace Mann Laboratory School.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The building envelope consists of framing with steel columns and beams with concrete masonry units and brick veneer.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY)
Description of Last Major Repair or Replacement:

Total Roof Square Footage 47720

Age of Oldest Roof Section 24

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 47720

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)

This school building has a roof area of 47,720 square feet of mechanically attached .045 EPDM roofing and standing seam metal panels. The roof system had a 15 year warranty effective on 09/08/2001. The manufacturer warranty expired on 09/08/2016.

Age of Section (number of years since the Roof was installed or replaced) 24

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof repairs over the past five years incurred an approximate cost of \$2500.

Total Window Count 150

Age of Oldest Window Section 24

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

ELECTRICAL SYSTEMS: Please provide a detailed description of the current electrical systems, including system age(s), and any known problems or existing conditions (maximum of 5000 characters).

The electrical system 24 years old; our main service size 1600 amps with 480 volts and 3 phases; the main distribution system was rated fair in 2018.

MECHANICAL HEATING SYSTEMS: Please provide a detailed description of the current mechanical heating systems, including system age(s), and any known problems or existing conditions. Please describe the current heat system source (i.e. natural gas, propane, fuel oil, electric resistance, air source heat pump, ground source heat pump, other) and describe the current heat distribution (i.e. air handling units, fan coil units/cabinet heaters, unit ventilators, fuel furnaces, variable refrigerant flow (VRF), air source split systems or mini-splits, packaged rooftop units, water source heat pumps, fin tube/baseboard, radiant panels/beams, air displacement, other) (maximum of 5000 characters).

The current mechanical system at Horace Mann 24 years old. The mechanical heating system includes 11 rooftop units ranging 15-40 tons; 2 natural gas fired cast iron boilers; the distribution system is a 2 pipe system with approximately 50 VAV boxes and 40 unit ventilators ranging from 200-4000 CFM; the HVAC controls have failed and are being replaced in the Summer of 2025. All components are past their useful life. In addition, we have numerous rooftop units with failed components and the digital display units are obsolete.

MECHANICAL COOLING SYSTEMS: Please provide a detailed description of the current mechanical cooling systems, including system age(s), and any known problems or existing conditions. Describe the current cooling system source (i.e. air-cooled chiller, water-cooled chiller, mini-splits/DX, ground source heat pump, other, none) and describe the current cooling distribution (i.e. air handling units or rooftop units, fan coil units, unit ventilators, chilled beams, variable refrigerant flow (VRF), packaged rooftop units, water source heat pumps, air displacement, other, none) (maximum of 5000 characters).

The current mechanical cooling system is 24 years old. The system consists of 1 air cool chiller at 175 tons. All of the system components are past their useful life. In addition, we have numerous rooftop units with failed components and parts are obsolete.

Total Building Boilers 2

Boiler Section Boiler 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the Building? YES

What percentage of the Building is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 24

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler 1 has not had any repairs. Repairs include replacing 7 cast iron sections Boiler 2.

Boiler Section Boiler 2

Is the District seeking replacement of the Boiler? YES
Is there more than one boiler room in the Building? YES
What percentage of the Building is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
 Natural Gas
Age of Boiler (number of years since the Boiler was installed or replaced) 24
Description of repairs, if applicable, in the last three years. Include year of repair:
 Boiler 1 has not had any repairs. Repairs include replacing 7 cast iron sections Boiler 2.

