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"

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on June 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/85430954596?pwd=eKV5QFBd2GGj7cUQ4ggGNcHL28fQzz.1
Passcode: 091814

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 June 2, 2025
2. Approval of Field Trip for Salem High School (SHS), Marine Corps JROTC Summer Leadership Camp held at Camp Edwards, Joint Base Cape Cod, 1 Connery Ave, Buzzards Bay, MA from June 30 - July 3, 2025
3. Donation for Transportation
4. Donation from Salem State University for Teacher Stipends
5. Approval of FY25 Warrants:
    1. 06/05/2025 - $460,301.10
    2. 06/12/2025 - $692,254.64

5. Student Representative Report

6. Superintendent's Report

1. Recognition of Retirees
2. Recognition of Student Representative
3. Summer Work Projects
4. Massachusetts School Building Authority (MSBA) Update
5. Finance and Operations Report
    1. Budget Transfer Requests

7. Subcommittee Reports

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

8. Motions and Resolutions

1. Education Program for Submission to MSBAfor New Salem High School Project
2. Policy 3204: Lease and Rental of School Facilities - Third Reading
3. Policy 6402: Time and Location of School Committee Meetings - 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

"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 junio, 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/85430954596?pwd=eKV5QFBd2GGj7cUQ4ggGNcHL28fQzz.1
Passcode:**091814**

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 2 de junio de 2025
2. Aprobación de excursión para Salem High School (SHS), Marine Corps JROTC Campamento de Liderazgo de verano celebrado en Camp Edwards, Base Conjunta de Cape Cod, 1 Connery Ave, Buzzards Bay, MA del 30 de junio al 3 de julio de 2025
3. Donación para transporte
4. Donación de la Universidad Estatal de Salem para estipendios de maestros
5. Aprobación de las órdenes de pago para el año fiscal 25:
    1. 5-jun-2025 - $460,301.10
    2. 12-jun-2025 - $692,254.64

5. Informe del representante estudiantil

6. Informe del Superintendente

1. Reconocimiento a los jubilados
2. Reconocimiento del representante de los estudiantes
3. Proyectos de trabajo de verano
4. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
5. Informe financiero y operativo
    1. Solicitudes de transferencia presupuestaria

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. Programa de Educación para la Presentación a MSBA para el projecto de la nueva escuela secundaria de Salem
2. Política 3204: Arrendamiento y alquiler de instalaciones escolares - Tercera lectura
3. Política 6402: Hora y lugar de las reuniones del Comité Escolar - 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, June 2, 2025
Rm. 227, 29 Highland Ave.
Hybrid Meeting

Members Present:	Mayor Dominick Pangallo, Vice Chair Cruz, Amanda Campbell, Beth Anne Cornell, AJ Hoffman and Veronica Miranda
Others in Attendance:	Superintendent Stephen Zrike and Assistant Superintendent Pauley
Members Absent:	Mary Manning

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

Public Comment
Ann Berman, Salem Teachers Union (STU) President
Ms. Berman announced the recipients of the STU scholarships for 2024-2025. Four $1,00 scholarships were presented to four Salem High School students, Marangela Diaz, Linus Owen, Mark Qualkenbush and Isaiah Roger Romero. To qualify for the scholarship, the students had to take theAFL-CIO (American Federation of Labor - Congress of Industrial Organizations) labor exam and the top four scorers for Salem earned the scholarships from the STU. Nine students from Salem took the exam this year. Ms. Berman thanked the members of the public who purchased raffle tickets to support the fundraising for the program. Ms. Berman also thanked Ms. Lori Marenda, Salem High School (SHS) teacher for overseeing this process at the high school.

Pastor Richard Hyatt, House of Promise Church
Pastor Hyatt said that the church presents similar services to the students as the schools which includes having an opportunity or outlet to express themselves and looking for the best interest of the students. Pastor Hyatt said that when he found out that the church might not be able to rent spaces at the school in the future, he wanted to express that both parties are united in what they want to do for students, even if their beliefs are different.

Pastor Kendra Key, Calvary Christian Church

Pastor Key said she was a past Salem resident and that her church currently meets at the Salem High School. The Calvary Christian Church which is located in Lynnfield is hoping to launch a campus in Salem in the fall. Pastor Key said that they hope to be at the high school because although they looked at other rental places, this facility would present a good partnership. They are interested in buying a sound system and light system for the auditorium. Pastor Key hoped that the School Committee would reconsider before making the proposed change to the rental policy.

Pastor Alisia Depena, Salem Resident
Pastor Depena said that there is a common goal which is to serve the children and to give them other options. Pastor Depena requested the School Committee to reconsider their decision.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on May 19, 2025
2. Approval of Music Department Field Trip to Canobie Lake Park, Salem, NH for Salem High School students on June 20, 2025
3. Approval of Field Trip to Walt Disney World, Orlando, Florida for Salem High School Golf Team from August 21-25, 2025
4. Approval of FY25 Warrants:
    1. 05/22/2025 - $850,833.39
    2. 05/29/2025 - $728,702.37

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

Student Representative Report

Student Representative Qualkenbush was not present at the meeting. Superintendent Zrike provided an update about the Student Advisory Group that held their last meeting at the New Liberty Innovation School (NLIS) earlier in the day. Superintendent Zrike said that the students at NLIS were excellent hosts. There were speeches from students who wanted to be considered for the position of Chair and Vice-Chair of the group for next year. Voting will take place in the next few weeks. The students selected an NLIS student, Nevin LeBron, to serve as the Vice-Chair. The group is still trying to get Salem Prep students to join. There are 15 returning students for next year and the group wants to open it up to incoming freshmen. They are very interested in supporting newcomer students, wanting more flexibility during lunch periods and discussions about yondr pouches. Superintendent Zrike added that the students wanted the opportunities that exist at each campus are available to all students.

Superintendent's Report

Superintendent Zrike announced that the baseball team won the playoff game 11 to 1 over Manchester Essex earlier in the day. On the next day, a few girls flag football games would be taking place. Graduations have been scheduled for the week as well. A forum on the new high school building will be held on Tuesday, June 3rd.

1. Civics Action Presentation from Saltonstall 8th Graders

Superintendent Zrike introduced Ms. Jahl and her 8th Grade students from Saltonstall to present their Civics Action Project. They had presented their project to Superintendent Zrike a week earlier. Superintendent Zrike continued that the School Committee should hear about the project and the proposed solution because it will take more than just the Superintendent to bring it to fruition. Ms. Jahl's students proceeded to give their presentation on how Career and Technical Education (CTE) can help with food insecurity in Salem.

Vice Chair Cruz commented that this is the largest student advocacy project to come before the School Committee. Vice Chair Cruz questioned why other community based organizations have not done hot meals for the unhoused population. The students replied that most of their kitchens are not health inspected and certified to provide hot meals. Member Campbell said that this is one of the more creative solutions that has been proposed. Member Cornell commented that next year when the students are in Salem High School, they would have a better opportunity to influence what is happening in the culinary spaces. Mayor Pangallo said that the need for meals is more significant now with the rising cost of housing and federal cuts that are beginning to impact food prices. Mayor Pangallo hoped that the students will continue with this idea in the high school and added that there is a Food Security Coordinator and a Housing Stability Coordinator in the city who can work with the students. Superintendent Zrike said that there are many opportunities for the students to get involved in youth leadership and wanted the students to get involved next year in the high schools.

2. Discussion of Current Leases

Assistant Superintendent Pauley provided more information about the current and expired leases in the Salem Public Schools for Angela's Daycare, Boys & Girls Club, YMCA, LEAP for Education and Pathways for Children.

Superintendent Zrike said that the School Committee has not previously been involved with lease approval but these will be going to the School Committee for approval in the future. Superintendent Zrike continued that the district controls a lot of the space utilization and is not bound to any long-term relationships. Superintendent Zrike mentioned that the lessees are valued partners and run important programming for the students.

In response to Vice Chair Cruz, Superintendent Zrike said that the lessees have been working with the various departments in the schools but that they could be monitored more closely. Superintendent Zrike added that the conversation about space utilization across the district needs to take place before leases are renewed. Assistant Superintendent Pauley commented that all the lessees make payments in a timely manner. Vice Chair Cruz inquired about the fair market value for leases and rentals. Mayor Pangallo agreed that the district needs to be more consistent with the rates and equitable between all the different partners. Mayor Pangallo said that if these partners are not in the schools anymore in the future because of space utilization needs, they

need support in finding the next step. Mayor Pangallo requested data on how many staff or students take advantage of the services provided by Angela's Daycare. Superintendent Zrike said that Angela's Daycare provides scholarships for Salem High School students. In response to Mayor Pangallo, Superintendent Zrike said that LEAP for Education would be interested in renewing their lease.

In response to Vice Chair Cruz about the lease process, Superintendent Zrike said that it should go through the Building and Grounds Subcommittee for a draft which would be brought to the School Committee. The lessees could be invited to the subcommittee meeting if the members had questions. Member Miranda who is the Chair of the Building and Grounds Subcommittee said she would be interested in hearing more about the information sought and would be happy to meet with partners.

Vice Chair Cruz made a motion to refer all matters related to long-term leases to the Building and Grounds Subcommittee. Member Campbell seconded and it was so VOTED. Motion passed unanimously.

Member Cornell noted that Policy 3204 which is due for second reading states that the Superintendent in concert with the Building and Grounds Subcommittee would review any leases for durations of less than six months.

3. Massachusetts School Building Authority (MSBA) Update

Superintendent Zrike said that a forum on the new high school building design and timeline will be held on Tuesday, June 3rd. The Salem High School Building Committee will be having two more meetings on the 12th and 18th of June.

4. Finance and Operations Report

There was no report.

<u>Subcommittee Reports</u>

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. **School Committee Regular Session Meeting Schedule for 2025-2026**
Vice Chair Cruz made a motion to approve the School Committee Regular Session Meeting Schedule for 2025-2026 . Member Cornell seconded and it was so VOTED. Motion passed unanimously.

2. **Letter in Support of H. 3905 - An Act Authorizing the City of Salem to Employ Automated Enforcement of Speed Limit Violations in Designated School Zones within the City of SalemTransfer Request**
Mayor Pangallo said that this was the home rule petition passed by the City Council earlier in the year. It is the fourth time that they passed it and sent it to legislature. It is going before the Joint Committee on Transportation on June 3rd. Mayor Pangallo continued that this is an authorization to submit a letter drafted by Member Cornell. Member Cornell said she used the Mayor's letter in support as a model and made it more specific to the work that has been done in the past year, particularly in regard to the cameras on buses.

   Member Cornell made a motion to approve the letter. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

   Vice Chair Cruz invited School Committee members who may want to testify in person in Boston.

3. **Policy 3204: Lease and Rental of School Facilities - Second Reading**
Member Cornell said that she appreciated the work of the pastors and churches. Member Cornell added that it is the responsibility of the School Committee to represent all public schools students and families who have the expectation that the work of churches remain separate from the work of Salem Public Schools. Even if the work is happening after school hours, the broader Salem Public Schools community is in the buildings after school and on weekends. Member Cornell said that the School Committee has tried to be really consistent with regard to not recognizing religious holidays or celebrations in school, and this brings it into alignment with a more consistent perspective with regard to policies around religious-based organizations, celebrations and holidays in the schools.

   Member Cornell continued that this is a good opportunity for churches and pastors to get some guidance from the City around possible alternative venues because they do a lot of great work for the students in Salem. The Mayor's and the City's recommitment to the Children's Alliance underscores the fact that the City is invested in making sure that there are partnerships with all who are serving children.

Member Cornell made a motion to approve Policy 3204: Lease and Rental of School Facilities for second reading. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

4. **Policy 6402: Time and Location of School Committee Meetings - Second Reading**
Member Cornell made a motion to approve Policy 6402: Time and Location of School Committee Meetings for second reading. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Announcements

Superintendent Zrike announced that there may be a change in the 2025-2026 School Committee meeting dates because of observances. Superintendent Zrike added that on Wednesday, June 11, the baseball team will be playing in Hyannis and New Liberty Innovation will be having their graduation. Member Miranda announced that June is PRIDE month and voiced her support for those who identify as LGBTQIA+ . Superintendent Zrike added that the next School Committee meeting will be held on Tuesday, June 17 and with a reception for retirees which will begin at 6:15 pm. Salem Public Schools will be participating in the North Shore PRIDE parade on June 28th at 11:00 am. Superintendent Zrike also stated that he would be forwarding to the School Committee members a speech that was written by a student at the senior solstice last Friday about inclusivity.

Adjournment

Member Miranda made a motion to adjourn at 8:17 pm. Member Campbell seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai
Executive Assistant to the School Committee & Superintendent

United States Marine Corps
Junior Reserve Officers Training Corps
Salem High School
77 Willson Street
Salem Massachusetts 01970

30 May 2025

From: Marine Instructor, Salem High School
To: Corps of Cadets, Salem High School

Subj: SALEM HIGH SCHOOL CADET SUMMER LEADERSHIP CAMP

Ref: MCO 1533.6E

Encl: (1) Liability Waiver Form
(2) Adult Cadet/Chaperone Liability Waiver Form
(3) Massachusetts Military Reservation Liability Releases
(4) Required Gear List

1. **Situation.** The purpose of this Letter of Instruction is to outline the requirements and coordinating instructions for the Salem High School (SHS), Marine Corps JROTC Summer Leadership Camp held at Camp Edwards abord Joint Base Cape Cod, 1 Connery Ave, Buzzards Bay, MA 02542.

2. **Mission.** From 30 June to 3 July 2025 Salem High School will conduct a four-day Summer Leadership Camp. This camp will consist of leadership and military training to include: Confidence Course, Leadership Reaction Course, Physical Fitness, Rappelling, Close order Drill, Marksmanship Training and Qualification, and Leadership & Citizenship Classes led by Military Personnel and Law Enforcement Officers. During this course of training, LEHS MCJROTC will achieve the following objectives:
(1) Provide cadets an opportunity to practice leadership skills in authentic situations and unfamiliar environments.
(2) Allow cadets a chance to participate in citizenship building exercises.
(3) Give cadets the opportunity to experience living and interacting with their peers from other units in a military setting.
(4) Instruct leadership-type skills to MCJROTC cadets in a "hands on" military type environment.
(5) Provide an opportunity to participate in adventure training not normally available to cadets.

3. **Execution.**

a. **Commanders Intent:** SHS MCJROTC Cadets will participate in both mentally and physically challenging environments as well as patriciate in guided discussions and leadership classes. The objective is to develop the leadership skills of cadets in the program in order to prepare them for more challenging leadership

positions. To further develop these skills cadets will serve in key leadership billets throughout the camp which will rotate each training day.

b. **Concept of Operations:**

Arrival Date/Time: 30 June 2025, all cadets are to arrive at SHS NLT 0630 to load equipment. Depart 0730. Arrive 0930, report directly to Confidence Course/Leadership Reaction Course. Cadets will fall-in by platoon and complete training on each course port and starboard by platoon. Upon completion of events cadets will report to barracks and from 1700-2100 conduct Leadership Guided Discussions and Squad Leader Time. Advance Party will secure equipment for Training Areas and check in the barracks. (Objectives Achieved 1-5)

Tuesday: 01 July 2025 from 0800-1600 Rappel Tower/Land Navigation and Close Order Drill. Those not actively participating on the tower will receive instruction in Marksmanship on EST trainers. Upon completion, Platoons will change over. Guided discussions will be provided by National Guard Cadre who will discuss career opportunities, citizenship, and volunteerism in relation to their civilian careers in various fields such as law enforcement, business management and communications. (Objectives Achieved 1-5)

Wednesday: 02 July 2025 from 0800 to 1600 Marksmanship Training on EST and Rifle Qualifications on Air Rifle Range. Concurrently Leadership Seminars by Active Duty Soldiers and Law Enforcement 1700-2100 Leadership Guided Discussions, Squad Leader Time, and Skit Night. (Objectives Achieved 1-5)

Thursday: 03 July 2025 from 0700-0900 Physical Fitness Training. 0900-1200 Artillery Call For Fire Trainer. 1200-1300 Leadership Discussion Out brief. (Objectives Achieved 1-5)

4. **Administration and Logistics.**

a. **Administration:** All consent forms and waivers must be completed and turned in NLT 10 June 2025. Cadet Chain of Command will be used and followed by all Cadets. Key billets will rotate daily. Chaperones and Army National Guard Will serve as supervisors and mentors for all training events.

b. **Logistics:**

(1) **Medical:** Medical and first aid will be provided Army Medic and one civilian paramedic.

(2) **Uniform of the Day:** All Cadets and Instructors will in Woodland Digital Utility Uniform.

(3) **Billeting:** Camp Edwards Barracks.

(4) **Chow:** Will be MREs. Other meals are TBD

5. **Command and Signal.** Cell phones and radios for communicating with range control will be the primary means of communication. Points of contact SgtMaj Sumner 978-430-5473.

6. This LOI is a "draft" and adjustments to the training schedule may change. Any changes will be addressed and cadets notified ASAP.

John W. Sumner
SgtMaj USMC (ret)

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 High School	**Grade Level(s)**	**Date of Request:**	**Date of Field Trip:**	
Trip Planner	John W. Sumner, SgtMaj	9-12	30 May 2025	30 June 2025 to 7/3/25	
Contact Info	***Phone:*** 978-430-5473		**# of Students:**	**Depart:**	**Return:**
	Email: jsumner@salemk12.org		13	12:00pm	1:30pm
Destination	***Name:*** Camp Edwards		**Location and Duration**		
Destination Address	Joint Base Cape Cod 1 Connery Ave, Buzzards Bay, MA 02542		☐ Local trip (Salem/North Shore) ☒ In-state – within MA ☐ Out of state		
Funding Source	***For Bus:*** ***For other (admissions costs, etc.):***		☐ Within the normal school day ☒ Beyond normal school hours ☒ Overnight trip		

II. Learning and Accessibility

Instructional Alignment	Accessibility and Inclusion for All Students
☒ Alignment: The trip is aligned to grade-level standards. ☒ Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. *Comments*:	*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. ☒ 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?
☒ Yes ☐ No	☒ Yes ☐ No	☐ Yes ☒ No
School Nurse Signature: Rekins RN		***Date:*** 5/30/25

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?
☐ Yes ☒ No	☐ At school ☒ On field trip	☐ Yes ☒ No How many? _____
Comments:		

V. Transportation

Transportation needed:	☐ 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.)*	☐ Public transportation ☐ Walking ☒ Other: _____
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
☐ Yes ☒ No	☐ Yes ☒ No	

VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature:	***Date:*** 5-30-25

SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Camila Salazar
Director of Financial Operations

29 Highland Ave. Salem, MA 01970
978-740-1212
csalazar@salemk12.org

Museum of Science has awarded transportation donations to multiple schools totaling $2,800.00 to be used on bussing for field trips.

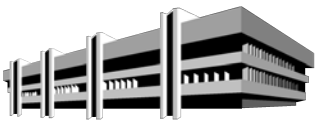
We request to accept funding from Salem State University to cover costs for eight (8) Salem Public School teachers who are currently participating in the Teacher Diversification Focus Group and Professional Development Project at Salem State University through June 30, 2025. The courses work in collaboration with the ongoing Teacher Diversification effort currently happening at Salem Public Schools which supports the training and retention of diverse teachers to support culturally sustaining pedagogy in the district. The funding that is being offered is in the amount of $11,000.00 and will help provide a stipend to participating teachers.

List of Retirees 2024-2025

1. Maureen Beaudet
2. Judee Davis
3. Susan Fair
4. James Gangi
5. Ellen Kaslauskas
6. Beth Kontos
7. Sally Lincoln-Vogel
8. Kelly Regan-Miskis
9. Elizabeth Ryan
10. Allison Traxler
11. Luz Villarreal
12. Kathleen Wood
13. Alice Ryan
14. Margaret Russo

THE SALEM PUBLIC SCHOOLS
OFFICE OF BUILDING SERVICES
77 WILLSON STREET
SALEM, MA 01970

PHONE: 978-740-1143



Mr. Zissis Alepakis
Director of Buildings & Grounds

Ms. Theresa Lavorante
Administrative Assistant

List of Summer Projects for Salem Public Schools 2025 (By School)

Project	Category	Location	Notes
Ages 2-5 Playground	play spaces	Bates	renovate/build a larger space with additional playground equipment, surfacing, and shading
Generators	security & life safety	Bates	replace interior generator with a new exterior one (majority of installation will be done over the summer; generator will be installed in the fall)
Cameras	security & life safety	Bates	new cameras in the playground and the main lobby
HVAC Control Boards	HVAC	Bates	replace control boards
Fire Pump Replacement/ Repairs	security & life safety	Bates	replace the failed fire pump & 3 smoke detectors
CIR room repairs	security & life safety	Bates	as needed repairs to time out rooms
Roof repairs	envelope	Bentley	patch 15 open penetrations
Walkie Talkies	security & life safety	Bentley	adding an additional radio for ECC
Track resurfacing	play spaces	Bertram	resurface the track & make necessary turf repairs

Sound System	play spaces	Bertram	replace the failed sound system
Roof repairs	envelope	Carlton	patch 2 open penetrations
Chillers	HVAC	Carlton	replace failed compressors
Painting	Interior maintenance	Carlton	paint the hallway on the second floor & the boiler room floor
Gym	play spaces	Collins	replace the gym curtain (fall completion)
Doors	security & life safety	Collins	replace broken door in library
Auditorium repairs	Interior maintenance	Collins	repair broken seats & paint front wall
Generators	security & life safety	Collins	replace the generator
signage	Interior maintenance	Collins	update interior signage (including adding braille)
painting	Interior maintenance	Horace Mann	paint full interior of the school
Roof	envelope	Horace Mann	patch 16 open penetrations
ADA repairs	ADA	Horace Mann	repair the front ramp by the main entrance (currently inaccessible to wheelchairs)
Fire Panels	security & life safety	Horace Mann	replace batteries
Doors	security & life safety	Horace Mann	replace the broken boiler room door
Tiles	Interior Maintenance	Horace Mann	replace tiles in the art and entryways
Bleachers	play spaces	Salem High School	repairs to bleachers, including broken seats, flooring & rails
Chillers	HVAC	Salem High School	repair & perform preventative maintenance
Painting-	Interior maintenance	Salem High School	paint locker room bathrooms and bathrooms outside the cafeteria
Cameras	security & life	Salem High	install an additional camera

	safety	School	
Glass work	Interior maintenance	Salem High School	replace a broken glass to a door
Sprinklers	security & life safety	Saltonstall	replace valves in the dry sprinkler system
Roof repairs-	envelope	Saltonstall	patch 2 open penetrations
Front door security	security & life safety	Saltonstall	install a sliding glass window to create a secure glass vestibule
Glass	envelope	Saltonstall	replace a broken window
Floors	Interior maintenance	Saltonstall	repair the floor in the vestibule leading the playground
ADA	ADA	Saltonstall	add visibility tape to staircases (ADA)
Painting	Interior maintenance	Saltonstall	paint the first floor & the outside bench
Sprinklers	security & life safety	Witchcraft	replace valves
Masonry	Exterior site work	Witchcraft	repairs the ramp in the front of the school & the loading dock.
Generator	security & life safety	Witchcraft	replace outdated generator

School Committee Presentation
A New Salem High School
June 17, 2025

Background

School Facility Master Plan

City of Salem and Salem Public Schools

Final Report

June 2022

CANNONDESIGN

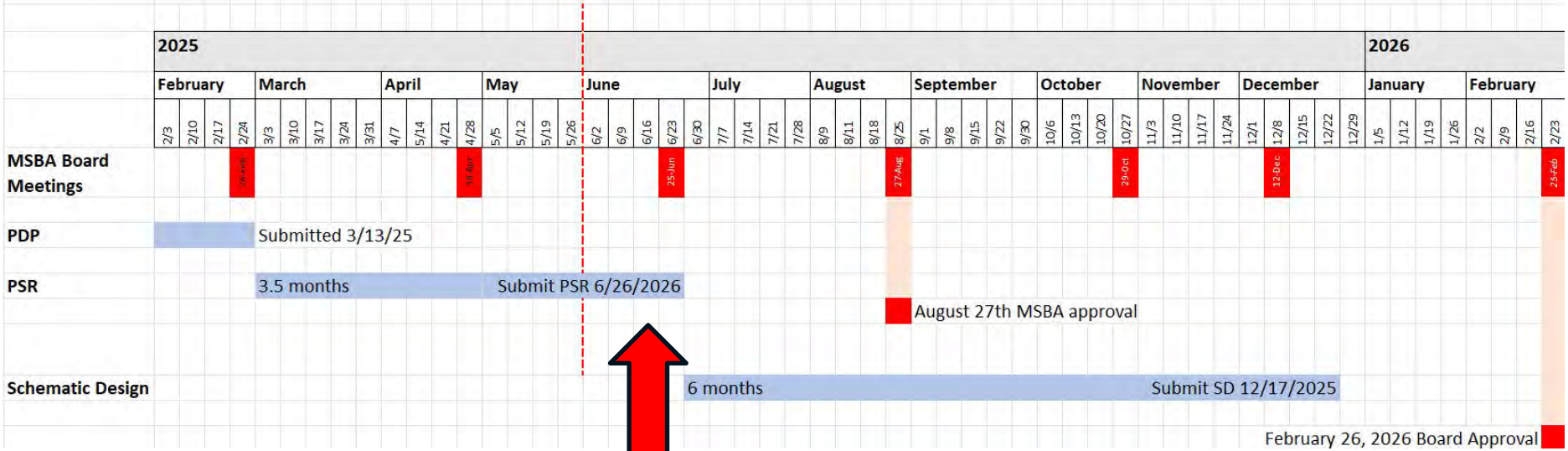
On December 21, 2022, the MSBA Board of Directors voted to invite the Statement of Interest for the Salem High School into the Massachusetts School Building Authority Eligibility Period

Why is the Project Needed?

- Obsolete career and technical spaces
- Antiquated academic learning spaces
- Outdated security infrastructure
- Ineffective and inefficient heating and cooling systems
- Salem High is the biggest energy hog in the city

It is our turn now!

MILESTONE SCHEDULE REVIEW



Vote to authorize submission of Preferred Schematic Report (PSR): **June 18**

Perkins&Will accenture

MILESTONE SCHEDULE REVIEW

Month of	May		June				July				August			
Week of	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	14-18	21-25	28-1	4-8	11-15	18-22
HSBC		HSBC Meeting 5/29		HSBC Meeting 6/12	HSBC Meeting 6/18				HSBC Meeting 7/17					HSBC Meeting 8/21
HSBC Agendas		Review development of Preferred Option		Review development of Preferred Option and draft of PSR submission	Vote to authorize submission of Preferred Schematic Report									
School Committee					Vote to approve final Ed Program									
OPM & Design Team	Development of Preferred Option	Present to HSBC	Development of Preferred Option	Present to HSBC	Present to HSBC	Submit PSR to MSBA 6/26	Begin Schematic Design		Present to HSBC	Schematic Design continues through December				
Estimating		Estimating												
Community Input														
MSBA	MSBA comments on PDP received 5/22					Confirmation that submittal is complete	Review Preferred Schematic Report			Possible date: Facilities Assessment Subcommittee 7/30				

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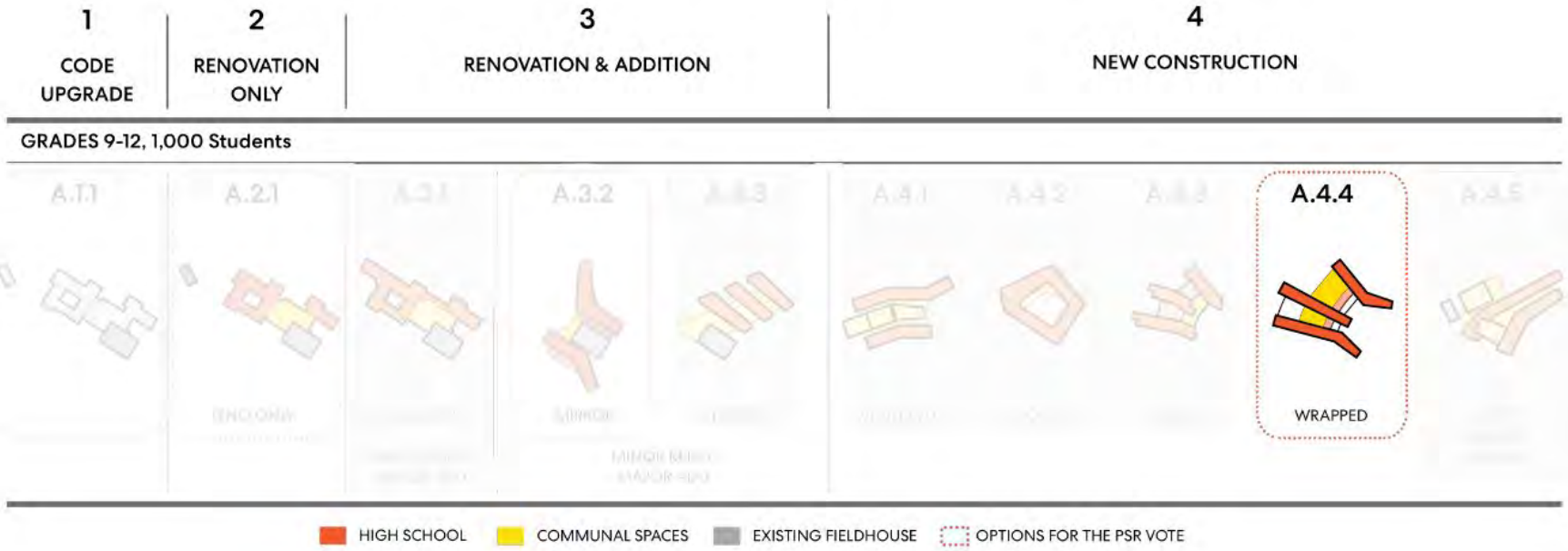
PREFERRED SCHEMATIC: SELECTED OPTION



SITE PLAN
NEW CONSTRUCTION

1. Rain Garden
2. Potential Geo Wells
3. Loading, Auto, Compactor
4. Tennis/Pickleball
   + MIAA Field C 300' x 165'

P Parking -
Existing 386 w 8 ADA
Proposed 386 w 11 ADA

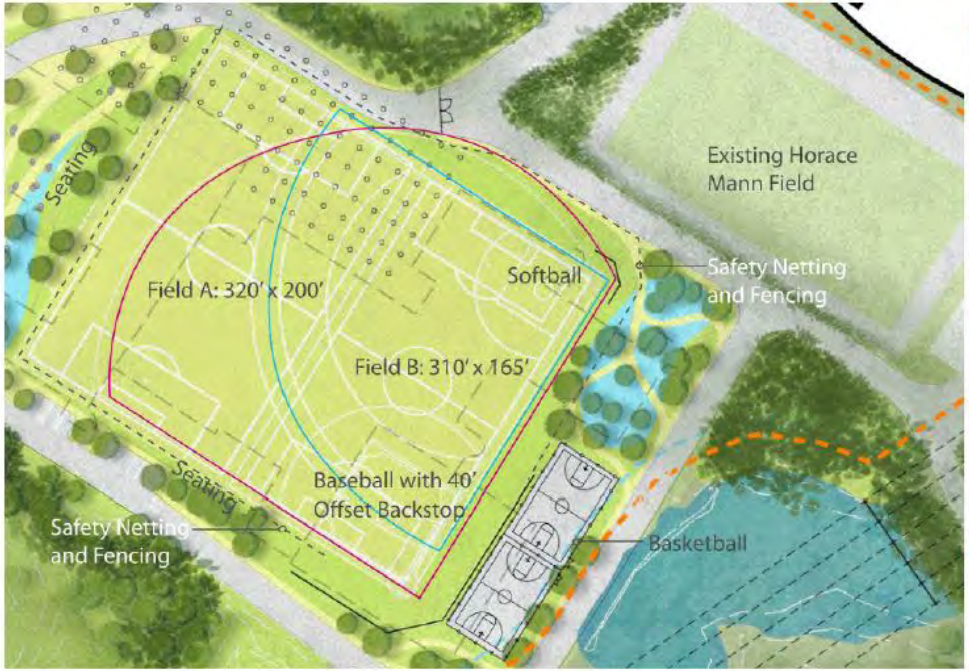
Athletics Core: MIAA Compliant
Field A 320' x 200'
Field B 310' x 165'
Softball + Baseball
Basketball

0 | 300 | 600 | 1200

PROPOSED SITE PLAN

SALEM HIGH SCHOOL
LANDSCAPE DESIGN
MAY 2025

Perkins&Will



Athletics Core: MIAA Compliant

Field A 320' x 200'

Field B 310' x 165'

Softball + Baseball

Basketball

Athletics at South of Site: MIAA Compliant

(5) Tennis Courts

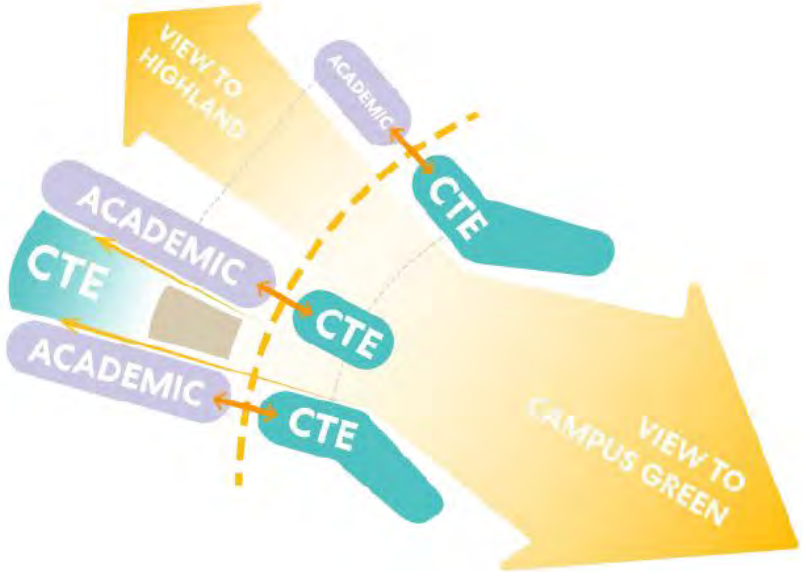
Field C 300' x 165'

0 100 200 400

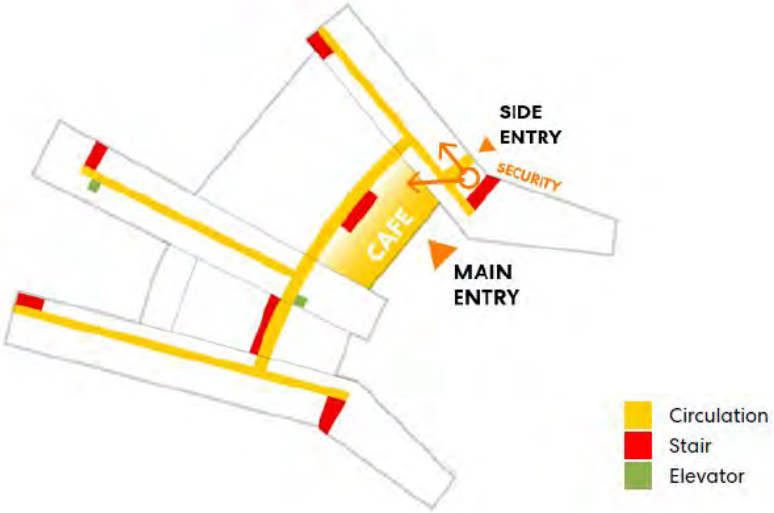
ATHLETIC CORE ENLARGEMENT

SALEM HIGH SCHOOL
LANDSCAPE DESIGN
MAY 2025

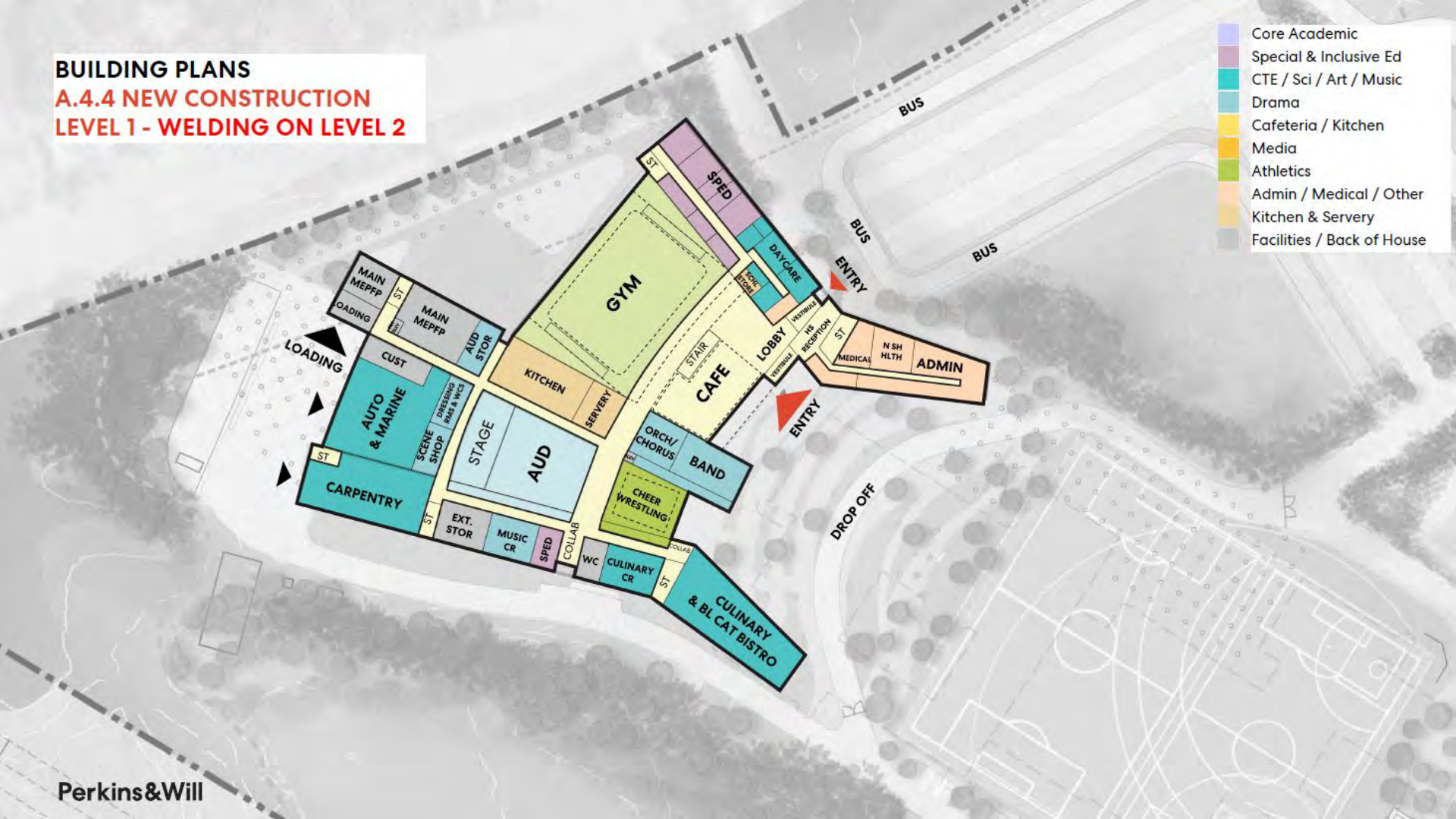
NEW CONSTRUCTION
BUILDING & SITE DIAGRAM



NEW CONSTRUCTION
BUILDING DIAGRAM



BUILDING PLANS
A.4.4 NEW CONSTRUCTION
LEVEL 1 - WELDING ON LEVEL 2



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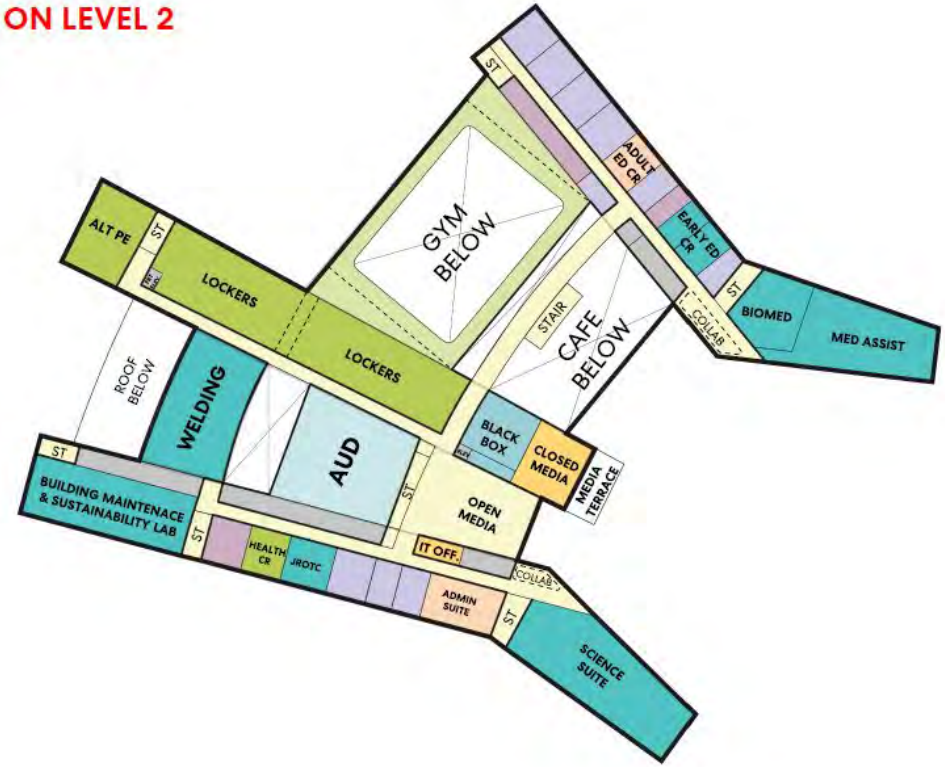
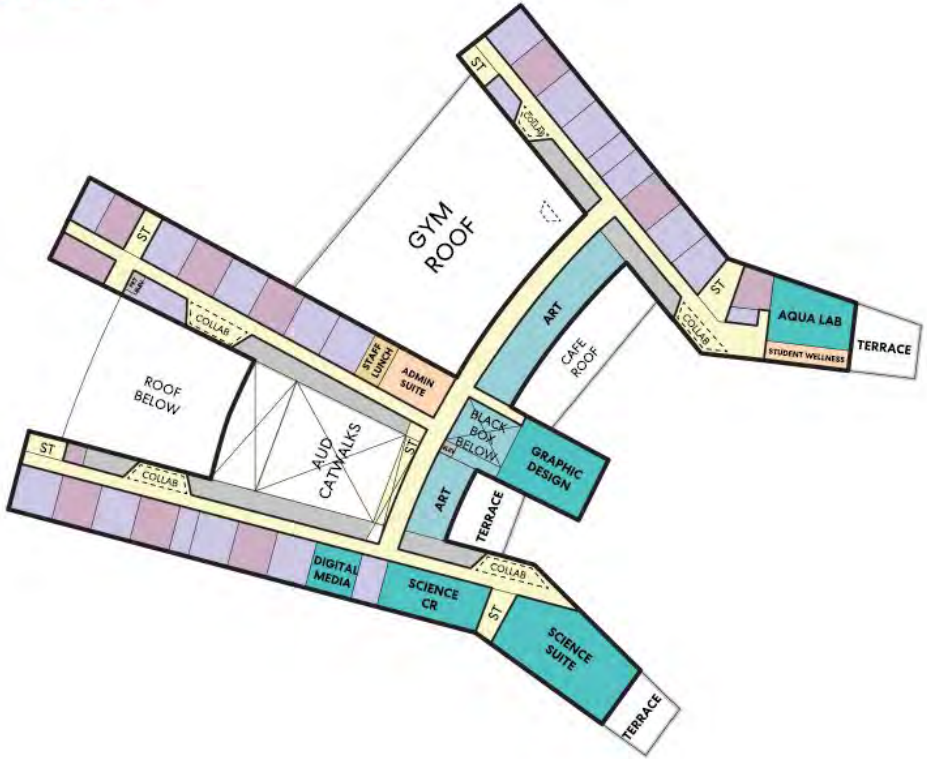
BUILDING PLANS
A.4.4 NEW CONSTRUCTION
LEVEL 2 - WELDING ON LEVEL 2



