Elementary School Reconfiguration Fact Base

Curated data to inform SPS elementary school reconfiguration discussions

Created by Dr. Sarah Faude and Dr. Dan Anderson

Salem Public Schools | Fall 2025

The Fact Base: Resources for Salem's Reconfiguration Deliberations

This document includes curated data and analysis to inform reconfiguration decisions

While there are reams of data that are relevant for any consideration of elementary school changes, this deck is our effort to gather what is most essential in one place. We know that shared information will be essential for the public and School Committee to engage in dialogue, and for the School Committee to have informed deliberations and ultimate decision-making.

In some cases this is fundamental information gathered in one place, while in others, it is data and information that comes from analysis of that fundamental information.

To keep this from being overwhelming, we have tried to be selective in what we include for relevance and conciseness, which is why some sections are shorter. To balance that conciseness with clarity, sources are listed and even linked wherever feasible.

Finally, note that in some of these areas of inquiry, there is information that is interesting but that does not really inform or limit the choices in reconfiguration. Those are here to show the areas where the inquiry was conducted for due diligence, even if that did not result in a scenario or recommendation.

-Sarah Faude, Ph.D. and Dan Anderson, Ed.D.

The Fact Base: Context

A note on variations in enrollment data for calculations

As you review the following slides, you might see slight differences in enrollment as the base for different calculations, such as when calculating transportation needs or facilities capacity. When possible, we have noted the date and/or source of that baseline information. However, there will be slight variations as enrollment numbers, a *key* variable in all of this, are a living value: they can change as often as daily as students enter, exit, or transfer within the district.

We appreciate that even small variations can change "the math" - so we have chosen to largely use current enrollment for projections - as if entire school sites as they are now were moved. This will be larger than any enrollment for merged sites a year from now, due to families' choice decisions, district decisions on Kindergarten enrollment capacity, and other changes to district enrollment generally.

The Fact Base: Related Plans

Salem has undertaken a number of strategic processes that are relevant:

District Strategic Plan (2023)

Early Childhood Strategic Plan (2025)

Playground Study (2022)

Facilities Master Plan (2022)

The Fact Base delves into several crucial areas across our schools

- Our Elementary Schools
- Budget and Finance
- Current state & Challenge
- Enrollment and Family Choices
- Facilities Master Plan
- Facilities
- Transportation and Choice System
- Food services
- Resilience and Climate
- Early Childhood and Partners
- Multilingual Programming
- Special Education Programs
- OST Programs and Partners
- Innovation Schools and Plans
- Decision-Making

Fact Base: Our Elementary Schools

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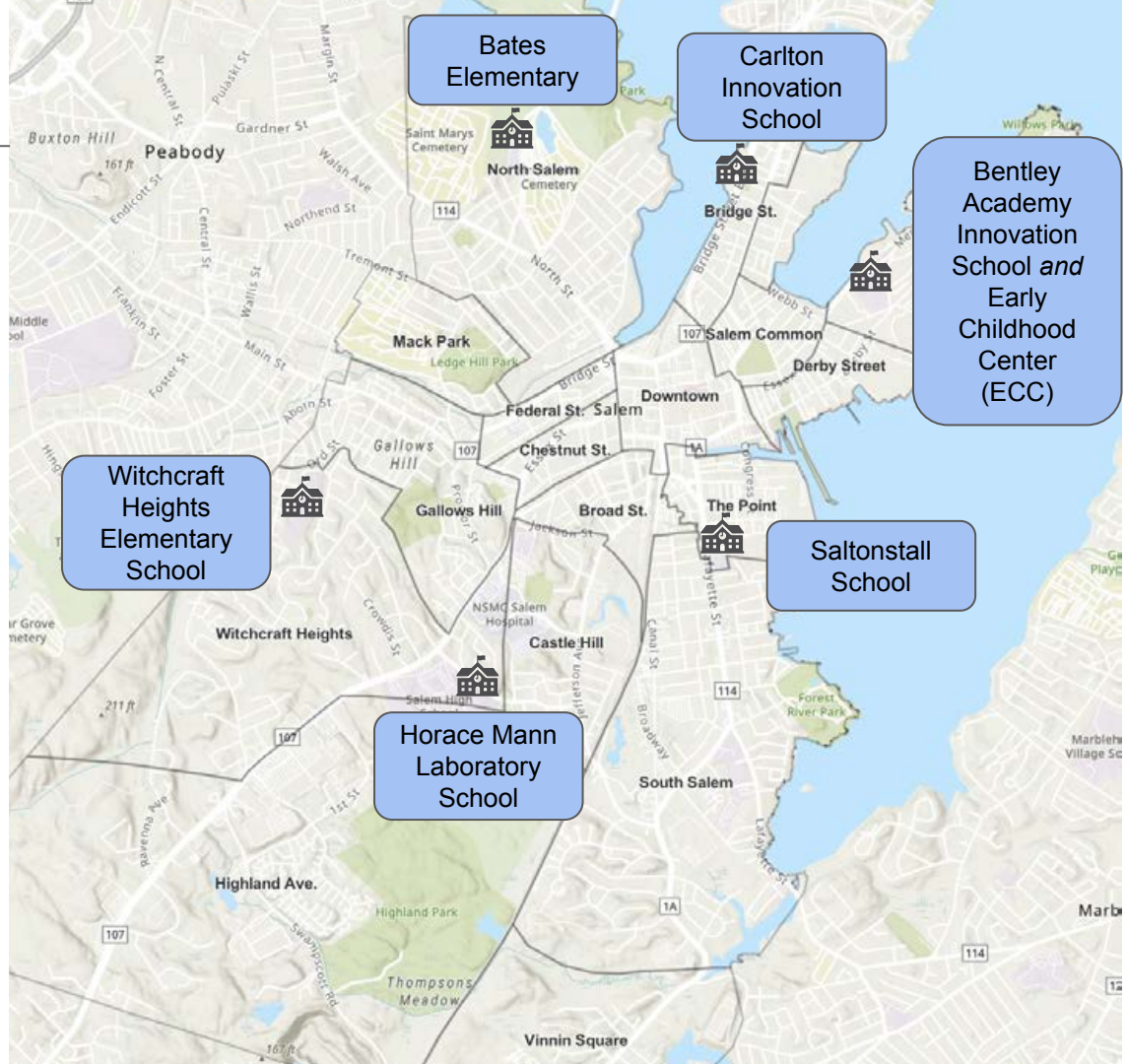
Our Elementary Schools