What percentage of the building is mechanically ventilated? 100%

What percentage of the building has mechanical cooling (not temporary or transportable i.e. window units)? 100%

Has there been a Major Replacement of the HVAC SYSTEM? NO
Year of Last Major Replacement:(YYYY)
Description of Last Major Replacement:

Amperage of the main breaker 1201-1600

Voltage of the main breaker 480/277 three phase

Phase of the main breaker Three Phase

Has there been a Major Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO
Year of Last Major Replacement:(YYYY)
Description of Last Major Replacement:

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The building interior includes a combination of flooring including ceramic tile, carpet, and a majority of VCT (vinyl) throughout the building. The gym consists of all purpose rubber flooring which is past its useful life. The ceiling consists of grid type ceiling tiles 2x4 and 2x2 and the gym has an open ceiling. As of 2025 the lighting was updated to LED lighting. The finishes are painted drywall throughout the building.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

The Horace Mann Laboratory School serves 302 students in grades PK-5. Being a laboratory school means that our students benefit from a robust educational collaboration in which Salem State professors inform and support our instructional practices and engage our faculty and students on meaningful learning experiences within our local communities. Junior, Senior and Fellow Salem State University students are regularly placed in classrooms to observe and to gain direct classroom experience from our teachers. We are striving to leverage this partnership to elevate our faculty’s teaching abilities and to create a bridge between theory and practice that can inform and enhance the field of education and SSU’s teaching programs. Furthermore, being a lab school enhances our students’ opportunities to engage in real learning within our communities. The Horace Mann Laboratory School includes 77 total rooms: 31 classrooms, 17 specialty areas, and 29 support facilities. A classroom size is 750 square feet. The cafeteria is 2709 square feet. The gymnasium is 6125 square feet and the library is 1586 square feet. The science lab is 821 square feet and the art room is 957 square feet.

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 302

CURRENT GRADES SERVED AT SOI FACILITY: PreK,K,1,2,3,4,5

SCHOOL TYPE: N/A

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The original design capacity is 639 and the current enrollment is 302 which is the equivalent to 47% utilization.

Is there overcrowding at the school facility? NO

If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 20

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee

The ratio is a class size policy adopted by the School Committee.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 20

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district’s current maintenance practices within the past five years, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

During the 2017-2018 school year, the City of Salem and the Salem Public Schools engaged in a facility condition assessment and planning process. The assessment led to the development of a preventative maintenance plan, the implementation of a work order system, and the foundations of a capital plan that was established at the start of the 2020-2021 school year. Annually, the Director of Building and Grounds and the Assistant Superintendent of Finance and Operations review the 2018 Facilities Assessment. This information, along with monthly walk through inspections, is used to gather an understanding of which facilities tasks need to be prioritized. We utilize the 2018 baseline, and the monthly data gathering, to build our annual capital request to the School Committee and City of Salem. Regular facilities inspections are conducted for elevators, fire alarms/codes, HVAC (boilers/chillers), asbestos, and air filters. Inspections are conducted by maintenance staff/vendors. All inspections (monthly, bi-monthly, and/or annually) are documented in Operations Hero, our workflow management system. The district utilizes Operations Hero to track planned and unplanned maintenance. The system has been updated to track all needed preventative maintenance, and is used by school principals and administrators to report maintenance needs. Those reports are tracked by the Director of Buildings & Grounds and are assigned based on urgency.

Please indicate if the District’s annual budget includes training for its maintenance staff. YES

If "YES", please describe.

Maintenance staff training includes completion of all required SPS trainings; 2 day asbestos awareness training; OSHA 10 training for day custodians; and general cleaning training.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

According to the Roofing Assessment Report (12/31/19) conducted in November 2019 by Russo Barr Associates, Inc., the overall condition of the roof at Horace Mann Laboratory School was in "overall poor condition consistent with the age of the roof." The report highlighted the following concerns:

- Various EPDM patches, seams and sealants are failing.
- The metal edge seams have insufficient or failing seam flashing at some areas.
- Membrane is stretched over an abandoned curb with several holes found in the corners. The areas were marked with pink spray paint.
- There are several areas where insulation boards have become detached, shifted and are overlapping adjacent boards.
- Sealant joints at the skylight tie-in to wall appear to be failing.
- Overall the roof areas are in very poor condition consistent with the age of the roof. There are multiple suspected areas of wet insulation. The insulation is spongy and soft when walking on the roof, indicative of underlying wet rigid board roof insulation. Roof replacement is of higher priority due to numerous roof leaks. The recommendation included preventive maintenance work be performed in an effort to maintain these roof areas until roof replacement work is implemented. A roof replacement of the EPDM roof areas utilizing "tear-off" method and skylights replacement should be scheduled for year 2020.