- Core Academic
- Special & Inclusive Ed
- CTE / Sci / Art / Music
- Drama
- Cafeteria / Kitchen
- Media
- Athletics
- Admin / Medical / Other
- Kitchen & Servery
- Facilities / Back of House

BUILDING PLANS
A.4.4 NEW CONSTRUCTION
LEVEL 3



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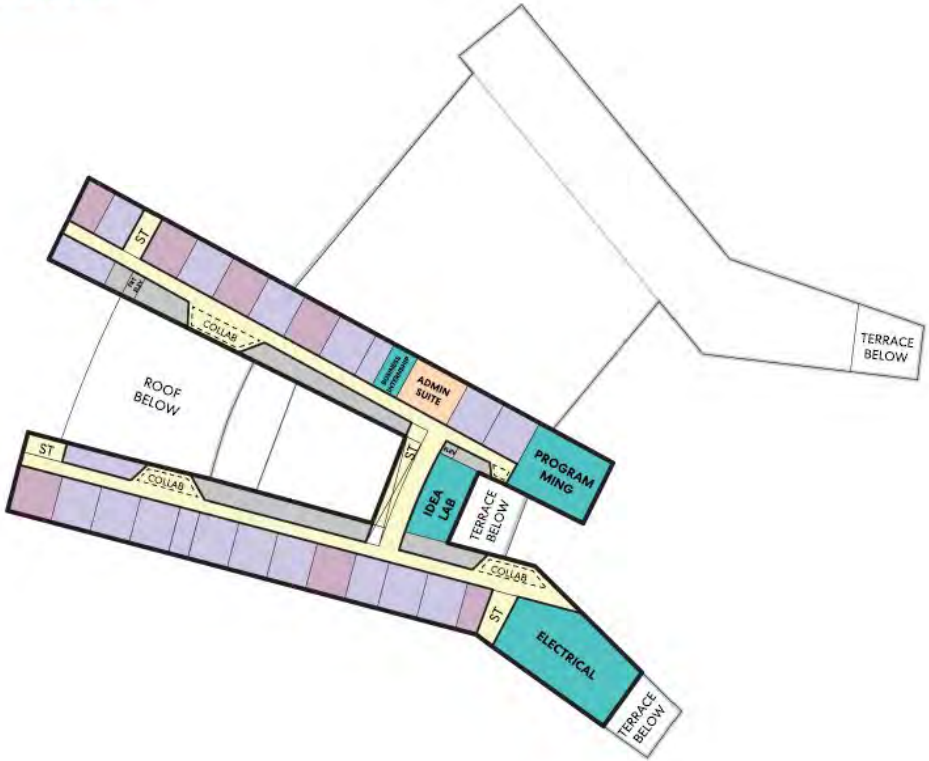
BUILDING PLANS
A.4.4 NEW CONSTRUCTION
LEVEL 4



- Core Academic
- Special & Inclusive Ed
- CTE / Sci / Art / Music
- Drama
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- Facilities / Back of House

SITE: Educational-Ecosystem Partnership

EDUCATIONAL PROGRAM	EXTERIOR ECOSYSTEM
Carpentry	Outdoor Construction Lab
Automotive and Marine Technology	Outdoor Vehicle Bay
Metal Fabrication and Welding	Outdoor Welding Yard
Building and Property Maintenance	Facilities Training Zone
Culinary Arts	Edible Garden And Teaching Kitchen Beds
Early Education and Care	Nature-Based Play Garden
Medical Assisting	Wellness Courtyard
Electrical	Solar Learning Station
Art / Graphic Design	Campus Art Walk
Programming and Web Development	Digital Environment Lab
Music / Theater	Outdoor Amphitheater
Aqualab / Biology	Wetland Lab & Reforesting Area
Sustainability Lab	Geowellfield & Solar Learning Station
Physical Education	Muti-use Playing Fields & Wilderness Walking / Obstacle Course
JROTC	Physical Training Course

SITE

PRELIMINARY COST OVERVIEW

Options	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat, Etc. ($*)	Estimated Total Construction ($*)	Estimated Total Project Costs ** ($*)
Code Renovation Only A1	419,530	$282,883,565	$0	$45,894,289	$282,883,565	$353,604,456
Renovation Only A.2.1	399,200	$309,510,373	$0	$58,999,101	$368,509,474	$460,636,843
Addition Renovation A.3.2	369,460	$23,023,509	$269,812,857	$93,213,040	$386,049,405	$482,561,756
New Option A.4.4	365,000	$0	$286,147,626	$78,261,958	$364,409,584	$455,511,980

* Marked up Construction Costs

** Includes Construction Contingency

A “NO” VOTE MEANS …

- $354M Project ($100M less)
- No Shared Cost with MSBA (100% on City)
- Projects Spread Out over 30 years or more
- Cost of Escalation (assume 5% per annum)
- Renovated Building, Code Compliant, Pedagogical Models Not Addressed, No Expanded CTE Programs, Modest Energy Improvements
- Risk of Student Attrition

Options	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat, Etc. ($*)	Estimated Total Construction ($*)	Estimated Total Project Costs ** ($*)
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* Marked up Construction Costs

** Includes Construction Contingency

A “YES” VOTE MEANS …

- $456M Project
- Shared Cost with MSBA
  (assume 50% for now, say $225M)
- 30-year “Mortgage” Assumed by the City
- Taxpayers Cover Payments through Property Tax Increase
- New Building, Current Pedagogical Models, Expanded CTE and Arts Programs, Net Zero Energy, Expanded Athletic Fields

Options	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat, Etc. ($*)	Estimated Total Construction ($*)	Estimated Total Project Costs ** ($*)
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New Option A.4.4	365,000	$0	$286,147,626	$78,261,958	$364,409,584	$455,511,980

* Marked up Construction Costs
** Includes Construction Contingency

Public Comment

Update: Next Steps with Construction Manager at Risk Procurement (Chapter 149a)

June	Draft and submit an application for the use of Construction Manager at Risk delivery to the Office of the Inspector General (OIG) Draft the CM at Risk Request for Qualifications (Step 1)
June 18	Present the CM at Risk Request for Qualifications to the HSBC
Mid-July	Advertise for Qualifications Draft Request for Proposals (Step 2) Review and Shortlist Applicants Distribute Request for Proposal to shortlisted applicants
Mid-August	Interview and finalize selection (Step 3)
August 21	Integrate CM into the Team during month 2 of the 6-month Schematic Design phase

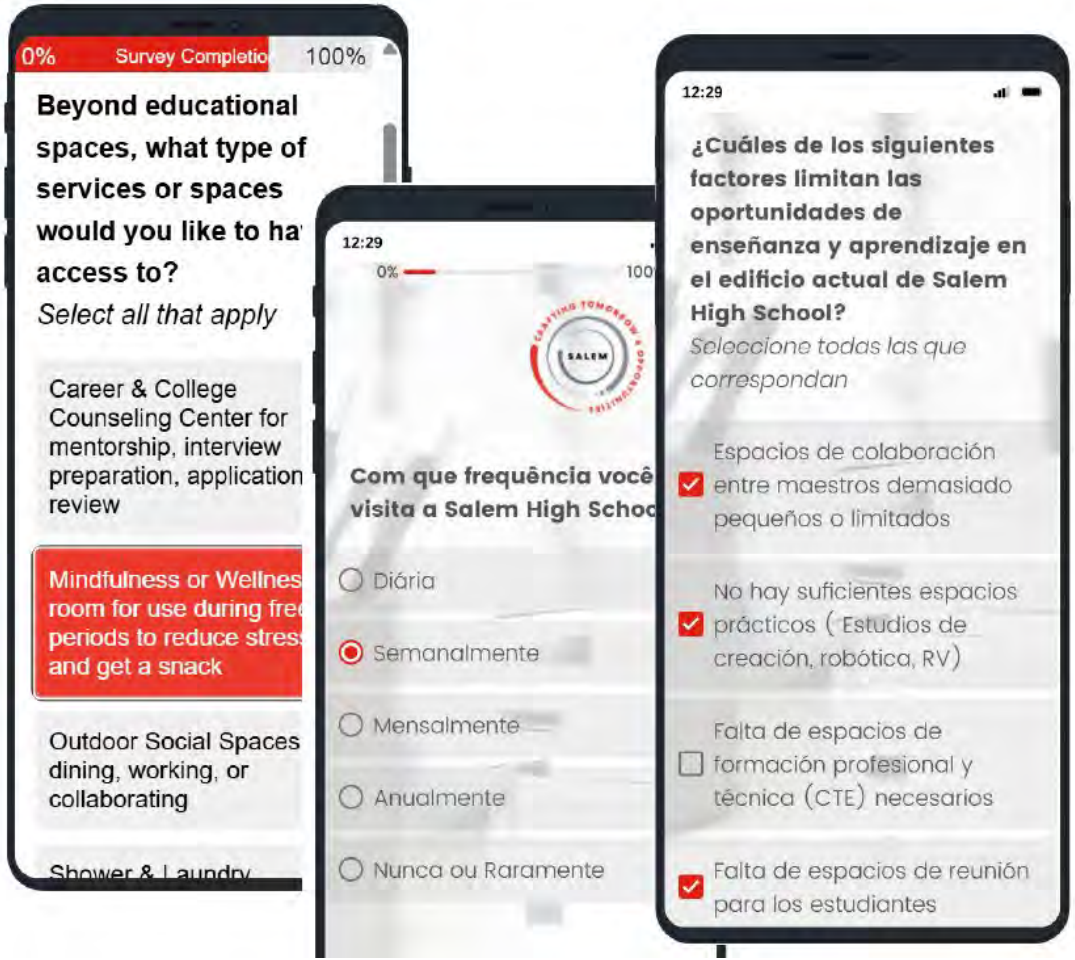
Completed Responses:

558 Students (6-12th grade)

147 Educators & Staff

285 Caregivers

= We engaged nearly 1,000 Salem community members in total



Perkins&Will

Survey Key Takeaways

CHALLENGES

Thermal comfort

Lack of windows

Lack of classroom flexibility

Insufficient small group spaces

Lack of connection with community

Balancing safety with openness

STRENGTHS

Student & teacher connections

Recreational and Field House spaces

Athletic facility hosts regional events

Current CTE spaces and variety of programs

OPPORTUNITIES

Space for working in small groups or individually within an atmosphere of peers

Gathering and Dining space to foster connection

Green and outdoor space for integrated, versatile use

Wellness rooms for decompression and stress relief

SUPPORT

Create opportunities for autonomy and choice of sensory space

Bridge the gap between students, staff, and caregivers

Create a sense of belonging, well-being, and safety for students, staff, and wider community

Program Summary- 9-12: 1,000 Students

CORE ACADEMICS

General Classrooms

Science Labs/ Prep Rooms

Teacher Collaboration Areas

Huddle Rooms

Collaboration Areas

ART and MUSIC

Art Rooms/ @d + 3d

Band/ Chorus Rooms

Practice Rooms

Procession Room

Auditorium

Black Box

Digital Media/ Dark Room

NON-CHAPTER 74

Sustainable Building Lab

Aquaculture Lab

Idea Lab/ Robotics

Graphic Design & Visual Communications

Program Summary

CH74 VOCATIONAL PROGRAMS

Business Internships

Automotive Technology & Marine Services

Culinary Arts/ Back Cat Bistro

Electrical

Medical Assisting

Carpentry & Building Property Maintenance

Biomedical Technologies

Metal Fabrication &Welding

Programming and Web

Early Education & Care

HEALTH & PE

Field House with Walking Track

PE Alternatives

Multi-purpose Space for Wrestling and Cheer

Wellness Classroom

Locker &Team Rooms

Program Summary

GENERAL

Dining & Food Service

Medical Suite

Administration & Guidance

Custodial & Maintenance

Mother & Wellness Rooms

OTHER

Clothing Connection

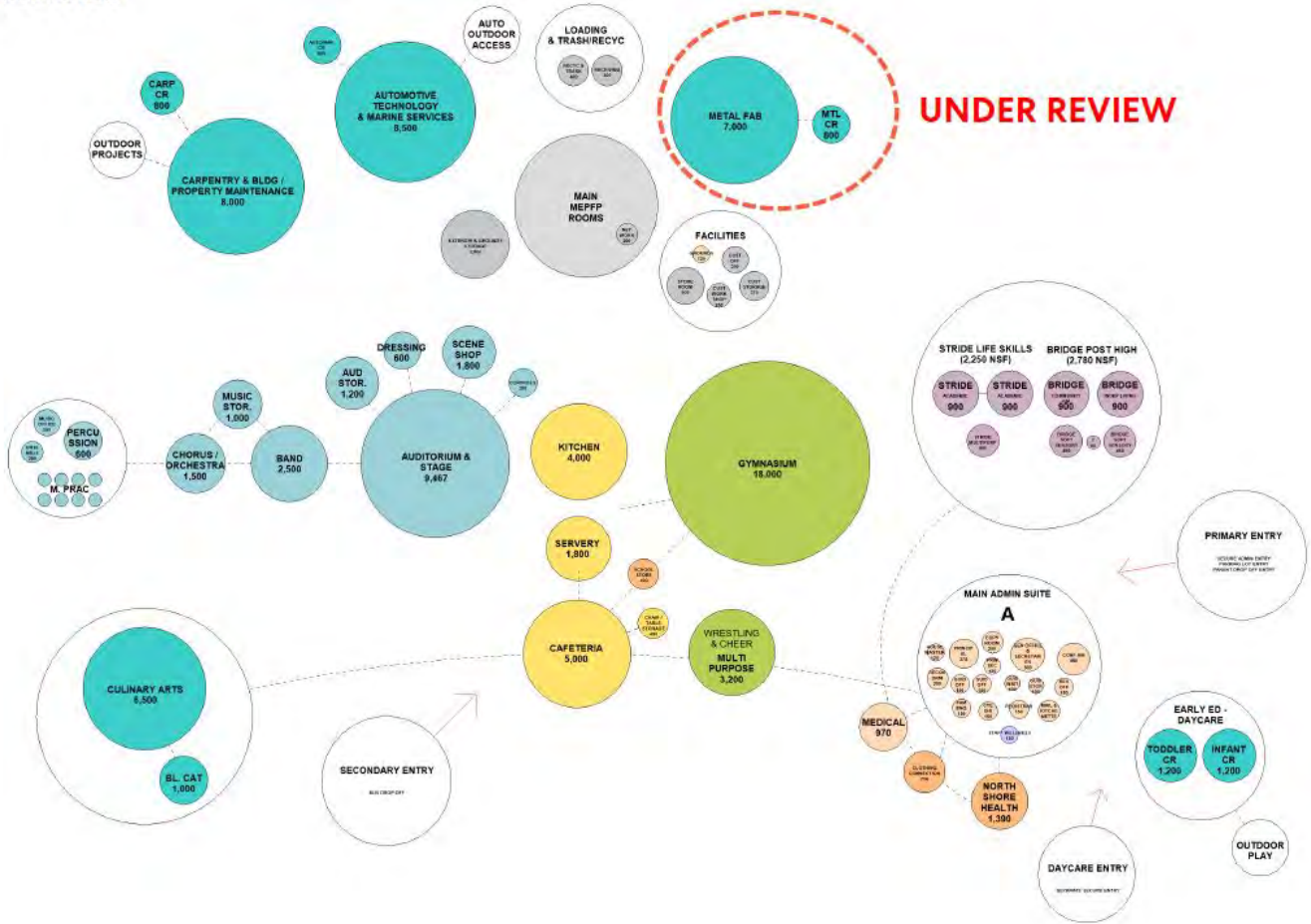
JROTC

School Store

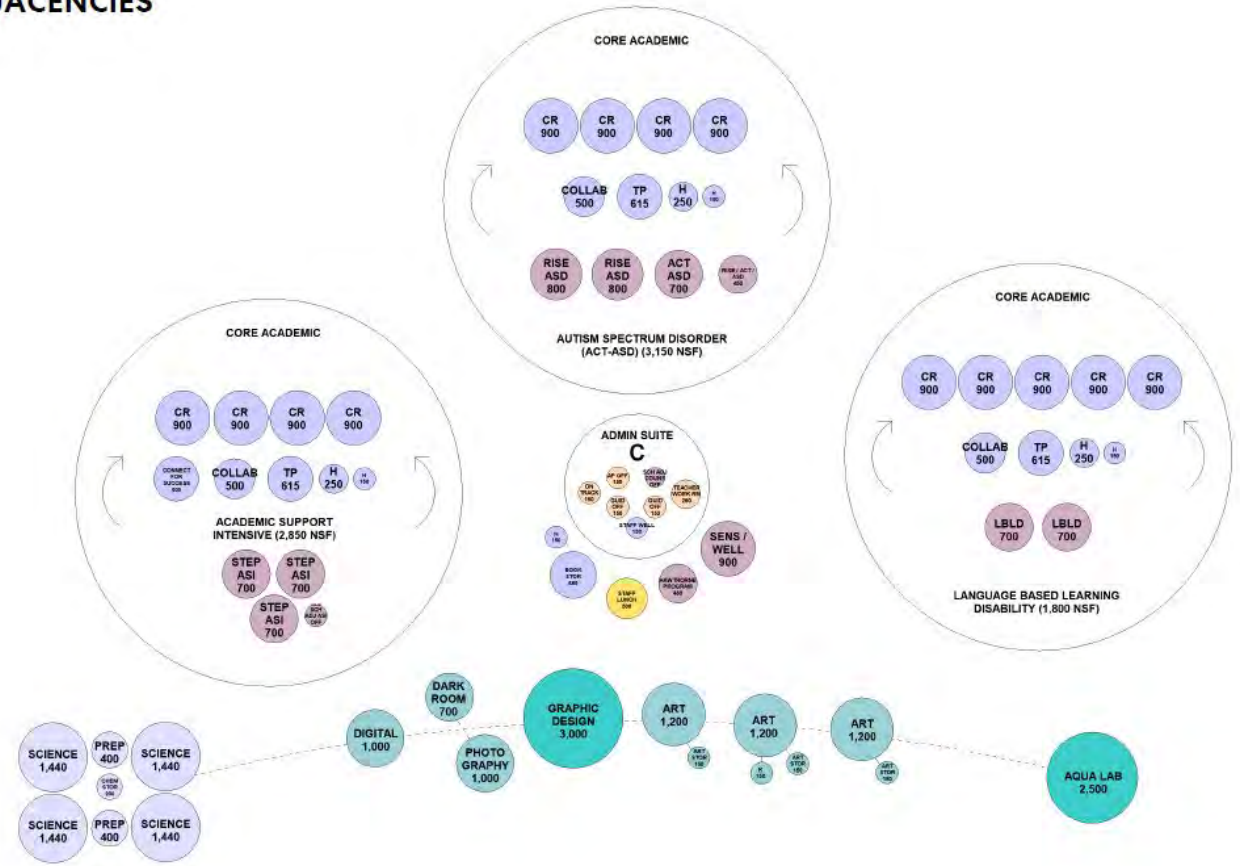
Credit Recovery Online learning Adult Ed

North Shore Health

PROGRAM ADJACENCIES
LEVEL 1



PROGRAM ADJACENCIES
LEVEL 3



SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods.

Salem High School Building Committee (SHSBC)
Meeting Minutes-Rev01
Meeting Date: May 8, 2025

Location: Zoom; meeting was live stream recorded by SATV.
The agenda, minutes and recording are available on the Salem Public School (SPS) Project website.

In Attendance:

School Building Committee Member	Attendance	Title	Voting Member
Zissis Alepakis	✓	Director of Buildings and Grounds, Salem Public Schools	
Nate Bryant	✓	Co-chair SBC; VP Student Success Salem State Univ., former School Committee Member	X
Glenn Burns	✓	Principal, Salem High School	X
Yamily Byas		Student Support Specialist, Salem Prep High School, and Salem Public Schools parent	
Beth Anne Cornell	✓	Salem School Committee Member	X
Anthony Delaney	✓	Chief Procurement Officer, City of Salem	X
Neal Duffy	✓	Director of Sustainability and Resilience, City of Salem	
Matthew Formica	✓	Civil engineer and Salem Public Schools parent	X
Anna Freedman	✓	Finance Director, City of Salem	
Elizabeth (Lisa) Golden	✓	Special Projects & MSBA Liaison, Salem Public Schools	
Hadassah Hunt		Salem High School student	
Jenna Ide	✓	Energy & Sustainability Professional	X
Rick Jones	✓	Co-chair SBC; Architect and Salem Public Schools parent	X
Lori Marenda	✓	Salem High School teacher and Salem Teachers Union representative	X
Robert McCarthy		Contractor, former Salem Public Schools parent, former City Councilor	X
Muhammed McClure		Salem High School student	
Dominick Pangallo	✓	Mayor, City of Salem	X
Elizabeth Pauley	✓	Assistant Superintendent of Finance and Operations, Salem Public Schools	
Perla Peguero	✓	Latino Leadership Coalition representative and former educator	X
Betsy Ricciarelli	✓	Interior architect and Salem Public Schools parent	X
Thais Saldivar Dias		Salem High School student	
Mario Sousa	✓	Career Education Director/Co-op Coordinator, Salem High School	
Megan Stott	✓	City Councilor, City of Salem and Salem Public Schools parent	X
Keith Tamilio	✓	Salem Public Schools parent and Labor/Council/Building Trades representative	X
Paul Viccica		Architect	X
Stephen Zrike	✓	Superintendent of Schools, Salem Public Schools	

Others in attendance:

- Margaret Wood, Anser Advisory
- Deborah Marai, Anser Advisory
- Brooke Trivas, Perkins&Will
- Patrick Cunningham, Perkins&Will
- Rylan Workman, Salem High School Student
- Members of the public

Discussion:

1. **Call Meeting to Order and Roll Call**
   a. Salem High School Building Committee co-chair Nate Bryant called the meeting to order at 6:13pm
   b. A roll call was held, and there was a quorum

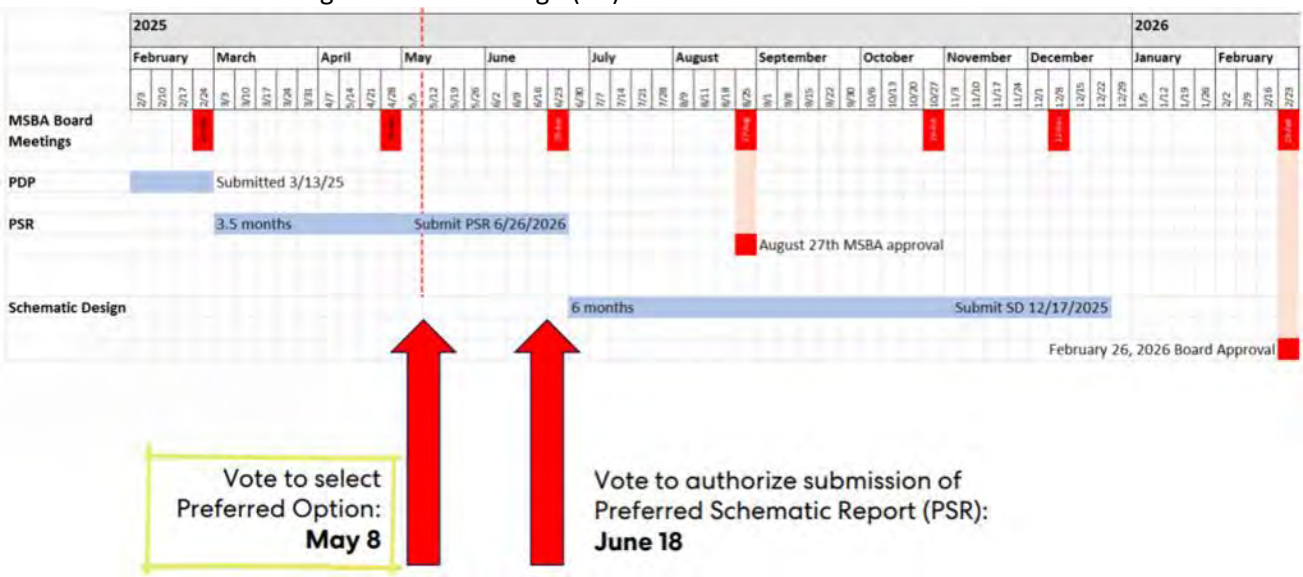
2. **Approval of School Building Committee Meeting Minutes**
   a. Nate Bryant requested a motion to approve the March 20, 2025 Salem HSBC meeting minutes
   MOTION: Megan Stott made a motion to approve the April 17, 2025 Salem High School SBC Meeting Minutes; Keith Tamilio seconded the motion. No discussion. Roll call – Nate Bryant, Beth Anne Cornell, Anthony Delaney, Matt Formica, Jenna Ide, Rick Jones, Dominick Pangallo, Lori Marenda, Perla

Peguero, Betsy Ricciarelli, Megan Stott, Keith Tamilio: all voting committee members in attendance at the time of the roll call voted in favor; no votes opposed. The motion carried.

3. **Milestone Schedule Review**

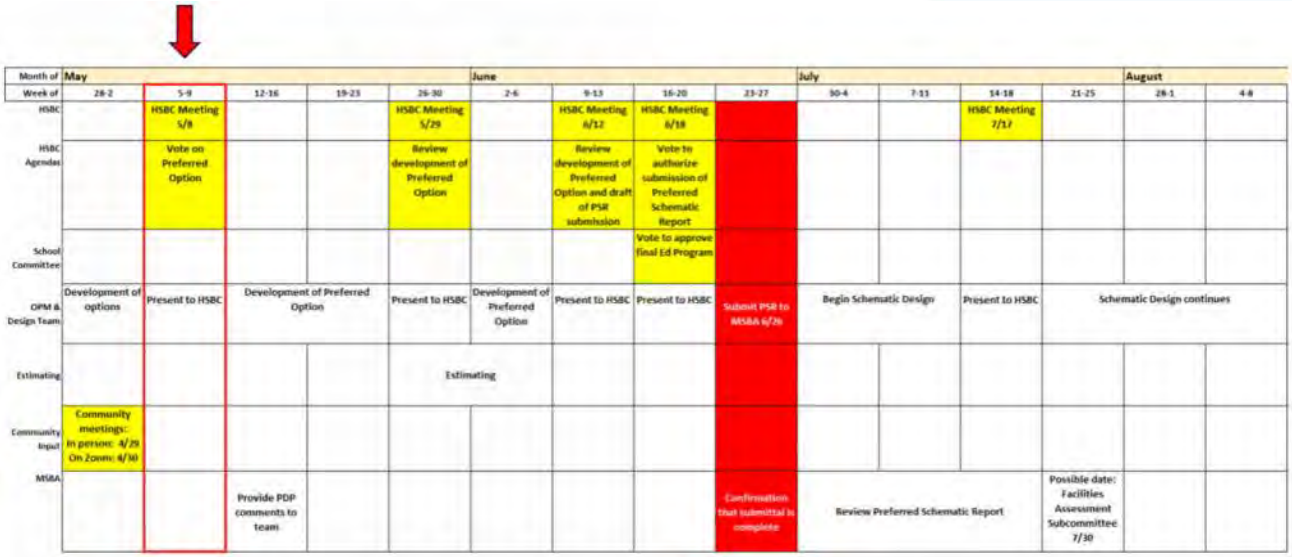
a. Margaret Wood reviewed the project schedule, noting where the project is and what is coming up.

- Overall schedule through Schematic Design (SD)



  - May 8, 2025: tonight, request to take a vote on the preferred option and vote on the preferred construction delivery method
  - In a little over one month, the Preferred Schematic Report (PSR) on the preferred option will be brought to the SBC
  - After that deadline, things will slow down for the SBC as the design team digs into the Schematic Design

- Milestone schedule through June 2025



  - Margaret thanked everyone who participated in the community meetings last week;
    - Great turnout and comments were helpful
    - The design team will report on what we heard later in this meeting
  - Margaret acknowledged that there are several upcoming meetings at a tough time
    - Tonight, voting on preferred option

- May 29th update
- June 12th draft PSR review
- June 18th vote to authorize submission of PSR
- The next meeting after that will be July 17th

➢ The School Committee will vote for final approval of educational program and space summary

➢ MSBA

- We are still waiting for comments on PDP submission and hope to have an update for the SBC on May 29th
- Late July, there is an important meeting with MSBA Facilities Assessment Subcommittee (FAS); peer group of the MSBA weighs in with comments on the preferred option

- There were no comments or questions

4. <u>Designer Update: Presentation of Options and Discussion</u>

a. Design Options Matrix

- Brooke Trivas presented the evaluation Matrix
- The matrix includes items that the SBC brought forward as relevant in the discussion and decision-making for the high school project

Perkins&Will	SALEM HIGH SCHOOL PSR OPTIONS EVALUATION MATRIX - 5.8.2025 1 Fulfils Expectations or Minimal Impact 2 Neutral or Moderate Impact or Challenging 3 Fails Expectations or Significant Impact – Not Applicable or None	CODE UPGRADE A.1.1	RENO ONLY A.2.1	MINOR RENO MAJOR ADD A.3.2	NEW CONSTRUCTION A.4.4
	Ranked Preference (1 = best, 5 = least preferred)				
COST & IMPACT	Estimated PSR Project Cost	$	$$$	$$$$	$$
	Phasing Complexity & Disruption to School Operation	3	3	2	1
SITE DESIGN	Site Access & Site Circulation				
	Parent & Bus Drop Off Areas				
	Ledge Removal	–	–	$$	$
BUILDING LOCATION	Future Expansion	Adjacent	Adjacent	Added Floor	Added Floor
	Space for Ideal Level 1 Programs	3	3	2	2
	Partial Basment Level	Existing	Existing	Yes	No
	Daylighting & View Opportunities	3	2	2	1
	Identity & Community Presence				
ATHLETIC PROGRAMS	Athletic Fields & Courts	1 Soccer Field – Tennis 2 Basketball Courts	1 Soccer Field – Tennis & Pickleball 2 Basketball Courts	1 Soccer Field – Tennis & Pickleball 2 Basketball Courts	2 Soccer Fields Baseball & Softball Tennis & Pickleball 2 Basketball Courts
ZNE	Life Cycle Carbon (60 years, GWP kgCO2eq)	25,336,093 GWP	26,869,906 GWP	34,776,116 GWP	35,712,654 GWP
	Geothermal Wellfield Viability	–	2	1	1
	PV Area Viability (Available on Roof & over Parking)	–	2	1	1
REUSE	Maintains Existing Fieldhouse	Yes	Yes	Yes	No
	Maintains Salerno Center Building	Yes	Yes	Yes	No
	Reuse of Existing Site Features (Parking, Ledge, Tennis, Roads)				
EDUCATION PRIORITIES	Supports Educational Vision				
	Distribution & Integration of CTE				
	Outdoor Learning Opportunities				

b. Community Meeting Recap: Brook Trivas noted there were three effective meetings last week

- April 29th community meeting – in-person

➢

- **2.5 hour meeting with strong audience engagement**
- **Lively discussion with many questions and comments**
- **Straw poll showed unanimous support for the New Construction scheme**
- **Presentation well received by the Superintendent and attendees**
- **Positive momentum for moving the project forward**

General
- What is the enrollment agreement based on? Can it be changed? How can the project anticipate growth?
- Will there be a way to provide spaces for future expansion, including CTE programs?
- How long will the different options take?
- What is the cost of doing nothing?
- What is the construction start date?
- Will students stay on site during construction?
- How long will the project take?
- How will site logistics work?

The new construction option:
- If the new building is near Highland Avenue, will there be an issue with traffic noise?
- How many seats are in the new auditorium?
- Is the proposed field house the same size as the existing?

Funding:
- Can CPA funding be used for recreational aspects of the project?
- Are there other funding sources?
- Does the debt exclusion include all project costs?
- If the field house is demolished is the reimbursement for new construction the same?

Concerns:
- Will classrooms with interior glass have poor acoustics and therefore be underused?
- "Big spaces" and "places for students to hang out" may be a problem to manage
- Is a lot of transparency a good thing?
- Horace Mann needs to be considered in traffic solutions

Thumbs up:
- There were positive comments on the idea of smaller spaces for student work and collaboration
- There was enthusiasm for displaying learning wherever possible
- The new construction option was unanimously favored at the end of the presentation

- April 30th community meeting - virtual
  - **What do you think about the Living Design / Sustainable Ideas?**

Net positive would be amazing!	Composting and on site food production integrated with the culinary cte program	A healthy building for our children and community	Really excited to hear that we could save energy with a new building!
It would be great if it can happen!	Love the holistic approach to the building	Natural light and views to as many spaces as possible ... Natural ventilation?	I think the overall ideas are positive, but we "have" to remain fiscally responsible. There has to be a balance for cost and revenue projections.

  - **What are your thoughts on the Educational Program and Future Spaces?**

Are CTE spaces integrated with other spaces or segregated?	My 6yo future SHS student: I'm going there! Please please please send me to that school!	These spaces look great. Would the new gym have a track for track competitions?	What about off cycle oppos like evening classes, adult classes, summer programs, will community members be able to access these
Important to highlight all educational spaces not just CTE or drama. Important to connect and make people feel welcome.	I love that you are building in opportunities for growth and innovation so that there's flexibility throughout the many years it will be used.	What about spaces for our special education programs?	Auditorium needs to be accessible to the entire community.

  - **What are your thoughts on the options we presented?**

I like the design concept of having the building speak to highland. It's a very busy street and the building is buried on site right now.	The new build seems to be the best option at the moment.	In the Reno scheme it doesn't appear we are gaining much in terms of cost or schedule ... Or pain for the occupants	New build that creates the "common" toward a new entry with playing fields is lovely
The best and fiscally responsible would be saving the field house and renovating around it. Field House would be nice to save.	The new build that stays out of the existing school footprint seems more advantageous.	Visibility from Highland makes sense intuitively. Today the HS is so hidden.	I'm most excited about new construction and it seems to make logistical and financial sense.

- May 1st Education Leadership Workshop

- The design team shared Program Adjacencies with the group for discussion and exercise to review adjacencies – what works, what does not, what needs to be on the first floor, etc.
  - Use new build as the prototype for this exercise
  - Ideal Ground Floor Space: Preference is for these to be on the ground floor, but there are challenges due to competing demands for ground floor space (areas in red); the design team is working on this

PROGRAM	NSF
CTE	**32,200**
Carpentry / Building Maintenance	8,000
Carpentry CR	800
Building Maint CR	800
Auto Tech / Marine	8,500
Auto Tech / Marine CR	800
Sustainable Bldng Lab	2,000
Culinary Arts	6,500
Culinary Arts CRs (2)	1,400
Culinary: Black Cat Bistro	1,000
Med Assist & CR	4,800
Bio Medical	3,300
Drama	**13,417**
Auditorium	9,817
Scene Shop	1,800
Dressing Rooms	600
Aud Storage	1,200
Music	**6,700**
Band	2,500
Chorus/Orchestra	1,500
Music Storage	1,000
Music Practice Rooms (8 @ 75 SF)	600
Ensemble	200
Percussion CR	600
Music Office	300

PROGRAM	NSF
Kitchen & Dining	**11,200**
Kitchen	4,000
Servery	1,800
Chair/Table Storage	400
Cafeteria	5,000
Nurse / Medical	**970**
Main Admin Suite	**4,380**
Other	**3,830**
North Shore Health	1,390
Clothing Connection	750
Adult Ed	840
Hawthorne Program	450
School Store	400
Academic	**300**
Huddle Rooms (2 @ 150 each)	300

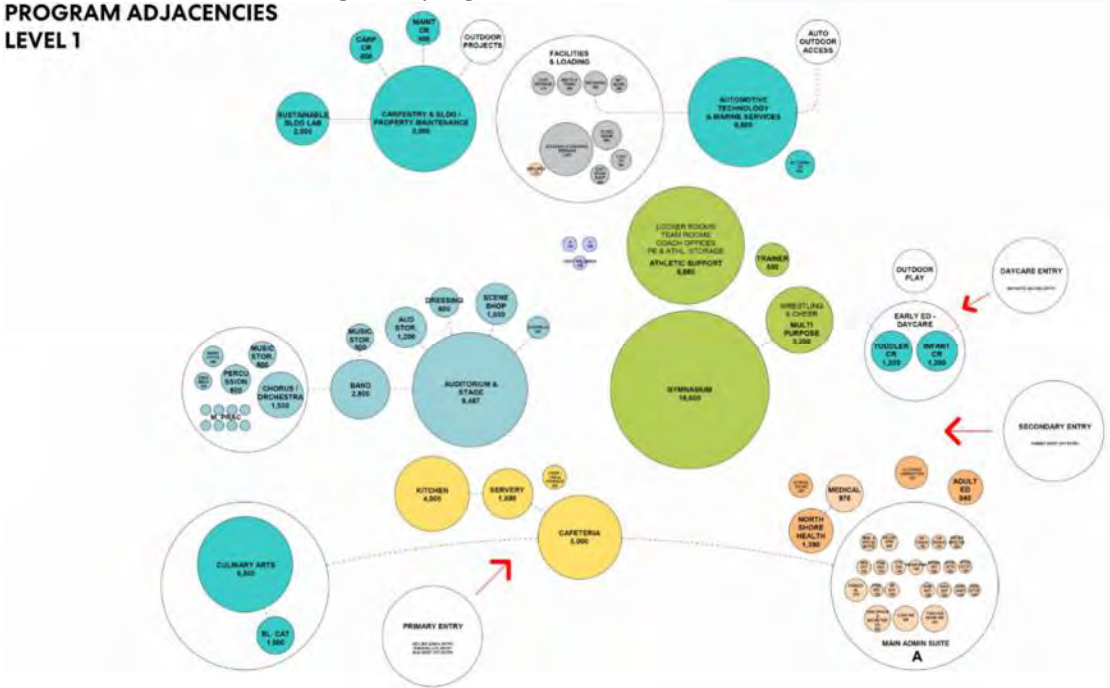
PROGRAM	NSF
Athletics	**35,660**
Gym	18,000
Multipurpose (Cheer & Wrestling)	3,200
Alternative Phys Ed	3,000
Health & Phys Ed Classrooms	800
Trainer	800
Locker Rooms, Coach Offices, Storage	9,860
Custodial & Maintenance (incl office)	**4,495**

TOTAL NET SF	**120,252**
GROSS WITH 1.5 MULTIPLIER	**180,378**
Main MEP Room (part of Gross)	5,000

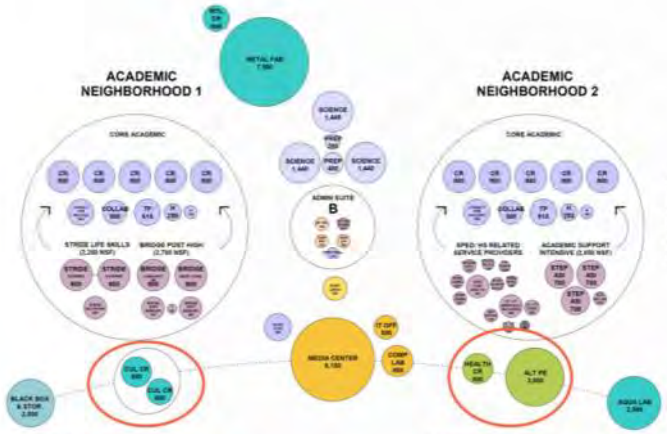
Estimated Ground Floor SF: 155,000

*Programs are being moved to the upper levels due to the limited space available on the ground floor

  - Program Adjacencies: Each bubble represents a space, and they are shown to scale relative to each other; this is an integrated program

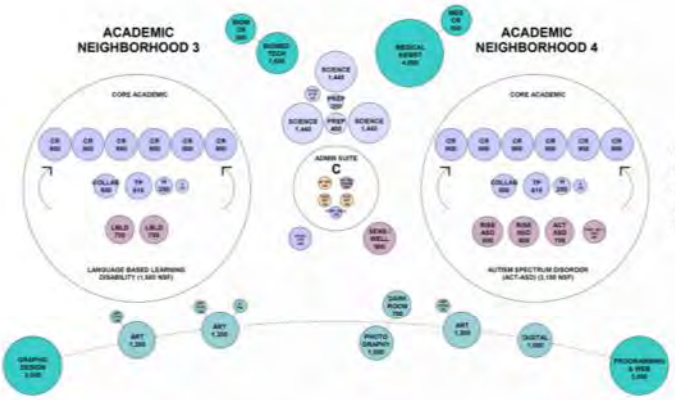


PROGRAM ADJACENCIES LEVEL 2



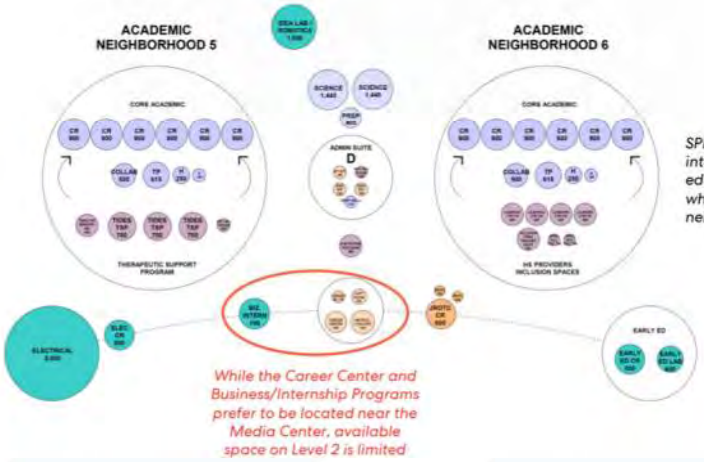
SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods

PROGRAM ADJACENCIES LEVEL 3



SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods.

PROGRAM ADJACENCIES LEVEL 4



SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods.