https://salemma.maps.arcgis.com/apps/mapviewer/index.html Using “Salem Neighborhoods” Overlay

Our Elementary Schools: School Times

School	Start Time	End Time	*Early Release Time*
Bates	7:45am	2:20pm	*PK: 10:55am, K: 11:00am, 1-5: 11:05am*
Bentley	7:40am	2:15pm	*11:00am*
ECC Pre-K	8:45am	2:50pm	*11:00am*
ECC Preschool	8:45am	12:00pm	*11:00am*
Carlton	8:35am	3:10pm	*11:55am*
Horace Mann	7:40am	2:15pm	*11:00am*
Saltonstall	8:30am	3:05pm	*11:50am*
Witchcraft	8:30am	3:05pm	*11:50am*

Times as listed on individual school sites

Our Elementary Schools: School start times are a factor

Schools with 7:40 am / 7:45 am start times	Schools with 8:30 am start times
Bates Bentley Horace Mann	Carlton Saltonstall Witchcraft

Our Elementary Schools: School start times are a factor

A transition *may* be easier or harder depending on school start times

Families often choose schools with start times in mind as a necessity, and once families have enrolled, they organize their lives around children's schedules.

For this reason, **a merger of two schools may be easier for the families involved if those schools share a start time** .

On the other hand, **if two schools will co-locate, it would be preferable to have staggered start times** for transportation, meals, logistics, and other reasons.

This consideration likely cannot be a deal-breaker for a scenario, but should be taken into account, especially as the district just changed several start times last year.

Our Elementary Schools: Class Sizes (3 and 4 year olds)

Grades	District Goal	STU Contract	MA DESE Guidance
Preschool & Pre-K GenEd	Max class size of 20	*Not specified*	*N/A*
Preschool & Pre-K Inclusion	*Follow DESE guidance*	*Follow DESE guidance*	*the class size shall not exceed 20 with one teacher and one aide and no more than five students with disabilities. If the number of students with disabilities is six or seven then the class size may not exceed 15 students with one teacher and one aide.*
Preschool & Pre-K Substantially Separate			*limit class sizes to 9 students with 1 teacher and 1 aide*

Source: DESE website and STU Contract

Our Elementary Schools: Class Sizes (Grades K-5)

<table>
<tr><th>Grades</th><th>District Goal</th><th>STU Contract</th><th>MA DESE Guidance</th></tr>
<tr><td>K-5 Sub-Sep</td><td>Follow DESE guidance</td><td>Follow DESE guidance</td><td>Maximum of "eight students to one certified special educator or 12 students to a certified special educator and an aide."</td></tr>
<tr><td>K GenEd</td><td>Max class size of 21</td><td rowspan="6">District average of 25
Max class size of 28</td><td rowspan="6">N/A</td></tr>
<tr><td>1st GenEd</td><td rowspan="2">Max class size of 22</td></tr>
<tr><td>2nd GenEd</td></tr>
<tr><td>3rd GenEd</td><td>Max class size of 23</td></tr>
<tr><td>4th GenEd</td><td>Max class size of 24</td></tr>
<tr><td>5th GenEd</td><td>Max class size of 25</td></tr>
</table>

Source: DESE website and STU Contract

Our Elementary Schools: Current Student & Strand Structure

A “Full Strand” is a set of 1 classroom per grade of the same type of program.

School	Students	Full Strands (Gen)	Sub Sep. Groups	Additional Classes or Adjustments
Bates	413	3	3	+2 preK classes -1 5th grade class
Bentley	280	2	0	+1 DL preK class +1 non DL 5th class
ECC	109	8	3	n/a
Carlton	250	2	3 (K-2, 2-3, 4-5)	n/a
Horace Mann	318	2	3	+2 preK classes
Saltonstall	272	2	2	n/a
Witchcraft	464	3	5	+1 K class +1 2nd class

Source: District enrollment pulled on 10/16/2025

Finance: Comparison of Enrollment and Budget Shares

All schools are within 4.5% of total budget/enrollment share

School	Enrollment 10/16	Enrollment % of all Pk-5 Students Districtwide	% of FY26 District Budget	% of the Pk-5 District Budget Share	Difference (% pt. = percentage points)
Bates	414	19.6%	5%	15.6%	4% pt. more enroll share than budget share
Bentley	280	13.3%	4%	12.5%	.8% pt. more enroll share than budget share
ECC	109	5.2%	3%	9.4%	4.2% pt. more budget share than enroll share
Carlton	250	11.8%	4%	12.5%	.7% pt. more budget share than enroll share
Horace Mann	318	15.1%	4%	12.5%	2.6% pt. more enroll share than budget share
Saltonstall	274	13.0%	5%	15.6%	2.6% pt. more budget share than enroll share
Witchcraft	465	22.0%	7%	21.9%	.1% pt. more enroll share than budget share
Total	*2,110*	*100%*	*32%*	*100%*	*Net 0% pt. differential*

Facilities/Enrollment: Measuring "Capacity"

There are *a lot* of different ways to measure capacity, and all are imperfect

We calculated capacity range given the unique parameters of class sizes in Salem Public Schools. *See subsequent slides.*

- **Low-end Capacity or Min. Capacity =**

  (# of substantially-separate classrooms in the building **X** 8 students)

  +

  (# of remaining classrooms in a building X 20 students)

- **High-end Capacity or Max. Capacity =**

  (# of substantially-separate classrooms in the building **X** 12 students)

  +

  (# of remaining classrooms in a building X 25 students)

These values (8-12 for substantially-separate and 20-25 for general education) come from a combination of DESE guidance and the STU teacher contract.