The HVAC system is past its' useful life at over 24 years old. The components are failing and/or obsolete.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The district has taken the following measures:

- Annual roof inspections conducted along with annual maintenance
- Over the last 5 years the district has spent approximately \$2500 repairing the roof (patchwork)
- In 2022 the roof had 6 active leaks and 25 open penetrations
- HVAC cooling and heating controls will be replaced during Summer 2025

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The roof leaks continue to impact the learning environment at the Horace Mann Laboratory School. Multiple roof leaks and the ponding of water allow water infiltration into the educational spaces within the school including classrooms, the gym and the cafeteria. The water leaks cause damage to equipment and supplies. The leaks damage the floors and make some hallways hazardous during student transitions. It is also necessary to take classrooms offline due to water infiltration.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

By addressing the deficiencies of the roof and HVAC systems at the Horace Mann Laboratory School, the district will be able to prolong the life of this building. This will ensure that students and staff feel safe and able to focus on their academic priorities and progress. Correcting the deficiencies of the HVAC system and the roof as well as maintaining both going forward will allow the district to protect and prolong the investments that have been and will continue to be made at the Horace Mann Laboratory School. Addressing these vital building needs will also help us reach our decarbonization goals.

If not located elsewhere in this SOI, please also provide the following information:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Russo Barr Associates, Inc. provided a Roofing Assessment Report (December 31, 2019) of all roofs in the Salem Public Schools district including the Horace Mann Laboratory School.

The date of the inspection: 12/19/2019

A summary of the findings (maximum of 5000 characters):

Overall the roof areas are in poor to fair condition consistent with the age of the roof. There are multiple suspected areas of wet insulation. The insulation is spongy and soft when walking on the roof, indicative of underlying wet rigid board roof insulation. Roof replacement is of higher priority due to numerous roof leaks.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * School Committee Chair Superintendent of Schools

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

SOI VOTE REQUIREMENTS:

- Current vote documentation is required with all SOI submissions.
- All required vote documentation must be uploaded in the SOI system in order to submit an SOI.
- Vote documentation should be in the format set forth below under “FORM OF VOTE”.

Cities and Towns must submit the following vote documentation:

1. Vote of the municipal governing body (i.e. City Council/Board of Aldermen/Board of Selectmen/equivalent governing body) authorizing the Superintendent of Schools to submit the SOI.
2. Vote of the School Committee authorizing the Superintendent of Schools to submit the SOI.

Regional School Districts must submit the following vote documentation:

1. Vote of the Regional School Committee authorizing the Superintendent of Schools to submit the SOI.

FORM OF VOTE:

Please use the text below to prepare the required votes for the municipal governing body and the school committee.

Resolved: Having convened in an open meeting on March 17, 2025 prior to the SOI submission closing date, the School Committee of Salem, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated March 21, 2025 for the Horace Mann Laboratory School, 79 Willson Street Salem, MA - 01970 which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future: replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility (*Priority 5*).

The HVAC system at the Horace Mann Laboratory School includes two (2) gas-fired boilers, one (1) chiller, eleven (11) roof top units and multiple unit ventilators throughout the building. Both boilers have had extensive repairs, and all rooftop digital display screens are obsolete (McQuay Rooftop Units). The roof at the Horace Mann Laboratory School is over 23 years old and is in very poor condition. There are multiple areas of wet insulation which is noticeably spongy and soft when walking on the roof. Replacement is of the highest priority due to numerous roof leaks; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City of Salem to filing an application for funding with the Massachusetts School Building Authority.