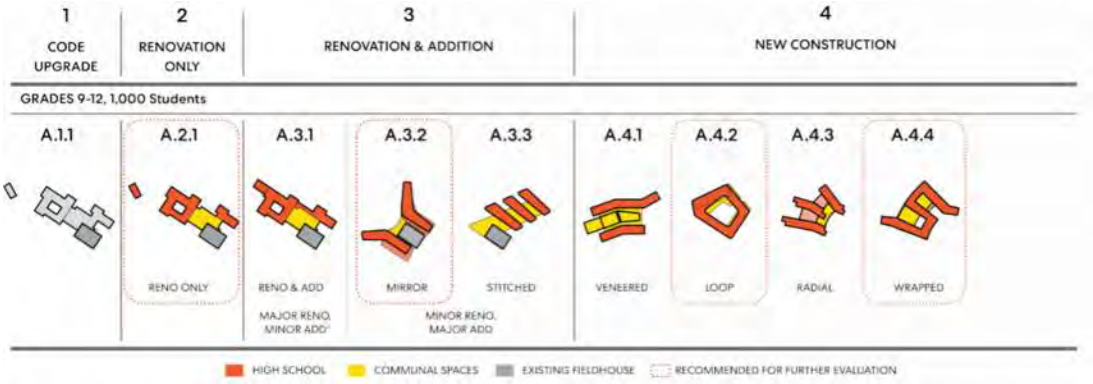
Key Takeaways:

- **ADMIN:** distribute the first-floor admin to upper floors
- **SPECIAL ED ON FIRST FLOOR:** can move to Level 2
- **SCHOOL STORE**: near Admin and Gym for large public gatherings.
- **HAWTHORNE:** can be on the upper floors next to the admin pod
- **BOOK STORAGE:** near Media Center
- **JROTC:** can go anywhere in the building
- **MEDICAL ASSISTING / BIO MED:** These are flagship programs that desires more visibility; locate Medical Assisting next to nurse and north shore health is preferred
- **ELEVATORS:** a lot of discussion around access to elevators that are not across the entire building. They is important.
- **COMPUTER LAB**: at Media Center.
- **DAYCARE:** add Infant and Toddler classrooms; address challenges with drop-off, entry access, and outdoor play areas
- **SITE PLAN:** strong preference for the New Construction scheme

- Steve Zrike also noted that this was a good session, particularly the adjacencies exercise
  - Steve would like to engage the High School staff in this way

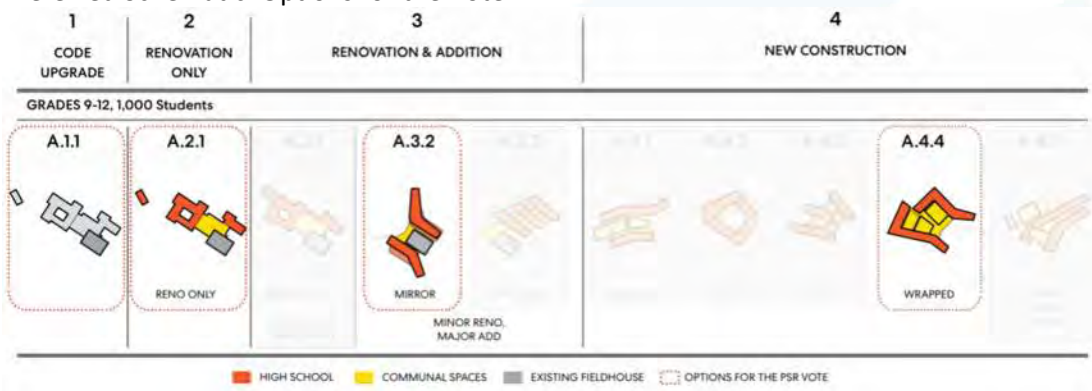
c. Site concept design options

- Preliminary Design Options: 9-12



- Preferred Schematic: Narrowed Options

- Preferred Schematic: Options for the Vote



d. Review of Options for the Vote: Patrick Cunningham reviewed the remaining options

- A.1.1 Code Upgrade

SITE PLAN
A.1.1 CODE UPGRADE ONLY

Strengths

- The school will meet the building code and ADA
- The school will have new HVAC, Plumbing, Electrical, and Fire Protection systems
- The school will meet current energy code
- Lower embodied carbon footprint
- Hazardous materials will be abated
- Site program relationships don't change for neighboring properties
- Retain existing District storage

Challenges

- The base repair renovations will be costly with no educational upgrades
- Lengthy disruption to the students for only systems upgrades
- Accessible swing space or modular classrooms serving the students are required for construction
- Deep existing floorplate presents daylighting challenges, with many windowless classrooms

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- A.2.1 Renovation Only

SITE PLAN
A.2.1 RENOVATION ONLY

Strengths

- Lower embodied carbon footprint
- Site program relationships don't change for
- neighboring properties
- Retain existing District storage
- Retain existing athletic facilities (larger than
- MSBA will reimburse)

Challenges

- Disruptive multiple phases, occupied renovation
- or swing space required
- Longer construction timeline
- Difficult to integrate CTE
- Limits to high performance energy goals
- Deep existing floorplate presents daylighting
- challenges

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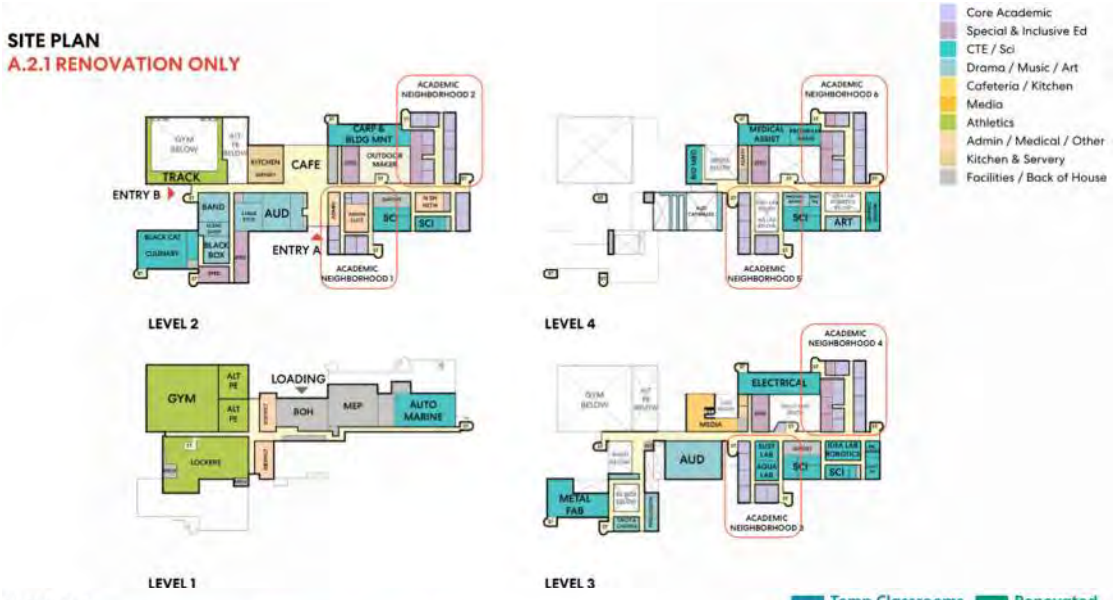
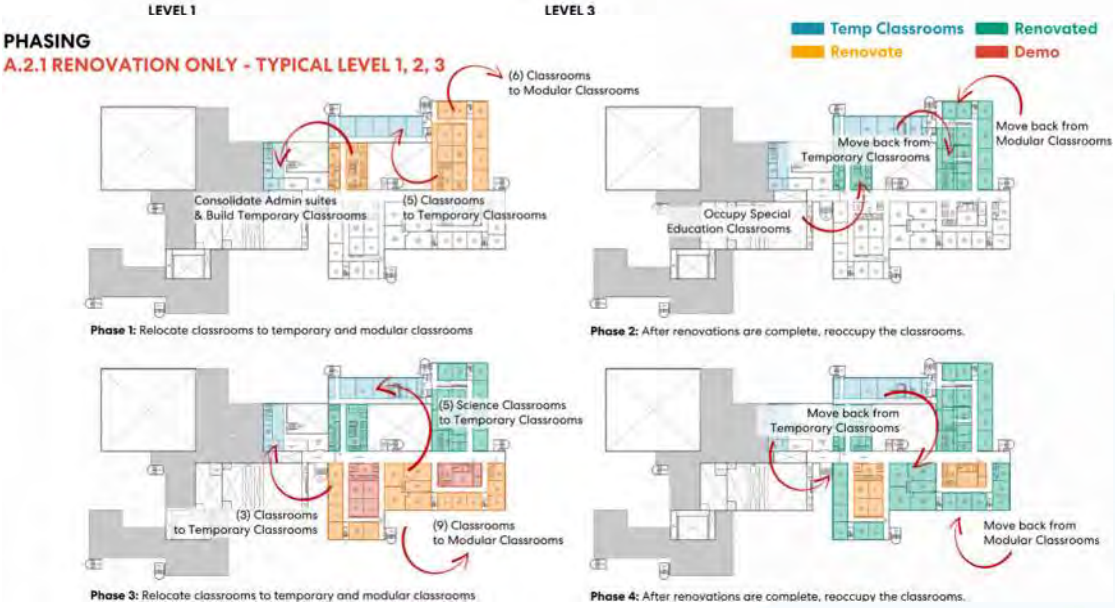
SITE PLAN
A.2.1 RENOVATION ONLY

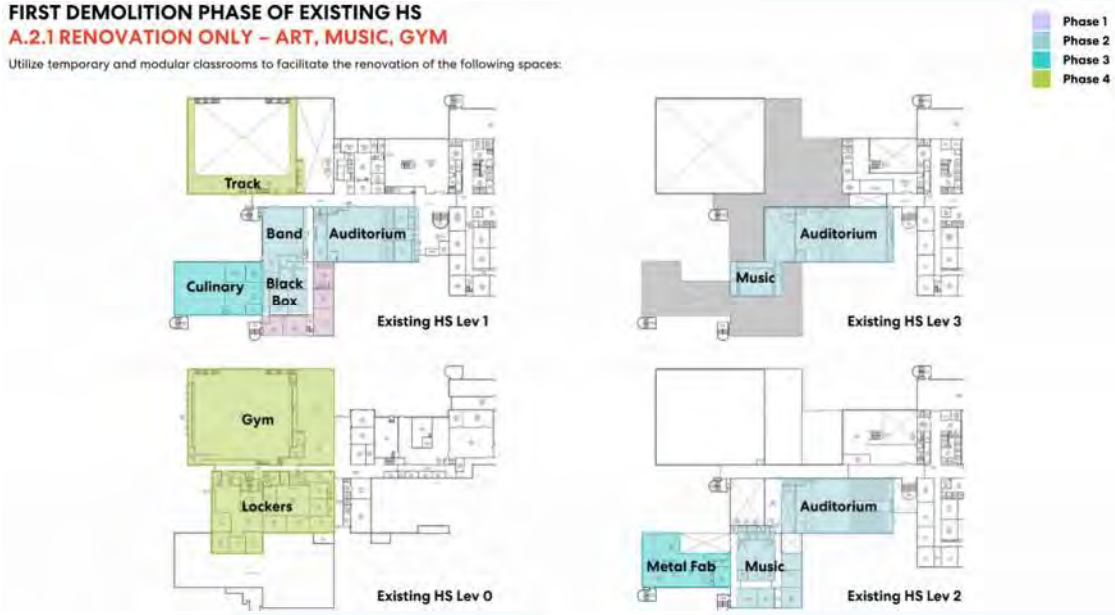


PHASING
A.2.1 RENOVATION ONLY - TYPICAL LEVEL 1, 2, 3



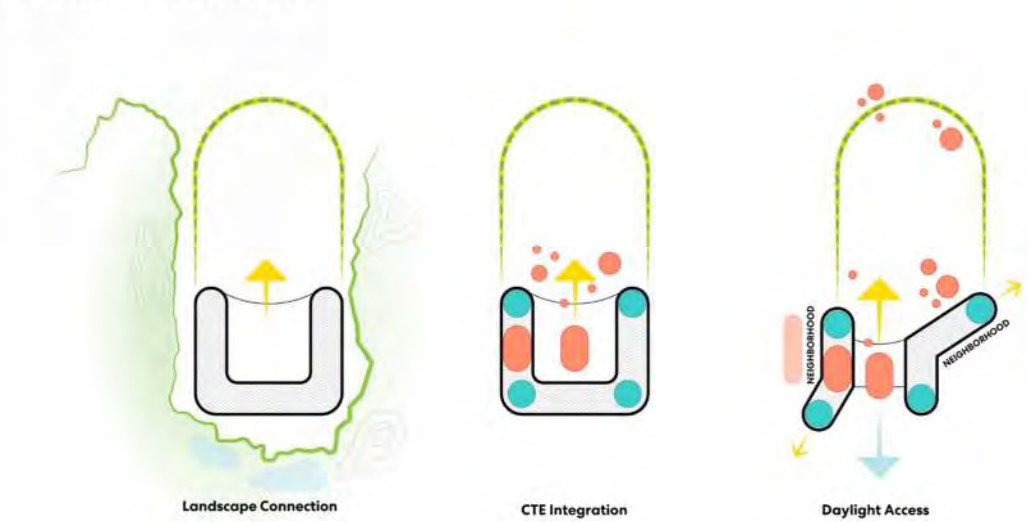
FIRST DEMOLITION PHASE OF EXISTING HS
A.2.1 RENOVATION ONLY – ART, MUSIC, GYM

Utilize temporary and modular classrooms to facilitate the renovation of the following spaces:



- A.3.2 Minor Renovation/Major Add – Mirror

SITE | PROGRAM PARTI: Add/Reno



SITE SCHEME:
A.3.2: MAJOR ADD/MINOR RENO MIRROR

Strengths

- Reuses existing Fieldhouse
- Site disturbance is limited
- Preserves existing ledge outcroppings
- Classrooms engage unique site features
- Better distributes traffic on Willson
- Sheltered harbor of communal space at heart of site
- Existing Salerno Center to remain

Challenges

- Image of School distant from streets & entry
- Parking as remote from entry as currently
- Requires multi-phase demolition
- Requires sizable ledge removal and regrading on southwest side of building to match existing Fieldhouse elevation
- Complexity and proximity of phasing requires care in maintaining safe school operation during construction
- Phasing requires consolidating HS program into a smaller portion of existing building
- Requires Lower Level

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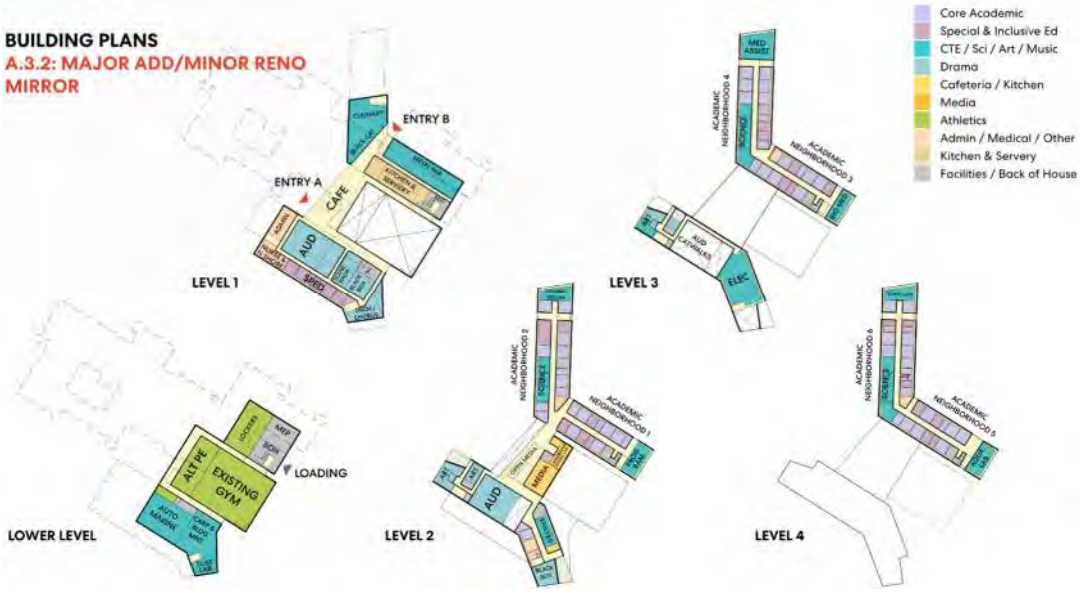
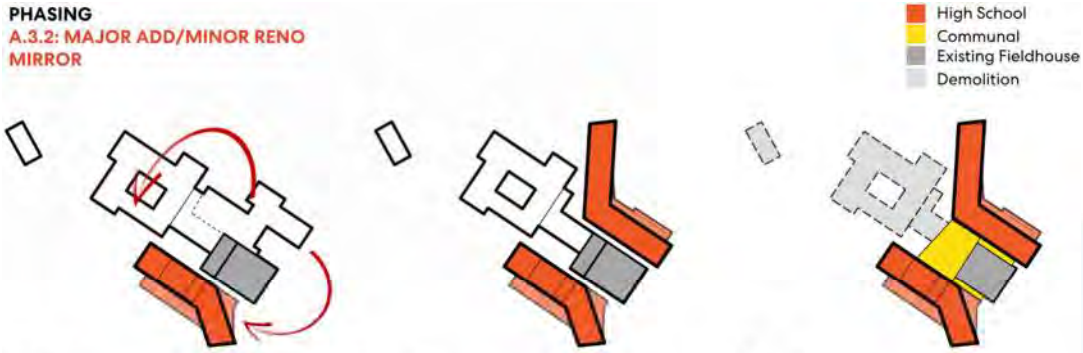
BUILDING PLANS
A.3.2: MAJOR ADD/MINOR RENO MIRROR



PHASING
A.3.2: MAJOR ADD/MINOR RENO MIRROR



Phase 1:
- Build new southern HS wing which will house the Auditorium, Music, Art, Culinary & Carp/Bldng Maint

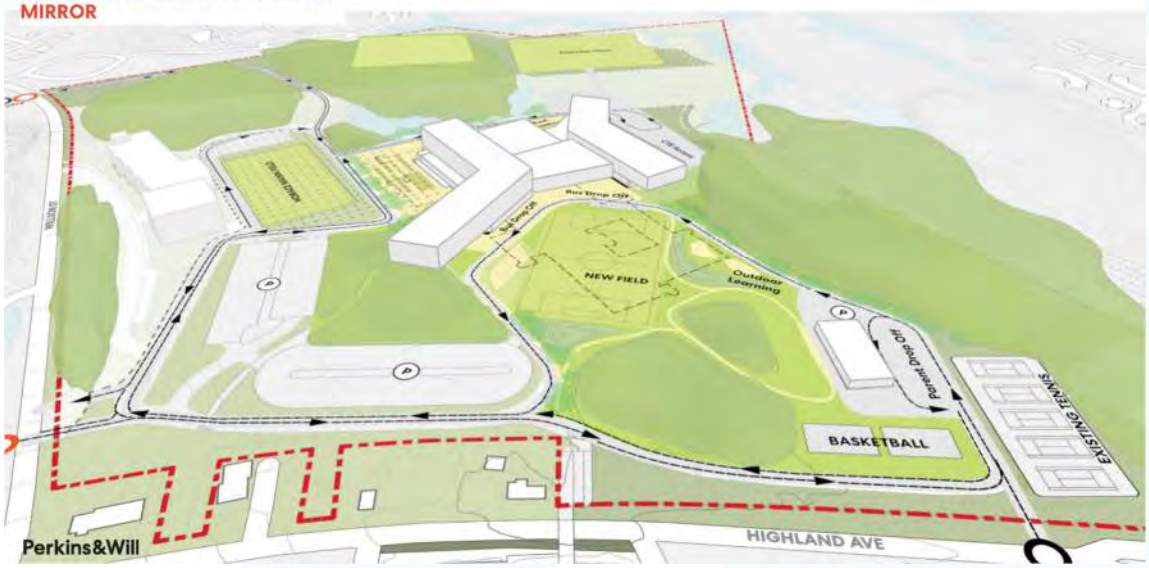
Phase 2:
- Relocate those existing programs into BOTH the new HS wing AND existing HS spaces

Phase 3:
- Demolish existing Auditorium/Music/Art/Culinary/ Carpentry wing
- Build new northern HS north wing
- Renovate existing fieldhouse

Phase 4:
- Demolish existing building's center
- Move those programs into new northern HS wing
- Build new communal spaces between the new HS wings

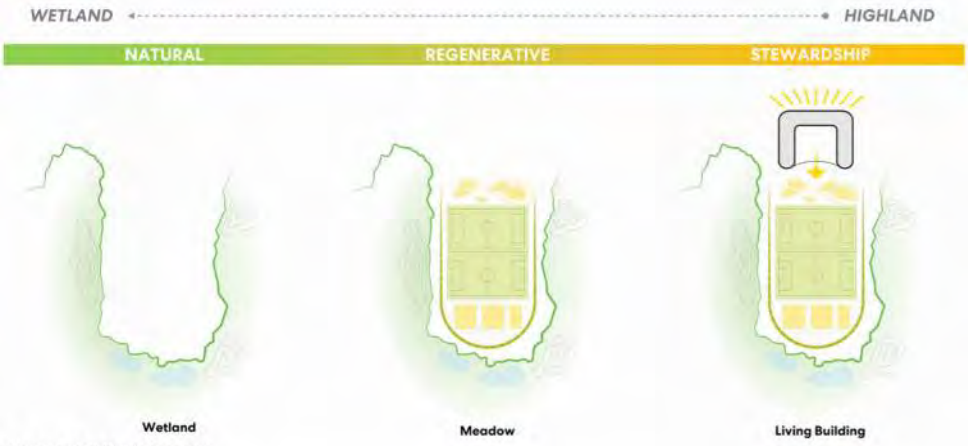
Phase 5:
- Demolish remainder of existing HS
- Complete sitework

SITE SCHEME:
A.3.2: MAJOR ADD/MINOR RENO MIRROR

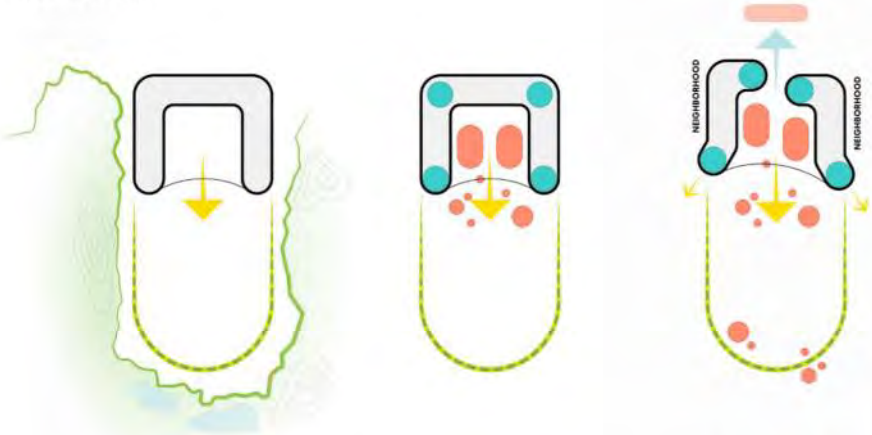


- A.4.4 New Construction – Wrapped

SITE STRATEGY
A.4.4 NEW CONSTRUCTION
WRAPPED



SITE & PROGRAM PARTI



SITE PLAN
A.4.4 NEW CONSTRUCTION
WRAPPED

Strengths

- Image of School visible from site entry & Highland Ave
- Potential for more than one new athletic field
- Existing parking close to new school for easy access
- No lower level requiring less excavation
- Building location maximizes potential for successfully filtering site stormwater before it reaches the wetlands

Challenges

- New Building in close proximity to Highland Ave
- Salerno Center demolished & Auto CTE program temporarily relocated during construction
- Tight site location requires partial demolition of existing high school (at least 13 classrooms affected, temporary classrooms to be built in existing HS for use during construction phases)

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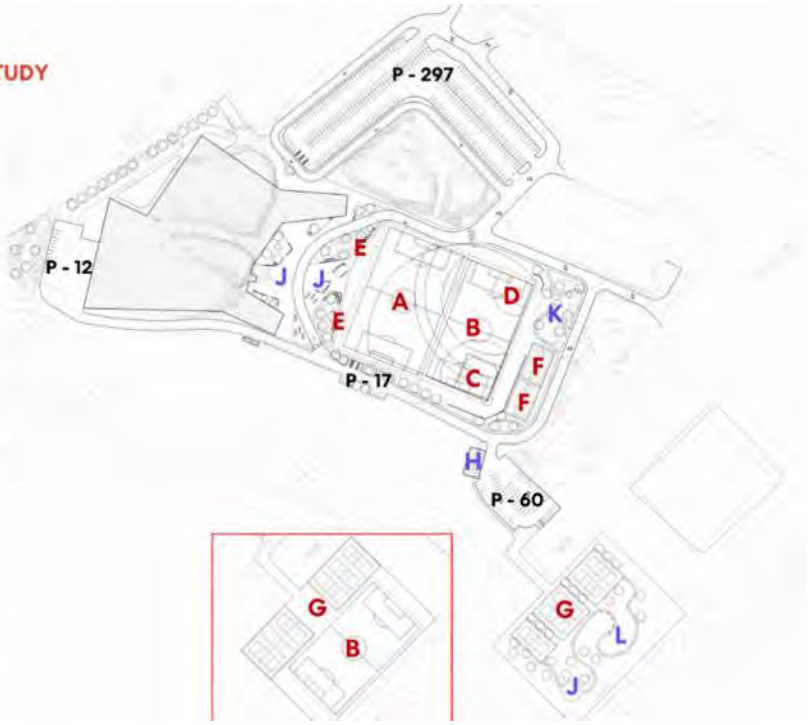
PRELIMINARY MASSING
A.4.4 NEW CONSTRUCTION
LANDSCAPE & OUTDOOR PROGRAM STUDY

A - SOCCER: 320' X 200'
B - SOCCER: 310' X 165'
- Both meet MIAA/NFSH requirements

C – BASEBALL
D - SOFTBALL
- Ideal orientation. Baseball shown with backstop at 40' (60' recommended).
- Overlap of outfields
- Artificial turf required for all fields because of infield overlap

E - SEATING: Between soccer field A and northwest walkway
F - BASKETBALL: Adjacent to baseball backstop
G - TENNIS & PICKLEBALL:
- At existing field, 5 courts total (min required for meet) with pickle ball overlay/ With 12' separation (min required)

H - DINER: Located in the southern parking lot
J – OUTDOOR CLASSROOM
K – RAIN GARDEN
L –WILDERNESS FITNESS CIRCUIT
P – PARKING (with space count in each location):
- Existing = 386 (including 8 ADA spaces) + 70 spaces for Horace Mann
- Proposed = 386 (including 10 ADA spaces) + 70 spaces for Horace Mann



SITE PLAN
A.4.4 NEW CONSTRUCTION
Salem State Univ Fields
Size Comparison

Multiuse Turf Fields:
- Soccer
- Softball
- Field Hockey

Perkins&Will

e. Embodied & Operational Carbon Study: Patrick Cunningham reviewed

	EUI Energy Use Intensity	TOTAL CARBON (GWP, kgCO2eq) 60 Year Life Span	SALEM WOODS HIGHLAND PARKS Eq. (160 ACRES OF MATURE FOREST)	Hidden Costs
EXISTING HS	71.5	82,573,820 GWP	517.6x	
CODE UPGRADE	27.9	25,838,880 GWP	162.0x	**Code Upgrade & Reno:** Operating a building bigger than is needed for 60 years
RENO ONLY	27.9	26,869,906 GWP	168.5x	**Code Upgrade, Reno & Add/Reno:** • Carbon associated with construction & demo of temporary classrooms, both in the building and modular classrooms • Existing Conditions Unknowns (ie hazardous materials, reuse of structure etc)
MAJOR ADD, MINOR RENO	26.7	34,776,116 GWP	218.0x	
NEW CONSTR.	27.1	35,712,654 GWP	224.0x	

Data based on:
- Proposed Schemes using 100% geothermal for Operational Carbon
- Projected MA Energy grid carbon reduction over 50 years for Operational Carbon
- Embodied Carbon based on Perkins&Will firmwide data
- Existing HS EUI and Operational Carbon based on 2024 school energy data provided by the City of Salem

f. PSR Options – Estimated Construction and Project Costs: Margaret Wood presented

- Process
  - An additional round of construction cost estimates was completed by Perkins&Will's cost estimator, PM&C
  - For the final PSR, there will be a second cost estimator, working for the OPM, performing a construction cost estimate, and the two estimates will be reconciled
  - The format we are showing is directed by the MSBA
- Comparison of Estimated Construction and Project Costs

Options	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat, Etc. ($*)	Estimated Total Construction ($*)	Estimated Total Project Costs ** ($*)
Code Renovation Only A1	419,530	$282,883,565	$0	$45,894,289	$282,883,565	$353,604,456
Renovation Only A.2.1	399,200	$309,510,373	$0	$58,999,101	$368,509,474	$460,636,843
Addition Renovation A.3.2	369,460	$23,023,509	$269,812,857	$93,213,040	$386,049,405	$482,561,756
New Option A.4.4	365,000	$0	$286,147,626	$78,261,958	$364,409,584	$455,511,980

* Marked up Construction Costs
** Includes Construction Contingency

- Comparison of Detailed Construction Costs between Options

		Code Only	Renovation	Add/Reno	New Construction
New construction	Varies from none to all	$0	$0	$179,036,673	$194,349,156
Renovation	Varies from none to all	$146,303,587	$191,762,041	$15,277,450	$0
Demolition	Varies from partial to complete	$0	$181,950	$5,830,950	$4,349,100
Temp Classrooms w/in existing school	Varies	$0	$0	$9,600,000	$4,500,000
Removal of Hazardous Materials	$7,850,000	$7,850,000	$7,850,000	$7,850,000	$7,850,000
Sitework *	Varies	$20,482,502	$28,521,875	$38,571,375	$36,455,790
Escalation	10.75% to the mid-point of construction	$18,773,380	$24,543,956	$27,537,893	$26,606,685
Design & Pricing Contingency	15%	$26,195,413	$34,247,380	$38,424,967	$37,125,607
Non-Trades Sub Bonds	1.25%	$1,372,531	$1,794,420	$2,013,308	$1,945,227
General Conditions	$400,000/month	$14,400,000	$19,200,000	$14,400,000	$12,000,000
General Requirements	6%	$8,784,195	$11,484,288	$12,885,172	$12,449,454
Phasing	Varies with scope and duration	$13,176,293	$17,226,432	$6,442,586	$0
Bonds	0.75%	$1,647,037	$2,153,304	$2,415,970	$2,334,273
Insurances	1.75%	$3,843,085	$5,024,376	$5,637,263	$5,446,636
Permit	Excluded	$0	$0	$0	$0
Modular Classrooms	For reno only: not reimbursible	$5,600,000	$5,600,000	$0	$0
(If CM at Risk) CM Fee	2.5%	$6,570,701	$8,599,751	$9,148,090	$8,635,298
(If CM at Risk) CM Contingency	3.0%	$7,884,841	$10,319,701	$10,997,708	$10,362,348
Total of All Construction		**$282,883,565**	**$368,509,474**	**$386,069,405**	**$364,409,574**
Duration		**36 months**	**48 months**	**36 months**	**30 months**

* Sitework includes: Ledge Removal, Roadways/Parking/Pedestrian Paths, Site Improvements (courts, fields), Landscaping, Utilities (electrical, plumbing)

- Brooke Trivas noted that these are preliminary estimates, and these are based on a lot of data and a lot of prior experiences understanding what is involved; there will be a much better understanding of costs with the Schematic Design development, when scope and budget are set

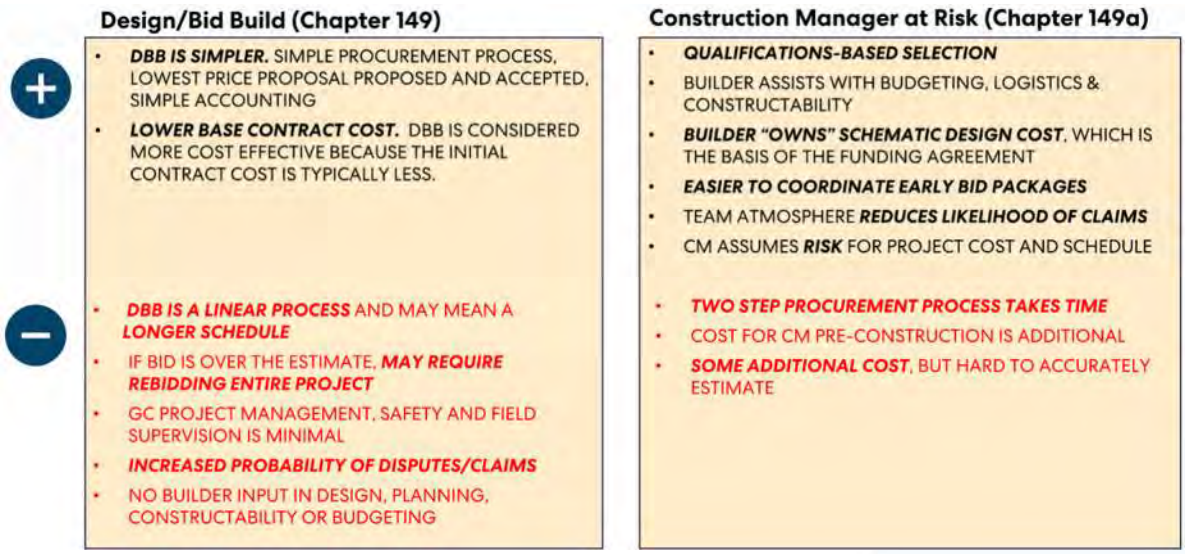
g. Discussion

- Mayor Pangallo
  - Responding to Nate Bryant's question, he suggested we have a discussion before the motion
- Lori Marenda
  - More of a commentary as someone who lived through the 2006-2008 renovation project; she also checked in with other teachers (some former students) who were there at the time

  - Comments were that it was very distracting and disruptive; it was overwhelming for the community
    - Some worked in the building, others worked in the temporary trailers; dust, noise
    - Moving around multiple times during the project
- Jenna Ide
  - Jenna appreciates the careful review of the Code and Renovation options, which we have to consider. She wants to understand what would the Code only option provide in terms of the life of the building?
    - Brooke Trivas noted the systems would be upgraded (including the envelope for required energy compliance), and therefore they would last; but disrupting the building for code only upgrades, and there would be no educational upgrades
  - Have tariffs been factored in these estimates?
    - Brooke Trivas - Tariffs are typically being put in below the line (3%-6%), and not identified here; will include this in the next phase when we know more about the impacts at that time
    - Patrick Cunningham noted that tariffs are being treated as an additional contingency, not baked into the trade costs.
    - Margaret Wood agrees but noted that there is general uncertainty impacting the market, both in terms of cost and availability; for now, we need to flag this as an issue and will carry it as contingency in the next phase.
- Beth Anne Cornell
  - What is the location of the new athletic fields in the new construction option?
    - Brooke Trivas showed on the plan that the new fields are located roughly where the existing building is
  - Beth Anne communicated that she is voting for the new construction option
  - What is included in the indoor athletic spaces?
    - Brooke said the field house in the new construction option is about same size as the existing field house: three cross courts (one competition / three cross courts for practice or PE); elevated walking track; strength & conditioning room; separate wrestling and cheer room; health classroom associated with athletic program; and the associated lockers, team rooms, and training rooms
    - Patrick noted looking to provide the same square footage in a geometry which will result in more usable space
- Rick Jones
  - He had questions but they have all been asked and answered, so he is good
- Mayor Pangallo
  - He has no questions, and if there are no additional questions, he would like to make a motion
  - Mayor Pangallo expressed his gratitude to all the members of the building committee, the co-chairs, to the project team, and to everyone who has participated in the community forums that centered around grade configuration and selection of a preferred option; it has been a robust process and one he is proud to have been a part of
  - Mayor Pangallo knows that throughout we have been:
    - focused on creating an option for the community and kids that serve them well; our District is thriving academically, and they deserve a building that supports them and is as excellent as they are
    - mindful of our continuing obligation to the taxpayers, strived to make a grade configuration decision as a School Committee that was reflective of cost considerations, among other things; and making decisions around energy use for the building with both a climate mindset and cost sensitivity
  - This will be a transformative and substantial project by all measures, but the SBC will continue to explore additional ways to make this affordable for our community

5. **Vote on Preferred Schematic Option**
   a. Motion on the Preferred Schematic Option
   MOTION: Mayor Pangallo noted he is excited to make a motion to advance option A.4.4, the New Construction option as the Preferred Schematic option for the new Salem High School project; Nate Bryant seconded the motion. There was no additional discussion. Roll call – Nate Bryant, Beth Anne Cornell, Anthony Delaney, Matt Formica, Jenna Ide, Rick Jones, Dominick Pangallo, Lori Marenda, Perla Peguero, Betsy Ricciarelli, Megan Stott, Keith Tamilio: all voting committee members in attendance at the time of the roll call voted in favor; no votes opposed. The motion carried.

6. **Review of Construction Delivery Method Options**
   a. Deborah Marai presented a brief recap of the Project Delivery Decision Process and timeline that was reviewed and discussed at the April 17th SBC meeting
      - Considerations basically come down to complexity and risk
      - Comparison of Design/Bid/Build (Chapter 149) or Construction Manager at Risk (Chapter 149a)



   b. Deborah noted that on May 7th, the Finance Working Group met to discuss the two construction delivery options
      - Anthony Delaney reported that the Finance Working Group unanimously favors the Construction Manager at Risk delivery method for the Salem High School project
      - There were no questions for Anthony Delaney or the Finance Working Group
   c. Discussion
      - Jenna Ide commented on why she believes Construction Manager at Risk is a beneficial option for this project
        - The cost and complexity of this project
        - The risk of a potential rebidding situation, which would delay the process, and any time construction is pushed out the cost increases (escalation)
        - Disputes and claims could also be very costly

7. **Vote on Preferred Construction Delivery Method**
   a. Nate Bryant requested a motion on the Preferred Construction Delivery Method
   MOTION: Mayor Pangallo noted he is excited to make a motion to advance option A.4.4, the New Construction option as the Preferred Schematic option for the new Salem High School project; Nate Bryant seconded the motion. There was no additional discussion. Roll call – Nate Bryant, Glenn Burns, Beth Anne Cornell, Anthony Delaney, Matt Formica, Jenna Ide, Rick Jones, Dominick Pangallo, Lori Marenda, Perla Peguero, Betsy Ricciarelli, Keith Tamilio: all voting committee members in attendance at the time of the roll call voted in favor; no votes opposed. The motion carried.

8. **Selection of CM at Risk Selection Subcommittee**
   a. Since the SBC has selected CM at Risk procurement, the following milestones are proposed:
      - May 8th or May 29th: Nominate and vote on selection subcommittee
      - June 12th: Review CM at Risk Request for Qualifications
      - July 17th: Advertise for Qualifications, Shortlist & Interview
      - August 21st: Integrate CM into the Team during month two of the 6-month Schematic Design phase
   b. Margaret Wood noted the following concerning the CM Selection Committee:
      - It is a structured and statutory requirement for CM at Risk selection
      - Participants must include representatives of the City/District, the designer and the OPM.
      - Margaret commented that most of the work of the selection will take place over the summer
        - Some meetings, review of submissions to shortlist, interviews, and final selection
   c. Nomination process discussion
      - Margaret recommended that Anthony Delaney, as the City's procurement officer, be a member of the Committee.
      - Co-chair Nate Bryant recommended moving forward with other nominations at the meeting, and co-chair Rick Jones concurred. Rick Jones noted that Matt Formica and Paul Viccica reached out to him with interest in being on the CM selection subcommittee
   d. Nate Bryant then asked for nominations.
      - Self-nominations: Anthony Delaney, Matt Formica, and Lisa Golden nominated themselves
      - Margaret Wood nominated Paul Viccica who had expressed interest
      - OPM: Deborah Marai
      - Designer: Brooke Trivas
   e. Motion on CM at Risk Selection Subcommittee
      MOTION: Nate Bryant made a motion to approve the slate for the Construction Manager at Risk Selection Subcommittee: Anthony Delaney, Matt Formica, Lisa Golden, Paul Viccica, Deborah Marai, and Brooke Triva. Keith Tamilio seconded the motion. There was no additional discussion. Roll call – Nate Bryant, Glenn Burns, Beth Anne Cornell, Anthony Delaney, Matt Formica, Jenna Ide, Rick Jones, Dominick Pangallo, Lori Marenda, Perla Peguero, Betsy Ricciarelli, Keith Tamilio: all voting committee members in attendance at the time of the roll call voted in favor; no votes opposed. The motion carried.

9. **Update from Finance Working Group**
   a. Finance Working Group Report: Anthony Delaney reported for the Finance Working Group
      - The Finance Working Group met on May 7th for the purpose of discussing the Construction Delivery Method Options; there was no invoice review or other discussion
      - There were no questions or comments

10. **Update on School Tours**
    a. Steve Zrike provided an update on the school tours
       - Over April break, there was a series of school tours attended by a number of SBC and School Committee members: Somerville, Billerica, and Belmont
       - It was incredibly helpful to speak to users and designers, and to see different spaces
         - Strongly recommend that members of the committee participate in as many tours as they can
         - Billerica High School is well-designed, thoughtful, good comparison (size)
         - He is interested in seeing Waltham as a new High School with CTE programs
       - There were no questions or comments

11. **Other items not anticipated by the Chairs 48 hours in advance**
    a. Nate Bryant asked if there are any additional comments
       - Nate Bryant thanked Perkins&Will, Anser, and the SBC for getting Salem through this point

12. **Public Comment**
    a. Nate Bryant asked if anyone from the public wanted to speak
        - There was no public comment

13. **Adjourn**
    a. Motion to adjourn at 7:45pm
    MOTION: Jenna Ide made a motion to adjourn; the motion was seconded by Perla Peguero. No discussion. A voice vote was held. All committee members in attendance voted in favor, no votes opposed. The motion carried.

The above meeting minutes are assumed correct unless the writer is notified within 5 days after receipt.

Prepared by: Deborah Marai, Anser Advisory
Distribution: Salem High School - School Building Committee, Anser Advisory
Attached: Salem High School - School Building Committee Meeting Presentation

Next Meeting: Thursday, May 29, 2024 – Note summer location: Collins Middle School, in the chambers

Future Meeting Dates

- May 29, 2025 **– Collins Middle School, the chambers**
- June 12, 2026 **– Collins Middle School, the chambers**
- June 18, 2025 (June 19th is a Holiday) – **vote to authorize submission of the PSR; Collins Middle School, the chambers**
- July 17, 2025 **– Collins Middle School, in the chambers**
- August 21, 2025
- September 18, 2025
- October 16, 2025
- November 20, 2025
- December 18, 2025

Salem High School Building Committee (SHSBC)
Meeting Minutes-Rev00
Meeting Date: May 29, 2025

Location: Collins Middle School, Chambers; meeting was live stream recorded by SATV.
The agenda, minutes and recording are available on the Salem Public School (SPS) Project website.