Facilities/Enrollment: Measuring “Capacity”

In Salem, there are specific goals to keep class sizes much lower than the high-end #

Targets for elementary grades are more commonly:

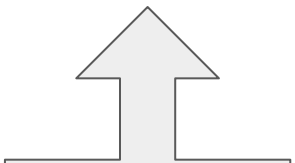
- General Education
  - PreK = 20 students**
  - Kindergarten = 21 students
  - 1st grade = 22 students
  - 2nd grade = 22 students
  - 3rd grade = 23 students
  - 4th grade = 24 students
  - 5th grade = 25 students
- Substantially-Separate
  - PreK = 9 students with a certified special educator and an aide
  - Kindergarten-5th =
    - 8 students with a certified special educator
    - 12 students with a certified special educator and an aide

Source: a combination of DESE guidance and the STU teacher contract
**DESE guidance for ages 3-4 inclusion settings: “the class size shall not exceed 20 with one teacher and one aide and no more than five students with disabilities. [...]If the number of students with disabilities is six or seven then the class size may not exceed 15 students with one teacher and one aide”.

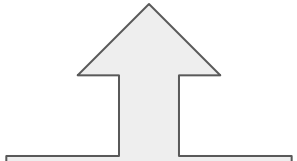
Facilities: Key for Slides on Building Capacity

<85% = under-utilized
100+ = overcrowded

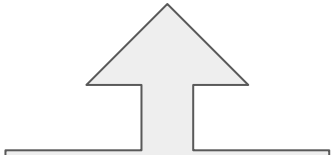
School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8)	High-end Capacity (# of classrooms x 25 + # sub-sep x 12)	Utilization Rate (Enrollment / Capacity) *100
School Sample	## total ## gen. ed. ## sub-sep.	## ## gen. Ed. ## sub-sep.	### total ### gen. ed. ## sub-sep.	### total ### gen. ed. ## sub-sep.	##% (l); ##% (h) ##% (l); ##% (h) ##% (l); ##% (h)



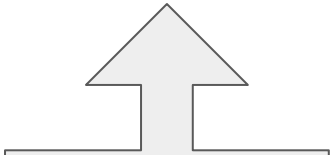
Current enrollment. **Total** is the whole school, and then **gen. ed.** and **sub-sep.** are disaggregated numbers (that add up to the total).



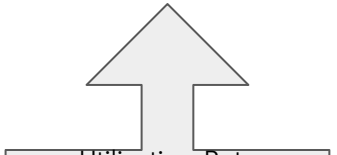
Current classrooms. The **first value** is the number of classroom spaces (includes regular classrooms used by specials). **Sub-sep** . indicates rooms used by that program. The rest are designated as **gen. ed.** to estimate largest potential capacity ranges.



Low-end Capacity
Calculated using the formula in the column header above. Shows the number of students if all classrooms were ***full*** at class sizes of 20 for gen ed. or 8 for sub-sep. in all grades preK-5.



High-end Capacity
Calculated using the formula in the column header above. Shows the number of students if all classrooms were ***full*** at class sizes of 25 for gen ed. or 12 for sub-sep. in all grades preK-5.



Utilization Rate
Calculated using the formula in the column header above. Shows the percent of building capacity used by current enrollment given values of low-end or high-end estimates.
(l) = low-; (h) = high-end.
Best considered as a *range* to understand real capacity at a building

Facilities/Enrollment: Context

A final note on the capacity slides that follow.

- All calculations reflect the values of *current* school enrollments as if they were moved *today.* This will make capacity *appear* tighter than it would be a year from now for several reasons:
  - It includes the same number of current Kindergarten classrooms as there are now, when in fact the district may decide to downshift the school by a strand (1 classroom) for future years.
  - It does not account for any shifts that may come from parents choosing a different school than that in the planned merger, which would decrease enrollment.
  - It assumes that all sub-separate classrooms will remain the same next year, when in fact the number of classrooms needed can change from year to year.

Facilities: Current Building Capacity

<85% = under-utilized
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8)	High-end Capacity (# of classrooms x 25 + # sub-sep x 12)	Utilization Rate (Enrollment / Capacity) *100
Bates	413 total 393 gen. ed. + 20 sub-sep.	28 25 gen. Ed. 3 sub-sep.	524 total 500 gen. ed. 24 sub-sep.	736 total 700 gen. ed. 36 sub-sep.	79% (l); 56% (h) 79% (l); 56% (h) 83% (l); 56% (h)
Carlton	250 total 222 gen. ed. + 28 sub-sep.	19 16 gen. ed. 3 sub-sep.	344 total 320 gen. ed. 24 sub-sep.	436 total 400 gen. ed. 36 sub-sep.	73% (l); 57% (h) 69% (l); 55% (h) 116% (l); 78% (h)
Horace Mann (if used whole building)	318 total 292 gen. ed. 22 sub-sep.	38 35 gen. ed. 3 sub-sep.	724 total 700 gen. ed. 24 sub-sep.	986 total 950 gen ed. 36 sub-sep.	43% (l); 32% (h) 42% (l); 31% (h) 92% (l); 61% (h)
Horace Mann - space currently used by Pathways	318 total 292 gen. ed. 22 sub-sep.	29 26 gen. ed. 3 sub-sep.	544 total 520 gen. ed. 24 sub-sep.	686 gen. ed. 650 gen. ed. 36 sub-sep.	58% (l); 46% (h) 56% (l); 45% (h) 92% (l); 64% (h)