***Please be sure that the priorities in the vote match the priorities for which the SOI will be submitted.**

DOCUMENTATION OF VOTE:

Documentation of each vote **must be uploaded separately** as follows:

1. For the vote of the City Council/Board of Aldermen/Board of Selectmen/equivalent governing body, a certification, including a copy of the text of the vote that was taken, must be submitted on letterhead **with the City/Town seal and signed by the City/Town Clerk**, with the date that the vote was taken.

2. For the vote of the School Committee, a certification, including a copy of the text of the vote that was taken, must be submitted on school committee letterhead, **signed by the Chair of the School Committee**, with the date that the vote was taken.

AGREEMENT
BY AND BETWEEN
THE SALEM SCHOOL DEPARTMENT
AND
Mary Kate Carbone

This agreement entered into by the Salem School Department (hereinafter “the District”) with **Mary Kate Carbone of 3 Pickman Rd., Beverly, MA 01915** (hereinafter “the Deputy Superintendent”), as the Deputy Superintendent.

In consideration of the promises herein contained, the parties hereto mutually agree as follows:

Section 1. Appointment and Term

The District does hereby employ Mary Kate Carbone to serve as Deputy Superintendent for a term commencing on **July 1, 2024** and terminating on **June 30, 2027**.

Section 2. Duties and Responsibilities

The Deputy Superintendent, subject to the supervision and direction of the Superintendent, shall perform faithfully to the best of her ability, the duties of Deputy Superintendent.

The duties and responsibilities of said position shall include but not be limited to those duties and responsibilities as prescribed by Massachusetts General Laws, Chapter 71, as amended by chapter 71 of the Acts of 1993 as well as the attached job posting. In addition said duties and responsibilities shall include those that the Superintendent may from time to time, assign to the Deputy Superintendent. During the term of this agreement, the Deputy Superintendent shall devote her full time, skill, labor and employment to the position, excepting that, with the prior agreement and written approval of the Superintendent, the Deputy Superintendent may undertake other employment which in the sole discretion of the Superintendent is consistent with and will not derogate from the role of Deputy Superintendent.

Section 3. Salary

- A. The Deputy Superintendent shall receive a salary of not less than **\$198,997.60** for the first year of this agreement, which shall be the period commencing **July 1, 2024** and ending **June 30, 2027**. The base salary shall increase between 0-3% annually based on an overall evaluation of proficient or exemplary. The Deputy Superintendent will also be eligible for annual incentives if she meets or surpasses jointly established targets/goals.
- B. The Deputy Supt. shall meet with the Superintendent not later than May 15th to review her compensation for each subsequent year of this agreement. The Deputy Supt.’s compensation shall be set by the Salem School Committee (hereinafter “the Committee”).
- C. During the life of this agreement the Deputy Superintendent’s annual salary shall not be decreased from what it was in the preceding contract year.

Section 4. Certification

The Deputy Superintendent shall furnish and maintain throughout this agreement, a valid certificate qualifying her to act as Superintendent/Deputy Superintendent as required by Massachusetts General Laws, Chapter 71, Section 38G, as most recently amended. In the event said Deputy Superintendent fails to furnish or to maintain such valid certification it is agreed that such failure is "good cause" for the termination of this Agreement and of employment hereunder.

Section 5. Budget Responsibility

During the term of this Agreement, the Deputy Superintendent shall adhere to the provision of Massachusetts General Laws, Chapter 44, Section 31 (Liabilities in Excess of Appropriations), and failure to do so shall be deemed, at the option of the Superintendent, "good cause" for termination of this Agreement.

Section 6. Evaluation

- A. The Superintendent shall annually evaluate the performance of the Deputy Superintendent. The evaluation procedure shall be consistent with Massachusetts General Laws, Chapter 71, Section 38 as amended by Section 40 of Chapter 71 of the Acts of 1993. In addition, the School Committee may require supplemental performance standards, which shall be consistent with the principles of evaluation established by the Board of Education pursuant to Chapter 69, Section IB of the General Laws.
- B. A goal setting conference shall be held by the Superintendent with the Deputy Superintendent no later than October 15th of each year. A mid-year conference to discuss progress toward goals shall be held not later than February 1 of each of the Deputy Superintendent's contract years, and an end of the year conference to discuss formal written evaluation and progress toward goal attainment shall be held no later than June 30 of each contract year of the Deputy Superintendent.