In Attendance:

School Building Committee Member	Attendance	Title	Voting Member
Zissis Alepakis	✓	Director of Buildings and Grounds, Salem Public Schools	
Nate Bryant		Co-chair SBC; VP Student Success Salem State Univ., former School Committee Member	X
Glenn Burns	✓	Principal, Salem High School	X
Beth Anne Cornell	✓	Salem School Committee Member	X
Anthony Delaney	✓	Chief Procurement Officer, City of Salem	X
Neal Duffy	✓	Director of Sustainability and Resilience, City of Salem	
Matthew Formica		Civil engineer and Salem Public Schools parent	X
Anna Freedman		Finance Director, City of Salem	
Elizabeth (Lisa) Golden	✓	Special Projects & MSBA Liaison, Salem Public Schools	
Hadassah Hunt		Salem High School student	
Jenna Ide	✓	Energy & Sustainability Professional	X
Rick Jones	✓	Co-chair SBC; Architect and Salem Public Schools parent	X
Lori Marenda	✓	Salem High School teacher and Salem Teachers Union representative	X
Robert McCarthy		Contractor, former Salem Public Schools parent, former City Councilor	X
Dominick Pangallo	✓	Mayor, City of Salem	X
Elizabeth Pauley	✓	Assistant Superintendent of Finance and Operations, Salem Public Schools	
Perla Peguero		Latino Leadership Coalition representative and former educator	X
Betsy Ricciarelli	✓	Interior architect and Salem Public Schools parent	X
Mario Sousa	✓	Career Education Director/Co-op Coordinator, Salem High School	
Megan Stott		City Councilor, City of Salem and Salem Public Schools parent	X
Keith Tamilio		Salem Public Schools parent and Labor/Council/Building Trades representative	X
Paul Viccica		Architect	X
Rylan Workman		Salem High School student	
Stephen Zrike	✓	Superintendent of Schools, Salem Public Schools	

Others in attendance:

- Chris O'Donnell, Communications Director SPS
- Margaret Wood, Anser Advisory
- Deborah Marai, Anser Advisory
- Brooke Trivas, Perkins&Will
- Patrick Cunningham, Perkins&Will
- Members of the public

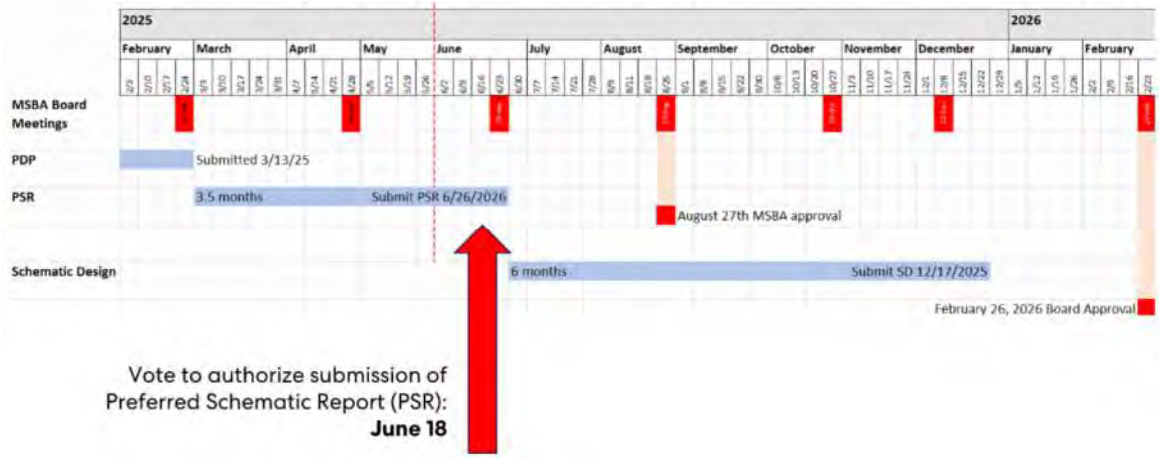
Discussion:

1. **Call Meeting to Order and Roll Call**
   a. Salem High School Building Committee co-chair Rick Jones called the meeting to order at 6:00pm
   b. A roll call was held, and there was not yet a quorum

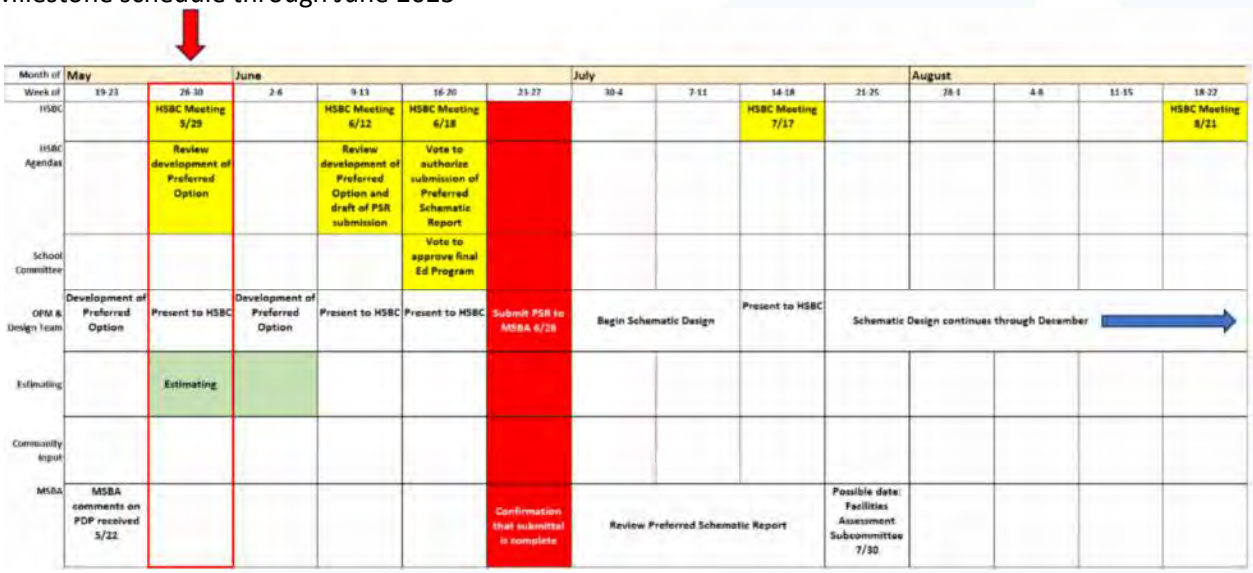
2. **Approval of School Building Committee Meeting Minutes**
   a. Once there was a quorum, Rick Jones requested a motion to approve the May 8, 2025 Salem HSBC meeting minutes
   MOTION: Jenna Ide made a motion to approve the May 8, 2025 Salem High School SBC Meeting Minutes; Beth Anne Cornell seconded the motion. No discussion. All voting committee members in attendance at the time of the roll call voted in favor (Glenn Burns, Beth Anne Cornell, Anthony Delaney, Jenna Ide, Rick Jones, Dominick Pangallo, Lori Marenda, Betsy Ricciarelli); no votes opposed. The motion carried.

3. **Update on Building Committee Membership**
   a. Margaret Wood presented updates on the Building Committee membership.
      - Yamily Byas, who was originally on the HSBC, has resigned
      - Two of the three Salem High School students that were on the HSBC as non-voting members are graduating; Thais Saldivar and Muhammed McClure have resigned.
      - Mayor Pangallo has appointed Salem High School student Rylan Workman to the HSBC as a non-voting member; Rylan has attended recent HSBC meetings but was unable to attend tonight.

4. **Milestone Schedule Review**
   a. Margaret Wood reviewed the project schedule, noting where the project is and what is coming up.
      - Overall schedule through Schematic Design (SD)



      - ➢ Preferred Schematic Report (PSR), the second major submission to the MSBA
        - Tonight, 5/29/25, review progress on development of the preferred option and the PSR
        - 6/12/25, review cost estimate for the preferred option
        - On track for taking a vote on submission to the MSBA of the PSR on 6/18/25
      - ➢ Schematic Design (SD), the third major submission to the MSBA
        - After submission of the PSR, the design team will launch into SD
        - Submission date is 12/17/25
        - Long gap between submission and 2/26/25 MSBA Board Approval
        - Gap includes MSBA staff review/feedback, and with this input the MSBA Board vote can be reasonably anticipated
      - Milestone schedule through June 2025



- We received MSBA comments on PDP submission from early March
  - Comments are very detailed (programming, utilization), but there are no major issues
  - It will take some work to compile response within the two-week deadline (6/5/25)
  - Margaret thanked Glenn Burns for his responses related to the educational program
  - We do not have comments to review tonight, but these will be part of the PSR submission
  - One item to note:
    - The MSBA is reviewing if any state funding provided to Salem for the last High School renovation project should be coming back to the MSBA as part of the current project
    - Anna Freedman took note of this immediately and reached out for clarification
    - Margaret was reassured to learn from the MSBA that they typically prorate the investment for previous projects over 20 years; the certificate of occupancy for the renovation project was 2008, and occupancy of the new building would be after the 20-year lookback has expired; this is an unofficial response from the MSBA, but is consistent with their protocol.
- Margaret again noted upcoming HSBC meetings:
  - 6/12/25 draft PSR review and 6/18/25 vote to authorize submission of PSR
  - The next meeting after that will be 8/17/25
- The School Committee will vote for final approval of educational program and space summary; Dr. Zrike confirmed this is on 6/17
- PSR submission on 6/26/25
- MSBA: On 7/30/25, there is an important meeting with MSBA Facilities Assessment Subcommittee (FAS) which the Superintendent will be attending; peer review group of the MSBA weighs in with comments on the preferred option

5. <u>Designer Update: Presentation on Preferred Option Development</u>

a. Brooke Trivas introduced Designer Updates
- No votes required tonight, but there has been a lot of progress on the preferred option to report on
- There was a productive regulatory meeting today
  - Brooke noted that the site plan and building diagrams were reviewed at a high level
  - Margaret Wood noted it was an important meeting, and the invitation was broad
  - Margaret noted there were good comments and questions, with some focus on traffic
  - Rick Jones noted for Mayor Pangallo that the question was raised about whether the pedestrian bridge over Highland Avenue will remain (related to DOT's work on Highland Avenue)

b. Design Options Matrix
- Preferred Schematic: Options for the Vote

- Preferred Schematic: Selected Option

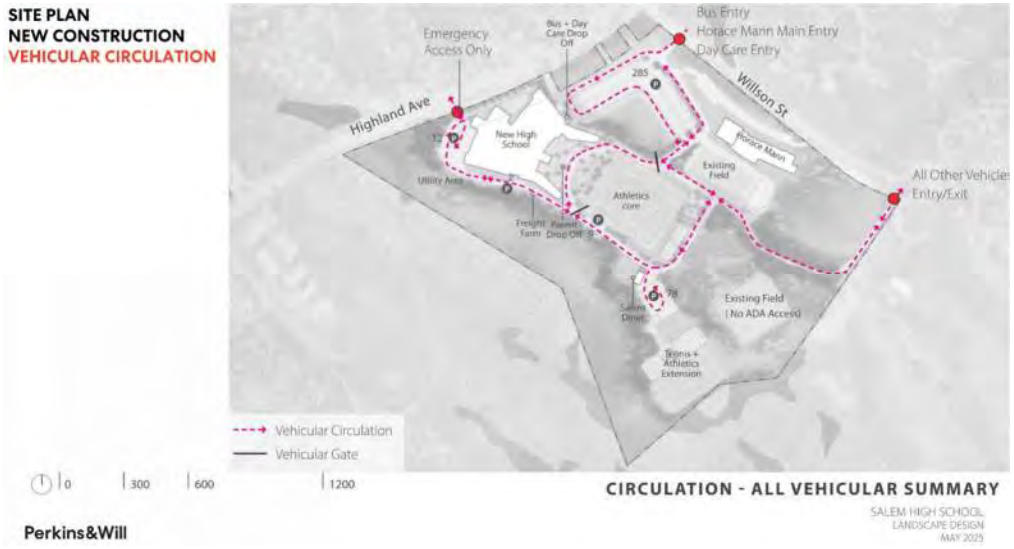
c. Leadership Meeting Recap
- High School leadership meeting on 5/15/25
  - Program Adjacency Review Comments

Prioritize Access to Public Spaces: Black Cat, Daycare, Aud, Gym, Adult Education, CTE.	Reviewed Locations of key program spaces: Nurse, Stride, Bridge, Welding, BPM, Adult Ed. CR.	Determined best locations for guidance and Admin spaces on Level 1,2,3.	Welding, Carpentry and Automotive on First Floor for loading and access and outdoor connections.
Music can be located on two floors connected by a stair.	Nurse located on first floor with easy access to gym and cafeteria	Combine Adult Education CR with Career Center due to different times of use.	Move Stride and Bridge to first floor due to medically intensive student needs.

d. Site Plan
- Site Plan Update

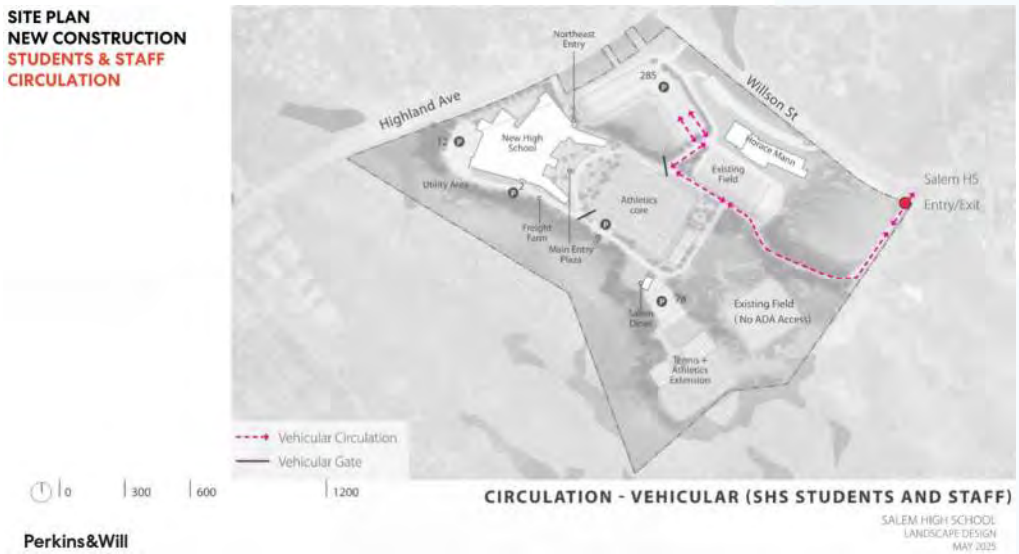
- Athletic Core Enlargement

- Vehicular Circulation

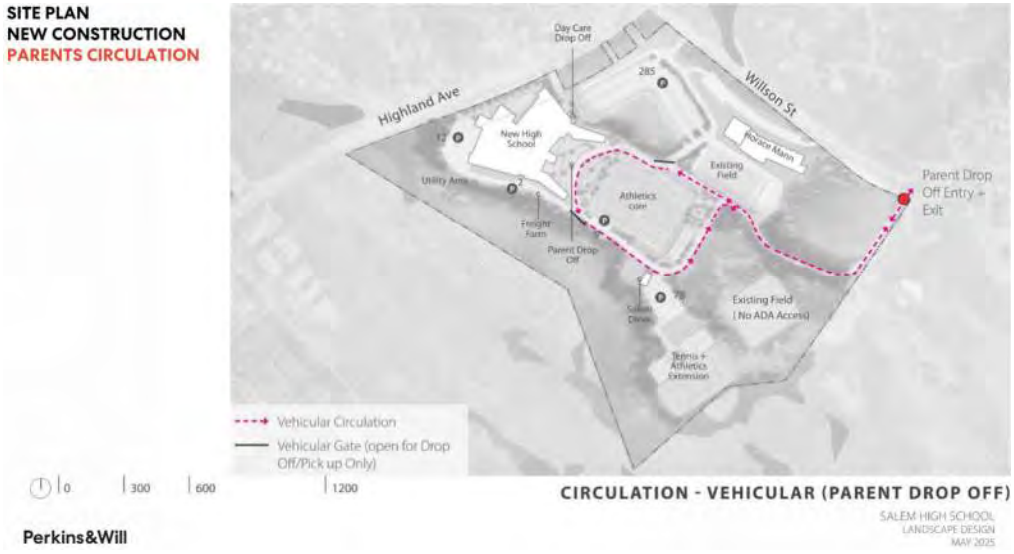


- Emergency Access

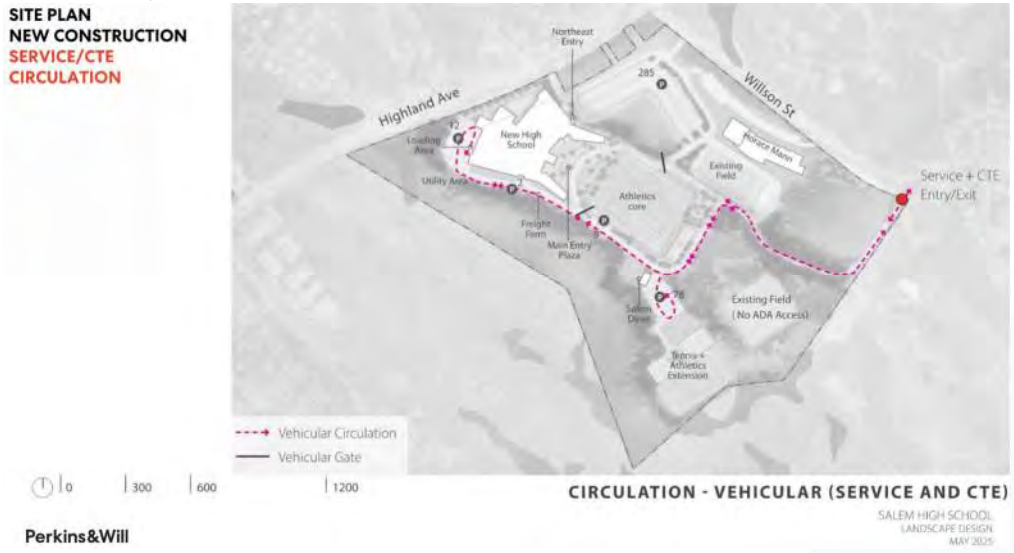
- Student & Staff Circulation



- Parent's Circulation

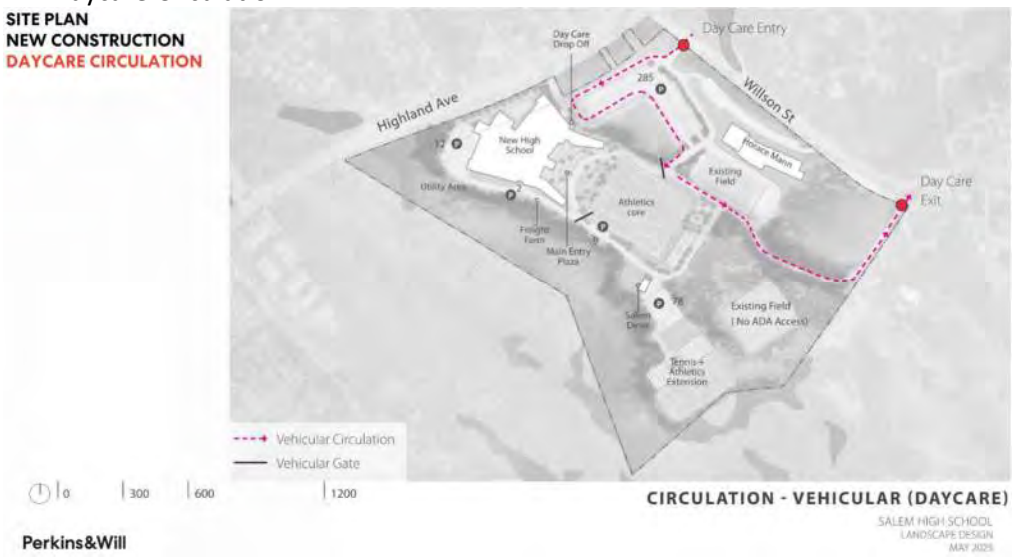


- Service/CTE Circulation

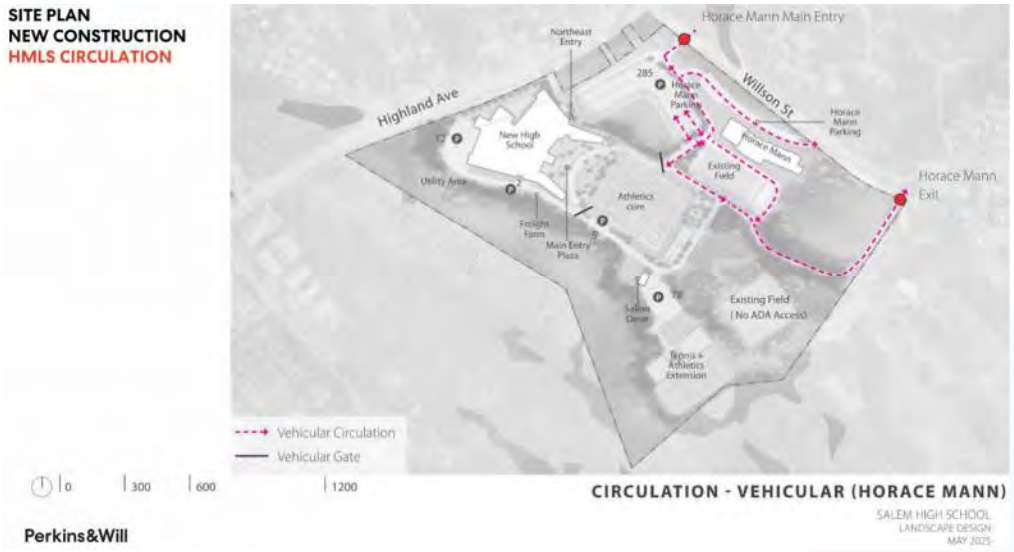


- Bus Circulation

- Daycare Circulation



- HMLS Circulation



- Brooke noted there has been a lot of work on the site plan, there may be some shifting still to come
- There was general discussion about the site plan updates, athletic fields layout, and circulation

e. Interior Program Adjacencies

- Program – Ideal Ground Floor Spaces
  - Brooke Trivas noted that there has been a lot of discussion regarding what needs to be on the first floor, including discussions today
  - There is ongoing discussion about whether Welding with Classroom can fit on the first floor *[further discussion below in these minutes]*
  - Currently in range of what fits on the first floor
  - Brooke shared the current status of the first floor

PROGRAM	NSF
CTE	**31,900**
Carpentry with CR	7,000
Auto Tech / Marine with CR	8,100
Welding with CR	5,800
Culinary Arts & Black Cat	7,000
Culinary CRs	1,400
Daycare with CRs	1,700
Daycare Reception	500
Daycare Kitchen / Office	400
Drama	**13,417**
Auditorium	9,817
Scene Shop	1,800
Dressing Rooms	600
Aud Storage	1,200
Music	**6,700**
Band	2,500
Chorus/Orchestra	1,500
Music Storage	1,000
Music Practice Rooms (8 @ 75 SF)	600
Ensemble	200
Percussion CR	600
Music Office	300

PROGRAM	NSF
Kitchen & Dining	**11,400**
Kitchen	4,200
Servery	1,800
Chair/Table Storage	400
Cafeteria	5,000
Nurse / Medical	**970**
Main Admin Suite	**3,490**
Other	**2,540**
North Shore Health	1,390
Clothing Connection	750
School Store	400
Special Education	**5,030**
STRIDE Life Skills	2,250
BRIDGE Post High	2,780

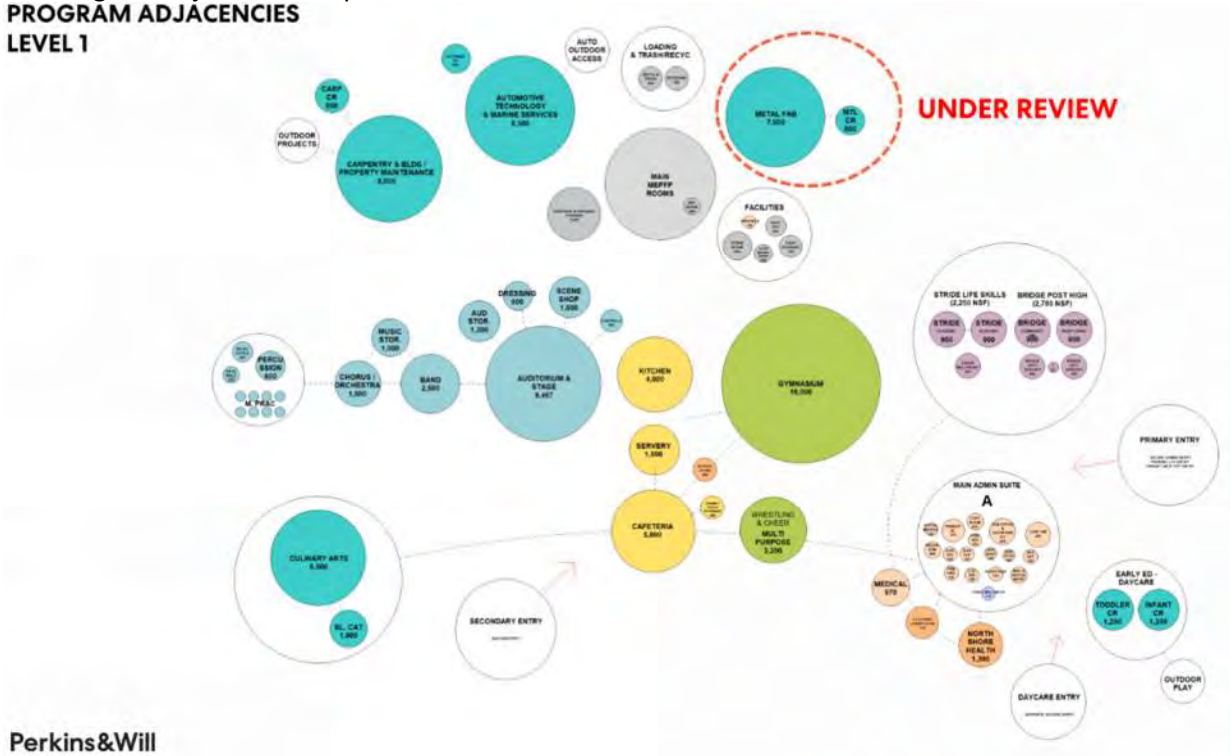
PROGRAM	NSF
Athletics	**23,200**
Gym	18,000
Multipurpose (Cheer & Wrestling)	3,200
Gym & PE Storage	2,000
Custodial & Maintenance (incl office)	**4,295**

TOTAL NET SF (Welding on L2)	**97,142**
GROSS WITH 1.5 MULTIPLIER	**145,713**
TOTAL NET SF (Welding on L1)	**102,942**
GROSS WITH 1.5 MULTIPLIER	**154,413**
Main MEP Room (part of Gross)	5,000

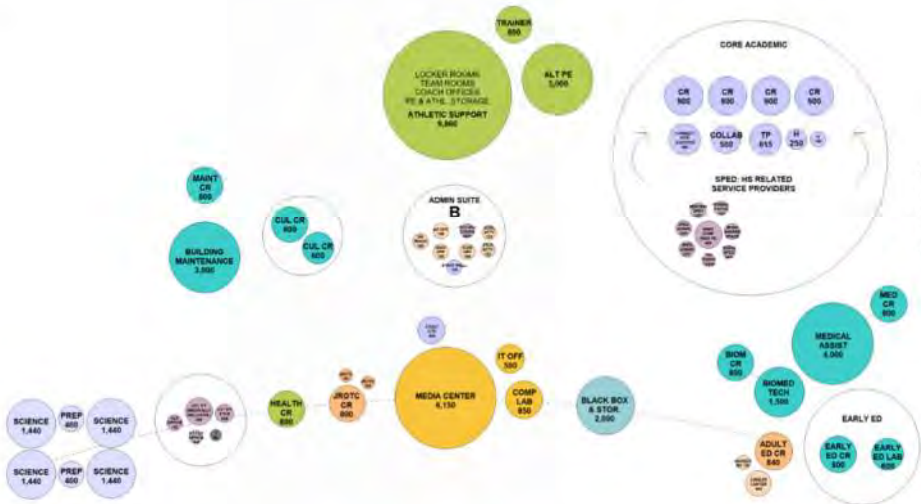
Estimated Ground Floor SF:
Option 1: 146,400 (Welding on L2)
Option 2: 153,200 (Welding on L1)

- Rick Jones asked if this maps to space summary
  - Brooke noted there have been some changes to CTE spaces, but not without laying it out and confirming with Mario Souza; Mario even requested some spaces get smaller
  - Everything that has changes on the Space Summary is tracked and highlighted as changed

- Program Adjacencies - Updates

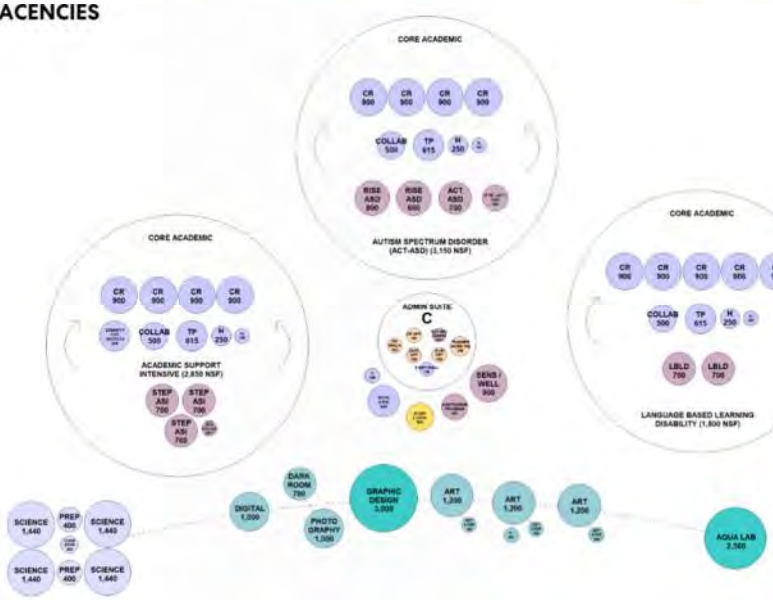


PROGRAM ADJACENCIES LEVEL 2



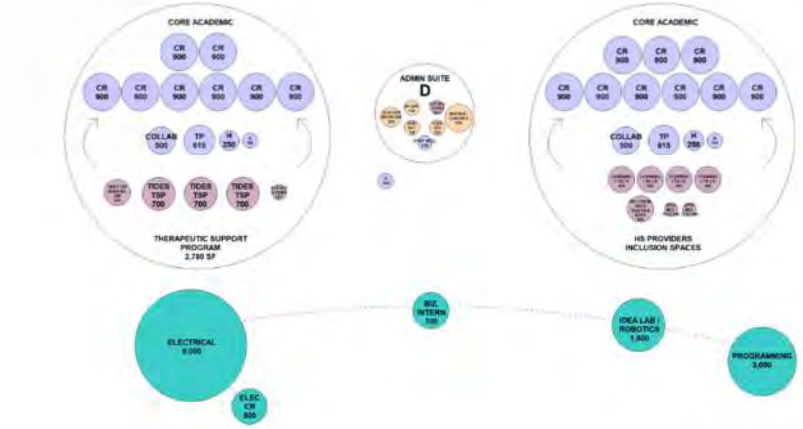
SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods

PROGRAM ADJACENCIES LEVEL 3



SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods.

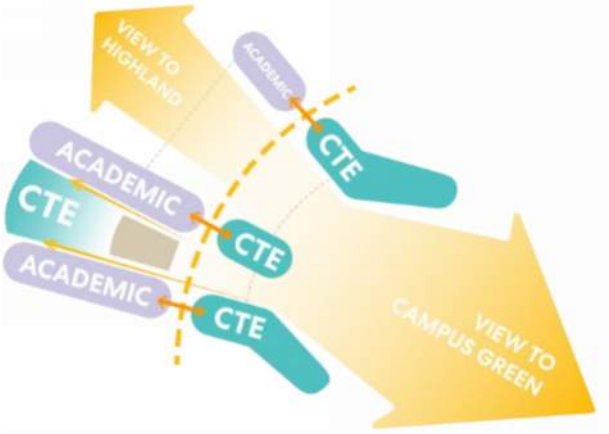
PROGRAM ADJACENCIES LEVEL 4

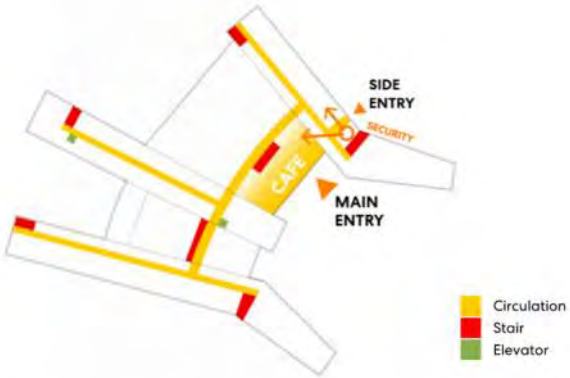


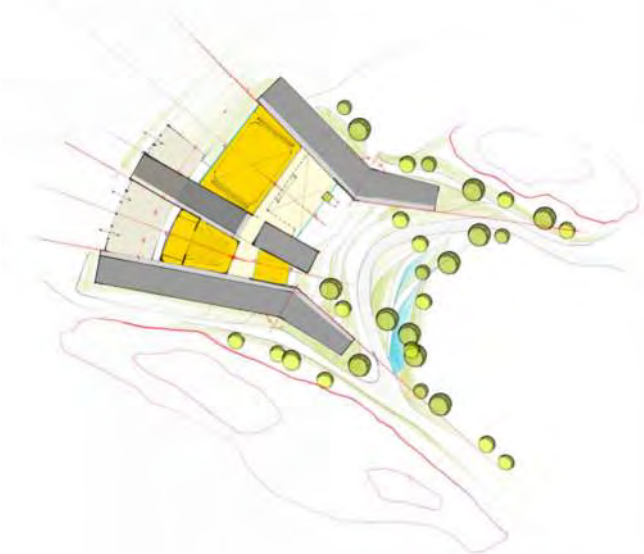
SPED classrooms are integrated within general education classrooms, which is typical across all neighborhoods.

f. Building Plan Updates

- Building Diagram
  - Patrick Cunningham presented updates to the building diagram
    - The building diagram is being clarified; circulation is being simplified
    - Organizing along one arced main street with direct access to CTE and arts programs, and direct entrances to academic neighborhoods
    - The building set up as a series of bars adjacent to major public spaces
    - This provides a connection to the outside everywhere in the building (views, daylighting)
    - There is change from what was previously presented; instead of wrapping, it is opened up and more like “fingers”







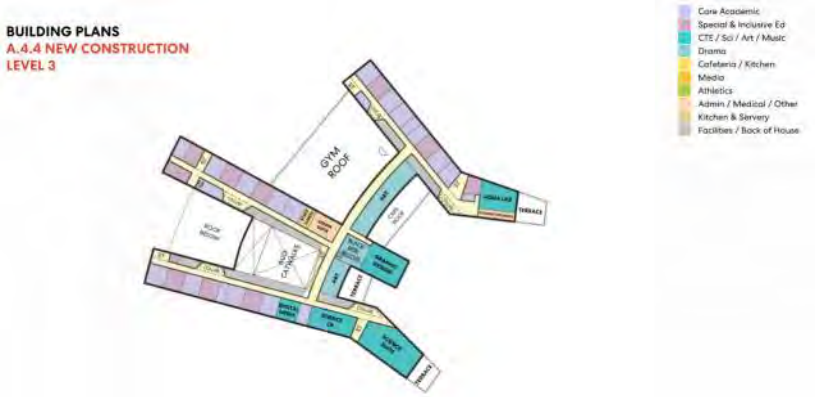
- Building Plans
  - Level 1 – Option with Welding on Level 1

  - Level 2 – Option with Welding on Level 1

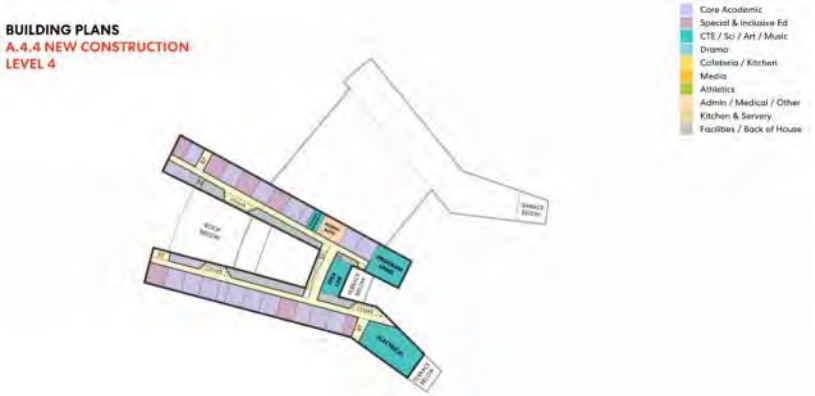
  - Level 1 – Option with Welding on Level 2

  - Level 2 – Option with Welding on Level 2

- Level 3



- Level 4



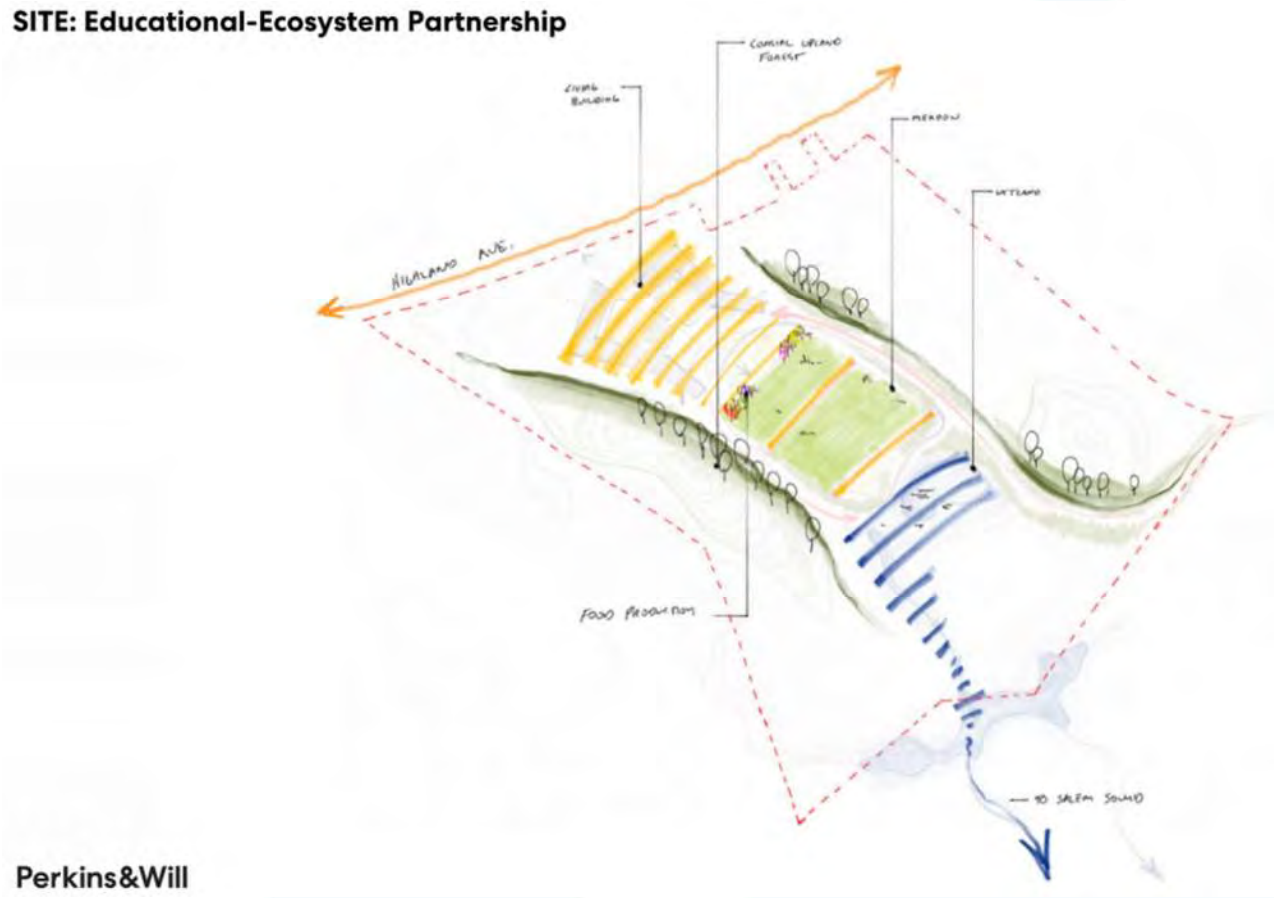
- Discussion – members of the HSBC and the project team engaged in discussion on the plans, including on the following topics:
  - Pick up/drop off, including after-hours pick up
  - Points of security
  - Cheer, with Brooke Trivas noting that for Cheer practice, the reality in the current plans is that "big throws" will need to happen in the gym (when available) or the cafeteria (tables need move)
  - Height requirement for color guard practice
  - Special education classrooms
    - Though he agrees with the approach, Dr. Zrike asked if DESE would have any concern with special education classrooms being apart from other classrooms, specifically the Stride and Bridge (medically fragile) spaces being on the first floor
    - Margaret Wood noted that at Schematic Design submission, there will be a submission to DESE; she suggests Dr. Zrike reach out to Matt Deninger (DESE representative on the MSBA board) with this question
  - Ensuring the plans are well-labeled
    - Beth Anne Cornell noted the community is looking at the plans
  - Accessibility, not just to meet ADA requirements
  - The ability to close off areas of the building after hours/times of "public use only", for both security and energy savings
  - Efficient circulation system: good for students and staff, but also happens necessarily because of MSBA multiplier
  - Welding – which floor:
    - There has been a lot of discussion on this
    - Brooke noted that if the welding program needs to be on the first floor, square footage on

that floor needs to be added unless something else moves up, hence the "bump out" in that option which impacts some light in the gym and requires the building to shift

- Margaret Wood noted that welding is a new program, and some early discussions lead the design team to think that welding on an upper floor would be okay; however, there is a strong preference for this to be on the ground floor
- Mario Sousa noted that this is a heavy equipment and material shop with safety concerns; it is his opinion and that of the advisory board is to have outside access as well
- Margaret shared Mario's comment that if the commitment of program is to move in and out to work on projects, lose a lot of teaching and learning time with welding on an upper floor
- Glenn Burns added that there are large equipment needs of the program
- Mario shared where the program will focus and where the push from the advisory board is coming from: it aligns with offshore wind industry and high need for welders in the specialty for cylindrical welding
- Rick Jones noted that there has been a lot of discussion on this; Mario Sousa has made strong case for welding to be on ground floor, programmatic logic; though, architecturally, he prefers it on the second floor; he believe they should do whatever is better for students
- There was a discussion about the option to move carpentry up to the second floor, with adjacency to Building Maintenance and Sustainability Lab; this will be taken off-line for further discussion, but the design team needs a plan before the next HSBC meeting

g. Exterior Program Adjacencies

- Patrick Cunningham presented updates to the Site Diagrams
  - Creating educational ecosystem on the site that transitions from Highlands to Wetlands
  - Starting to map the way that the site could be integrated with the educational program