Facilities: Current Building Capacity

<85% = under
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8)	High-end Capacity (# of classrooms x 25 + # sub-sep x 12)	Utilization Rate (Enrollment / Capacity) *100
Saltonstall	272 total 260 gen. ed. 12 sub-sep.	27 25 gen. ed. 2 sub-sep.	516 total 500 gen. ed. 16 sub-sep.	649 total 625 gen. ed. 24 sub-sep.	52% (l); 42% (h) 52% (l); 42% (h) 75% (l); 50% (h)
Witchcraft	464 total 418 gen. Ed. + 46 sub-sep.	39 34 gen. ed. 5 sub-sep.	720 gen. ed. 680 gen. ed. 40 sub-sep.	910 gen.ed. 850 gen. ed. 60 sub-sep.	64% (l); 51% (h) 61% (l); 49% (h) 115% (l); 77% (h)

Facilities: Current Bentley/ECC Capacity

<85% = under
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20* + # sub-sep x 9) *15 early-ed / 9 eess	High-end Capacity (# of classrooms x 25* + # sub-sep x 9) *20 for early ed / 9 eess	Utilization Rate (Enrollment / Capacity) *100
Only Bentley	280 total 16 early ed. 264 gen ed.	38 3 early ed. DL 35 gen. ed. DL	760 total 60 early ed. 700 gen ed.	935 total 60 early ed. 875 early ed.	37% (l); 30% (h) 27% (l); 27% (h) 38% (l); 30% (h)
Bentley/ ECC Grows as Bentley	389 total 16 early ed. DL 96 reg. early 264 gen ed. 13 sub-sep.	38 3 early ed. DL 8 reg. early ed. 24 gen. ed. DL 3 sub-sep. ee	672 total 45 early ed. DL 120 reg. early ed. 480 gen ed. DL 27 sub-sep. early ed.	847 60 early ed. DL 160 reg. early ed. 600 gen ed. DL 27 sub-sep. early ed.	58% (l); 46% (h) Early ed DL 36% (l); 27% (h) Reg. early 80% (l); 60% (h) Gen ed. DL 55% (l); 44% (h) EESS. 48% (l); 48% (h)
Bentley/ ECC grows as preK	389 total 16 early ed. DL 96 reg. early 264 gen ed.L 13 sub-sep.	38 1 early ed. DL 18 reg. early ed. 13 gen. ed. 6 sub-sep.	599 total 15 early ed. DL 270 reg. early ed. 260 gen. ed. 54 sub-sep. early ed.	759 total 20 early ed. DL 360 reg. early ed. 325 gen ed. 54 sub-sep. early ed.	65% (l); 51% (h) EE DL 107% (l); 80% (h) Reg. early 36% (l); 27% (h) Gen ed. 102% (l); 81% (h) Sub-sep. 24% (l); 24% (h)
Only ECC	109 total 96 early ed. 13 sub-sep.	38 32 reg. early ed. 6 sub-sep.	534 total 480 reg. early ed. 54 sub-sep.	694 total 640 reg. early-ed. 54 sub-sep.	20% (l); 16% (h) 20% (l); 15% (h) 24% (l); 24% (h)

Facilities: Capacity for Scenario 1 or part of 2

<85% = under-utilized
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8) *15 early-ed / 9 eess	High-end Capacity (# of classrooms x 25 + # sub-sep x 12) *20 early-ed/9eess	Utilization Rate (Enrollment / Capacity) *100
Horace Mann & Saltonstall with Pathways	590 total 552 gen. Ed. 34 sub-sep.	29 24 gen. ed. 5 sub-sep.	520 total 480 gen. Ed. 40 sub-sep.	660 total 600 gen. Ed. 60 sub-sep.	113% (l); 89% (h) 115% (l); 92% (h) 85% (l); 57% (h)
Horace Mann & Saltonstall without Pathways	590 total 552 gen. Ed. 34 sub-sep.	38 33 gen. ed. 5 sub-sep.	700 total 660 gen. ed. 40 sub-sep.	885 total 825 gen. Ed. 60 sub-sep.	84% (l); 67% (h) 84% (l); 67% (h) 85% (l); 57% (h)
Horace Mann & Saltonstall with ECC instead of Pathways	699 total 137 early ed. 13 early sub-sep. 511 K-5 gen. ed. 38 K-5 sub-sep.	38 10 early ed. 3 early sub-sep. 20 K-5 gen. ed. 5 K-5 sub-sep.	617 total 150 early ed. 27 early sub-sep. 400 gen. ed. 40 K-5 sub-sep.	787 total 200 early ed. 27 early sub-sep. 500 gen. ed. 60 K-5 sub-sep.	113% (l); 89% (h) 91% (l); 69% (h) 48% (l); 48% (h) 128% (l); 102% (h) 95% (l); 63% (h)