Section 7. Work Year

The work year for this position will be twelve months, commencing July 1st through June 30th, exclusive of Saturdays, Sundays and legal holidays.

Section 8. Work Day

The Deputy Superintendent recognizes that her responsibilities and conduct are not determined by prescribed hours and conditions, and that she will perform the directed and implied duties of her position as determined by the Superintendent and the School Committee, and will expend the time and effort necessary to effectively achieve the goals and purposes of the Salem Public Schools.

Section 9. Performance

The Deputy Superintendent shall satisfactorily fulfill all aspects of this contract. Any exception hereto shall be by mutual agreement between the Deputy Superintendent and the Superintendent, and shall be memorialized in writing.

Section 10. Other Activities

The Deputy Superintendent may accept speaking, writing, lecturing, or other engagements of a professional nature, provided (a) they do not derogate from her duties as Deputy Superintendent and (b) the Deputy Superintendent has received prior approval of the Superintendent to undertake such engagements.

Section 11. Paid Leave

- A. The Deputy Superintendent shall receive twenty (20) sick days per year, which shall be cumulative year to year. The full 20 days of paid sick leave shall be available to the Deputy Superintendent effective with the commencement of this contract.
- B. The Deputy Superintendent shall receive five (5) personal days per year, which may not be carried into the next year.

- C. The Deputy Superintendent shall be entitled to twenty-five (25) days of vacation in each year of this agreement. Said vacation leave shall be taken with the prior formal approval of the Superintendent. Up to ten (10) vacation days may be carried over each year not to exceed a total of thirty-five (35) days for use in a given contract year.

Section 12. Family & Medical Leave Act of 1993.

Nothing provided for or set forth herein shall be understood to limit or in any way interfere with rights the Deputy Superintendent may have under the Family & Medical Leave Act of 1993, or any other applicable state or federal statute. It is understood to the extent possible, should the Deputy Superintendent develop and/or experience significant medical difficulties during the first two years of employment that the district will provide you with coverage for the extent allowable by law that is not covered by insurance.

Section 13. Bereavement Leave

The Deputy Superintendent shall be granted leave without loss of pay in the event of a death. Such leave shall be up to five (5) workdays for any death in the Deputy Superintendent's immediate family. For the purposes of this paragraph, "immediate family" shall mean and include, parent, sibling, spouse, child, grandparent, grandchild, or any permanent member of the Deputy Superintendent's household. The Deputy Superintendent shall be granted three (3) days without loss of pay for the death of a mother-in-law, father-in-law, sister-in-law, or brother-in-law. The Deputy Superintendent shall be granted one (1) day of leave without loss of pay for the death of an uncle, aunt, niece, or nephew. It is further understood that step relations are covered by this paragraph.

Section 14. Unpaid Leave

Upon the written request of the Deputy Superintendent the Superintendent may, solely at her/his discretion, grant unpaid leave to the Deputy Superintendent. The amount of such leave shall be solely determined by the Superintendent. The Superintendent's disposition of such a request shall be final, and shall not be subject to appeal by the Deputy Superintendent.

Section 15. Court Appearances.

Any appearance made by the Deputy Superintendent in a court of the Commonwealth, or at any other legal proceeding, as a result of his official position with the Salem Public Schools, when such appearance shall be made either pursuant to a duly issued subpoena or at the direction of the Superintendent, shall be deemed work time, and shall therefore not be charged to any other paid leave provided under this Agreement. A court appearance by the Deputy Superintendent in any other matter shall be deemed personal business.