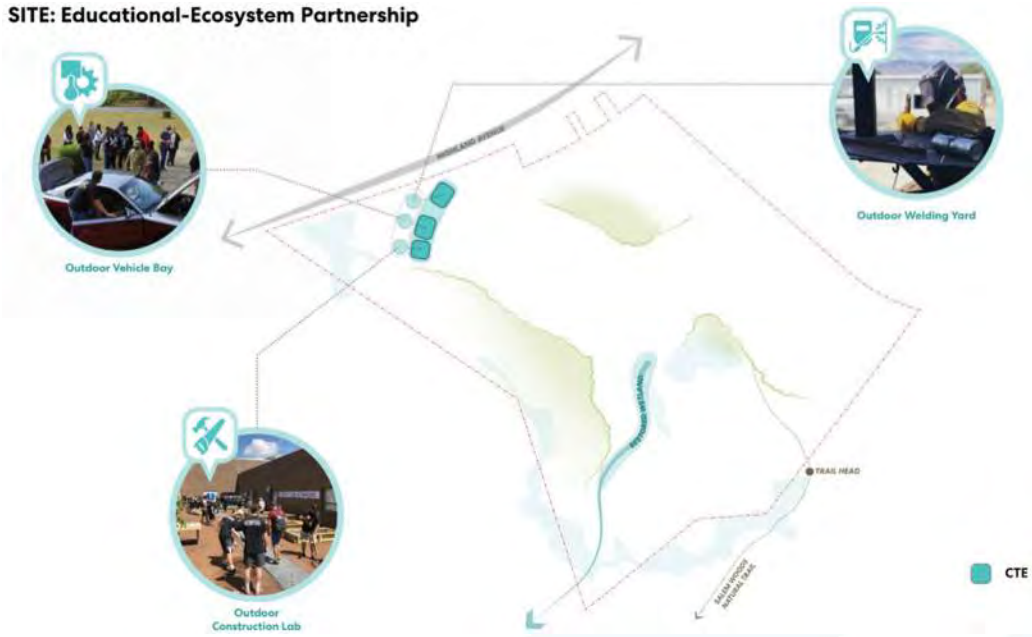


- Dialogue between inside and outside

	EDUCATIONAL PROGRAM	EXTERIOR ECOSYSTEM
HIGHLAND	Carpentry	Outdoor Construction Lab
	Automotive and Marine Technology	Outdoor Vehicle Bay
	Metal Fabrication and Welding	Outdoor Welding Yard
	Building and Property Maintenance	Facilities Training Zone
	Culinary Arts	Edible Garden And Teaching Kitchen Beds
	Early Education and Care	Nature-Based Play Garden
	Medical Assisting	Wellness Courtyard
	Electrical	Solar Learning Station
	Art / Graphic Design	Campus Art Walk
	Programming and Web Development	Digital Environment Lab
	Music / Theater	Outdoor Amphitheater
	Aqualab / Biology	Wetland Lab & Reforesting Area
	Sustainability Lab	Geowellfield & Solar Learning Station
	Physical Education	Muti-use Playing Fields & Wilderness Walking / Obstacle Course
WETLAND	JROTC	Physical Training Course

- Brooke noted that there is a coordination meeting scheduled with the folks working on the Highland Avenue trail connection study
- Patrick presented how the design team is starting to map locations on the site

SITE: Educational-Ecosystem Partnership



SITE: Educational-Ecosystem Partnership

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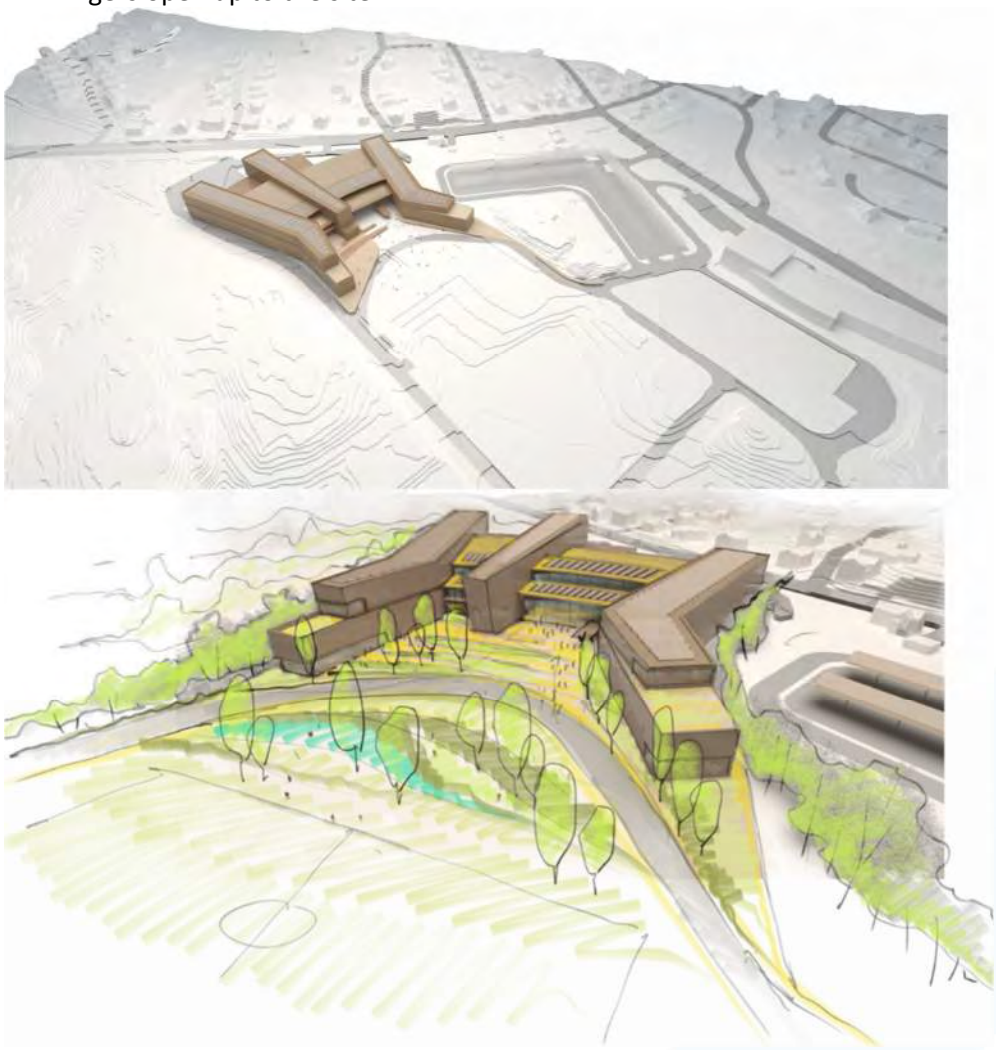
SITE: Educational-Ecosystem Partnership

h. Building Massing Update
- Patrick Cunningham presented early massing
  - Show how the building breaks down in scale
  - Between each finger, the building terraces up to bring light deeper into the building
  - Terraces back to the north to maximize photo voltaic on each of the roofs
  - At end of each wing, step building back to create smaller outdoor spaces directly adjacent to CTE
  - Fingers open up to the site



- Comments
  - Rick Jones called this the "unwrapped scheme" and noted the design changes have done a lot for light and circulation
  - Patrick noted the design is getting simpler

6. <u>Next Steps with Construction Manager at Risk Procurement (Chapter 149a)</u>

a. Margaret Wood presented an update to the CM at Risk procurement
- Three big steps we are taking the lead on working with subcommittee
  - Application to Office of the Inspector General
    - Mostly proforma, but need to prove the team can manage this process
  - Request for Qualifications
  - Request for Proposal
    - After Qualifications are received and have shortlisted
    - Indications are that there is a lot of interest in this project

    - Typically shortlist four to ensure competition among at least three (sometime over the time period of this process, CM firms have made other commitments)
- Process is competitive, public
- Goal: By time group is coming together in August, close to having a CM selected

June	Draft and submit an application for the use of Construction Manager at Risk delivery to the Office of the Inspector General (OIG) Draft the CM at Risk Request for Qualifications (Step 1)
June 18	Present the CM at Risk Request for Qualifications to the HSBC
Mid-July	Advertise for Qualifications Draft Request for Proposals (Step 2) Review and Shortlist Applicants Distribute Request for Proposal to shortlisted applicants
Mid-August	Interview and finalize selection (Step 3)
August 21	Integrate CM into the Team during month 2 of the 6-month Schematic Design phase

- Will report at next few meetings
- No questions or comments

7. <u>Update from Finance Working Group</u>

a. Finance Working Group Report: Anthony Delaney reported for the Finance Working Group
- The Finance Working Group met on 5/21/25; at that meeting, the Finance Working Group recommended approval and payment of Invoice Packages #9, including:
  - Accenture/Anser Advisory April 2025 invoice #32461 for $29,833.75
  - Perkins&Will April 2025 invoice #216342 for $62,083.20
  - Total approved invoicing for the month of April: $91,916.95
- There were no questions or comments

8. <u>Other items not anticipated by the Chairs 48 hours in advance</u>

a. Rick Jones asked if there were any additional items or comments
- Rick Jones noted that summer is here, need to confirm we can have quorums at the meetings, so respond to Lisa Golden's invites
  - Margaret Wood shared that Lisa Golden has fielded requests to hold summer meetings on Zoom
  - HSBC members discussed this option, noting that this would ensure better attendance, particularly with vacations and allowing people to join remotely
  - There were no concerns, and the HSBC agreed to hold the June 18th, July 17th, and August 21st HSBC meetings via Zoom
- Rick Jones noted that there is a Community Forum on Tuesday 6/3/25 at the Senior Center; Rick, Beth Anne Cornell, and the Superintendent are attending, all are welcome and encouraged to attend
  - Beth Anne Cornell made a pitch for HSBC members to reach out to those in their networks with young ones to ask them to attend; focusing on younger parents whose kids will really benefit from this project
- Rick Jones noted that on 6/17/25, he will be presenting to the School Committee on the HS project; all are welcome to come to show support
- Steve Zrike noted that there is a meeting with Salem Partnership on 6/20/25
  - Mayor Pangallo noted that the Salem Partnership is holding their monthly meeting at the High School, typically meetings are held at the House of the Seven Gables
  - The Mayor and Superintendent will be presenting to this organization of business leaders on the last day of school
  - Discuss offline if any of the consultants should attend

9. **Public Comment**
   a. Rick Jones asked if anyone from the public wanted to speak
      - Dr. Brendan Walsh offered his comments
        - Dr. Walsh is excited about the promise of this building and possibilities of CTE
        - He did his doctoral dissertation 45 years ago about the importance of salable skills
        - He is not sure if it is too late, but he wants to ensure that this project benefits as many kids as possible
          - It is important to get as large a building as possible, because he feels like the new building will increase demand
          - He does not know what is possible with DESE or the process, but he offered his services to help in any way he can

10. **Adjourn**
    a. Motion to adjourn at 7:41pm
    MOTION: Beth Anne Cornell made a motion to adjourn; the motion was seconded by Betsy Ricciarelli. No discussion. A voice vote was held. All committee members in attendance voted in favor, no votes opposed. The motion carried.

The above meeting minutes are assumed correct unless the writer is notified within 5 days after receipt.

Prepared by: Deborah Marai, Anser Advisory
Distribution: Salem High School - School Building Committee, Anser Advisory
Attached: Salem High School - School Building Committee Meeting Presentation

Next Meeting: Thursday, June 12, 2024 –Collins Middle School, in the chambers

Future Meeting Dates
- June 12, 2026 **– Collins Middle School, the chambers**
- June 18, 2025 (June 19th is a Holiday) – **vote to authorize submission of the PSR; on Zoom**
- July 17, 2025 **– On Zoom**
- August 21, 2025 – **On Zoom**
- September 18, 2025
- October 16, 2025
- November 20, 2025
- December 18, 2025

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: City of Salem
School: Salem High School
Owner's Project Manager: Accenture (Formally known as: Anser Advisory Management LLC)
Designer Firm: Perkins & Will
Submittal Due Date: April 3, 2025
Submittal Received Date: March 13, 2025
Review Date: March 13, 2025 –May 9, 2025
Reviewed by: K. Stark, E. Udy, V. Dagkalakou, C. Forde, C. Alles

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MSBA REVIEW COMMENTS

The following comments[1] on the Preliminary Design Program ("PDP") submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; *Refer to comments following each section*	Not Provided; *Refer to comments following each section*	Receipt of District's Response; *To be filled out by MSBA Staff*
OPM Certification of Completeness and Conformity	☐	☒	☐	☐
Table of Contents	☒	☐	☐	☐
3.1.1 Introduction	☐	☒	☐	☐
3.1.2 Educational Program	☐	☒	☐	☐
3.1.3 Initial Space Summary	☐	☒	☐	☐
3.1.4 Evaluation of Existing Conditions	☐	☒	☐	☐
3.1.5 Site Development Requirements	☐	☒	☐	☐
3.1.6 Preliminary Evaluation of Alternatives	☐	☒	☐	☐
3.1.7 Local Actions and Approvals Certification(s)	☐	☒	☐	☐
3.1.8 Appendices	☐	☒	☐	☐

Although a Certification of Completeness and Conformity was provided with the initial submittal, a different school name was referenced in the OPM's letter. Subsequently, a corrected version was submitted to the MSBA electronically on March 17, 2025. The District and project team is reminded of the importance of such certifications and future submittals

[1] The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

should not be transmitted to the MSBA without the OPM's thorough review of the documentation and accompanied with the certification of completeness and conformity. Please acknowledge. Acknowledged.

3.1.1 INTRODUCTION

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Summary of the Facility Deficiencies and Current S.O.I.	☒	☐	☐	☐
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	☒	☐	☐	☐
3	Executed Design Enrollment Certification	☐	☒	☐	☐
4	Narrative of the Capital Budget Statement and Target Budget	☐	☒	☐	☐
5	Project Directory with contact information	☐	☒	☐	☐
6	Updated Project Schedule	☒	☐	☐	☐

MSBA Review Comments:

3) Please note the District will be required to execute a Design Enrollment Certification based on its Preferred Schematic. The MSBA will prepare a certification to be forwarded for signature upon approval by the MSBA Board of Directors for its Preferred Schematic. Please acknowledge. Acknowledged.

4) The information provided indicates that the estimated total project cost could range from $353.2-$548.3 million. For reference, the OPM Request for Services ("RFS") indicated an estimated total project cost range of $200-$300 million, and the Designer RFS indicated an estimated construction cost range of $160-$240 million. In response to these review comments, please review and respond to the following:

- *Provide the District's not-to-exceed budget for the proposed project.*
- The District's not-to-exceed budget is $456M.
- *Describe this variation and provide information that indicates that the District has discussed and acknowledged the increase in estimated costs.*
- The High School Building Committee has selected the new construction option, which is the lowest cost project that responds to the needs of the Educational Program. During the PSR process the consultant team has made presentations to the HSBC on the cost of comparable projects and the anticipated cost of the project. Projected construction and project costs were presented to the High School Building Committee for all options.

  Describe how the District and design team intend to maintain the District's project budget through schematic design.

  The District and the design team will maintain the project budget though Schematic Design by remaining focused on best-value decisions and developing the design within the PSR Design Contingency.

Describe how the District and project team are communicating this project to the community.

The District and Project Team are communicating in the following ways based on a Communications Strategy developed by the District with input from the Mayor:

- Collaboratively maintaining and updating a project website
- Providing regular social media post sharing information about the project
- Holding community meetings to share information and answer questions
- Regular Salem Building Committee meetings are open to the public.

Additionally, the information provided on page 12 states:

> *"It was determined that the MSBA will fund +/- 73.89% of eligible costs as a base line reimbursement plus incentives of eligible project cost for an approved project if accepted by the voters of Salem."*

Please note the following:

> *The MSBA does not calculate a potential grant until the conclusion of schematic design and the District should take caution in communicating this information as the potential project develops. Please acknowledge.* Acknowledged.

5) The Project Directory provided does not include information regarding the MSBA staff assigned to the Salem High School project. As noted in the 'Acknowledgements' section of the submittal, Veatriki Dagkalakou is the assigned MSBA project manager and Robin McElaney is the assigned project coordinator. Please update the Project Directory and include this information in future submittals. Please acknowledge. Acknowledged.

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Grade and School Configuration Policies	☒	☐	☐	☐
2	Class Size Policies	☐	☒	☐	☐
3	School Scheduling Method	☐	☒	☐	☐
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	☒	☐	☐	☐
	b) Curriculum Delivery Methods and Practices	☐	☒	☐	☐
	c) English Language Arts/Literacy		☐	☐	☐

	d) Mathematics	☒	☐	☐	☐
	e) Science	☒	☐	☐	☐
	f) Social Studies	☒	☐	☐	☐
	g) World Languages	☐	☒	☐	☐
	h) Academic Support Programming Spaces	☒	☐	☐	☐
	i) Student Guidance and Support Services	☐	☒	☐	☐
5	Teacher Planning	☒	☐	☐	☐
6	Professional Development	☐	☒	☐	☐
7	Pre-kindergarten	☒	☐	☐	☐
8	Kindergarten	☒	☐	☐	☐
9	Lunch Programs	☐	☒	☐	☐
10	Technology Instruction Policies and Program Requirements	☐	☒	☐	☐
11	Media Center/Library	☐	☒	☐	☐
12	Visual Arts Programs	☐	☒	☐	☐
13	Performing Arts Programs	☐	☒	☐	☐
14	Physical Education Programs	☐	☒	☐	☐
15	Special Education Programs	☐	☒	☐	☐
16	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	☐	☒	☐	☐
	b) Chapter 74 Programming	☐	☒	☐	☐
17	Transportation Policies	☒	☐	☐	☐
18	Functional and Spatial Relationships	☐	☒	☐	☐
19	Security and Visual Access Requirements	☐	☒	☐	☐
20	Typical Day and Week in the Life of a Student	☐	☒	☐	☐

MSBA Review Comments:

In response to these review comments address the comments below. Additionally, as part of the District's Preferred Schematic Report ("PSR") submittal include (2) copies of the updated educational program, (1) redlined copy and (1) clean copy. The updated educational program must address the comments below, include District updates, provide a Designer response for each component of the educational program, and align with the District's Preferred Schematic. Please acknowledge. Acknowledged.

2) The information provided on page 42 of 701 states:

> *"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."*

In response to these review comments, please note and acknowledge that MSBA guidelines are based on 23 students per classroom for grades 7-12.

Acknowledged.

3) In response to these review comments, please provide additional information that describes the District's plan if the 7-12 enrollment option is selected and any scheduling changes that could potentially affect the District's proposed spaces and program layout considerations.

The District has selected 9-12 as the basis of enrollment.

Additionally, in response to these review comments, please provide information on whether structured opportunities exist for the pathway program teachers to collaborate with core curriculum teachers. If yes, please describe their nature and frequency, and explain how they may change as part of the proposed project.

There is no distinction between pathway program teachers and core curriculum teachers: both are integral to the course progression of the pathways. That said, the current building layout impacts their access to each other simply by virtue of time and distance. A key design priority in the proposed project is integration of the pathway specialty (CTE) spaces with the core academic spaces as well as the design of collaborative teacher spaces, rather than individual teacher offices.

4b) The information provided states:

"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." In response to these review comments, please provide additional information regarding the curricular materials referenced, including the content, purpose, and how they support the instruction.

Project Lead the Way equipment and supplies are STEM resources used in the project- and problem-based instructional design at the heart of SHS's Innovation Pathways in Computer Science, Biomedical Sciences, and Engineering. SHS's curriculum will continue to be project- and problem based, utilizing a variety of industry-standard equipment and supplies for the Innovation Pathways, regardless of whether it continues to use Project Lead the Way materials. Examples of equipment and supplies include, but are not limited to: centrifuges, incubation ovens, electrophoresis apparatus, Long wave UV lights, digital electronic components, circuit boards, 3D printers and filaments, robotics components, engineering materials such as gears, pulleys, sprockets, beams, and shafts.

Additionally, the information provided states:

"The majority of resources currently used at Salem High School come from the College Board and are supplemental through teacher and coach co-generated lessons and content".

In response to these review comments, please provide a description of these resources and explain how they are aligned with the Massachusetts Curriculum Frameworks.

Salem High School currently offers 22 College Board Advanced Placement (AP) courses. These courses can be taken as part of SHS's AP Capstone Diploma™ Classical Pathway or individually. Successful completion of College Board AP courses may result in college credits, expediting progress through higher education. The College Board AP sets the required teaching topics and, for some courses, the required foundational texts, for all AP courses.

The "MassCore Questions and Answers," published by the Massachusetts Department of Elementary and Secondary Education, states: " Students may take more rigorous coursework, including honors and AP classes, advanced classes that exceed the grade level standards in the Massachusetts Curriculum Frameworks, early college or dual enrollment classes." The same document specifically identifies "additional learning opportunities [for] students [to] engage in beyond MassCore," beginning with "[College Board] Advanced Placement®, which lets students take college-level courses while still in high school; 37 AP courses exist in 22 subject areas."

4g) Please provide additional information regarding the World Language program and how this program allows/encourages English Learners ("EL") to participate in courses involving the EL student's primary language. Describe the District's plan to offer the opportunity to EL students to take World Language courses, if any.

The World Language and Multilingual Learner Education Departments support and encourage Salem High School scholars to achieve the State Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of scholars who have attained proficiency in listening, speaking, reading, and writing in two or more languages by high school graduation.

Salem High School offers a series of courses specifically for heritage or native speakers of the Spanish language. These Hispanohablantes courses are designed to build competence and confidence in scholars' ability to use their native language for a variety of purposes, including speaking, listening, reading, and writing, and support scholars who aspire to achieve the State Seal of Biliteracy. Hispanohablantes courses are offered from 9th grade through 12th grade, which give heritage or native speakers of Spanish the ability to become well prepared for the Seal of Biliteracy tests. Students are also encouraged to participate in AP Spanish, which allows them to take the AP Spanish exam for college credit. All of these options encourage Multilingual Learners who speak Spanish (which represents the heritage language of 75% of the Multilingual Learners in the Salem Public Schools) to take World Languages courses that further develop their proficiency in their home/native language.

4i) Describe the District's plan to include staff and students in potential involvement and encouragement of ideas for the facility upgrades or changes that could enhance their program and promote greater integration with the other programs and students that will be in the proposed facility, if any.

As part of the Feasibility process, the District has partnered with the Project Team to hold a Visioning Meeting and several presentations to staff and students. In addition, surveys for staff, students and guardians were distributed and the team received a very high number of responses. A summary of the responses was shared with the School Committee and Building Committee. The District anticipates this process continuing during Schematic Design.

The full survey outcomes will be included in the PSR document.

The quantity of responses received was as follows:

- Student Survey: 900 respondents/ 558 Completed
- Staff/Educator Survey: 246 respondents/ 147 Completed
- Caregiver Survey: 505 respondents/ 285 Completed

Additionally, in response to these review comments, please provide additional information regarding the City Connect program that includes the following:

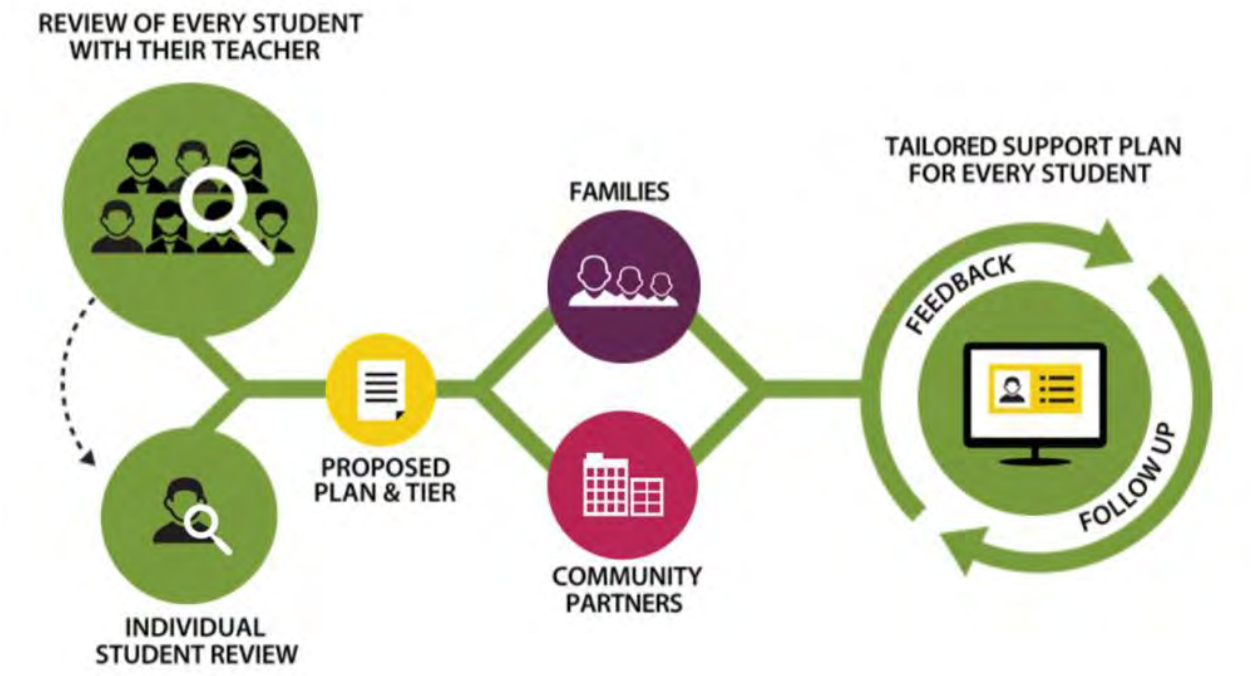
The goals and objectives of the program.

The target audience it is intended to serve.

The key activities and services offered through the program.

City Connects is an evidence-based system that utilizes the existing structures present in school and communities. A City Connects Coordinator meets with each classroom teacher and other school staff to review every student in a school every year, discussing each child's strengths and needs in the areas of academics, social/emotional/behavioral growth, health and family. Each student is then linked to the unique set of services and enrichments, available in the school or community, that addresses his or her unique strengths and areas of need. The Coordinator cultivates partnerships with community agencies, serving as a point of contact for for the school. Coordinators collaborate closely with families and facilitate access to supports and enrichments.

The following diagram illustrates the program:



6) Provide additional information regarding the District's plan to provide professional development opportunities to prepare the staff to work within a new or renovated facility; including how the district is preparing to effectively utilize the spaces within a renovated or new facility, including detail regarding any current and planned preparations before and after the opening of the proposed project.

The new Salem High School building will provide opportunities for teachers to enhance a student-centered approach to learning that emphasizes collaboration and innovation by capitalizing on the unique design elements of the space. Classrooms that have been designed for collaboration and flexible grouping strategies have implications for the instructional model at Salem High. The district intends to provide continued support for the professional development structure already in place via the Salem High School Educator Learning Lab (SHELL) whose primary goal has been to elevate teacher leaders who are utilizing a student-centered approach to learning. The expansion of the already established structure of SHELL to include career connected learning integrated with academics and interdisciplinary teaching is aligned to the district goals of increasing student ownership over learning and agency in identifying and charting personalized pathways to their futures.

The reimagined co-working spaces and variety of professional development rooms present key shifts for educators in how they think about preparation and collaboration. In partnership with Salem High School, the district intends to support Salem High School in utilizing smaller flexible and adaptable collaboration spaces to support co-planning, co-teaching, and peer coaching and mentoring. Larger spaces, including classrooms, can be utilized for SHELL, to explore and practice instructional moves, to and experience professional growth by elevating and learning from internal expertise and model teachers. All professional development spaces support current district initiatives around data informed instruction and support pedagogical innovation. Supporting the school in developing norms for the variety of co-working and collaborative spaces will ensure teachers experience change in positive ways that increase their sense of belonging and efficacy.

Ultimately, the redesigned Salem High School building will better support the instructional vision already established at Salem High and the portrait of a graduate. Partnership with school leadership and leveraging existing professional development structures before school opens and through ongoing professional development will ensure alignment between the instructional vision and the utilization of space.

In addition, please describe whether the District has considered providing additional professional and curricular development opportunities outside of the regular school year that would enable teachers extended time to prepare for changes in the curriculum and structure as a result of the proposed project.

The District does intend, prior to the projected completion of the project in 2030-2031, to provide additional professional and curricular development opportunities outside of the regular school year that would enable teachers extended time to prepare for changes in the curriculum and structure as a result of the proposed project.

Furthermore, in response to these review comments, please provide the following information:

The District's plan for encouraging teachers to assume leadership roles in collaboration with administrators.

Salem High Education Learning Lab (S.H.E.L.L.) professional development builds capacity for teacher leadership to facilitate in future professional development sessions

The process by which teachers' recommendations are incorporated into administrator-led sessions.

Internal coherence survey at May faculty meeting

Teachers share out recommendations to coach and/or department head during CPT to be brought back to ILL.

A description of the Instructional Leadership Teams, including the roles and responsibilities of their members.

The High School ILT consists of:

- Glenn Burns -Principal
- Lynne Mullen -Assistant Principal
- Leanne DeRosa - Assistant Principal
- Jane Victor - Assistant Principal
- Meghan Sousa - Director, SHS Guidance and Career Center
- Myra Caldeira - Special Education Chair
- Lewis Bauer - Special Education Chair
- Mario Sousa - Director, Career and Technical Education
- Jackie Burns - Instructional Coach (Science)
- Ann Whitney - Instructional Coach (Social Studies)
- Dori Gilbert - Instructional Coach (Multilingual learners)
- Renee Marshall - Head teacher, ELA
- Jamie Navins, Head teacher, Math
- Graeme Marcoux, Head teacher, Science
- Craig Massey, Head teacher, Social Studies
- Neily Rodriguez, Head teacher, World languages
- Tom Doyle, Head teacher, Physical Education/Health
- Nicole Miller, Heath teacher, Fine and Performing Arts

9) In response to these review comments, please provide the following information:

The number of breakfast and lunch seatings desired by the District.

The District anticipates one breakfast seating and three lunch seatings.

The number of students each seating is expected to accommodate.

- Breakfast: one seating for 275
- Lunch: three proposed seating @333 students for the 1,000 student population per the MSBA template requirements.

The preferred size and styles of seating for the dining area.

We will propose a variety of seating types in the Salem high school cafeteria because it benefits students by meeting different social, emotional, and practical needs. It supports inclusivity by offering comfortable options for both large groups and individuals who prefer quiet or solitude. Flexible seating improves space usage, reduces crowding, and encourages positive behavior. Visually diverse seating creates a more welcoming

atmosphere, making lunch a more enjoyable and relaxing experience. Overall, a range of seating types fosters a more inclusive, adaptable, and student-friendly space in the school environment.

10) The MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge. Acknowledged

Additionally, please provide the following information:

Describe the District's plan for students to use their technology devices at home, if any.

Students in grades 9-12 have a Chromebook assigned to them and are able to take it back and forth from home and school each day.

If yes, describe whether the District has a regular program to ensure that all students have access to internet at home.

As part of our technology plan, in 2025-2026 we are planning a family outreach program in conjunction with our family resource center to provide options and assistance for families to get connected at home.

Describe any arrangements that are in place to ensure all the devices are properly licensed to use the software required by the curriculum.

All student devices are enrolled into our MDM platform and have apps, extensions and sites deployed to ensure access to school resources.

Confirm whether the technology classes offered are designed to engage both college bound and non-college bound students.

Yes, the technology classes (which are offered through the CTE Department, are designed to engage both college and non-college students.

11) In response to these review comments, provide the following information:

Provide additional information associated with professional staffing for the proposed Library/Media Lab.
The proposed Library/Media Lab will house both a full time Librarian and a Technical Support member.
Confirm that professional-level library-science and technical skills will be required by the District's staff to ensure that materials are properly vetted, and users acquire appropriate knowledge and skills in utilizing the technological equipment and services provided.
All library staff must be licensed by DESE in library and receive professional development through semi-regular job alike meetings.
Consider including the library and media professionals in the development andinstruction of inter-disciplinary and project-based learning. Please acknowledge.
That is the District's intention.

Additionally, in response to these review comments, please provide a description of the types and sizes of groups that will utilize the Instructional Materials Center ("IMC").

12) The information provided in the Visual Art programs narrative states the following:

"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 response to these review comments, please describe how the District and project team will engage with Art and Design educators throughout the design process for specifying the type and size of the workspace, storage, display areas and equipment. Furthermore, please verify if these spaces listed above are included in the proposed space summary and coordinate the information accordingly.

In the PDP the Design Team conducted a detailed survey with Salem High School faculty and staff to inform the planning and design of the project. In addition to a general survey (see the PDP Summary and the more detailed presentation in the PSR), the team gathered specific input on workspace needs, including storage, display areas, and equipment requirements. Ongoing programming and planning meetings will continue with participation from the Design Team—comprised of the project manager, designers, and FFE lead—alongside Art and Design educators, key department staff, the Superintendent, Principal, and OPM to continue to inform the planning of these spaces.

In response to these review comments, provide additional information regarding the proposed changes in staffing, curriculum, and educational activities in the District's visual arts programs that will need to be supported by the proposed project. Also, describe potential adjacencies and common planning time relating to these programs. Please note that art storage should include secure and appropriately ventilated space for toxic and hazardous materials as well as an accessible file of SDS (safety data sheets). Please acknowledge. Acknowledged.

13) In response to these review comments, please describe if the District has provided access for students in orchestral programs that are not able to afford to own or rent instruments.

Additionally, please provide the following information:

- *The information provided suggests incorporating a Music Technology/Piano Lab. However, this space has not been included in the proposed space summary. Please clarify and coordinate.* The electronic Pianos are located in the Digital Media Space
- *As the project further develops, consider the appropriate adjacency or accessibility for design and construction of sets, especially if the visual arts classes participate in this type of activity.* Acknowledged.
- *Confirm whether sheet music will be used as part of the Performing Arts program. If so, consider providing appropriate storage for these materials.* Acknowledged.

Also, please refer to comment in Attachment B, under the Art & Music category.

14) The information provided in the educational program for Physical Education & Wellness states:

> *"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."*

The MSBA notes that a second gym space was not included in the space summary provided. Please clarify and coordinate.

Although a second gym was desirable for the 7-12 option, it was not included in the draft program because of the projected cost of the 7-12 options.

Additionally, in response to these review comments, please describe how the Multipurpose Auxiliary space relates to the PE Alternatives and the Gymnasium, provide specific details and diagrams about these programs, provide the anticipated utilization during the school day and any information about the after-school programs for these spaces. Also, describe the space required to deliver these programs.

Alt PE. Salem High School provides a large range of physical education and wellness opportunities during the school day. This space would be used for our Unified PE activities including strength and conditioning as well as adaptive physical education for our growing population of students with disabilities. We would also use this space for other courses such as dance, yoga, and meditation which is taught as electives from teachers across the departments.

Multi-Purpose Room. 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 have this multipurpose space for our health and physical education program to engage students in our nutrition and wellness course as well as more small group instruction that is scheduled for our entry level physical education courses. Afterschool activities would also utilize this space from 2:35pm - 10:00pm with cheer and wrestling practice as well as Salem Youth sports that often utilize our spaces.

Main Gym. Salem High School's main gym is utilized 70% of the day with Project Adventure ropes and climbing activities. When Project Adventure I and II are scheduled for safety reasons other scheduled physical education classes are mostly located in alternative spaces.

The following after school programs use the High School Gym:

- 32 Varsity Sports many of which also have JV programs.
- Youth sports programs for Cheer and Basketball
- The Athletics Program runs morning and after school workouts that between 30 and 50 students attend daily.
- Several Teacher-run clubs operate out of the athletic spaces.

Also, include additional information with preliminary diagrams that show the adjacencies to the proposed gymnasium space, and how the District will support the use of such space by special-needs students such as for adaptive PE and physical therapy.

See Adjacency Diagrams and Floor Plans included in the PSR Report.

Furthermore, the information provided states:

> *"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."*

Please note that per 963 CMR 2.16(5), any work associated with renovating the existing field house will be considered ineligible for reimbursement and costs associated with this work must be itemized in each cost estimate moving forward in the MSBA process.

Moreover, the information provided for the Project Adventure Resources states:

> *"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."*

In response to these review comments, please provide additional information regarding this program and its role within the Wellness course sequence and provide the following:

> *Describe the structure and goals of the Project Adventure course, the types of activities students participate in.*
> The goal of Project Adventure is to build social and emotional skills such as communication, collaboration, empathy, patience, problem-solving and persistence. Salem High Schol partners with the Project Adventure organization, which is based in Beverly. The program is offered as a P.E. class, typically taken during sophmore year and provides a half year gym credit. Salem High School also offers an advanced project adventure that students can opto to take their junior or senior year after taking the introductory class.
>
> *Describe how the program supports the development of teamwork, problem-solving, and other skills.*
> Project Adventure utilizes experiential learning activites to foster teamwork, problem-solving and other valuable skills By engaging in challenging, often physical activities, participants develop greater self-confidence, mutual support and problem-solving abilities within a group setting.
> *Describe the District's plan for any future updates and how they will enhance the program.*

None at the moment.

> *Provide information associated with the initial and annual certification of staff for such programs.*
>
> No initial or annual certifications are required beyond the required licensing to teach P.E.

15) The information provided states:

> *"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."

Furthermore, as part of the School Facility Master Plan the information provided states:

> *"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."*

In response to these review comments, please provide additional information that describes how many students are in the current substantially separate programs at both the middle and high school, and how many students are anticipated as part of the proposed project.

Given that the proposed project is intended to serve the District for a minimum of 50 years, we are providing data for these program for all grades. The projected capacity is looking at grades well beyond middle and high.

2025-2026	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Y1	Y2	Y3	Y4
	2039	2038	2037	2036	2035	2034	2033	2032	2031	2030	2029	2028	2027	2026				
BRIDGE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	5	4	0
RISE		13	9	8	6	8	3	4	3	2	2	2	1	3	--	--	--	--
STRIDE	12	3	5	4	6	2	3	1	1	2	3	1	2	3	--	--	--	--
ACT	--	--	--	--	--	--	--	3	2	5	2	4	5	5	--	--	--	--
FLARE	--	--	--	--	4	5	7	3	5	4	7	2	8	3	--	--	--	--
TIDES	--	2	2	1	7	5	3	11	7	4	6	7	6	4	--	--	--	--
STEP	--	4	5	3	5	3	9	7	8	6	10	9	6	7	--	--	--	--

16a, b) The information provided in the Chapter 74 Program section on page 87-89 of the District's educational program indicates that the District is proposing the following (10) Chapter 74 Programs:

- *(8) existing Chapter 74 Programs:*
  - *Automotive Technologies and Marine Service Technologies, currently housed in a separate 7,500 sf building (current enrollment of 76 students);*
  - *Building & Property Maintenance (current enrollment of 56 students);*
  - *Electrical (current enrollment of 61 students);*
  - *Early Education & Care (current enrollment of 70 students);*
  - *Culinary Arts, approximately 2,000 sf program kitchen and 1,000 sf Black Cat Cafe (current enrollment of 124 students);*
  - *Medical Assisting (current enrollment of 83 students);*
  - *Carpentry (current enrollment of 42 students); and,*
  - *Programming & Web (current enrollment of 65 students).*

- *(2) new Chapter 74 Programs:*
    - *Metal Fabrication & Welding; and,*
    - *Biomedical Technologies.*

In response to these review comments, please provide additional information that describes each of the existing and proposed programs, the basis of the curriculum that is offered, the proposed enrollment capacity and any potential changes to educational programming and activities planned once the proposed project is complete.

The enrollment capacity is as noted in the Educational Program:

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)

The following information on the basis of the curriculum is drawn from the Program of Studies:

Automotive Technology:

> Automotive Technology provides students with comprehensive training and hands-on experiences working with automobiles that are complex systems and that combine computer technology and integrated systems that include gasoline hybrid and battery-powered engines, electronic gaming systems, and automated support systems for drivers. Students in the Automotive Technology program learn to diagnose automotive system problems, repair them, and handle general automobile maintenance. The program focuses on the latest techniques and diagnostic procedures the industry uses. Students work on vehicles donated by automobile manufacturers and private citizens and on automobiles needing repairs from customers within the community.
>
> The Marine Service Technology program introduces scholars to the recreational marine repair industry. It covers all aspects of vessel repair with an emphasis on engine mechanical repair, DC electrical circuitry and computer diagnostics. Instruction involves extensive hands-on projects in a group setting, enhanced with demonstration and traditional theory. Throughout this STEM-based, modern diagnostic procedures will be performed using industry service on the most technologically advanced equipment available.

Building Property & Maintenance:

Building Property & Maintenance scholars learn how to maintain homes and commercial buildings while ensuring safe work environments. The program prepares scholars for employment in the field by teaching skills in multiple trade-related areas including electricity, plumbing, HVAC, painting, and carpentry. Scholars work on technical plans and prints and utilize CAD technology to create, read and interpret drawings. Scholars also learn how to operate hand and power tools. BPM scholars focus on all types of building repair, building and ground maintenance, client relations and record-keeping and green building technologies. Scholars collaborate with other CTE programs and building personnel on extended activities and projects.

Carpentry:

Carpentry scholars learn how to operate multiple types of hand and power tools, both stationary and portable. They are able to demonstrate safety protocol and the proper use of equipment. They work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Carpentry scholars are also able to identify and describe many varieties of wood. They learn finishing techniques and precision work while building custom furniture. SHS Carpentry scholars often work collaboratively with other CTE programs and other Salem schools on extended projects and activities.

Culinary Arts:

Culinary Arts scholars learn to cook and bake as they prepare for a career in the Food Service Industry. They study Safety and Sanitation, Cooking Techniques, Knife Skills and Nutrition. Scholars also prepare to work in a restaurant, training in Front of House (Service) as well as the Back of the House (Kitchen). Additionally, scholars receive training in management, OSHA, ServSafe, entrepreneurial skills, and related theory. Salem High School has a diner called the Black Cat Cafe which is open to staff and community partners. Scholars have the opportunity to participate in a variety of work-based learning experiences including cooking and serving at events for the Council on Aging and the Salem Rotary Club. Upperclassmen also participated in cooperative education and are employed at local area restaurants to hone their skills.

Early Education and Care:

The Early Education and Care Program at Salem High School prepares scholars for various careers working with children. Scholars learn about EEC laws, policies and regulations. Scholars also explore and learn about different aspects of child development, developmentally appropriate practices, curriculum planning, health, nutrition and wellness to be able to work with different ages (infancy through adolescence). Scholars learn about EEC laws, policies and regulations. Scholars will have opportunities and provide opportunities that provide field experience though partnerships with YMCA, Elementary Schools in Salem, and our on-site daycare.

Electrical:

Electrical scholars learn the skills necessary to succeed in residential and commercial wiring. The scholars gain knowledge of equipment, blueprints, and safety skills, scholard will become proficient in a variety of electrical projects in compliance with the National Electric Code, Massachusetts Electrical Code, and NFPA (National Fire Protection Association) Safety Code. The classrooms curriculum stresses mathematics and science. Emphasis is placed on the ability to solve practical problems. Scholars work on projects

both in the shop and in the school under the supervision of a master electrician. In their final year of the program, scholars participate in cooperative education and work for local electrical companies during the school day and beyond. A graduate from the program will leave with hours to apply towards the requirements of the State of Massachusetts Electrical Board for the Electrical License Examination.

Medical Assisting Technology:

Medical Assisting scholars learn the skills necessary to work in the healthcare industry. Scholars will gain the knowledge and skills to read and intrepret a patient's medical history, perform vital signs and assist a primary care provider directly during an examination. Scholars also develop advanced skills in anatomy & physiology, medical terminology and caring for the whole person. The program also offers specific training in Medical Simulation in our Medical Lab. Scholars are trained to give injections, perform venipuncture for labs and conduct electrocardiography testing. They are able to choose any desired specialty in medicine and focus on their chosen area of study. A graduate from the program possesses the necessary skills to be employed as a medical assistant, scholars also may decide to continue post-secondary education.