Facilities: Capacity for Scenario 4 and part of 3

<85% = under-utilized
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8)	High-end Capacity (# of classrooms x 25 + # sub-sep x 12)	Utilization Rate (Enrollment / Capacity) *100
Carlton	250 total 222 gen. ed. + 28 sub-sep.	19 16 gen. ed. 3 sub-sep.	344 total 320 gen. ed. 24 sub-sep.	436 total 400 gen. ed. 36 sub-sep.	73% (l); 57% (h) 69% (l); 55% (h) 116% (l); 78% (h)
Saltonstall	272 total 260 gen. ed. 12 sub-sep.	27 25 gen. ed. 2 sub-sep.	516 total 500 gen. ed. 16 sub-sep.	649 total 625 gen. ed. 24 sub-sep.	52% (l); 42% (h) 52% (l); 42% (h) 75% (l); 50% (h)
Saltonstall & Carlton at Bentley	522 total 482 gen. Ed. 40 sub-sep.	38 33 gen. ed. 5 sub-sep.	700 total 660 gen. ed. 40 sub-sep.	885 total 825 gen. Ed. 60 sub-sep.	75% (l); 59% (h) 73% (l); 58% (h) 100% (l); 67% (h)
Saltonstall & Carlton at Saltonstall	522 total 482 gen. Ed. 40 sub-sep.	27 22 gen. ed. 5 sub-sep.	480 total 440 gen. ed. 40 sub-sep.	610 total 550 gen. ed. 60 sub-sep.	109% (l); 86% (h) 110% (l); 88% (h) 100% (l); 67% (h)

Facilities: Capacity for Scenario 5

<85% = under-utilized
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8) *15 early-ed / 9 eess	High-end Capacity (# of classrooms x 25 + # sub-sep x 12) *20 early-ed/9eess	Utilization Rate (Enrollment / Capacity) *100
Horace Mann & Carlton only at HM	568 total 41 early ed. 473 gen. Ed. 50 sub-sep.	38 2 early-ed. 30 gen. ed. 6 sub-sep.	788 total 40 early ed. 600 gen. ed. 48 sub-sep.	862 total 40 early ed. 750 gen. Ed. 72 sub-sep.	72% (l); 66% (h) 103% (l); 103% (h) 79% (l); 63% (h) 104% (l); 69% (h)
Horace Mann & Carlton - Pathways space	568 total 41 early ed. 473 gen. Ed. 50 sub-sep.	29 2 early-ed. 21 gen. ed. 6 sub-sep.	508 total 20 early ed. 420 gen. ed. 48 sub-sep.	637 total. 40 early ed. 525 gen. ed. 72 sub-sep.	112% (l); 89% (h) 103% (l); 103% (h) 113% (l); 90% (h) 104% (l); 69% (h)
Horace Mann & Carlton with ECC* instead of Pathways	699 total 137 early ed. 13 early sub-sep. 511 K-5 gen. ed. 38 K-5 sub-sep.	38 10 early ed. 3 early sub-sep. 19 K-5 gen. ed. 6 K-5 sub-sep.	605 total 150 early ed. 27 early sub-sep. 380 gen. ed. 48 K-5 sub-sep.	774 total 200 early ed. 27 early sub-sep. 475 gen. ed. 72 K-5 sub-sep.	116% (l); 90% (h) 91% (l); 69% (h) 48% (l); 48% (h) 166% (l); 108% (h) 79% (l); 53% (h)

Facilities: Capacity for Scenario 6

<85% = under-utilized
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8)	High-end Capacity (# of classrooms x 25 + # sub-sep x 12)	Utilization Rate (Enrollment / Capacity) *100
Horace Mann without Pathways	318 total 41 early ed. 251 gen. ed. 22 sub-sep.	38 2 early ed. 35 gen. ed. 3 sub-sep.	724 total 700 gen. ed. 24 sub-sep.	986 total 950 gen ed. 36 sub-sep.	43% (l); 32% (h) 42% (l); 31% (h) 92% (l); 61% (h)
Only Bentley	280 total 16 early ed. 264 gen ed.	38 3 early ed. DL 35 gen. ed. DL	760 total 60 early ed. 700 gen ed.	935 total 60 early ed. 875 early ed.	37% (l); 30% (h) 27% (l); 27% (h) 38% (l); 30% (h)
Horace Mann & Bentley only at HM	594 total 57 early ed. 515 gen. Ed. 22 sub-sep.	38 3 early ed. 32 gen. ed. 3 sub-sep.	709 total 45 early ed. 640 gen. ed. 24 sub-sep.	896 total 60 early ed. 800 gen. Ed. 36 sub-sep.	84% (l); 66% (h) 127% (l); 95% (h) 80% (l); 64% (h) 92% (l); 61% (h)
Horace Mann & Bentley - Pathways space	594 total 57 early ed. 515 gen. Ed. 22 sub-sep.	29 3 early-ed. 23 gen. ed. 3 sub-sep.	529 total 45 early ed. 460 gen. ed. 24 sub-sep.	671 total 60 early ed. 575 gen. Ed. 36 sub-sep.	112% (l); 89% (h) 127% (l); 95% (h) 112% (l); 90% (h) 92% (l); 61% (h)

Facilities: Capacity for Scenario 8 and part of 7

<85% = under-utilized
100+ = overcrowded

School	Enrollment	Classrooms	Low-end Capacity (# of classrooms x 20 + # sub-sep x 8)	High-end Capacity (# of classrooms x 25 + # sub-sep x 12)	Utilization Rate (Enrollment / Capacity) *100
Bentley at Carlton	280 total 16 early ed. 264 gen ed.	19 1 early. ed. 18 gen ed.	380 total	475 total	74% (l); 59% (h)
Saltonstall	272 total 260 gen. ed. 12 sub-sep.	27 25 gen. ed. 2 sub-sep.	516 total 500 gen. ed. 16 sub-sep.	649 total 625 gen. ed. 24 sub-sep.	52% (l); 42% (h) 52% (l); 42% (h) 75% (l); 50% (h)
Horace Mann & Saltonstall at Saltonstall	590 total 41 early ed. 511 gen. Ed. 38 sub-sep.	27 2 early ed. 20 gen. ed. 5 sub-sep.	480 total 40 early ed. 400 gen. ed. 40 sub-sep.	600 total 40 early ed. 500 gen. ed. 60 sub-sep.	123% (l); 98% (h) 103% (l); 103% (h) 128% (l); 102% (h) 95% (l); 63% (h)

Fact Base: Budget and Finance

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Finance: Budgets and Financial Resources

There are two main pools of funds for the district with different roles

The *General Fund* budget covers most of the operational costs of running a district from day to day, such as salaries, curriculum materials, electric bills, and more.