Section 16. Health, Life & Disability Insurance

The Deputy Superintendent shall be eligible for such health and other insurance coverage as is available to other non-bargaining unit administrators in the Salem Public Schools. The cost of such insurance to the Deputy Superintendent shall be consistent with the cost of said insurance to other non-bargaining unit administrators in the Salem Public Schools.

Section 17. Travel

The Deputy Superintendent shall be entitled to attend conferences every year, up to a total of \$1,000 reimbursement, commencing in year one of this contract. Travel outside the City of Salem for business purposes shall be reimbursed at the rate established by the City of Salem.

Section 18. Professional Membership

The Deputy Superintendent shall be entitled to have professional membership dues and/or professional subscriptions paid annually up to \$1,000.00 per year for each year of this contract.

Section 19. Discharge

During the term of this agreement the Deputy Superintendent shall be subject to discharge for good cause. “Good cause” as used here shall mean any grounds put forth by the Superintendent that are rationally related to the Salem Public Schools’ effective operation, and that are not arbitrary, irrational, unreasonable, or in bad faith. However, termination of employment because of the expiration of this Agreement shall not be considered dismissal for the purposes of General Laws, Chapter 71, Section 41. If it is so deemed to be a dismissal, then the parties agree that termination of employment as a result of the expiration of this Agreement is “good cause” under said Chapter 71, Section 41.

Within thirty (30) calendar days after the vote of the Committee to discharge the Deputy Superintendent, she may seek review of such action by filing a request for arbitration with the American Arbitration Association. The arbitration shall be conducted in accordance with the Voluntary Labor Arbitration Rules of the American Arbitration Association. The arbitrator shall issue his written decision within thirty (30) calendar days from the date of the close of hearing. The remedial authority of the arbitrator shall be limited to an award of back pay damages for the balance of the contract year after the discharge date and shall not include authority to reinstate the Deputy Superintendent. The expense and fees of the arbitration proceeding shall be borne equally between the parties.

Section 20. Resignation

In the event that the Deputy Superintendent desires to terminate this agreement before its expiration, she is required to give the Superintendent of Schools written notice to terminate at least ninety (90) days or a period that is mutually agreed upon prior to vacating the position.

Section 21. Dispute Resolution

Dispute resolution is limited to the statutory protections provided in Massachusetts General Laws, Chapter 71, providing for arbitration only in cases of demotion or discharge.

Section 22. Committee Protection

The Superintendent and the Committee and the Deputy Superintendent agree that the several individual members of the Committee shall not be sued personally for any alleged violation of the terms and conditions of this Agreement. Further, it is agreed that no claim shall be made against an individual member of the Committee in his/his personal capacity for any alleged violation of this Agreement.

Section 23. Indemnification

The parties hereto understand and acknowledge that their duties and responsibilities in the event of a legal proceeding brought against the Deputy Superintendent individually or in his/her capacity as an agent or employee of the Salem Public Schools shall be governed by the provisions of Chapter 258 of the General Laws.

Section 24. Entire Agreement

This Agreement embodies the whole Agreement between the Salem School Department and the Deputy Superintendent and there are no inducements, promises, terms, conditions, or obligations made or entered into by any party of this Agreement than those contained herein. This Agreement may not be altered, amended or modified, except in writing, signed by the Superintendent and the Deputy Superintendent with approval of the

School Committee. If any part or provision of this agreement is invalid, it shall not affect the remainder of said Agreement, but said remainder shall be binding and effective against both parties.

Section 25. Severability

It is understood and agreed by the parties that if any part, term or provision of this Agreement is held by the courts to be illegal or in conflict with any law of the Commonwealth of Massachusetts, the validity of the remaining portions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the contract did not contain the particular part, term, or provisions held to be invalid.

In Witness Whereof, the parties have hereunto signed and sealed this Agreement in duplicate, this ____ day of _____, 2025.

FOR THE SALEM SCHOOL COMMITTEE

FOR THE DEPUTY SUPERINTENDENT

Dominick Pangallo, Chairperson

Mary Kate Carbone

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