Programming & Web:

The Programming and Web Design program at Salem High School focuses on computer programming and website development. Students enrolled in this program take Project Lead the Way (PLTW) courses such as Computer Science Essentials, Computer Science Principles, Computer Science A and Cybersecurity. The curriculum emphasizes programming languages like JavaScript and Python, and students learn to use tools like Unity3D for creating games and applications. Additionally, students may participate in work-based learning opportunities like internships and cooperative education with local businesses.

Additionally, as part of the District's PSR submittal, please include the desired features and layout considerations associated with each Vocational and Technical program, including all the Non-Chapter 74 programs. Acknowledged as part of the PSR Submittal.

Furthermore, the information provided in the educational program indicates that the District is proposing a CTE Computer Lab that will be open to all students for completion of industry certifications, and used for cross-disciplinary projects, including digital fabrication and 3D modeling. Also, this space is anticipated to have 80-90% utilization during school hours for coursework and certification programs, and after school hours will be used for independent study, tutoring, and certification exams. However, this space was not included in the space summary provided. Please clarify and coordinate. Acknowledged for the PSR Report.

As part of the PSR submittal, the District must notify the MSBA of any changes to the proposed Career/Vocational Technical Education ("CTE") Programming included in Department of Elementary and Secondary Education ("DESE") viability letter to ensure the proposed programs and number of students per program are still considered viable by DESE.

18) Provide additional information that further describes the 'Functional and Spatial Relationships and Adjacencies' for the existing school, and the proposed changes anticipated to be incorporated into the layout of the proposed project. As part of the Design Response included

in the District's Preferred Schematic Report describe design features and strategies that will allow the District to adjust its program offerings in the future. Acknowledged as part of the PSR Submittal.

Additionally, the information provided indicates direct access from the exterior of the building to a Community Daycare space. However, this space has not been identified in the educational program and has not been included in the proposed space summaries. Please clarify if the District will continue to offer a daycare program as part of the proposed project and provide a detailed description of this program.

The District will continue to provide a daycare program, but the program will be limited to infants and toddlers.

19) Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the Preferred Schematic.

Confirmed.

20) The weekly High School schedule included on Pg. 93 of 701 indicates that students have four minutes between academic Blocks to transition between classes. In response to these review comments, please clarify whether the District intends to maintain this schedule and how student travel time is being considered in the building's design.

The District is planning to maintain the four minutes travel time between academic blocks: the District anticipates that Building Committee's Preferred Option for new construction will reduce travel times by creating a new building with a more compact footprint, lessening horizontal travel distances.

Additionally, please provide the following information:

- *The length of each instructional block as outlined in the schedule.*
- *Whether passing time is allocated between all classes.*
- *The longest estimated travel distance a student may need to walk between blocks.*

The class schedule provided in the PDP provided durations for all classes. Class durations are typically 55 minutes, with four minutes to pass from class to class. The longest estimated travel distance

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	
1st Lunch 11:12-11:38	E Block 11:12-12:07	1st Lunch 11:12-11:38	F Block 11:12-12:07	1st Lunch 10:57-11:23	E Block 10:57-11:41	1st Lunch 11:12-11:38	E Block 11:12-12:07	1st Lunch 11:12-11:38	E Block 11:12-12:07
				E Block 11:27-12:11	2nd Lunch 11:45-12:11				
E Block 11:42-12:37	2nd Lunch 12:11-12:37	F Block 11:42-12:37	2nd Lunch 12:11-12:37	F Block 12:15-12:59		E Block 11:42-12:37	2nd Lunch 12:11-12:37	E Block 11:42-12:37	2nd 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	

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Space summary; one per approved design enrollment	☐	☒	☐	☐
2	Floor plans of the existing facility	☒	☐	☐	☐
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	☐	☒	☐	☐

MSBA Review Comments:

1) Please refer to "Attachment B" for detailed review comments.

3) Not provided for Enrollment 2. In response to these review comments, please provide a narrative that describes the reasons for all variances between the proposed net and gross areas as compared to MSBA guidelines.

While the variances are slightly different, the reasons for the variances are the same as for enrollment 2. The School Committee has voted to confirm enrollment 1.

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Confirmation of legal title to the property.	☒	☐	☐	☐
2	Determination that the property is available for development.	☒	☐	☐	☐
3	Existing historically significant features and any related effect on the project design and/or schedule.	☐	☒	☐	☐
4	Determination of any development restrictions that may apply.	☐	☒	☐	☐
5	Initial Evaluation of building code compliance for the existing facility.	☐	☒	☐	☐
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	☒	☐	☐	☐
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	☐	☒	☐	☐
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	☐	☒	☐	☐
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	☐	☒	☐	☐
10	Assessment of the school for the presence of hazardous materials.	☐	☒	☐	☐
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	☒	☐	☐	☐

MSBA Review Comments:

3) The information provided indicates a Project Notification Form ("PNF") was filed on March 10, 2025, with the Massachusetts Historical Commission ("MHC") for the existing Salem High School site. In response to these review comments, please provide a copy of MHC approval as soon as it is available.

The MHC approval has not been received as of this writing.

Also, please note and acknowledge that MHC approval is required prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00. Acknowledged.

4) The information provided as part of the Civil Report by Samiotes states the following:

> *Wetland Resources: "The existing site features six (6) wetland resource areas throughout the site. It is anticipated that any future renovation/addition or new construction will require filings with the Conservation Commission and Massachusetts Department of Environmental Protection due to the on-site wetland resource areas. Any waiver request*

to disturb up to wetlands edge and/or to fill the wetlands must be included in the filings. It is anticipated that an environmental scientist will delineate all the wetland resource areas at the Design Development Module (DD)."

Wetland Protection Ordinances: Jurisdiction: "This Ordinance further establishes the following areas withing the 100- foot buffer zone, which are subject to specific requirements and greater scrutiny: 25-Foot No Disturbance Zone: the first 25-feet within the buffer zone extending from an applicable resource area in which virtually no activities or work, other than passive passage, stormwater outfall components, and utilities are permitted. 50-Foot Mitigation Zone: the first 50-feet within the buffer zone extending from an applicable resource area in which disturbance is prohibited without adequate mitigation as determined by the Conservation Commission."

Ledge and Elevation Changes: "During the December 4th site visit, exposed ledge was observed all throughout the site, including in the large landscaping area north of the High School building's main entrance and along the south side of the drive loop south of the High School building. Along with a significant amount of exposed ledge, the site has variable and steep terrain. The existing building First Floor Elevation drops approximately 20 feet over a distance of about 300 feet. Any future renovation/addition or new construction will need to accommodate similar grade changes due to the steep terrain, exposed ledge, and the limited buildable space." Acknowledged

"The existing site utilities review was based on Existing Conditions Plans performed by Welch Associates Land Surveyors, Inc. dated September 2003, on-site investigation performed on December 4th, 2024, and City of Salem and Mass GIS mapping software. A more current existing conditions survey is underway and anticipated to be completed in January 2025."

Additionally, the information provided regarding the easements on the existing Salem High School site states the following:

"The site includes a 250-foot-wide easement for the New England (N.E.) Power Company, granted by the City in 1975. The deed reads that "no buildings or structures will be erected or constructed upon said strip… the present grade or ground level of said strip will not be changed by excavation or filling", among other rights granted to NE Power Co. Based on this deed, any future expansion and/or addition cannot change the grades for a parking area (or other use such as athletic fields or runoff area from fields) within the easement, at least not significantly. While we believe the easement grades may have changed over the years, no structures can be built within the easement per the deed. There is no ambiguity regarding the prohibition of structures within it. This easement language should also be provided to counsel for their legal opinion."
In response to these review comments please confirm that the District's Legal Counsel has reviewed the language of the easement.
The District's Legal Counsel has reviewed the language of the easement.

"According to the 2003 Existing Conditions Plans, there is a drainage easement north of the site, off Willson Street, within Wetland Series "D". This easement appears to capture overflow from the wetland via a concrete headwall with a 24-inch reinforced concrete pipe (RCP) and directs runoff to drain manholes within Willson Street. Any future

renovation/addition or new construction will likely need to maintain the drainage easement or relocate it."

The Preferred Schematic maintains the existing drainage easement north of the site, off Willson Street, within Wetland Series "D".

"The 2003 Existing Conditions Plans also indicate a slope easement along the northeastern perimeter of the site, adjacent to the public walkway near Willson Street. Any future renovation/addition or new construction will likely need to consider this slope easement or relocate it."

The Preferred Schematic maintains the existing slope easement along the northeastern perimeter of the site, adjacent to the public walkway near Willson Street.

In response to these review comments, identify any potential challenges and steps that may be required for these resolutions, if any. Additionally, please ensure that future versions of the project schedule will include dates of anticipated approvals and key steps of the proposed site.

Furthermore, the information provided regarding Federal, State, and Local permitting states the following:

- *"A National Pollutant Discharge Elimination System Stormwater Pollution Prevention Plan will need to be developed by the site operator and an eNOI permit filed with the Environmental Protection Agency (EPA) 14 days prior to the start of any construction activity."*
- *"If any proposed program includes adding a curb cut on the MassDOT right-of-way on Highland Avenue (Route 107), filings with MassDOT will be required."*
- *"Based on our initial review, our office finds that the project has the potential to impact applicable MEPA development thresholds which would require filing an Environmental Notification Form (ENF), an Expanded ENF, or an Environmental Impact Report (EIR). The site categories under consideration of triggering any MEPA thresholds are projects Area of Critical Environmental Concern (ACEC), land, traffic, wetlands, water, and wastewater."*
- *"Due to the school's close proximity to anticipated resources areas (i.e. wetlands), it is likely the City of Salem Conservation Commission will require a formal submittal to review any potential site work and any upgrades of the stormwater management system. We anticipate that the Commission will likely require an Abbreviated Notice of Resource Area Delineation (ANRAD) and a Notice of Intent (NOI) under both Mass DEP Wetlands Protection Act and Salem Wetlands Protection Ordinance."*

Anticipated Permitting Timeline, providing all listed permits above are required. Timeline will begin starting with Design Development that is anticipated to start in the Spring of 2026.

Permit	Anticipated Permitting Timeline
MEPA	The Preferred Schematic does not trigger MEPA review. From a site / civil; perspective, traffic, architect, etc. should weigh in if they have any

	other permit thresholds they feel may be triggered
MassDOT Curb Cut Permit	6-8 months.
Notice of Intent(NOI)	3-6 months to be conducted concurrently with Site Plan Review
Site Plan Review	4-6 months
Stormwater Management Permit	4-6 months to be conducted concurrently with Site Plan Review
NPDES/SWPPPP	1 Month (To be filed 14 days prior to commencement of earth moving / construction).

As part of the District's PSR submittal, please provide the following:

- *Analysis performed by the design team intended to determine the outcome associated with the requirements of a MEPA review and a workplan and timeline associated with a MEPA review and approval.*
- *Also, please note that if MEPA review and approval is required for the proposed project, the MSBA Board's authorization to enter a Project Scope and Budget Agreement ("PSBA") and a Project Funding Agreement ("PFA") will be conditioned upon the District fulfilling the applicable MEPA requirements associated with the MEPA review.*
- *The requirements associated with MSBA Project Advisory #88 which is referenced below in the 'Additional Comments' section.*

  The Preferred Schematic does not trigger a MEPA review, as it does not meet any of the applicable threshold criteria, including those related to Areas of Critical Environmental Concern (ACEC), land alteration, traffic generation.

  As part of the PSR Submittal, the design team will include the State Site Permit Tracking Worksheet that will clearly outlines the Threshold Triggers for MEPA along with the Permitting Timeline, the Resilient Mass Action Team ("RMAT") Climate Resilience Design Standards Tool assessment for the Preferred Schematic, and accompanying narratives that explain how the proposed design addresses identified environmental hazards.

  To expedite the response, Samiotes will complete the RMAT and submit an updated version to the design team. This will help ensure that the appropriate consultants can provide brief narratives explaining how their respective design elements address the hazards identified in the RMAT tool. Please refer to the list below for the relevant design elements and associated consultants to be included.
  - Site selection (Architect, Civil)
  - Building location and massing (Architect)
  - Floor elevations of occupied areas and elevations of critical mechanical equipment (Architect/MEP)
  - Stormwater retention (Civil)
  - Building materials(Architect/Structural)
  - Emergency back-up systems (Architect/MEP)
  - Systems selection and any other relevant site and building design consideration (Architect/MEP/Structural).

Moreover, as part of the preferred schematic documents, please provide an updated project schedule that includes the timeline for all the permitting requirements with the anticipated filing dates and approval dates for the District's Preferred Schematic. Additionally, please review the project's anticipated permit date based on the project schedule and verify coordination with the code analysis and all systems basis of design narratives. Noted and acknowledged.

Also, please note and acknowledge that all permitting requirements and approvals must be obtained prior to construction bidding. Noted and acknowledged.

5) The information provided on page 277 of 701 as part of the Food Service Evaluation of Existing Conditions Report states:

> *"Dangerous electrical conditions exist in the Level 1 dish room. The 480-volt dish machine disconnect remains energized even when in the "off" position, posing a significant safety hazard."*

Additionally, the consultant stated the following recommendations:

> *"A licensed electrician should be contacted immediately to address and repair this issue, ensuring the safety of personnel and preventing any potential harm."*

In response to these review comments, please confirm that this hazard has been addressed or indicate the District's timeline and plan to address the issue immediately as recommended by the food service consultant.

The District is aware of the condition and is in the process of correcting it.

7) The information provided on page 220 of 701 indicates that an updated existing conditions survey was undertaken in January 2025. In response to these review comments, please provide a summary of any additional information from that updated report that has the potential to impact the cost of the project or evaluation of alternatives.

The updated existing conditions survey, conducted in January 2025 and referenced on page 220 of document 701, served as the foundational basis for all preliminary design studies. This updated information was critical in evaluating how each proposed building option could be accommodated on the site, considering the existing site and regulatory constraints. Additionally, the survey data informed the cost analysis by enabling a more accurate estimation of ledge removal and potential blasting requirements. No further significant findings from the updated report are anticipated to materially affect project costs or the evaluation of design alternatives beyond what has already been incorporated into the preliminary design phase.

In addition, the evaluation of site conditions references the City of Salem and MassDOT evaluations of alternatives for Route 107. In future submission, as this evaluation progresses, please include additional information on how this might impact the Salem High School project. In future submission.

8) The Preliminary Geotechnical Analysis for the existing Salem High School provided by McPhail Associates indicates that the information and recommendations provided is based on the Geotechnical Report prepared by Golder Associates in 1973.

Additionally, the information provided states the following:

- *"Groundwater is anticipated to perched on the bedrock surface. According to the National Wetlands Inventory, the site is surrounded by and/or contains various types of wetlands. The types of wetlands present include freshwater ponds, forested wetlands dominated by broad-leaved deciduous trees, shrub wetlands, and emergent wetlands with persistent vegetation."*
- *"Based on our site reconnaissance, the soil and bedrock conditions may be highly variable across the subject site. Based on our observations and information contained in the 1973 Golder report referenced above, which is attached to this letter, the main SHS building is anticipated to be underlain by controlled fill material that was placed over bedrock during its original construction."*
- *"During a future design phase, a subsurface exploration program will need to be performed to obtain subsurface information to determine specific foundation design recommendations, which will also be a function of the structural loads to be supported."*
- *"A written and visually recorded precondition survey of structures located within 250 feet of the site should be completed by the contractor and submitted to the Owner prior to the commencement of blasting operations. It is also recommended that the blasting program include a series of test blasts to measure vibrations and observe the potential for over-blast prior to production blasting operations."*
- *"A subsurface exploration program consisting of borings and/or test pits is required to evaluate the subsurface conditions within the proposed building footprint(s). The intent of the explorations is to identify the presence, composition and thickness of the existing fill material and naturally deposited soil deposits (if present), and to identify the depth of the underlying bedrock across the site."*

Moreover, the information provided recommends test wells for potential geothermal fields. Please let me know if this is planned for the project. Yes, test wells are planned for the project.

In response to these review comments, identify any potential challenges and steps that may be required for these resolutions, if any. Additionally, please ensure that future versions of the project schedule will include dates of anticipated approvals and key steps of the proposed site. Acknowledged.

Additionally, please note that all cost increases subsequent to a Project Scope and Budget approval from the MSBA's Board of Directors will be the sole responsibility of the District. Please acknowledge. Acknowledged.

9) The information provided recommends the completion of a Phase II Subsurface Site Assessment to determine if the recognized environmental conditions ("RECs") have caused a release of oil and/or hazardous material to the subsurface of the subject property. As part of the PSR submittal, please include a timeline associated with the additional Phase II Subsurface Site Assessment into the overall project schedule.

Please note that any costs associated with the removal of fuel storage tanks and associated contaminated soil will be considered ineligible for reimbursement. Please acknowledge.

10) The Hazardous Material Assessment and preliminary Asbestos Containing Materials ("ACM") report provided by Universal Environmental Consultants ("UEC") notes ACM's were found at the existing facility. Paint was also assumed to contain lead but is not required to be removed.

Please note the project team should be aware of the current policies associated with MSBA's participation in the abatement and removal of hazardous materials. In response to these review comments, please note and acknowledge that all costs associated with the removal of asbestos-containing floor materials and ceiling tiles are considered ineligible for reimbursement. Acknowledged.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	☐	☒	☐	☐
2	Existing site plan(s)	☒	☐	☐	☐

MSBA Review Comments:

1) In response to these review comments, please review and respond to the following items:

Describe how the site constraints are potentially impacting the design options explored in the Preliminary Evaluation of Alternatives section.

In both the Renovation and Addition, as well as the New Construction options, several site constraints, such as the presence of ledge, wetland resource areas, and the New England Power Line Easement, significantly influenced the placement of proposed building locations and site improvements. These constraints guided the design options to avoid disturbing wetland areas, minimize work within the New England Power Line Easement, and minimize work around that would disturb the existing HS and Horace Mann building footprints and services. This approach ensures all design options support phased construction, allowing the current high school facility and Horace Mann School to remain operational during any proposed buildouts.

Topographic variations across the site were also carefully considered in determining the First Floor Elevations (FFEs) for each of the design alternatives. Some design options incorporate tiered FFEs to better accommodate the site's natural grade changes and minimize cut / fill. Additionally, preliminary estimates of ledge removal were calculated for both renovation and new construction options to provide a more accurate assessment of potential construction costs.
For the Renovation Only option, the existing stormwater management system posed a unique challenge. This option requires redevelopment of the current stormwater infrastructure to meet current standards and improve site drainage and stormwater management. As a result, the proposed construction cost had to incorporate significant upgrades to the existing stormwater system to ensure compliance with regulatory requirements and enhance overall site performance and resiliency.

Provide a copy of the New England Power Company Easement and the drainage and slope easements as attachments to the PSR submittal. Acknowledged for PSR Submittal.

Provide information that describes involvement of the Salem Historical Commission review should it be determined that the existing building will be demolished.

The City of Salem would need to request a waiver of the Commission's Demolition Delay Ordinance since the building is older than 50 years.

As part of the District's PSR submittal, provide a site section(s) that illustrates how the Preferred Schematic sits on the site and how the proposed location impacts drainage, access, and circulation. Please acknowledge.

As part of the PSR submission, we will be providing illustrations of how the Preferred Schematic sits on the site and how that siting minimizes impact on drainage, access, and circulation and is accounted for in the design. Additional exhibits illustrating site access and circulation will be submitted by other consultants.

2) The information provided in the site diagrams indicates that the parking lots, labeled as letter "E" on page 411 of 701, are desired parking spaces and are not available as buildable area. Please clarify how this has been coordinated with the presentation of Option A.4.2 and B.4.4 as described later in the document.

For Option A.4.2 and Option B.4.4, the design includes a new parking lot east of the proposed field and an expansion of the existing parking area in the northwest. These changes are intended to preserve the overall number of parking spaces currently available, including those in the areas marked "E" on page 411 of 701. Although the "E" parking areas are not retained in either option, the proposed modifications ensure that adequate parking is still provided, aligning with the site diagrams and overall design objectives.

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Analysis of school district student school assignment practices and available space in other schools in the district	☒	☐	☐	☐
2	Tuition agreement with adjacent school districts	☒	☐	☐	☐
3	Rental or acquisition of existing buildings that could be made available for school use	☒	☐	☐	☐
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	☐	☒	☐	☐
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	☐	☒	☐	☐

6	Construction of new building and the evaluation of potential locations	☐	☒	☐	☐
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	☐	☒	☐	☐

MSBA Review Comments:

4-7) As part of the Preliminary Evaluation of Alternatives, the District explored (17) initial options at the existing Salem High School site which includes the following:

- *(1) Code Upgrade option designed for 1,000 students in grades 9-12.*
- *(1) Renovation only option designed for 1,000 students in grades 9-12.*
- *(3) Renovation/Addition options designed for 1,000 students in grades 9-12.*
- *(4) New Construction options designed for 1,000 students in grades 9-12.*
- *(4) Renovation/Addition options designed for 1,500 students in grades 7-12.*
- *(4) New Construction options designed for 1,500 students in grades 7-12.*

The information provided indicates that these initial alternatives were presented to the School Building Committee, administration, staff and community, on December 19, 2024, as a study of the different impacts of educational program compliance, site design, phasing impacts, cost, reuse of existing infrastructure, zero net energy (ZNE) achievability, and civic presence. At the February 13, 2025, School Building Committee meeting the design team presented a reduced slate of (9) alternatives to be evaluated and on February 27, 2025, the School Building Committee voted to approve the submission of the PDP with the following (9) options to be evaluated as part of its PSR submittal:

As a result of this process the District intends to further evaluate the following (9) options as part of its PSR submittal:

- ***Option A.1.1:** Code upgrade/ base repair at the existing Salem High School facility, designed for 1,000 students in grades 9-12. This option has an estimated total project cost of $353.2 million.*
- ***Option A.2.1**: Renovation at the existing Salem High School facility, designed for 1,000 students in grades 9-12. This option has an estimated total project cost of $481.1 million.*
- ***Option A.3.2 (Mirror)**: Addition/ renovation at the existing Salem High School facility, which proposes an addition of two wings, 4 floors each, on either side of the existing field house for a total of 371,890 gsf. This option is designed for 1,000 students in grades 9-12, with an estimated total project cost of $478.3 million.*
- ***Option B.3.1:** Addition/ renovation at the existing Salem High School facility, which proposes a renovation of existing building with a 40,100 gsf addition for a total of 451,665 gsf. This option is designed for 1,500 students in grades 7-12, with an estimated total project cost of $533.4 million.*
- ***Option B.3.2 (Mirror):** Addition/ renovation at the existing Salem High School facility, which proposes a renovation of existing field house with 4-story addition for a total of 451,665 gsf. This option is designed for 1,500 students in grades 7-12, with an estimated total project cost of $569.0 million.*

- ***Option A.4.2 (Loop):*** *New construction of a 4-story facility (totaling 364,515 gsf) located north of the existing Salem High School site, prominent to Wilson Street. This option is designed for 1,000 students in grades 9-12, with an estimated total project cost of $461.5 million.*
- ***Option A.4.4 (Wrapped):*** *New construction of a 4-story facility (totaling 364,515 gsf) located northwest of the existing Salem High School site, prominent to Highland Avenue. This option is designed for 1,000 students in grades 9-12, with an estimated total project cost of $459.2 million.*

- ***Option B.4.3 (Layered):*** *New construction of a 4-story facility (totaling 443,315 gsf) located northwest of the existing Salem High School site, prominent to Highland Avenue. This option is designed for 1,500 students in grades 7-12, with an estimated total project cost of $552.0 million.*

- ***Option B.4.4 (Loop):*** *New construction of a 4-story facility (totaling 443,315 gsf) located north of the existing Salem High School site, prominent to Wilson Street. This option is designed for 1,500 students in grades 7-12, with an estimated total project cost of $548.3 million.*

It is noted that renovation options being considered/evaluated include proposed work in a substantial portion of the existing facility that was previously renovated in 2008. Given the relatively recent nature of that renovation, along with the significant amount of square footage involved and the high estimated cost of the proposed options, please provide additional information that supports the rationale for re-work of the previously renovated areas. Also, please provide similar information that supports the rationale for replacing a facility which was renovated within a relatively recent time frame. Please refer to the section below 'Regarding Past Projects' for MSBA's position associated with potential cost recovery of previous funding.

Please note the PSR submittal must include a thorough evaluation of each option the District has chosen to move forward with as part of its Final Evaluation of Alternatives, including cost estimates and detailed rationale for why options were eliminated from consideration. Please acknowledge. Acknowledged.

Additionally, as part of the District's PSR submittal please provide the following information:

> *Floor plan diagrams for each of the options studied include a key/legend for clarity that showcase all the spaces with adjacencies. The goal is to help the reviewer further understand the connections of the proposed spaces.*
>
> *Please provide the first-floor plans placed within the proposed site plan.*
>
> *Further details in the project's subsequent phases that clearly describe and illustrate the separation, safety provisions, and possible construction laydown areas that will be applied during construction on the occupied site.*
>
> *For all options and sites that are not selected by the District, provide detailed narratives that describe why options and sites were eliminated from further consideration.*
>
> *Please continue to use the same naming convention of options for clarity and consistency. Please acknowledge.* Acknowledged.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Signed Local Actions and Approvals Certification: (original)	☒	☐	☐	☐
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	☐	☒	☐	☐

MSBA Review Comments:

2) Please provide a certified copy of the meeting minutes when available. Please acknowledge.

Acknowledged. Certified Meeting Minutes will be provided in the PSR.

No further review comments for this section.

3.1.8 APPENDICES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Current Statement of Interest	☒	☐	☐	☐
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	☒	☐	☐	☐
3	Design Enrollment Certification	☐	☒	☐	☐

MSBA Review Comments:

3) Please see the comment above in Section 3.1.1, Item 3.

No further review comments for this section.

Additional Comments:

Please note that as part of the upcoming Preferred Schematic submittal process, districts and their consultants are required to provide a summary overview of the proposed project to the MSBA Facilities Assessment Subcommittee (the "FAS"). In preparation, the MSBA requests that the District submit a complete PowerPoint of the FAS presentation with the PSR submittal. For your reference, the guidance memorandum for preparing an FAS presentation is attached. Acknowledged.

The MSBA would like to inform you of MSBA's Project Advisory #88, posted on July 1, 2024, and linked here which describes changes to the MSBA submittal documents relating to required state site approvals and site resiliency including a MEPA guideline

checklist. We ask you to review this Project Advisory and forward any questions you may have about these requirements to your MSBA Project Coordinator. These documents will assist your client and the MSBA to understand your project's status relating to the various required state site approvals and any design considerations pertaining to resiliency for your selected project site.

We ask that all members of your design team use the information indicated in Project Advisory #88 for your project, including the following updated MSBA documents:

- *Module 3 Feasibility Study Guidelines*
- *Module 4 Schematic Design Guidelines*
- *Module 6 (Design Development, 60%, and 90% Construction Documents)*

Incomplete submittals or submittals not reviewed by the OPM will not be accepted. This includes the information described in Project Advisory #88.

Regarding Past Projects:

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show a total MSBA payment of $60,330,741 for the Salem High School Addition and Renovation Project #W20014054 completed on September 1, 2008.

Pursuant to these requirements and depending on the School District's ultimate plan for the School, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received for previous renovation grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. Please see the MSBA website to view the MSBA's regulations, statute, and closed school bulletin for additional information.

Acknoweldged

End

ATTACHMENT B
MODULE 3 – PRELIMINARY DESIGN PROGRAM SPACE SUMMARY REVIEW

District: City of Salem
School: Salem High School
Owner's Project Manager: Accenture (Formally known as: Anser Advisory)
Designer Firm: Perkins & Will
Submittal Due Date: April 3, 2025
Submittal Received Date: March 13, 2025
Review Date: March 13, 2025 – May 9, 2025
Reviewed by: K. Stark, V. Dagkalakou, C. Forde, C. Alles

The Massachusetts School Building Authority (the "MSBA") has completed a preliminary review of the proposed space summaries produced by *Perkins & Will* and its consultants. *This review involved evaluating the extent to which the Salem High School's proposed space summaries conform to the MSBA guidelines and regulations.*

The MSBA considers it critical that the Districts and their Designers aggressively pursue design strategies to achieve compliance with the MSBA guidelines for all proposed projects in the new program and strive to meet the gross square footage allowed per student and the core classroom space standards, as outlined in the guidelines. The MSBA also considers its stance on core classroom space critical to its mission of supporting the construction of successful school projects throughout the Commonwealth that meet current and future educational demands. The MSBA does not want to see this critical component of education suffer at the expense of larger or grander spaces that are not directly involved in the education of students.

Please note that any spaces in new construction or substantially renovated spaces must be compliant with MSBA space standards for both allotted area and room quantity unless otherwise approved in writing by the MSBA.

The MSBA has attempted to identify potential eligible and ineligible square footage based on the information provided in conjunction with the associated space summaries and educational program for each enrollment option. The proposed square footage associated with these options appear to result in a significant number of spaces in several categories that exceed the MSBA guidelines and will likely be considered ineligible for reimbursement. Information provided by the District in response to these review comments is critical for the MSBA to ultimately determine an allowable square footage associated with options.

The following preliminary review is based on the submitted new construction project space summaries for the (2) two study enrollment options:

- *Enrollment 1: 1,000 students in grades 9-12 (plus Pre-K)*
- *Enrollment 2: 1,500 students in grades 7-12 (plus Pre-K)*

Please note that based on the Enrollment Letter the MSBA understands that in addition to the current grade configuration, the District would like the Feasibility Study to evaluate the potential of consolidating two of the middle school grades with the high school grades for a grade 7-12 configuration. Based on the information provided by the District in its Statement of Interest and prior to its invitation to Eligibility Period, the MSBA will not evaluate any additional grade levels, including districtwide Pre-K, for the potential eligibility of space beyond grades 7-12 and those Pre-K students associated with the district's early childhood educational vocational program. Please acknowledge. Acknowledged.

The MSBA review comments are as follows:

- ***General notes regarding the space summary*** *– The space summaries provided by the District for Enrollment 2 (1,500 students in Grades 7-12), included adjustments made to calculation cells for the MSBA guidelines for the Core Academic category, the total number of classrooms, science labs and chemical storage.* ***Adjustments to the MSBA guidelines section of the space summary should not be made in subsequent submissions. Please acknowledge.*** Acknowledged.

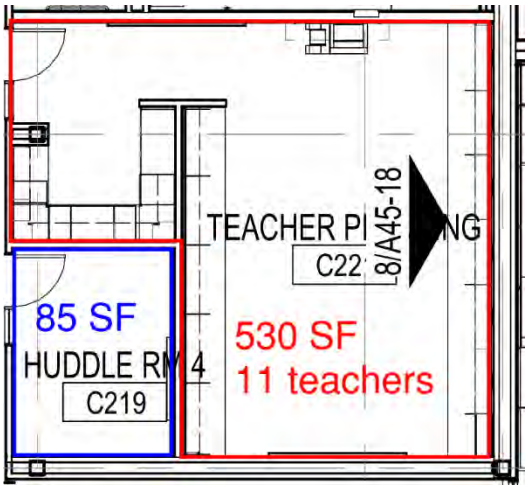
  Core Academic *– For Enrollment 1, the District is proposing a total of 55,622 net square feet ("nsf"), which exceeds the MSBA guidelines by 5,662 nsf. For Enrollment 2, the District is proposing a total of 82,472 nsf which exceeds the MSBA guidelines by 8,452 nsf. The District is proposing the following spaces:*

  General Classroom *– The District is proposing (34) 900 nsf General Classrooms, totaling 30,600 nsf for Enrollment 1, which meets the MSBA guidelines. For Enrollment 2, the District is proposing (52) 900 nsf General Classrooms, totaling 46,800, which exceeds the MSBA guidelines by (1) classroom and 900 nsf. Based on the grade configuration and number of classrooms required for each grade, the MSBA does not object to the proposed number of General Classrooms. In response to these review comments, please review and respond to the following items:*

  As the project further develops, please note and acknowledge that 850 nsf is the minimum size for a newly constructed General Classroom for grades 7-8, and 950 nsf the maximum size for all newly constructed General Classrooms in grades 7-8. Reviewed and acknowledged.
  As the project further develops, please note and acknowledge 825 nsf is the minimum size for a newly constructed General Classroom for grades 9-12, and 950 nsf is the maximum size for a newly constructed General Classroom for grades 9-12. Reviewed and acknowledged.

  Teacher Planning *– The District is proposing (6) 567 nsf Teacher Planning areas, totaling 3,402 nsf, for both enrollment options, which exceeds the MSBA guidelines by 2 nsf for Enrollment 1 and is below the MSBA guidelines by 1,698 nsf for Enrollment 2. In response to these review comments, please provide information that describes the desired location and adjacencies of the (6) Teacher Planning areas and describe the reasons why the District is proposing fewer Teacher Planning areas than MSBA guidelines for the higher population.*

It was determined in PDP that there would be 6 academic neighborhoods (see adjacency diagram). Each neighborhood would have a teaching planning area. The surveys conducted by the Design Team revealed the strong desire by the teachers to have their own private space for phone calls and one-on-one meetings. This room is part of the Teacher Planning Square footage at 85sf. In addition, it was determined that each Teacher Planning Space would accommodate 10-11 teachers. Each teacher would have a touch down space that includes 3.5 linear feet of desk area, a file cabinet, and lockable overhead cabinets. In addition to the planning area and huddle room, the teachers will have a small kitchen area for their use. These three spaces total 615 Net Square Feet per each Teaching Planning Space multiplied by the 6 Teacher Planning Spaces. See diagram of the Teacher Planning Space below.



In response to these review comments, please describe how the proposed Small Group Seminar area will be scheduled and staffed and the types of activities that will occur in this proposed space.

Small Group Seminar (20-30 seats) *– The District is not proposing any Small Group Seminar areas for Enrollment 1. For Enrollment 2, the District is proposing (1) 500 nsf Small Group Seminar area, which is below the MSBA guidelines by 1,000 nsf.*
No Small Group Seminar Room is noted in the Space Summary or Plans.

Science Classroom / Lab *– The District is proposing (8) 1,440 nsf Science Classrooms / Labs, totaling 11,520 nsf for Enrollment 1, which is below the MSBA guidelines by (1) Science Classroom/Lab and 1,440 nsf. For Enrollment 2, the District is proposing (13) 1,440 nsf Science Classrooms / Labs, (5) Science Labs for Grades 7-8 and (8) Science Labs for Grades 9-12, totaling 18,720 nsf, which meets MSBA guidelines. Based on the grade and team configuration for each grade, the MSBA does not object to the proposed number of Science Classrooms/Labs for both enrollment options. No further preliminary comments.* No Action Required.

Prep Room *– The District is proposing (4) 400 nsf Prep Rooms, totaling 1,600 nsf for Enrollment 1, which is below the MSBA guidelines by (1) 200 nsf Prep Room. For Enrollment 2, the District is proposing (5) 200 nsf Prep Rooms for Grades 7-8 and (4) 400 nsf Prep Rooms for Grades 9-12, totaling 2,600 nsf, which meets the MSBA guidelines. No further preliminary comments.* No Action Required.

Central Chemical Storage Room *– The District is proposing (1) 200 nsf Central Chemical Storage Room for Enrollment 1, which meets the MSBA guidelines. For Enrollment 2, the District is proposing (1) 150 nsf Central Chemical Storage Room for Grades 7-8 and (1) 200 nsf Central Chemical Storage Room for Grades 9-12, totaling 350 nsf, which exceeds the MSBA guidelines by 150 nsf. In response to these review comments, please provide additional information that illustrates the location of each of the proposed Central Chemical Storage Rooms.* The Chemical Storage Room will be located on the Third Floor with Science.

Collaboration Areas *– The District is proposing (4) 900 nsf Collaboration Areas totaling 3,600 for Enrollment 1, which exceeds the MSBA guidelines. For Enrollment 2, the District is proposing (6) 900 nsf Collaboration Areas, totaling 5,400 nsf, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:*

Describe the anticipated adjacencies.
The PSR Space Summary Submission reduces the square footage for the 5-collaboration space from 900 to 500 NSF. The PSR submission of the space summary includes 6 collaboration spaces per neighborhood at 500 NSF for each area. There is a reduction of square footage of 600 NSF. Each collaboration area will be included in the 6 academic neighborhoods.

Describe the scheduling and utilization of the proposed areas.
These areas are created to create spaces for flexible collaborative use between classes and disciplines. The High School does not have comparable spaces so there is no current utilization information.

Provide examples of activities that will occur in these areas.

Extended learning/ collaboration spaces can be used for a variety of purposes that go beyond traditional classroom learning. These flexible, multi-purpose areas support collaboration, creativity, and more personalized or hands-on learning. Here are some specific uses:

1. Collaborative Group Work

- Students can work in small groups on projects, presentations, or problem-solving activities.
- These spaces often have movable furniture and whiteboards or smart boards for brainstorming.

2. Individual Study or Quiet Zones

- Areas where students can work independently, read, or study in a quieter environment.
- Useful for differentiated learning and supporting students who need a quieter space to focus.

3. Technology Integration

- Spaces equipped with computers, tablets, or VR tools for tech-based learning.
- Can be used for digital media production, coding, or virtual labs.

4. Hands-On or Experiential Learning

- Maker spaces or STEM labs for building models, experimenting, or prototyping.
- Ideal for courses like engineering, robotics, or environmental science.

5. Cross-Disciplinary Projects

- Used for collaborative projects that integrate multiple subjects (e.g., a science + art + math project).
- Encourages holistic learning and creative problem-solving.

6. Presentations and Showcases

- A venue for students to present their work to peers, teachers, or the community.
- Useful for capstone projects, exhibitions, or debate practice.

8. Clubs and Extracurricular Activities

- Flexible use for meetings, practice sessions (e.g., robotics, Model UN, drama), or student-led initiatives.
- Helps build school culture and student engagement.

Describe why these activities are better suited in a separate area rather than in a larger General Classroom.

Meeting rooms for 8–10 students in high schools offer flexible spaces for group work, interventions, counseling, or clubs. Separate from classrooms, they reduce distractions, support privacy, and foster collaboration. These rooms enhance learning by allowing targeted instruction and efficient space use, helping meet diverse student needs without interrupting the main classroom environment.

Huddle Rooms (Medium) *– The District is proposing (4) 250 nsf Huddle Rooms (Medium) totaling 1,000 for each enrollment option, which exceeds the MSBA*

guidelines. In response to these review comments, please provide the following information:

Describe the anticipated adjacencies.
The PSR increased the huddle rooms from 4 rooms to 6 rooms which allows for one huddle room per neighborhood.

Describe the scheduling and utilization of the proposed areas.
These areas are created to create spaces for flexible collaborative use between classes and disciplines. The High School does not have comparable spaces so there is no current utilization information.

Provide examples of activities that will occur in these areas.
Students in the Salem School survey asked specifically for spaces to accommodate 8-10 students for group work. We are proposing to ensure these opportunities in each of the 6 academic neighborhoods.

Describe why these activities are better suited in a separate area rather than in a larger General Classroom.
Meeting rooms for 8–10 students are desirable in a high school separate from classrooms for several educational and functional reasons. Small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for others. Privacy and confidentiality are also maintained during counseling sessions, peer mediation, or meetings with advisors and social workers. These rooms are highly flexible, accommodating club meetings, group study sessions, and teacher planning with small student groups. They foster collaboration in a quieter, more focused setting, allowing students to build essential skills like communication, leadership, and teamwork—skills that are often harder to cultivate in a full classroom. Additionally, using compact, efficiently designed rooms instead of large classrooms for small gatherings increases space efficiency and helps schools make the most of their facilities for a variety of academic and extracurricular needs.

Huddle Rooms (Small) *– The District is proposing (8) 150 nsf Huddle Rooms (Small) totaling 1,200 for each enrollment option, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:*

Describe the anticipated adjacencies.

Small Huddle Rooms are located the academic neighborhoods in levels 2-4.

Describe the scheduling and utilization of the proposed areas.
These huddle rooms can extend classroom learning, and can be used between classes, before school, and after hours use. The High School does not have comparable spaces so there is no current utilization information.

Provide examples of activities that will occur in these areas. Describe why these activities are better suited in a separate area rather than in a larger General Classroom.
Meeting rooms for 4 students are often desired in a high school separate from classrooms for several educational and functional reasons. Small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for others. Privacy and confidentiality are also maintained during counseling sessions, peer mediation, or meetings with advisors and social workers. These rooms are highly flexible, accommodating club meetings, group study sessions, and teacher planning with small student groups. Additionally, using compact, efficiently designed rooms instead of large classrooms for small gatherings increases space efficiency and helps schools make the most of their facilities for a variety of academic and extracurricular needs.

Connect for Success – Tier 2 Support *– The District is proposing (2) 700 nsf, Connect for Success spaces, totaling 1,400 nsf for each enrollment option, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:*

Describe the anticipated adjacencies.
Connect for Success is located on Levels 2 and 3 integrated in the academic neighborhoods.

Describe the scheduling and utilization of the proposed areas.
Connect for Success classrooms have 88% occupancy, and classrooms are used for instruction by three staff.

Provide examples of activities that will occur in these areas.
Students are scheduled for Connect for Success for multiple activities including targeted support for at risk students, mentoring activities, and direct instruction to support learning targets.

Study Center / Study Skills – Tier 2 Support *– The District is proposing (1) 450 nsf Study Center / Study Skills space for each enrollment option, which exceeds the MSBA guidelines. In response to these review comments, please provide the following information:*

Describe the anticipated adjacencies.
Located Level 3 near the Media Center.

Describe the scheduling and utilization of the proposed areas.
This space has one instructor and is utilized for intervention during the day to support grade 11 and grade 12 students. The classroom utilization is 88%.

Provide examples of activities that will occur in these areas.
This intervention includes direct instruction for concepts that the student is struggling to master. Students are scheduled for a period of study center and will receive the academic support and coaching necessary to maintain standing at Salem High School.

Book Storage *– The District is proposing (1) 650 nsf Book Storage space for each enrollment option, which exceeds the MSBA guidelines. In response to these review comments please relocate the Book Storage to the 'Non-Programmed Spaces' category and provide an updated space summary. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50.* Acknowledged.

Special Education *— For Enrollment 1, the District is proposing a total of 22,290 nsf, which exceeds the MSBA guidelines by 12,220 nsf. For Enrollment 2, the District is proposing a total of 37,290 nsf which exceeds the MSBA guidelines by 22,190 nsf. In response to these review comments, please review and confirm whether the following spaces associated with the 'Middle School Related Service Providers' are exclusive to the use of the Special Education Program.*

(1) 150 nsf Special Education Administrator
(1) 300 nsf Special Education Conference Room
(1) 150 nsf Reading Specialized Office
(1) 150 nsf BCBA Office
(1) 150 nsf School Psychologist Office/Testing,
(1) 150 nsf Community Partners Office
(1) 150 nsf School Adjustment Counselor TIDES Office
(1) 150 nsf School Adjustment Counselor Severe Sub-Separate Office
(1) 150 nsf School Adjustment Counselor

These areas are exclusive to the use of the Special Education Program.

Additionally, in response to these review comments review and confirm whether the following spaces associated with the 'High School Related Service Providers' are exclusive to the use of the Special Education Program.

(2) 150 nsf Special Education Administration Main Office
(1) 450 nsf Special Education Conference Room
(1) 150 nsf Reading Specialized Office
(1) 200 nsf School Psychologist Office
(1) 150 nsf BCBA Shared Office
(1) 100 nsf Transition Specialist Office
(1) 100 nsf Itinerant Staff
(6) 120 nsf School Adjustment Counselor Office
(1) 120 nsf School Adjustment Counselor Sub-Separate Office

These areas are exclusive to the use of the Special Education Program.