- This is the budget that the district spends months presenting and that the school committee approves each spring for the following school year.
- It covers most things and includes state aid.

The *Capital Budget* covers major one-time expenditures for facilities projects, such as a new hot water heater, a roof replacement, or a major series of repairs to a building.

- The capital budget is shared by all city departments, and each year the school department makes requests, which are then weighed against all other city needs before allocations are made.

Additionally, other grants or financial support can contribute to various matters, such as federal funding for school lunches or MSBA funding for facilities improvements.

Finance: Fiscal Projections

Fiscal projections and models are built on specific logic

We are not a financial or facilities firm, so we are not using complex fiscal modeling or conducting original facilities assessments.

In order to make projections

- 2025 dollars are used except in cases noted otherwise
- Facilities assessments rely on the facilities department and the master plan
- Estimated costs of capital items and projects are derived from actual recent projects, recent vendor estimates, and additional vendor or other rough estimates
- When examining inflation, we relied on research recommendations, the estimates of government entities, and recent history so that calculations would account for worst cases

Facilities: Recent capital budgets

Capital budgets from past years give a sense of how many projects can be undertaken

Year	Total Capital Budget for School Projects	# of Projects
FY26	$3,543,000	9
FY25	$2,659,328	7
FY24	$2,950,000	4
FY23	$2,035,000	12

Capital funds do not expire, so often one year's capital budget includes funds not yet spent from projects initiated in the prior year.

Fact Base: Current State & Challenge

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Enrollment: Overall system capacity vs enrollment (current)

	Current Enrollment	Empty Seats	Estimated Current # of Classrooms	Estimated "Empty" Classrooms
K-5	1,901	218	174*	72 (41%)

Empty seats in *current* classrooms giving district capacity limits (see slide 5 above):

- 50 Preschool or Pre-K
- 10 Kindergarten
- 34 1st grade
- 35 2nd grade
- 36 3rd grade
- 50 4th grade
- 53 5th grade

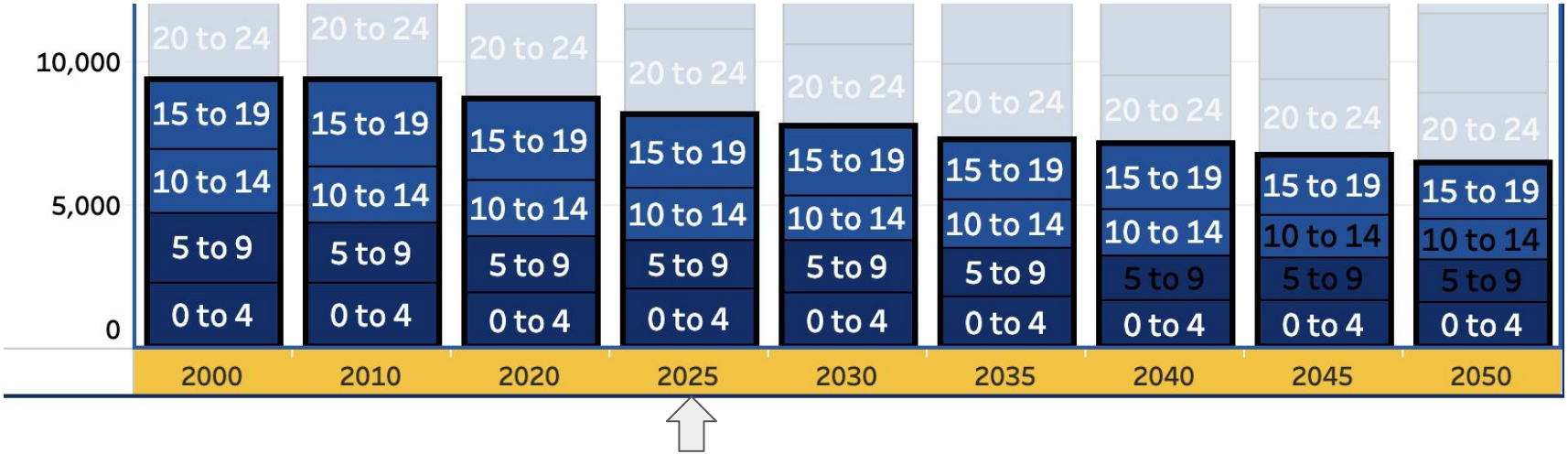
Increases overtime are a result of a few factors:

- Harder to backfill when students exit the district/city
- Larger class sizes as you move up in grades

*Calculations look at district space and do not account for Pathways enrollment or use.

Enrollment: What's happening with school-age population citywide

According to the Donahue Institute (UMass), the number of school aged children will *continue to decline* in Salem for the next 25 years, as it has since 2000.



2000
9,290 kids aged 0-19

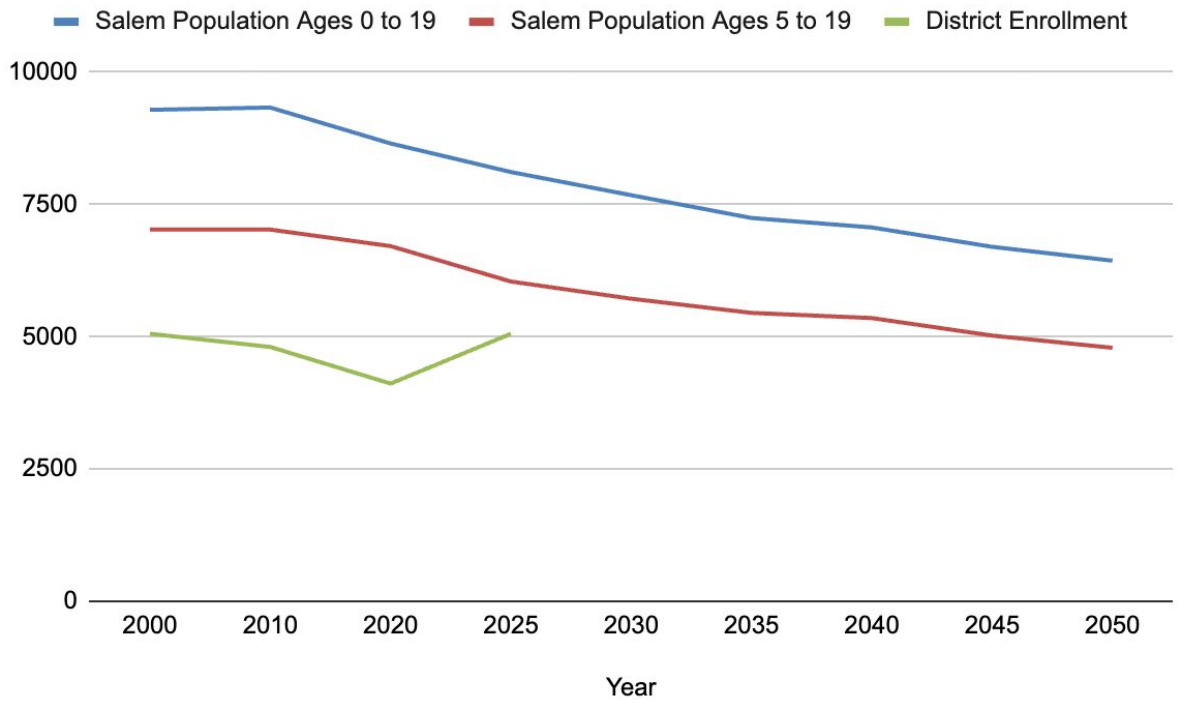
2025
8,114 kids aged 0-19

2050
6,438 kids aged 0-19

https://donahue.umass.edu/business-groups/economic-public-policy-research/massachusetts-population-estimates-program/population-projections

Enrollment: What's happening with school-age population citywide

The district* enrollment is bucking that trend, but it may be due to immigration patterns into the city that are already slowing down under the current federal administration.



*includes all Salem Public Schools and Salem Academy Charter School students
https://donahue.umass.edu/business-groups/economic-public-policy-research/massachusetts-population-estimates-program/population-projections

Fact Base: Enrollment & Family Choices

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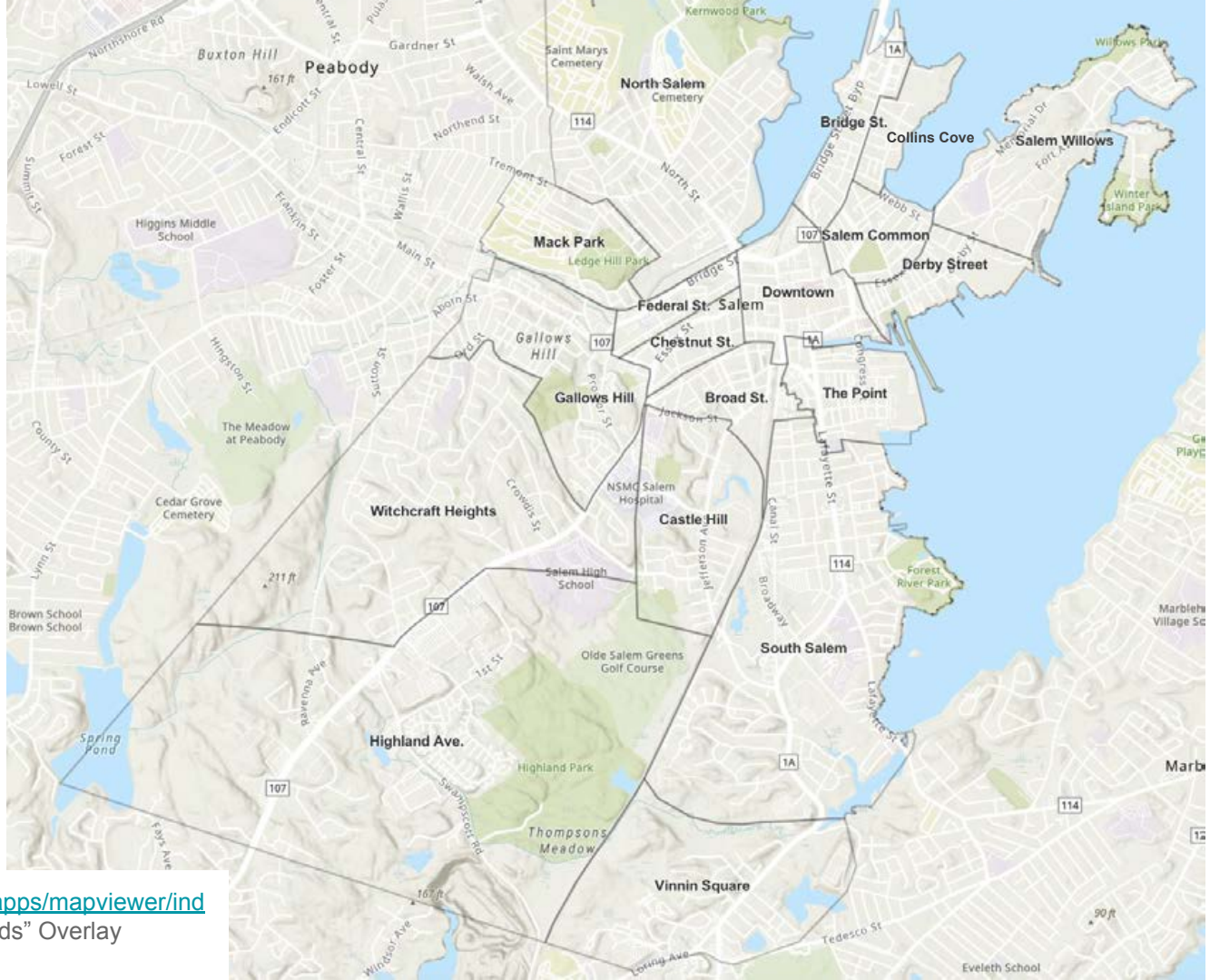
Salem's Neighborhoods