Also, in response to these review comments please provide additional information that describe the BRIDGE program associated with the proposed spaces below:

- *(1) 900 nsf Building Readiness for Independence and Developing Grown in Education ("BRIDGE") Post High Community Room*
- *(1) 450 nsf BRIDGE Post High - Soft Sensory*
- *(1) 450 nsf BRIDGE Post High - Multipurpose Room*
- *(1) 900 nsf BRIDGE Post High - Independent Living*
- *(1) 80 nsf BRIDGE Post High - Student Toilet/ Changing*

The goal of the Bridge program is to maximize the potential and independence of each student through direct instruction in transition planning, vocational opportunities, and functional academics. The program provides services to students aged 18-22 years of age with disabilities that significantly impact their progress in school and in the community. The program focuses on developing and strengthening the students' functional life skills, including understanding money, time management, community safety, travel training, vocational training, personal care and self-advocacy skills. The students in this program are active participants in their transition from high school to adult services.

In response to these review comments, please provide the following information:

Describe the anticipated adjacencies.
Anticipated Adjacencies: Bridge adjacent to each other and in close proximity to Stride. Sensory Room will be utilized by both.

Describe the scheduling and utilization of the proposed areas.
Scheduling and Utilization: There are students are in the classroom all day long: there are two cohorts who rotate between time in the classroom and time in the community.

Provide examples of activities that will occur in these areas.
Examples of activities: Functional academics, discrete trial, whole group instruction, small group instruction.

Furthermore, the District is proposing (1) 200 nsf OT/PT Storage. In response to these review comments, provide an updated space summary that relocates this space to the 'Non- Programmed Spaces' category. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50. Understood.

Moreover, the MSBA notes that the proposed spaces significantly exceed that typically proposed in MSBA funded high school projects. Please describe the scheduling of these services and why the Special Educational programming cannot be delivered with fewer rooms.

The students enrolled in our Special Education programs need classroom settings where their academic, sensory, and medical needs can be properly supported. Such settings must provide space for differentiated instruction materials, flexible seating, individualized learning accommodations, and sensory-based interventions. Some students require 1:1 staffing or smaller staff-to-student ratios.

Current enrollment data in grades PreK–4 indicate a higher number of students receiving their education in these substantially separate special education settings than are currently served that way at the high school level. It is anticipated that, if numbers remain steady, they will be in high school when the new building is ready.

There is increased demand for specialized, complex programming, and the new high school needs to be constructed with this demand in mind. Developing classrooms and curriculum for these students is a step towards reducing the need for out-of-district placements and educating students in the least restrictive environment.

Following is a projection of the District's future enrollment for just RISE and STRIDE:

Class of	2039	2038	2037	2036	2035	2034
RISE	12	11	11	8	5	7
STRIDE		5	6	4	6	4

Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE") and the District should provide the information required with the Schematic Design submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.

***Art & Music** – For Enrollment 1, the District is proposing a total of 14,650 nsf which exceeds the MSBA guidelines by 7,950 nsf. For Enrollment 2, the District is proposing a total of 14,650 nsf which exceeds the MSBA guidelines by 6,375 nsf. In response to these review comments, please review and respond to the following:*

The information provided within the educational program for the Visual Art Programs is proposing (1) Photography Lab, (1) Ceramics Room, (1) Studio Art Room and (1) Computer Art Lab. However, the District is proposing (3) 1,200 nsf Art Classrooms, (1) 1,000 nsf Photography Classroom, (1) 600 nsf Percussion Classroom and (1) Dark Room. In response to these review comments, please

provide clarification and provide additional information describing the anticipated scheduling and utilization of the proposed spaces and how they will be supervised and staffed.
There is one full-time art teacher who will teach Ceramics, Studio Art and Computer Art in the 1,200 sf classroom. The same teacher will teach Photography in the Photography Classroom and adjacent Dark Room.
There is one full time music teacher who teaches Band and Percussion.
The information provided within the educational program for the Performing Arts Program proposing a Music Technology/Piano Lab. However, this space has not been included in the proposed space summary. In response to these review comments, please verify if the proposed space summary meets the needs of the District's educational program and coordinate the educational program and space summary accordingly.
The proposed space summary meets the needs of the District's educational program.

Describe how the proposed square footage in the 'Art and Music' category meets the needs of the educational program and provide anticipated adjacencies, student utilization, and any other relevant information that supports the need for the additional spaces. The MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines. Acknowledged.

Additionally, please note that square footage in excess of the guidelines will be considered ineligible for reimbursement. Please acknowledge. Acknowledged.

***Vocations & Technology** – The District is proposing a total of 61,700 nsf which exceeds the MSBA guidelines by 51,620 nsf for Enrollment1, and exceeds the MSBA guidelines by 47,300 nsf for Enrollment 2.*

The District is proposing the following (2) existing Non-Chapter 74 Programs and (1) new Project Lead The Way Program for both enrollments:

Non - Chapter 74 Programs	***Total Proposed NSF***
Sustainable Building Lab	*2,100*
Idea Lab / Robotics (Project Lead The Way)	*1,800*
Graphic Design & Visual Communications	*4,000*
Total Proposed NSF	***7,900***

Additionally, the District is proposing the following (6) existing Chapter 74 Programs and (2) existing Perkins funded programs and (2) new Chapter 74 Programs for both enrollments:

Proposed Chapter 74 Programs	***Total Proposed NSF***
Business / Internships	*700*
Automotive Technology / Marine Services	*8,500*

Automotive Technology / Marine Services Classroom	*800*
Culinary Arts	*6,500*
Culinary Arts Classroom	*(2) 800*
Culinary Arts Classroom (Events Room)	*600*
Culinary Arts Black Cat Bistro	*1,000*
Electrical	*8,000*
Electrical Classroom	*800*
Medical Assisting	*4,000*
Medical Assisting Classroom	*800*
Carpentry / Building Property & Maintenance	*8,000*
Carpentry Classroom	*800*
Building Property & Maintenance Classroom	*800*
Biomedical Technologies	*1,500*
Biomedical Technologies Classroom	*800*
Metal Fabrication & Welding	*7,000*
Metal Fabrication & Welding Classroom	*800*
Early Education & Care Classroom	*800*
Total Proposed NSF	***53,800***

In response to these review comments please provide the following information:

Confirm the basis of design used by the District in programming and designing spaces for all its proposed Chapter 74 programs including the proposed number of hours to deliver the curriculum, and the number of students for each program.

All current and proposed Chapter 74 programs have been scheduled and structured in full alignment with the Massachusetts Department of Elementary and Secondary Education (DESE) Chapter 74 Guidelines.

Each program is designed to deliver:
Over 900 instructional hours across Levels 1 through 3 (Grades 10–12)
Over 120 hours of exploratory instruction during Grade 9
This structure ensures that all Chapter 74 pathways meet DESE's time-on-learning requirements and provide students with both foundational and advanced technical training, preparing them for postsecondary education, certification, and the workforce.

Class Size and Lab Safety Standards:

All CTE instructional lab and shop spaces are designed to serve a maximum of 24 students per instructor-led section, consistent with national best practices. This limit supports safe instruction, access to equipment, and effective supervision, especially critical in technical learning environments.

This design standard follows the national recommendations:

- The Association for Career and Technical Education (ACTE) warns that exceeding 24 students per CTE lab increases the likelihood of accidents and diminishes instructional quality. ACTE emphasizes that safety and skill acquisition are compromised when class sizes are too large for the shop environment.
  (ACTE CTE Safety Practices)
- The National Science Teaching Association (NSTA) recommends a maximum of 24 students in lab-based courses to ensure sufficient supervision, access to instructional materials, and adherence to safety protocols.
  (NSTA Position Statement on Overcrowding in Instructional Space)

By following these guidelines, the District ensures that all Chapter 74 programs offer a safe, rigorous, and equitable learning environment consistent with state and national standards.

Provide information regarding the proposed Business / Internships program since this was not part of the viability form the District submitted during the Eligibility Period. Please clarify if this is a new chapter 74 program and provide the current enrollment, if any, and the proposed capacity.

The Internship Program is not intended to be a standalone Chapter 74 program. It will operate as a capstone experience and work-based learning extension from an existing classroom space, connecting students to professional experiences through partnerships with local businesses.

Business and Marketing instruction is currently delivered through a series of electives across departments, such as entrepreneurship, finance, and marketing. While not yet Chapter 74-approved, the District aims to expand these offerings into a formal program. If approved in the future, the instructional design will follow DESE guidelines with over 900 hours between Levels 1–3 and 120+ hours of Grade 9 exploratory exposure.

Facility needs for the program are minimal and limited to an available general classroom and a school store retail lab. Student capacity would follow the 24-student lab/shop maximum.

Provide information regarding the combined program of Automotive Technology and Marine Services. Additionally, please note that the Marine Services program was not included in the DESE Viability Letter. In response to

these review comments please clarify if this is a new chapter 74 program and provide the current enrollment, if any, and the proposed capacity.

We have elected to remove Marine Services as a standalone Chapter 74 program. Instead, marine technology content will be embedded into the existing Automotive Technology curriculum through a scope and sequence revision. This curriculum shift allows students to gain marine-specific skills without requiring additional program designation or instructional space.

Automotive Technology remains a full Chapter 74-approved program with students scheduled for over 900 instructional hours in Levels 1–3 and over 120 hours in Grade 9 exploratory. The instructional space will continue to serve a maximum of 24 students per lab section, in accordance with national safety and instructional recommendations. Ideally, two classroom spaces here.

Confirm that the Building Property and Maintenance and Carpentry programs will be combined into one and will not be separate Chapter 74 Programs as indicated in the DESE letter provided on January 22, 2024.
As part of the development of options since the PDP submission the Building Committee has reviewed and selected a new construction option which will separate these programs.

Provide additional information regarding the Early Education and Care program since the only proposed space shown in the space summary is an Early Education and Care Classroom that is below the MSBA guidelines. Based on the viability letter provided by DESE on January 22, 2024, the current enrollment for Early Education and Care is 29 students and the proposed capacity is 72 students. Please confirm that the classroom space is sufficient to accommodate the proposed capacity of this program.

As of this school year, Early Education and Care enrollment includes:

- 9 seniors
- 14 juniors
- 18 sophomores
- 19 freshmen
- Total: 60 students

The proposed instructional space for Early Education and Care is designed to accommodate cohorts of no more than 24 students, as supported by the guidelines, and the program space ideally should include a dedicated Early Ed instructional lab for simulating early ed spaces, allowing students to design and build out their own spaces, as well as an adjacent classroom, or a large space where it could be partitioned when needed to facilitate simulations. The total square footage supports staggered scheduling and rotating cohorts that fully accommodate the projected 72-student capacity.

Please note and acknowledge that all the proposed Classrooms associated with the Chapter 74 Programs must meet the minimum General Classroom size which is 825 nsf. Noted and acknowledged.

Please note that DESE and the MSBA will continue to work with the District to confirm agreement with the proposed Chapter 74 programs and monitor the proposed programs in subsequent submittals to confirm consistency with the District's pre-submission documentation and alignment with program and safety recommendations.

Health & Physical Education *– For Enrollment 1, the District is proposing a total of 35,660 nsf which exceeds the MSBA guidelines by 13,860 nsf. For Enrollment 2, the District is proposing a total of 38,460 nsf, which exceeds the MSBA guidelines by 13,860 nsf. In response to these review comments, please relocate the following spaces:*

Health & Physical Education Classroom *– The District is proposing (1) 800 nsf Health Classroom for each enrollment option, which exceeds MSBA guidelines. In response to these review comments, provide the following:*

Please note and acknowledge that the proposed Health & Physical Education Classroom must meet the minimum General Classroom size which is 825 nsf. Noted and acknowledged.

Describe the anticipated scheduling, staffing, and overall utilization of these spaces.

There are currently 1.5 Health teachers 4.5 Physical Education teachers that are fully scheduled to utilize these spaces everyday. While these staff members are scheduled to be in these spaces, physical fitness and wellness spaces are used by multiple departments including special education.

Alt PE. Salem High School provides a large range of physical education and wellness opportunities during the school day. This space would be used for our Unified PE activities including strength and conditioning as well as adaptive physical education for our growing population of students with disabilities. We would also use this space for other courses such as dance, yoga, and meditation which is taught as electives from teachers across the departments.

Multi-Purpose Room. 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 have this multipurpose space for our health and physical education program to engage students in our nutrition and wellness course as well as more small group instruction that is scheduled for our entry level physical education courses. Afterschool activities would also utilize this

space from 2:35pm - 10:00pm with cheer and wrestling practice as well as Salem Youth sports that often utilize our spaces.

Main Gym. Salem High School's main gym is utilized 70% of the day with project adventure ropes and climbing activities. When project adventure I and II are scheduled for safety reasons other scheduled physical education classes are mostly located in alternative spaces.

Health Classroom. Salem High School has 1.5 health teachers that provide instruction in Health I and Health II. Health I is a graduation requirement.

Relocate the Health Classrooms to the 'Other' category and provide an updated Space Summary. Acknowledged.
As part of the District's PSR submittal, the District must fully describe the function, intended utilization, and scheduling of these spaces. Acknowledged.

Additionally, in response to these review comments, please review and provide additional information for the following:

Refer to the attached memo regarding the MSBA's policy on physical education square footage in excess of the MSBA guidelines. The policy states: "The district may choose to build a gymnasium and related spaces in excess of MSBA guidelines, but in no event shall the gymnasium exceed 18,000 nsf. The MSBA will participate in a gymnasium of up to 12,000 nsf unless adjusted by the MSBA to increase teaching stations for enrollment and/or the educational plan." Additionally, areas in excess of the MSBA guidelines will be at the sole expense of the district; and the MSBA will exclude from its grant the cost of the total gross square foot ("gsf") in excess of the guidelines for these areas. Square footage in excess of the guidelines will be considered ineligible for reimbursement. Please acknowledge. Acknowledged

Provide additional layout information, and describe the anticipated adjacencies, the scheduling, utilization and the overall use of the gym area including the Gymnasium, PE Alternatives, and Multipurpose Auxiliary and related spaces (Wrestling and Cheer) areas to determine if the proposed project conforms with the MSBA's maximum allowable gym size.

The Health and Physical Education spaces are on the first and second floors of the proposed new facility. The main gymnasium is programmed at 18,000 NSF and includes a walking track accessible from the second floor. Locating the gymnasium on the first floor allows for convenient access for events, community use, and after-hours activities.

Adjacent to the gymnasium, the cafeteria serves as a versatile pre-function space for the gym and the auditorium.

Also on the first floor is a 3,200 NSF multipurpose wrestling and cheer space. While primarily designed for wrestling and cheer, this space is

flexible and can accommodate various school activities. Its location off the public spine ensures easy access for after-hours use.

The second floor houses the locker rooms, team rooms, coaches' offices, storage, training room, and Alternative PE area. These facilities are accessible via a designated Health and PE stair.

In addition, the submittal indicates that the physical education facility at Salem High School includes an existing field house. Per 963 CMR 2.16(5), any work associated with renovating the existing space will be considered ineligible for reimbursement, and costs associated with this work must be itemized in each cost estimate moving forward in the MSBA process. As previously communicated to the District and design team, and based on current practice, the MSBA would not support a project that includes a newly constructed field house. Please acknowledge. Acknowledged

The MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines. Acknowledged

***Media Center** – For Enrollment 1, the District is proposing a total of 7,500 nsf which exceeds the MSBA guidelines by 1,350 nsf. For Enrollment 2, the District is proposing a total of 10,625 nsf which exceeds the MSBA guidelines by 1,350 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement.*

Additionally, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines. Acknowledged

***Auditorium/ Drama** – For Enrollment 1, the District is proposing a total of 16,897 nsf which exceeds the MSBA guidelines by 7,330 nsf. For Enrollment 2, the District is proposing a total of 17,730 nsf, which exceeds the MSBA guidelines by 7,330 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge and refer to the attached memo regarding MSBA policies associated with auditorium spaces exceeding the guidelines.* Acknowledged

Additionally, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines. Acknowledged

***Dining & Food Service** – For Enrollment 1, the District is proposing a total of 11,900 nsf which exceeds the MSBA guidelines by 3,100 nsf. For Enrollment 2, the District is proposing a total of 14,650 nsf, which exceeds the MSBA guidelines by 2,600 nsf. In response to these review comments please provide additional information that describes the District's need to provide a larger kitchen area and servery that exceeds the MSBA guidelines for both enrollments.*

See MEMO from Crabtree McGrath that describes the need for additional Dining and Food Service Space. To be provided in the PSR Submission.

Medical *– For Enrollment 1, the District is proposing a total of 970 nsf which exceeds the MSBA guidelines by 60 nsf. For Enrollment 2, the District is proposing a total of 1,270 nsf, which exceeds the MSBA guidelines by 60 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Consider adjusting to meet the MSBA guidelines in future submittals.* Acknowledged.

Administration & Guidance *– For Enrollment 1, the District is proposing a total of 7,070 nsf which exceeds the MSBA guidelines by 2,700 nsf. For Enrollment 2, the District is proposing a total of 7,570 nsf which exceeds the MSBA guidelines by 1,913 nsf. Please note that the MSBA does not object to the District including this additional space in the project; however, all square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement.* Acknowledged

Additionally, the MSBA encourages the District and its consultants to continue to seek opportunities to increase efficiencies and align with MSBA guidelines. Acknowledged

Custodial & Maintenance *– For Enrollment 1, the District is proposing a total of 4,380 nsf which exceeds the MSBA guidelines by 2,000 nsf. For Enrollment 2, the District is proposing a total of 4,750 nsf which exceeds the MSBA guidelines by 2,000 nsf. In response to these review comments, provide the following:*

The District is proposing (1) 2,000 nsf Exterior & Grounds Storage. Please confirm if this space is a new outbuilding. If so, provide a detailed proposed scope of work and utilities anticipated for this building.

This space is integrated into the proposed new construction. The square footage allocation is significantly reduced from their current NSF. Existing stored items will be moved to other facilities within the city of Salem to reduce the program requirements.

Please provide a revised space summary that removes the total net square footage associated with the separate Exterior & Grounds Storage building from the space summary. Additionally, please note costs associated with this work must be itemized in subsequent submittals and that all costs associated with this space will be considered ineligible for reimbursement. Please acknowledge. Acknowledged.

Other *– The District is proposing a total of 4,380 nsf for each enrollment option, which exceeds the MSBA guidelines. The District is proposing the following spaces:*

> ***School Store*** *– The District is proposing (1) 400 nsf School Store which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged
>
> ***Clothing Connection / Food Pantry*** *– The District is proposing (1) 750 nsf Clothing Connection / Food Pantry, which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged

Junior Reserve Officers' Training Corps ("JROTC") Classroom with Divider *– The District is proposing (1) 750 nsf JROTC Classroom, which exceeds the MSBA guidelines. In response to these review comments please provide the following:*

Describe the anticipated scheduling, staffing, and overall utilization of the JROTC Classroom.

Scheduled as a daily class period and occupied 88% of the time. This space is used for additional time for leadership training, drill practice, and instruction. Utilized before/after school for team activities.

- Leadership development and character building
- Curriculum integration with history/government

As part of the District's PSR submittal, the District must fully describe the function, intended utilization, and scheduling of this space. Understood.

JROTC Office *– The District is proposing (2) JROTC Office spaces, totaling 200 nsf which exceeds the MSBA guidelines. In response to these review comments please provide the following:*

Describe the anticipated scheduling, staffing, and overall utilization of the JROTC Office.

Used throughout the day by 2 JROTC staff for planning, student meetings, uniform management, and administration of the JROTC program for:

- Secure recordkeeping
- Communication with families and headquarters
- Storage of instructional materials

As part of the District's PSR submittal, the District must fully describe the function, intended utilization, and scheduling of this space. Acknowledged.

Credit Recovery Online Learning *– The District is proposing (1) 840 nsf JROTC Credit Recovery Online Learning space, which exceeds the MSBA guidelines. In response to these review comments please provide the following:*

Describe the anticipated scheduling, staffing, and overall utilization of the Credit Recovery Online Learning space.

Students are schedule in the credit recovery every period of the day. This space is staffed by tutors and is used for virtual classes, online learning

opportunities, and support for students that have had extended absences to recover credits.

As part of the District's PSR submittal, the District must fully describe the function, intended utilization, and scheduling of this space. Acknowledged.

North Shore Health – Open Reception Area / Waiting *– The District is proposing (1) 250 nsf North Shore Health – Open Reception Area / Waiting, which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

North Shore Health – Examination Rooms with Sinks *– The District is proposing (3) 80 nsf North Shore Health – Examination Rooms with Sinks, totaling 240 nsf which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

North Shore Health – Small Behavioral Health Offices *– The District is proposing (2) 80nsf North Shore Health – Small Behavioral Health Offices totaling 160 nsf which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

North Shore Health – Office *– The District is proposing (1) 120 nsf North Shore Health – Office which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

North Shore Health – Storage Office with Sink *– The District is proposing (1) 100 nsf North Shore Health – Storage Office with Sink, which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

North Shore Health – Group Meeting *– The District is proposing (1) 400 nsf North Shore Health – Group Meeting space which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

North Shore Health – Toilets *– The District is proposing (2) North Shore Health – Toilets totaling 120 nsf which exceeds the MSBA guidelines. Please note the MSBA does not object to including this space; however, square footage exceeding MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.* Acknowledged.

Non-Programmed Spaces *– Please note this section must be completed as part of the Schematic Design submittal.* Acknowledged

Total Building Net Floor Area *– For Enrollment 1, the District is proposing to provide a total of 295,547 nsf which exceeds the MSBA guidelines by 117,809 nsf. For Enrollment 2, the District is proposing a total of 243,014 nsf which exceeds the MSBA guidelines by 112,232 nsf. Please address the comments provided in the categories above as part of the District's response to these comments.* Acknowledged.

Total Building Gross Floor Area *– For Enrollment 1, the District is proposing to provide a total of 364,517 gross square feet ("gsf") which exceeds the MSBA guidelines by 168,345 gsf. For Enrollment 2, the District is proposing a total of 443,317 gsf which exceeds the MSBA guidelines by 176,711 gsf. Please address the comments provided in the categories above as part of the District's response to these comments.* Acknowledged.

Please note that upon moving forward into subsequent phases of the proposed project, the Designer will be required to provide, with each submission, a signed, updated space summary that reflects the design and demonstrates that the design remains, except as agreed to in writing by the MSBA, in accordance with the guidelines, rules, regulations and policies of the MSBA. Should the updated space summary demonstrate changes to the previous space summary include a narrative description of the change(s) and the reason for the proposed changes to the project. Acknowledged.

The attached Educational Program and Space Summary are provided to the School Committee to seek their vote to authorize the submission of these documents with the Preferred Schematic Report, which is due on June 26th. These documents have been updated as follows:

- The Educational Program has been updated to incorporate the response to MSBA comments, as required. Changes in the document previously shared in February appear in red text. I have also attached adjacency diagrams which are referenced in the Educational Program.

- The Space Summary has been updated to reflect the large amount of work which the team has undertaken since February to finetune the spaces. Edits from the February document are highlighted.

Salem High School Educational Program - 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.

The project began with the consideration of two grade configuration options: maintaining the existing 9-12 grade configuration or expanding the grade configuration to 7-12. Upon consideration of the relative benefits and disadvantages of these options, the School Committee voted to maintain the existing 9-12 grade configuration.

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 equitable delivery of challenging, relevant and joyful learning experiences. Wpe 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

INDEPENDENT LEARNERS & GLOBALLY ENGAGED CITIZENS	
	***Critical Thinking*** 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.
	***Creative Problem Solving*** Our graduates are resilient and flexible innovators who identify and solve problems.
	***Collaboration*** Our graduates are empathetic listeners who embrace multiple perspectives and are able to effectively work with a team.
	***Communication*** Our graduates confidently express their thoughts and ideas to diverse audiences. They know how to professionally and effectively advocate for themselves and others.
	***Self-Awareness*** 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.
	***Cultural Competence*** Our graduates value, embrace, and honor diversity. They promote acceptance and inclusion as they engage with all members of the community with dignity.

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 to continue 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 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 opportunities 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.

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 grade 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. We note and acknowledge that MSBA guidelines are based on 23 students per classroom for grades 7-12.

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 – Glenn Burns 3 Assistant Principals – Lynne Mullen, Leanne DeRosa, Jane Victor 2 Team Chairs (Special Education Administrators) – Myra Caldeira, Lewis Bauer Director of the College & Career Center – Meghan Sousa CTE Director – Mario Sousa Athletic Director – Reilly Christie
Salem High School Academic Leadership Structure
4 Instructional Coaches – Science (Jackie Burns), Math (Chris Pruski), Social Studies (Ann Whitney), Multilingual Learning (Dori Gilbert) 7 Head Teachers – Math (Jamie Navins), ELA (Renee Marshall), Science, (Graeme Marcoux), Social Studies (Craig Massey), PE (Tom Doyle), and Fine & Performing Arts (Nicole Miller), World Languages (Neily Rodriguez)

District Academic Leadership Structure
Executive Director of Academics – Dr. Kim Talbot Gr. 6-12 Director of Curriculum, Instruction & Assessment – Sonia Lowe Director of Multilingual Learner Education – André Fonseca Director of Extended Academics and Enrichment Services – Taylor MacDonald

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.

There is no distinction between pathway program teachers and core curriculum teachers: both are integral to the course progression of the pathways. The current building layout impacts their access to each other simply by virtue of time and distance.

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. A key design priority in the proposed project is integration of the pathway specialty (CTE) spaces with the core academic spaces as well as the design of collaborative teacher spaces, rather than individual teacher offices.

There will be one administrative suite per level.

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. Salem High School currently offers 22 College Board Advanced Placement (AP) courses. These courses can be taken as part of SHS's AP Capstone Diploma™ Classical Pathway or individually. Successful completion of College Board AP courses may result in college credits, expediting progress through higher education. The College Board AP sets the required teaching topics and, for some courses, the required foundational texts, for all AP courses.

The College Board AD courses are aligned with and extend beyond the Massachusetts Frameworks : The "MassCore Questions and Answers," published by the Massachusetts Department of Elementary and Secondary Education, states: "Students may take more rigorous coursework, including honors and AP classes, advanced classes that exceed the grade level standards in the Massachusetts Curriculum Frameworks, early college or dual enrollment classes." The same document specifically identifies "additional learning opportunities [for] students [to] engage in beyond MassCore," beginning with "[College Board] Advanced Placement®, which lets students take college-level courses while still in high school; 37 AP courses exist in 22 subject areas."

The College Board Advanced Placement 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.

Project Lead the Way equipment and supplies are STEM resources used in the project- and problem-based instructional design at the heart of SHS's Innovation Pathways in Computer Science, Biomedical Sciences, and Engineering. SHS's curriculum will continue to be project- and problem based, utilizing a variety of industry-standard equipment and supplies for the Innovation Pathways, regardless of whether it continues to use Project Lead the Way materials.

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 *Anatomage* 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.

The World Language and Multilingual Learner Education Departments support and encourage Salem High School scholars to achieve the State Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of scholars who have attained proficiency in listening, speaking, reading, and writing in two or more languages by high school graduation.

Salem High School offers a series of courses specifically for heritage or native speakers of the Spanish language. These Hispanohablantes courses are designed to build competence and confidence in scholars' ability to use their native language for a variety of purposes, including speaking, listening, reading, and writing, and support scholars who aspire to achieve the State Seal of Biliteracy. Hispanohablantes courses are offered from 9th grade through 12th grade, which give heritage or native speakers of Spanish the ability to become well prepared for the Seal of Biliteracy tests. Students are also encouraged to participate in AP Spanish, which allows them to take the AP Spanish exam for college credit. All of

these options encourage Multilingual Learners who speak Spanish (which represents the heritage language of 75% of the Multilingual Learners in the Salem Public Schools) to take World Languages courses that further develop their proficiency in their home/native language.

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 offers **Credit Recovery Online Learning.** Students are scheduled in the credit recovery every period of the day. This space is staffed by tutors and is used for virtual classes, online learning opportunities, and support for students that have had extended absences to recover credits.

The **Study Skills Tier 2 Support** intervention includes direct instruction for concepts that the student is struggling to master. Students are scheduled for a period of study center and will receive the academic support and coaching necessary to maintain standing at Salem High School. This space has one instructor and is utilized for intervention during the day to support grade 11 and grade 12 students. The classroom utilization is 88%.

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. Students are scheduled for Connect for Success for multiple activities including targeted support for at risk students, mentoring activities, and direct instruction to support learning targets. Connect for Success classrooms have 88% occupancy, and classrooms are used for instruction by three staff.

The **Hawthorne Program** provides short-term, intensive assistance to students who need integrated support after an experience that has resulted in significant

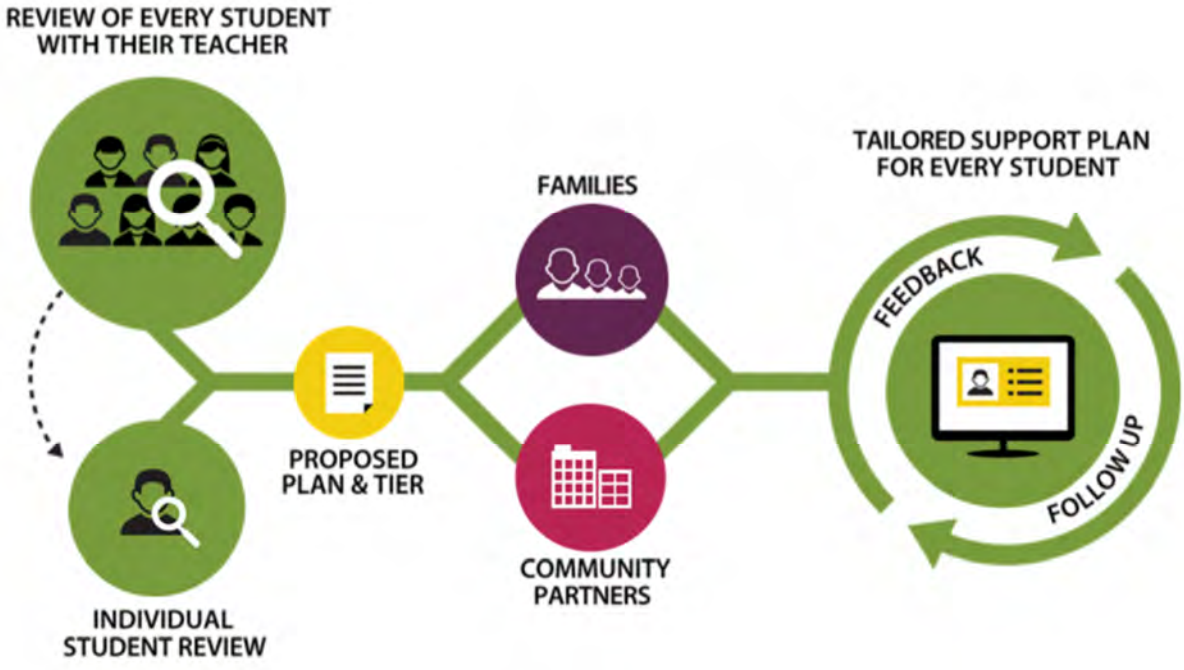
lost school time due to mental health or psycho-social crisis. The Hawthorne Program supports students in a clinically informed, trauma-sensitive environment. Program staff provide services in four key areas including clinical support, academic support, family engagement, and care coordination.

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.

City Connects is an evidence-based system that utilizes the existing structures present in school and communities. A City Connects Coordinator meets with each classroom teacher and other school staff to review every student in a school every year, discussing each child's strengths and needs in the areas of academics, social/emotional/behavioral growth, health and family. Each student is then linked to the unique set of services and enrichments, available in the school or community, that addresses his or her unique strengths and areas of need. The Coordinator cultivates partnerships with community agencies, serving as a point of contact for the school. Coordinators collaborate closely with families and facilitate access to supports and enrichments.

The following diagram illustrates the program:



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.

The Study Skills program should be located near the Instructional Media Center.

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, the 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 professional development builds capacity for teacher leadership to facilitate in future professional development sessions. 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. Teachers' recommendations are incorporated into administrator-led sessions throughout the year through teachers' sharing recommendations to their coaches and/or department heads during Common Planning Time (CPT) to be brought back to Instructional Leadership Team. Internal coherence surveys are conducted at the May year-review faculty meeting.

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.

The new Salem High School building will provide opportunities for teachers to enhance a student-centered approach to learning that emphasizes collaboration and innovation by capitalizing on the unique design elements of the space. Classrooms that have been designed for collaboration and flexible grouping strategies have implications for the instructional model at Salem High. The district intends to provide continued support for the professional development structure already in place via the Salem High School Educator Learning Lab (SHELL) whose primary goal has been to elevate teacher leaders who are utilizing a student-centered approach to learning. The expansion of the already established structure of SHELL to include career connected learning integrated with academics and interdisciplinary teaching is aligned to the district goals of increasing student ownership over learning and agency in identifying and charting personalized pathways to their futures.

The reimagined co-working spaces and variety of professional development rooms present key shifts for educators in how they think about preparation and collaboration. In partnership with Salem High School, the district intends to support Salem High School in utilizing smaller flexible and adaptable collaboration spaces to support co-planning, co-teaching, and peer coaching and mentoring. Larger spaces, including classrooms, can be utilized for SHELL, to explore and practice instructional moves, and to experience professional growth by elevating and learning from internal expertise and model teachers. All professional development spaces support current district initiatives around data informed instruction and support pedagogical innovation. Supporting the school in developing norms for the variety of co-working and collaborative spaces will ensure teachers experience change in positive ways that increase their sense of belonging and efficacy.

Ultimately, the redesigned Salem High School building will better support the instructional vision already established at Salem High and the portrait of a graduate. Partnership with school leadership and leveraging existing professional development structures before school opens and through ongoing professional development will ensure alignment between the instructional vision and the utilization of space.

The District does intend, prior to the projected completion of the project in 2030-2031, to provide additional professional and curricular development opportunities outside of the regular school year that would enable teachers extended time to prepare for changes in the curriculum and structure as a result of the proposed project.

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. The District anticipates one breakfast seating for 275 students and three lunch seatings at 333 students each, for the 1,000-student population per the MSBA template requirements.

We will propose a variety of seating types in the Salem High School cafeteria because it benefits students by meeting different social, emotional, and practical needs. It supports inclusivity by offering comfortable options for both large groups and individuals who prefer quiet or solitude. Flexible seating improves space usage, reduces crowding, and encourages positive behavior. Visually diverse seating creates a more welcoming atmosphere, making lunch a more enjoyable and relaxing experience. Overall, a range of seating types fosters a more inclusive, adaptable, and student-friendly space in the school environment.

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). They are able to tale their assigned Chromebook back and forth from home and school each day. All scholar devices are enrolled into our MDM platform and have apps, extensions, and sites deployed to ensure access to school resources. Technology classes, offered through the CTE Department, are designed to engage both college and non-college students. 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. As part of our technology plan, in 2025-2026 we are planning a family outreach program in conjunction with our family resource center to provide options and assistance for families to get connected at home.

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. The proposed Library/Media Lab will house a full time Librarian and a Technical Support member. All library staff must be licensed by DESE in library and receive professional development through semi-regular job alike meetings. The District's intention is to include the library and media professionals in the development and instruction of inter-disciplinary and project-based learning.

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 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. The Digital Media Room also houses the electronic pianos. 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.
- **Digital Media Lab:** This art lab should be fitted to support Filmmaking, Digital Art, and Digital Music Mixing.

There are five art teachers who will teach Ceramics, Studio Art and Computer Art in the 1,200 sf classroom. Three teachers teach the 2D classes at the same time. One teacher covers the 3D classes and the fifth teaches Digital Media. The same teacher will teach Photography in the Photography Classroom and adjacent Dark Room. Room utilization will be [xx%]

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.

There are 1.5 full time music teachers who teach music classes, one who teaches instrumental performance classes and music theory classes, and a second who teaches vocal classes. A third teacher teaches the Foundations of Drama, Foundations of Musical Theater, Technical Theater, and Global Dance classes. Room utilization is [xx.]

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.

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, Adaptive Physical Education, Health Education, and Health II. Salem High School has 1.5 health teachers that provide instruction in Health I and Health II. Health I is a graduation requirement.

Project Adventure is a cornerstone of Salem High School's Wellness course sequence. The goal of Project Adventure is to build social and emotional skills such as communication, collaboration, empathy, patience, problem-solving and persistence. Project Adventure utilizes experiential learning activities to foster teamwork, problem-solving and other valuable skills. By engaging in challenging, often physical activities, participants develop greater self-confidence, mutual support and problem-solving abilities within a group setting.

Salem High School partners with the Project Adventure organization, which is based in Beverly. The program is offered as a P.E. class, typically taken during sophomore

year and provides a half year gym credit. Salem High School also offers an advanced project adventure that students can opt to take their junior or senior year after taking the introductory class. No initial or annual certifications are required for staff beyond the required licensing to teach P.E.

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.

There are currently 1.5 Health teachers 4.5 Physical Education teachers that are fully scheduled to utilize these spaces every day. While these staff members are scheduled to be in these spaces, physical fitness and wellness spaces are used by multiple departments including special education. 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.

The existing field house (main gym) is 19,596 square feet and includes a 6,486 square foot gymnasium. Salem High School's main gym is utilized 70% of the day with Project Adventure ropes and climbing activities. When Project Adventure I and II are scheduled for safety reasons other scheduled physical education classes are mostly located in alternative spaces.
The following after school programs use the High School Gym:

- 32 Varsity Sports many of which also have JV programs.
- Youth sports programs for Cheer and Basketball
- The Athletics Program runs morning and after school workouts that between 30 and 50 students attend daily.
- Several Teacher-run clubs operate out of the athletic spaces.

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\

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 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.

Fitness Center. Currently Salem High School has a multi-use back gym basketball court that is 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.

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.

Alt PE. Salem High School provides a large range of physical education and wellness opportunities during the school day. This space would be used for our Unified PE activities including strength and conditioning as well as adaptive physical education for our growing population of students with disabilities. We would also use this space for other courses such as dance, yoga, and meditation which is taught as electives from teachers across the departments. This space will be used during health and physical education class, strength and conditioning coaching, and supervised workouts during open gym.

Multi-Purpose Room. A flexible multi-purpose room would allow for an appropriate space that matches the course objectives of dance, Unified Physical Education, yoga, and meditation. It would be important to have this multipurpose space for our health and physical education program to engage students in our nutrition and wellness course as well as more small group instruction that is scheduled for our entry level physical education courses. Afterschool activities would also utilize this space from 2:35pm - 10:00pm with cheer and wrestling practice 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. 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.

Salem High School Marine Corps JROTC (Junior Reserve Officer Training Corps)

JROTC is a leadership program that is designed to motivate young people to become better citizens. It was formed when Congress passed the National Defense Act in the year 1916. Studies show that JROTC helps students get better grades, be more active in school, and perform better on tests, and it decreases disciplinary problems. Each

JROTC program across the nation is different in each of their own ways. The mission of JROTC is to motivate young people to become better citizens.

Our particular program is focused on leadership development and character building, and the curriculum is integrated with history/government. In class, the cadets are taught leadership and self-discipline. The class is excellent for encouraging socialization and confidence. It develops the cadet's initiative, and ability to work successfully as a team. Cadets engage in both physical and mental challenges suited to any level and have the chance to get promoted to new ranks and earn positions of leadership. Cadets are strongly encouraged to participate in the JROTC extracurricular activities.

JROTC is scheduled as a daily class period, and the space is occupied 88% of the time. This space is used for additional time for leadership training, drill practice, and instruction, as well as before and after school for team activities.

There are two JROTC staff. Their offices are used throughout the day for planning, student meetings, uniform management, and administration of the JROTC program for:

- Secure recordkeeping
- Communication with families and headquarters
- Storage of instructional materials

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.

<u>Ensuring Equality</u>

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:

<u>Minimizing Stigmatization</u>

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. Given that the proposed project is intended to serve the District for a minimum of 50 years, we are providing data for these programs for all grades. The projected capacity is looking at grades well beyond middle and high.

2025-2026	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Y1	Y2	Y3	Y4
	2039	2038	2037	2036	2035	2034	2033	2032	2031	2030	2029	2028	2027	2026				
BRIDGE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5	5	4	0
RISE		13	9	8	6	8	3	4	3	2	2	2	1	3	--	--	--	--
STRIDE	12	3	5	4	6	2	3	1	1	2	3	1	2	3	--	--	--	--
ACT	--	--	--	--	--	--	--	3	2	5	2	4	5	5	--	--	--	--
FLARE	--	--	--	--	4	5	7	3	5	4	7	2	8	3	--	--	--	--
TIDES	--	2	2	1	7	5	3	11	7	4	6	7	6	4	--	--	--	--
STEP	--	4	5	3	5	3	9	7	8	6	10	9	6	7	--	--	--	--

The students enrolled in our Special Education programs need classroom settings where their academic, sensory, and medical needs can be properly supported. Such settings must provide space for differentiated instruction materials, flexible seating, individualized

learning accommodations, and sensory-based interventions. Some students require 1:1 staffing or smaller staff-to-student ratios.

The BRIDGE program provides services to students aged 18-22 years of age with disabilities that significantly impact their progress in school and in the community. The goal of the Bridge program is to maximize the potential and independence of each student through direct instruction in transition planning, vocational opportunities, and functional academics. The program focuses on developing and strengthening the students' functional life skills, including understanding money, time management, community safety, travel training, vocational training, personal care and self-advocacy skills. Examples of activities include functional academics, discrete trial, whole group instruction, small group instruction. The students in this program are active participants in their transition from high school to adult services.

There are students in the BRIDGE classroom all day long: there are two cohorts who rotate between time in the classroom and time in the community.

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. There is increased demand for specialized, complex programming, and the new high school needs to be constructed with this demand in mind. Developing classrooms and curriculum for these students is a step towards reducing the need for out-of-district placements and educating students in the least restrictive environment.

Following is a projection of the District's future enrollment for just RISE and STRIDE:

Class of	2039	2038	2037	2036	2035	2034
RISE	12	11	11	8	5	7
STRIDE		5	6	4	6	4

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

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

Grades 7 - 8

Special Education Rubric

<u>Ensuring Access</u>

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

<u>Ensuring Equality</u>
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

<u>Minimizing Stigmatization</u>
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.

Business and Marketing instruction is currently delivered through a series of electives across departments, such as entrepreneurship, finance, and marketing. While not yet Chapter 74-approved, the District aims to expand these offerings into a formal program. If approved in the future, the instructional design will follow DESE guidelines with over 900 hours between Levels 1–3 and 120+ hours of Grade 9 exploratory exposure.

Facility needs for the program are minimal and limited to an available general classroom and a school store retail lab. Student capacity would follow the 24-student lab/shop maximum.

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

Graphic Design & Visual Communications

- Offered as a yearlong 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)
- Silk-screening 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 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)

Each program is designed to deliver:
Over 900 instructional hours across Levels 1 through 3 (Grades 10–12)
Over 120 hours of exploratory instruction during Grade 9
This structure ensures that all Chapter 74 pathways meet DESE's time-on-learning requirements and provide students with both foundational and advanced technical training, preparing them for postsecondary education, certification, and the workforce.

Class Size and Lab Safety Standards:
All CTE instructional lab and shop spaces are designed to serve a maximum of 24 students per instructor-led section, consistent with national best practices. This limit supports safe instruction, access to equipment, and effective supervision, especially critical in technical learning environments.

This design standard follows the national recommendations:

- The Association for Career and Technical Education (ACTE) warns that exceeding 24 students per CTE lab increases the likelihood of accidents and diminishes instructional quality. ACTE emphasizes that safety and skill acquisition are compromised when class sizes are too large for the shop environment. *(ACTE CTE Safety Practices)*
- The National Science Teaching Association (NSTA) recommends a maximum of 24 students in lab-based courses to ensure sufficient supervision, access to instructional materials, and adherence to safety protocols. *(NSTA Position Statement on Overcrowding in Instructional Space)*

The following information on the basis of the curriculum is drawn from the Program of Studies:

Automotive Technology

Automotive Technology provides students with comprehensive training and hands-on experiences working with automobiles that are complex systems and that combine computer technology and integrated systems that include gasoline hybrid and battery-powered engines, electronic gaming systems, and automated support systems for drivers. Students in the Automotive Technology program learn to diagnose automotive system problems, repair them, and handle general automobile maintenance. The program focuses on the latest techniques and diagnostic procedures the industry uses. Students work on vehicles donated by automobile manufacturers and private citizens and on automobiles needing repairs from customers within the community.

The Marine Service Technology program introduces scholars to the recreational marine repair industry. It covers all aspects of vessel repair with an emphasis on engine mechanical repair, DC electrical circuitry and computer diagnostics. Instruction involves extensive hands-on projects in a group setting, enhanced with demonstration and traditional theory. Throughout this STEM-based, modern diagnostic procedures will be performed using industry service on the most technologically advanced equipment available.

Note: We have elected to remove Marine Services as a standalone Chapter 74 program. Instead, marine technology content will be embedded into the existing Automotive Technology curriculum through a scope and sequence revision. This curriculum shift allows students to gain marine-specific skills without requiring additional program designation or instructional space.

Automotive Technology remains a full Chapter 74-approved program with students scheduled for over 900 instructional hours in Levels 1–3 and over 120 hours in Grade 9 exploratory. The instructional space will continue to serve a maximum of 24 students per lab section, in accordance with national safety and instructional recommendations. Ideally, two classroom spaces here.

Building Property & Maintenance:

Building Property & Maintenance scholars learn how to maintain homes and commercial buildings while ensuring safe work environments. The program prepares

scholars for employment in the field by teaching skills in multiple trade-related areas including electricity, plumbing, HVAC, painting, and carpentry. Scholars work on technical plans and prints and utilize CAD technology to create, read and interpret drawings. Scholars also learn how to operate hand and power tools. BPM scholars focus on all types of building repair, building and ground maintenance, client relations and record-keeping and green building technologies. Scholars collaborate with other CTE programs and building personnel on extended activities and projects.

Carpentry

Carpentry scholars learn how to operate multiple types of hand and power tools, both stationary and portable. They are able to demonstrate safety protocol and the proper use of equipment. They work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Carpentry scholars are also able to identify and describe many varieties of wood. They learn finishing techniques and precision work while building custom furniture. SHS Carpentry scholars often work collaboratively with other CTE programs and other Salem schools on extended projects and activities.

Culinary Arts

Culinary Arts scholars learn to cook and bake as they prepare for a career in the Food Service Industry. They study Safety and Sanitation, Cooking Techniques, Knife Skills and Nutrition. Scholars also prepare to work in a restaurant, training in Front of House (Service) as well as the Back of the House (Kitchen). Additionally, scholars receive training in management, OSHA, ServSafe, entrepreneurial skills, and related theory. Salem High School has a diner called the Black Cat Cafe which is open to staff and community partners. Scholars have the opportunity to participate in a variety of work-based learning experiences including cooking and serving at events for the Council on Aging and the Salem Rotary Club. Upperclassmen also participated in cooperative education and are employed at local area restaurants to hone their skills.

Early Education and Care

The Early Education and Care Program at Salem High School prepares scholars for various careers working with children. Scholars learn about EEC laws, policies and regulations. Scholars also explore and learn about different aspects of child development, developmentally appropriate practices, curriculum planning, health, nutrition and wellness to be able to work with different ages (infancy through adolescence). Scholars learn about EEC laws, policies and regulations. Scholars will have opportunities and provide opportunities that provide field experience through partnerships with YMCA, Elementary Schools in Salem, and our on-site daycare for infants and toddlers. As of this school year, Early Education and Care enrollment includes:

- 9 seniors
- 14 juniors
- 18 sophomores
- 19 freshmen
- Total: 60 students

Electrical

Electrical scholars learn the skills necessary to succeed in residential and commercial wiring. The scholars gain knowledge of equipment, blueprints, and safety skills, scholard will become proficient in a variety of electrical projects in compliance with the National Electric Code, Massachusetts Electrical Code, and NFPA (National Fire Protection Association) Safety Code. The classrooms curriculum stresses mathematics and science. Emphasis is placed on the ability to solve practical problems. Scholars work on projects both in the shop and in the school under the supervision of a master electrician. In their final year of the program, scholars participate in cooperative education and work for local electrical companies during the school day and beyond. A graduate from the program will leave with hours to apply towards the requirements of the State of Massachusetts Electrical Board for the Electrical License Examination.

Medical Assisting Technology

Medical Assisting scholars learn the skills necessary to work in the healthcare industry. Scholars will gain the knowledge and skills to read and intrepret a patient's medical history, perform vital signs and assist a primary care provider directly during an examination. Scholars also develop advanced skills in anatomy & physiology, medical terminology and caring for the whole person. The program also offers specific training in Medical Simulation in our Medical Lab. Scholars are trained to give injections, perform venipuncture for labs and conduct electrocardiography testing. They are able to choose any desired specialty in medicine and focus on their chosen area of study. A graduate from the program possesses the necessary skills to be employed as a medical assistant, scholars also may decide to continue post-secondary education.

Programming & Web

The Programming and Web Design program at Salem High School focuses on computer programming and website development. Students enrolled in this program take Project Lead the Way (PLTW) courses such as Computer Science Essentials, Computer Science Principles, Computer Science A and Cybersecurity. The curriculum emphasizes programming languages like JavaScript and Python, and students learn to use tools like Unity3D for creating games and applications. Additionally, students may participate in work-based learning opportunities like internships and cooperative education with local businesses.

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.

The Internship Program operates as a capstone experience and work-based learning extension from an existing classroom space, connecting students to professional experiences through partnerships with local businesses.

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.

The proposed instructional space for Early Education and Care is designed to accommodate cohorts of no more than 24 students, as supported by the guidelines, and the program space ideally should include a dedicated Early Ed instructional lab for simulating early ed spaces, allowing students to design and build out their own spaces, as well as an adjacent classroom, or a large space where it could be partitioned when needed to facilitate simulations. The total square footage supports staggered scheduling and rotating cohorts that fully accommodate the projected 72-student capacity.

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

All current and proposed Chapter 74 programs have been scheduled and structured in full alignment with the Massachusetts Department of Elementary and Secondary Education (DESE) Chapter 74 Guidelines.

As part of the development of options since the PDP submission the Building Committee has reviewed and selected a new construction option which will separate the Building Property and Maintenance and the Carpentry programs.

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 a 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 near 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

ACADEMIC NEIGHBORHOODS

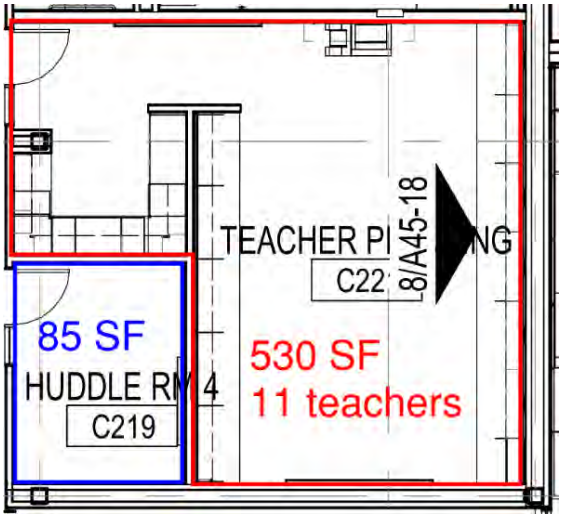
It was determined during Feasibility that there would be 6 academic neighborhoods (see adjacency diagram). Each academic neighborhood will include:

- 7-11 general academic and special education classrooms
- 1 Teacher Planning Area
- 1 Collaboration Area
- 1 Huddle Room (Medium)
- 1 Huddle Rooms (Small)

There are three administrative suites, one per level.

TEACHER PLANNING AREAS

Each academic neighborhood will have a teaching planning area. The surveys conducted by the Design Team revealed the strong desire by the teachers to have their own private space for phone calls and one-on-one meetings. This room is part of the Teacher Planning Square footage at 85sf. In addition, it was determined that each Teacher Planning Space would accommodate 10-11 teachers. Each teacher would have a touch down space that includes 3.5 linear feet of desk area, a file cabinet, and lockable overhead cabinets. In addition to the planning area and huddle room, the teachers will have a small kitchen area for their use. These three spaces total 615 Net Square Feet per each Teaching Planning Space multiplied by the 6 Teacher Planning Spaces. See diagram of the Teacher Planning Space below.



COLLABORATION AREAS

There will be one collaboration space per academic neighborhood at 500 NSF for each area.

Describe the scheduling and utilization of the proposed areas.
These areas are created to create spaces for flexible collaborative use between classes and disciplines. The High School does not have comparable spaces so there is no current utilization information.

Provide examples of activities that will occur in these areas.

Extended learning/ collaboration spaces can be used for a variety of purposes that go beyond traditional classroom learning. These flexible, multi-purpose areas support collaboration, creativity, and more personalized or hands-on learning. Here are some specific uses:

1. Collaborative Group Work
   - Students can work in small groups on projects, presentations, or problem-solving activities.
   - These spaces often have movable furniture and whiteboards or smart boards for brainstorming.
2. Individual Study or Quiet Zones
   - Areas where students can work independently, read, or study in a quieter environment.
   - Useful for differentiated learning and supporting students who need a quieter space to focus.
3. Technology Integration
   - Spaces equipped with computers, tablets, or VR tools for tech-based learning.
   - Can be used for digital media production, coding, or virtual labs.
4. Hands-On or Experiential Learning
   - Maker spaces or STEM labs for building models, experimenting, or prototyping.
   - Ideal for courses like engineering, robotics, or environmental science.
5. Cross-Disciplinary Projects
   - Used for collaborative projects that integrate multiple subjects (e.g., a science + art + math project).
   - Encourages holistic learning and creative problem-solving.
6. Presentations and Showcases
   - A venue for students to present their work to peers, teachers, or the community.
   - Useful for capstone projects, exhibitions, or debate practice.
8. Clubs and Extracurricular Activities
   - Flexible use for meetings, practice sessions (e.g., robotics, Model UN, drama), or student-led initiatives.
   - Helps build school culture and student engagement.

Describe why these activities are better suited in a separate area rather than in a larger General Classroom.

Meeting rooms for 8–10 students in high schools offer flexible spaces for group work, interventions, counseling, or clubs. Separate from classrooms, they reduce distractions, support privacy, and foster collaboration. These rooms enhance learning by allowing targeted instruction and efficient space use, helping meet diverse student needs without interrupting the main classroom environment.

HUDDLE ROOMS (Medium)

There will be one Huddle Room (medium) per academic neighborhood, six in total.

Describe the scheduling and utilization of the proposed areas.
These areas are created to create spaces for flexible collaborative use between classes and disciplines. The High School does not have comparable spaces so there is no current utilization information.

Provide examples of activities that will occur in these areas.
Students in the Salem School survey asked specifically for spaces to accommodate 8-10 students for group work. We are proposing to ensure these opportunities in each of the 6 academic neighborhoods.

Describe why these activities are better suited in a separate area rather than in a larger General Classroom.
Meeting rooms for 8–10 students are desirable in a high school separate from classrooms for several educational and functional reasons. Small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for others. Privacy and confidentiality are also maintained during counseling sessions, peer mediation, or meetings with advisors and social workers. These rooms are highly flexible, accommodating club meetings, group study sessions, and teacher planning with small student groups. They foster collaboration in a quieter, more focused setting, allowing students to build essential skills like communication, leadership, and teamwork—skills that are often harder to cultivate in a full classroom. Additionally, using compact, efficiently designed rooms instead of large classrooms for small gatherings increases space efficiency and helps schools make the most of their facilities for a variety of academic and extracurricular needs.

HUDDLE ROOMS (Small)

There will be 8 Huddle Rooms (Small), located in the academic neighborhoods in levels 2-4, two per grade

Describe the scheduling and utilization of the proposed areas.
These huddle rooms can extend classroom learning, and can be used between classes, before school, and after hours use. The High School does not have comparable spaces so there is no current utilization information.

Provide examples of activities that will occur in these areas. Describe why these activities are better suited in a separate area rather than in a larger General Classroom.
Meeting rooms for 4 students are often desired in a high school separate from classrooms for several educational and functional reasons. Small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for small group instruction rooms offer significant benefits in educational settings. These dedicated spaces support targeted interventions such as special education services, ESL support, and gifted programs, as well as project-based learning where students can collaborate without disrupting the main classroom. Holding meetings outside the classroom minimizes distractions and ensures uninterrupted learning for others. Privacy and confidentiality are also maintained during counseling sessions, peer mediation, or meetings with advisors and social workers. These rooms are highly flexible, accommodating club meetings, group study sessions, and teacher planning with small student groups. Additionally, using compact, efficiently designed rooms instead of large classrooms for small gatherings increases space efficiency and helps schools make the most of their facilities for a variety of academic and extracurricular needs.

BRIDGE PROGRAM: BRIDGE program rooms should be adjacent to each other and in close proximity to STRIDE program. The Sensory Room will be utilized by both programs.

CHEMICAL STORAGE ROOM: The Chemical Storage Room will be located on the Third Floor with Science.

CONNECT FOR SUCCESS: The two Connect for Success classrooms will be located on Levels 2 and 3 integrated in the academic neighborhoods.

STUDY SKILLS TIER 2 SUPPORT: The Study Skills Tier 2 Support classroom should be located near the IMC.

HEALTH AND PHYSICAL EDUCATION ADJACENCIES:
The Health and Physical Education spaces are on the first and second floors of the proposed new facility. The main gymnasium is programmed at 18,000 NSF and includes a walking track accessible from the second floor. Locating the gymnasium on the first floor allows for convenient access for events, community use, and after-hours activities. Adjacent to the gymnasium, the cafeteria serves as a versatile pre-function space for the gym and the auditorium.

Also on the first floor is a 3,200 NSF Multipurpose space. While primarily designed for wrestling and cheer, this space is flexible and can accommodate various school activities. Its location off the public spine ensures easy access for after-hours use.

The second floor houses the locker rooms, team rooms, coaches' offices, storage, training room, and Alternative PE area. These facilities are accessible via a designated Health and PE stair.

EXTERIOR & GROUNDS STORAGE

This space is integrated into the proposed new construction. The square footage allocation is significantly reduced from their current NSF. Existing stored items will be moved to other facilities within the city of Salem to reduce the program requirements.

SMALL GROUP SEMINAR ROOM

No Small Group Seminar Room is proposed in the 9-12 configuration.

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.

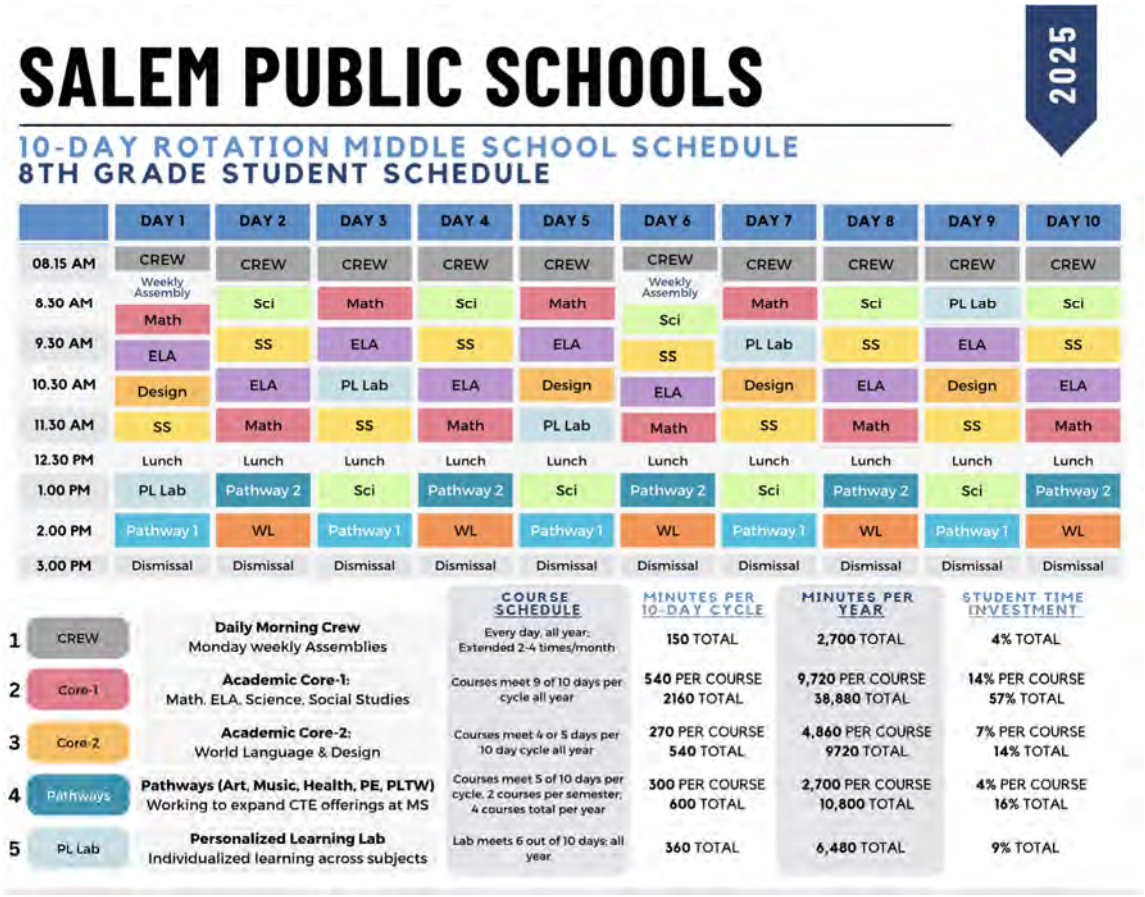
Currently, our building has traditional and antiquated spaces that do not allow for fluid, flexible and nimble learning to happen. We have attempted to modernize rooms to the extent possible to accommodate new technology in an engineering/computer science lab, created a dark room in a closet, rebuilt 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:
As shown in the class schedule below, class durations are typically 55 minutes, with four minutes to pass from class to class.

The longest estimated travel distance in the existing school is 810'. The farthest distance in the proposed project is 590'.

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	
1st Lunch 11:12-11:38	E Block 11:12-12:07	1st Lunch 11:12-11:38	F Block 11:12-12:07	1st Lunch 10:57-11:23	E Block 10:57-11:41	1st Lunch 11:12-11:38	E Block 11:12-12:07	1st Lunch 11:12-11:38	E Block 11:12-12:07
				E Block 11:27-12:11	2nd Lunch 11:45-12:11				
E Block 11:42-12:37	2nd Lunch 12:11-12:37	F Block 11:42-12:37	2nd Lunch 12:11-12:37	F Block 12:15-12:59		E Block 11:42-12:37	2nd Lunch 12:11-12:37	E Block 11:42-12:37	2nd 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



In either grade configuration:

The District is planning to maintain the four minutes travel time between academic blocks: the District anticipates that Building Committee's Preferred Option for new construction will reduce travel times by creating a new building with a more compact footprint, lessening horizontal travel distances.

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.

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PSR (DRAFT) 4.17.2025, Rev 4.21.2025 Rev 4.28.2025 Rev 6.16.2025

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
CORE ACADEMIC - 9-12			**56,070**			**54,960**			**5,000**			**49,960**
(List rooms of different sizes separately)												
General Classroom (ELL)	715	26	18,590	900	34	30,600	0	0	0	900	34	30,600
General Classroom	840	8	6,720									
Teacher Planning (10 seats/small huddle/ staff toilet) increased from 567 to 615	6,975	1	6,975	615	6	3,690	515	-28	290	100	34	3,400
Teacher Lounge Lev 1 @ 1065 SF	*SF included in Teacher Planning*											
Office Suite Lev 1 @ 680 SF	*SF included in Teacher Planning*											
Office Suite (maybe English?) Lev 2 @ 815 SF	*SF included in Teacher Planning*											
Office Suite Lev 2 @ 780 SF	*SF included in Teacher Planning*											
Faculty Lounge Lev 2 @ 610 SF	*SF included in Teacher Planning*											
Office Suite Lev 2 @ 855 SF	*SF included in Teacher Planning*											
Faculty Lounge Lev 3 @ 610 SF	*SF included in Teacher Planning*											
History Office Suite Lev 3 @ 860 SF	*SF included in Teacher Planning*											
Office Suite Lev 3 @ 700 SF	*SF included in Teacher Planning*											
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 SLC (8-10 students)- adjacent to classrooms- Add 2, 1 per neighborhood			0	250	6	1,500	250	6	1,500			
Huddle Rooms Small between Classrooms 2 per grade			0	150	8	1,200	150	8	1,200			
Collaboration Areas per Grade (9-12)-reduced size 900sf and added 2 more (1 per neighborhood)			0	500	6	3,000	500	6	3,000			
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- 15/2 teach/1 para RED. 700 SF TO 600	715	2	1,430	600	2	1,200	600	2	1,200			
Study Center or Study Skills- Tier 2 Support- calm environment- support/eating 18 students	715	1	715	450	1	450	450	1	450			
Book Storage	215	5	1,075									
SPECIAL EDUCATION (Students w/ Disabilities or Inclusive Ed or Inclusive Learning)			**20,496**			**20,760**			**10,690**			**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- REDUCE 9--- 700 sf **Reduce** 900 to 700 sf	756	3	2,268	700	3	2,100	700	3	2,100			
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 with toilet - Reduce 900 to 800	800	3	2,400	800	2	1,600	800	2	1,600			
ACT ASD Partial - Reduce 900 to 700				700	1	700	700	1	700			
RISE/ACT/ASD - Severe/Partial - Classroom - Small				450	1	450	450	1	450			
Therapeutic Support Program (TIDES- TSP)												
TIDES TSP - Classroom - Reduce 900- 700 sf	784	4	3,136	700	3	2,100	700	3	2,100			
TIDES TSP - Sensory Room - Adjacent to TIDES TSP	335	1	335	450	1	450	450	1	450			
TIDES TSP School Adjustment Counselor- **Increase 120 to 150**				150	1	150	150	1	150			
Language Based Learning Disability (LBD)												

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PSR (DRAFT) 4.17.2025, Rev 4.21.2025 Rev 4.28.2025 Rev 6.16.2025

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 Reduce 900- 700**	715	1	715	700	2	1,400	700	2	1,400			
STRIDE Life Skills												
STRIDE Life Skills - Academic - Classroom- with Toilet	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 - with Toilet	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- high low changing table				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 - 120 sf**				120	2	240	120	2	240			
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- **Reduce 200 to 120**	110	2	220	120	1	120	120	1	120			
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- Adjacent to PT/OT~~ - in gross sf						0						
School Adjustment Counselors- Office	146	4	584	120	6	720	120	6	720			
~~School Adjustment Counselor- Sub separate programs~~ **eliminate 1 at 120**	-	-	-									
Severe program storage Closet - Office	125	1	125									
AT Specialist Office	75	1	75									
SLP Office	75	1	75									
Sensory Room/ Calming / Wellness for Students (added one room)				900	1	900						
Public Day Education Spaces (List rooms separately below)												
n/a												
Collaborative Program Spaces (List rooms separately below)												
n/a				0								
ART & MUSIC			**16,465**			**13,550**			**6,850**			**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 Workroom with Storage	690	1	690	150	3	450	150	1	150	150	2	300
Band (MSBA 50-100 seats) 75 Students Reduced from 3000 to 2500	2,235	1	2,235	2,500	1	2,500	1,000	0	1,000	1,500	1	1,500
Chorus/ Orchestra (MSBA 50-100 seats)I 100 students reduced from 2000 to 1500	1,435	1	1,435	1,500	1	1,500	0	0	0	1,500	1	1,500
Ensemble	0	0	0	200	1	200	0	0	0	200	1	200

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PSR (DRAFT) 4.17.2025, Rev 4.21.2025 Rev 4.28.2025 Rev 6.16.2025

SALEM HIGH SCHOOL	EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
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Music Practice- l 7 practice Rooms	60	8	480	75	8	600	0	4	300	75	4	300
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 750-650	295	1	295	650	1	650	650	1	650			
Graphic Design & Photography Lab	1,055	1	1,055									
Studio Room (Podcast/Capture Sound)	735	1	735									
Technical Theater: Sewing / Fabric Arts/ Costume Design/ Fashion Design	620	1	620									
VOCATIONS & TECHNOLOGY						**64,500**			**49,520**			**10,080**
Non-Chapter 74 Programs (List rooms separately below)			**3,245**			**7,300**			**-4,280**			**10,080**
Technology / Engineering Rooms							-1,440	-7	-10,080	1,440	7	10,080
Sustainable Building Lab-combine with Build Property Maint (was 3,000 mid-PSR)	570	1	570				0	0	0			
Aquaculture Lab- ADDED TO PROGRAM				2,500	1	2,500						
Science Project Room	*SF included in Env Sci & Tech*											
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 - ADDED TO PROGRAM reduced from 4000 to 3000	2,675	1	2,675	3,000	1	3,000	4,000	1	4,000			
Salem Access TV												
Chapter 74 Programs (List rooms separately below) 24 Students all programs			**40,350**			**57,200**			**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	7,300	1	7,300	7,300	1	7,300			
Auto/Marine Technology Related Classroom (increase to 825sf min CR Size)				825	1	825	825	1	825			
Culinary Arts (Culinary Kitchen -Bake shop 2,000 , Food Prep 2,500 , Restaurant Kitchen 1,000)(Reduced by 500 SF)	4,200	1	4,200	6,000	1	6,000	6,000	1	6,000			
Culinary Arts Related Classroom (Hospitality CR, Gluten Free Room) (2 CR to 1 CR)	675	2	1,350	825	1	825	825	1	825			
Culinary Arts Related Flexible Shared Space (create a flexible shared space for meeting)				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) (reduce 8,000sf to 5300 sf)	1,825	1	1,825	5,300	1	5,300	5,300	1	5,300			
Electrical Related Classroom (includes storage) (increase to 825sf min CR Size)	1,145	1	1,145	825	1	825	825	1	825			
Medical Assisting	1,620	1	1,620	4,000	1	4,000	4,000	1	4,000			
Medical Assisting Related Classrooms (increase to 825sf min CR Size)	1,065	2	2,130	825	1	825	825	1	825			
Carpentry (includes storage)/ Building Property and Maintenance (8,000 reduced to 6,000 - 6,300)	8,105	1	8,105	6,200	1	6,200	6,200	1	6,200			
Carpentry Related Classroom (increase to 825sf min CR Size)	865	1	865	825	1	825	825	1	825			
Building Property and Maintenance + Sustainable Build Lab (5k - 6k) (separated from Carpentry in prior submission)				6,000	1	6,000	6,000	1	6,000			
Building Property and Maintenance Related Classroom (increase to 825sf min CR Size)	705	1	705	825	1	825	825	1	825			
Biomedical Technologies (includes storage)				1,500	1	1,500	1,500	1	1,500			
Biomedical Technologies Related Classroom (includes storage) (increase to 825sf min CR Size)				825	1	825	825	1	825			
Metal Fabrication and Welding (can be 5,500 - 5,800 total w/ CR)				5,000	1	5,000	5,000	1	5,000			
Metal Fabrication and Welding Related Classroom (increase to 825sf min CR Size)				825	1	825	825	1	825			
Progamming and Web- (ADDED TO THE PROGRAM)	2,300	1	2,300	3,000	1	3,000	3,000					
Early Education and Care Classroom increased from 800 to 1400 (1 small CR, 1 lab for mock CR)	2,060	1	2,060	1,400	1	1,400	1,400	1	1,400			

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PSR (DRAFT) 4.17.2025, Rev 4.21.2025 Rev 4.28.2025 Rev 6.16.2025

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
Daycare (Existing 4,525 sf)												
Daycare reception added				500	1	500	500	1	500			
Daycare Infant Room - with Toilets (7 children)- added back to the PSR program	715	1	715	850	1	850	850	1	850			
Daycare Kitchen/ Office				400	1	400	400					
Daycare Early Ed Office / Collaborative/ Planning/ Prep (new 4-5 people)	75	1	75									
Daycare Toddler Room with Toilets - (9 children)- added back to the PSR program	730	2	1,460	850	1	850	850	1	850			
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**			**35,685**			**13,885**			**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 (increase to 825sf min CR Size)	715	3	2,145	825	1	825	825	1	825			
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**			**8,100**			**1,950**			**6,150**
Media Center / Reading Room (added 600 sf for book storage control of media instructor)	14,515	1	14,515	6,750	1	6,750	600	0	600	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**			**15,417**			**5,850**			**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 reduced from 850 to 350	335	1	335	350	1	350	150	0	150	200	1	200
Ticket Booth	30	1	30									
Theater Arts Classroom	860	1	860									
Drama Classroom	710	1	710									
Black Box (including storage) reduced from 3000 to 2000	0	0	0	2,000	1	2,000	2,000	1	2,000			
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

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PSR (DRAFT) 4.17.2025, Rev 4.21.2025 Rev 4.28.2025 Rev 6.16.2025

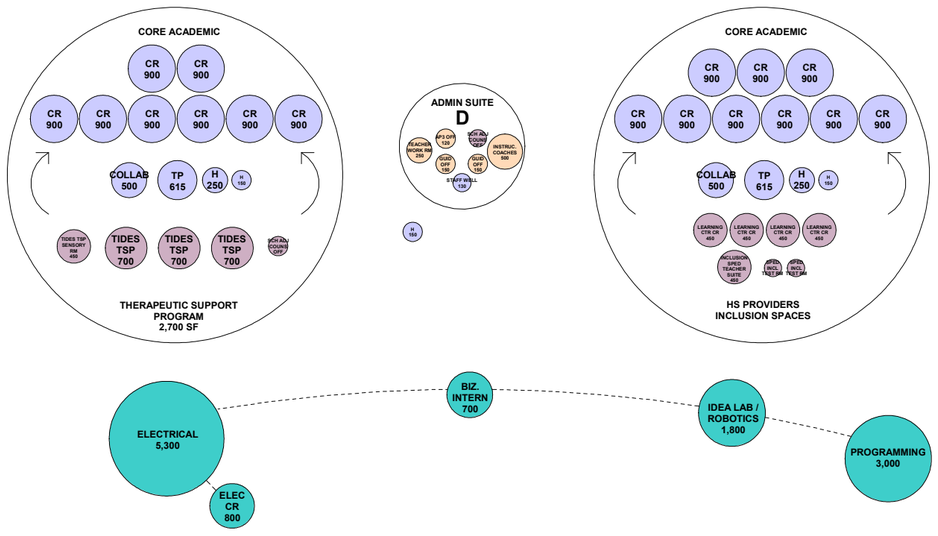
SALEM HIGH SCHOOL	EXISTING CONDITIONS			NEW CONSTRUCTION			VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES		
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS
Scramble Serving Area	900	3	2,700	1,800	1	1,800	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
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**			**7,520**			**3,150**			**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 (used as AP3)	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 (6 distributed)	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 (combine with Adult Educaiton Credit On line learning - 840 sf/ Career Center 400sf)	0	0	0	1,000	1	1,000	600	0	600	400	1	400
Teachers' Work Room			0	500	1	500	0	0	0	500	1	500
Records Room										150	1	150
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- REMOVE							0	0	0			
School Activities				120	1	120	120	1	120			
Instructional coaches				500	1	500	500	1	500			
Buildings & Grounds Office (with Facilities at BOH)	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
Grounds Office (near Tunnel)	485	1	485									
Facilities Manager Office (near Loading Dock)	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

SALEM HIGH SCHOOL SPACE SUMMARY- NEW - 9-12

9-12 SPACE SUMMARY - PSR (DRAFT) 4.17.2025, Rev 4.21.2025 Rev 4.28.2025 Rev 6.16.2025

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
Receiving and General Supply	840	1	840	400	1	400	##	0	0	0	400	1	400
Storeroom				600	1	600	##	0	-1	0	600	1	600
Total Level 0	890	1	890										
Total Level 1	1,110	1	1,110				##						
Total Level 2	10	1	10				##						
Network / Telecom Room	280	1	280	200	1	200		0	0	0	200	1	200
Exterior & Grounds Storage				2,000	1	2,000		2,000	1	2,000			
Outdoor Storage ("Tunnel")	1,815	1	1,815										
Exterior Storage at Loading Dock (NOT INCLUDED IN GSF)	2,470	1	2,470										
OTHER			**11,925**			**4,060**				**4,060**			**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	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 (SPACE COMBINED W/ CAREER CTR)	840	1	840	0	0	0		0	0	0			
Adult Learning Meeting Room	840	1	840										
District Food Services	540	1	540										
District Storage *(Existing: 1090 SF + 2870 SF)*	3,960	1	3,960										
District Maintenance Shop	960	1	960										
District Offices - Multilingual Ed	160	2	320										
North Shore Health													
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			
Wellness + Mother's Room				130	4	520							
Total Building Net Floor Area (NFA)		**TOTAL NET**	**277,475**			**241,797**				**111,015**			**130,782**
Proposed Student Capacity / Enrollment													**1,000**
NON-PROGRAMMED SPACES													
Total Building Gross Floor Area (GFA)[2]		**TOTAL GSF**	**419,530**			**362,695**				**166,523**			**196,173**
Grossing Factor (GFA / NFA)			**1.51**			**1.50**							**1.50**

LEVEL 4



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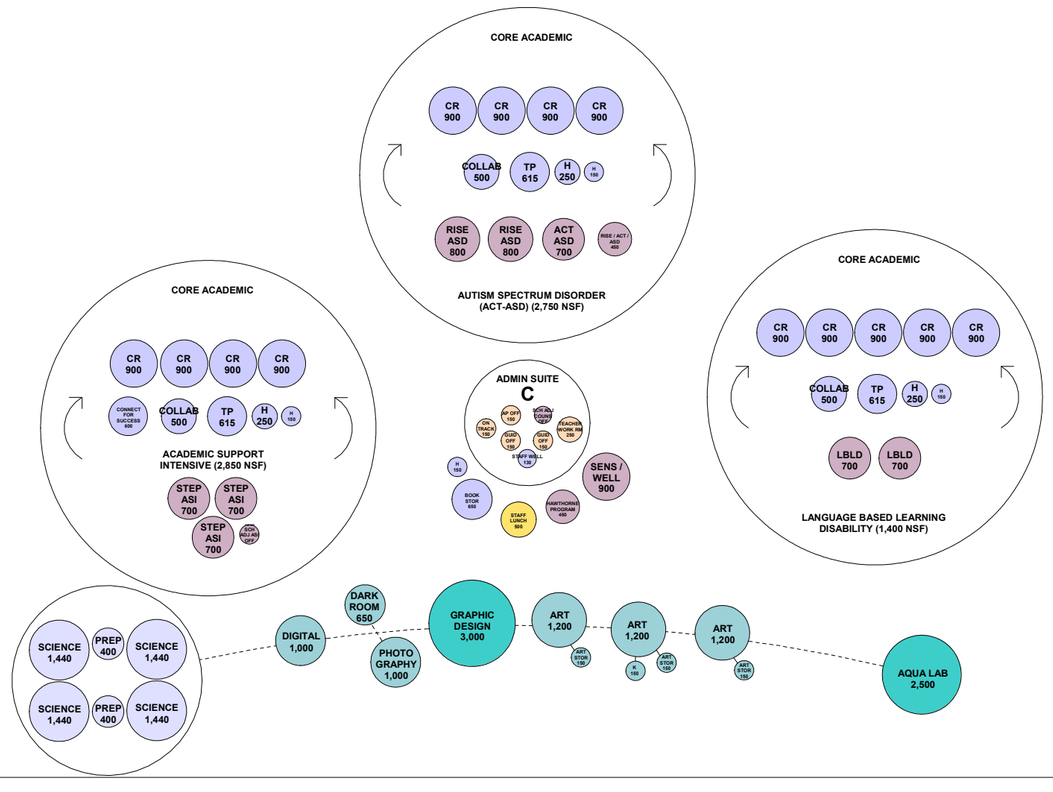
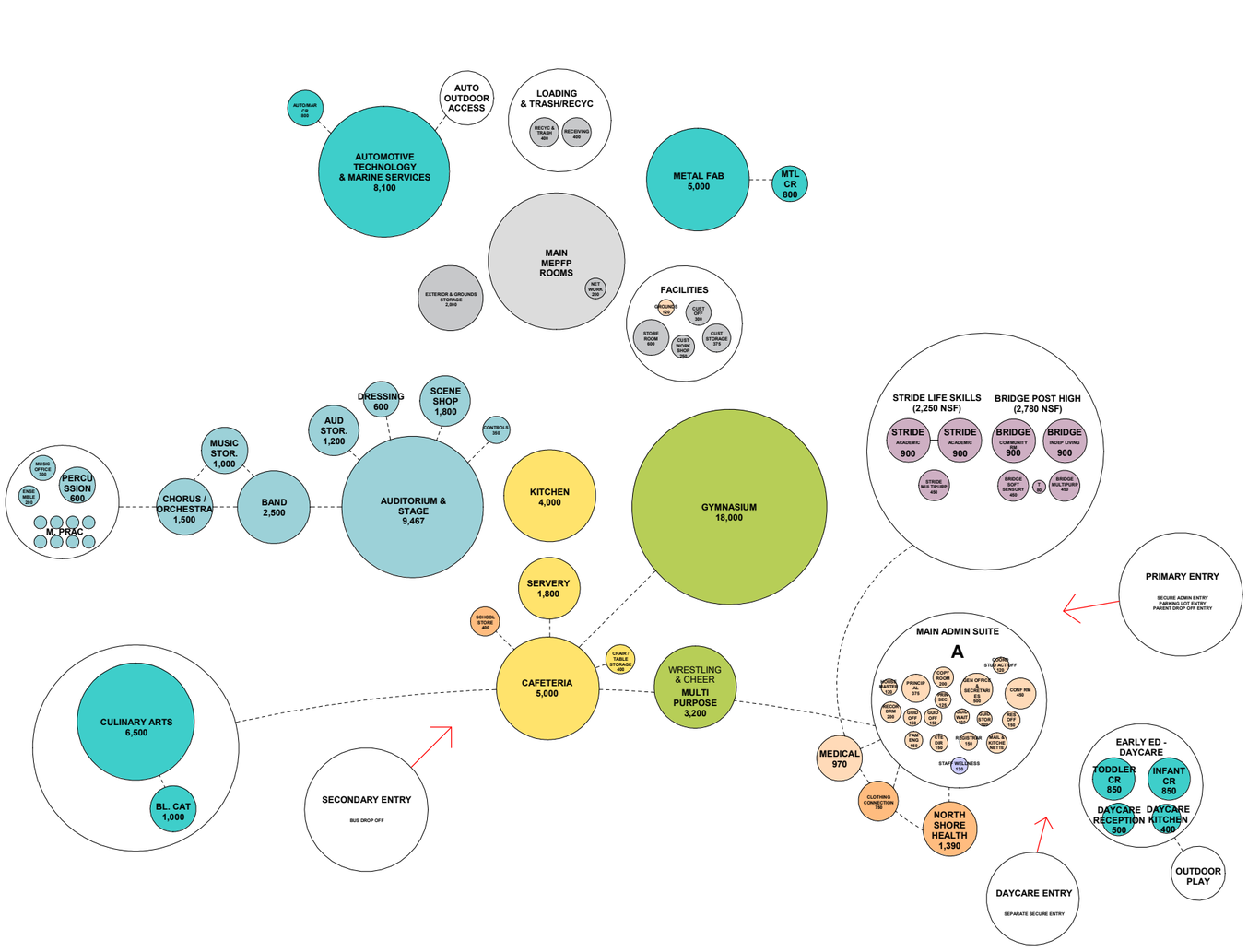


LEVEL 2

LEVEL 1



To: Salem School Committee

CC: Dr. Stephen Zrike, Elizabeth Pauley

From: Camila Salazar

Date: June 12, 2025

Re: FY25

Below please find a series of transfers that are recommended for your consideration. The total amount requested for transfer is $1,800.00 Because these transfers are moving funds from personnel to non personnel, we are asking for School Committee approval to make these transfers.

The rationale for these transfers is described briefly below.

I recommend approval of these transfers.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Salem Prep - Instructional Supplies	**13641321-5514**	**$1,300.00**		
		$1,300.00	Salem Prep - Stipends	13641320-5150
To help fund storage needed for Project Lead the Way supplies.				
Music - Educational	**13570141-5508**	**$500.00**		
		$500.00	Student Activities - Stipends	13451030-5116
To help fund Piano Accompaniment.				

Camila Salazar

Director of Financial Operations
29 Highland Avenue
Salem, Massachusetts 01970
Tel: (978) 740-1228

FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS 3000

INCOME 3200

LEASE AND RENTAL OF SCHOOL FACILITIES 3204

~~The lease or rental of facilities full or part-time for periods of time in excess of 10 months¶ continuous duration will be processed by formal lease (contract) procedures. Included¶ are use of public school facilities by others as well as the use of outside facilities by the¶ public schools.~~

Any full-time occupancy lease or rental of a Salem Public School facility in excess of six months duration shall be voted on by the School Committee. Full-time occupancy is defined as any use of Salem Public Schools facilities in excess of three-days per week.

~~The School Committee shall vote on all leases or rental contract matters not covered by¶ existing policy and for any full-time occupancy leases.~~

The superintendent, in concert with the Buildings and Grounds Subcommittee of the School Committee, shall be responsible for any part-time rentals and for leases under six months duration and for the administration of all rentals and leases.

Leases and rentals shall not be granted to religious organizations.

Application materials and instructions are available through the superintendent of schools.

Approved: 8/21/17

SCHOOL COMMITTEE 6000 SCHOOL COMMITTEE MEETINGS 6400 TIME AND LOCATION OF SCHOOL COMMITTEE MEETINGS 6402

The School Committee willshall meet at the Collins Middle School in School Committee Chambers -unless otherwise voted by a majority of the committee.

The School Committee ~~regularly shall~~ will convene at least once per month at ~~on the first and third Monday of the month at~~ 7:00 p.m. during the calendar~~academic~~ year and will approve the meeting schedule annually.~~.~~

~~During the months of July and August the Committee shall hold its regular meetings on the third Monday of the month at 7:00 p.m.~~

~~In August the Committee will meet on the third or fourth Monday, but no earlier than two weeks before the Monday preceding the first day of school.~~

Additional regular meetings and date or time changes may occur as circumstances warrant by a vote of the majority of the School Committee.

All meetings and subcommittee meetings will be publicly posted in advance, as required by law.

Approved: June 7, 2010

Approved – November 21, 2016