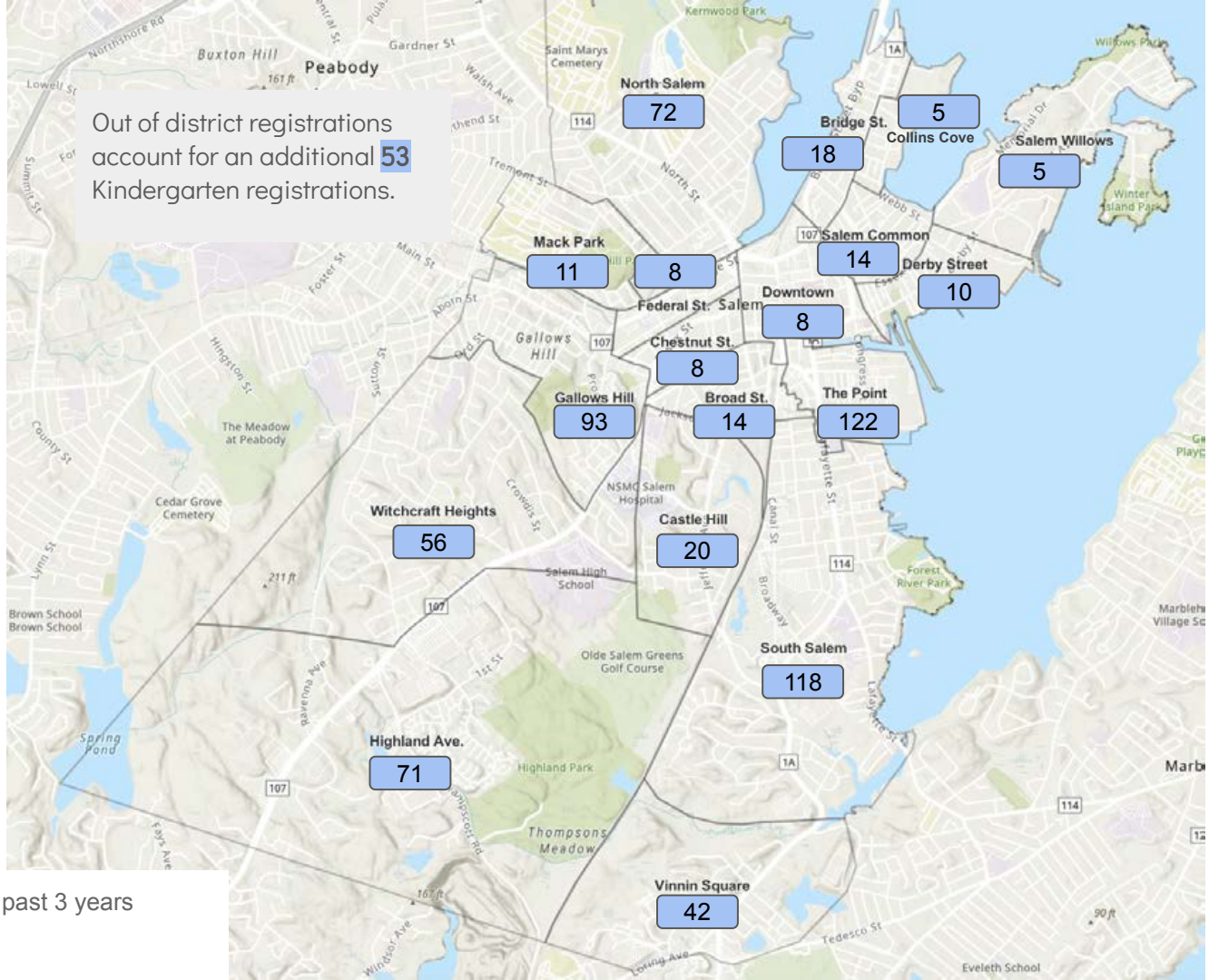


https://salemma.maps.arcgis.com/apps/mapviewer/index.html Using "Salem Neighborhoods" Overlay

Where do K Registering Families Live?

By the numbers

Out of district registrations account for an additional 53 Kindergarten registrations.

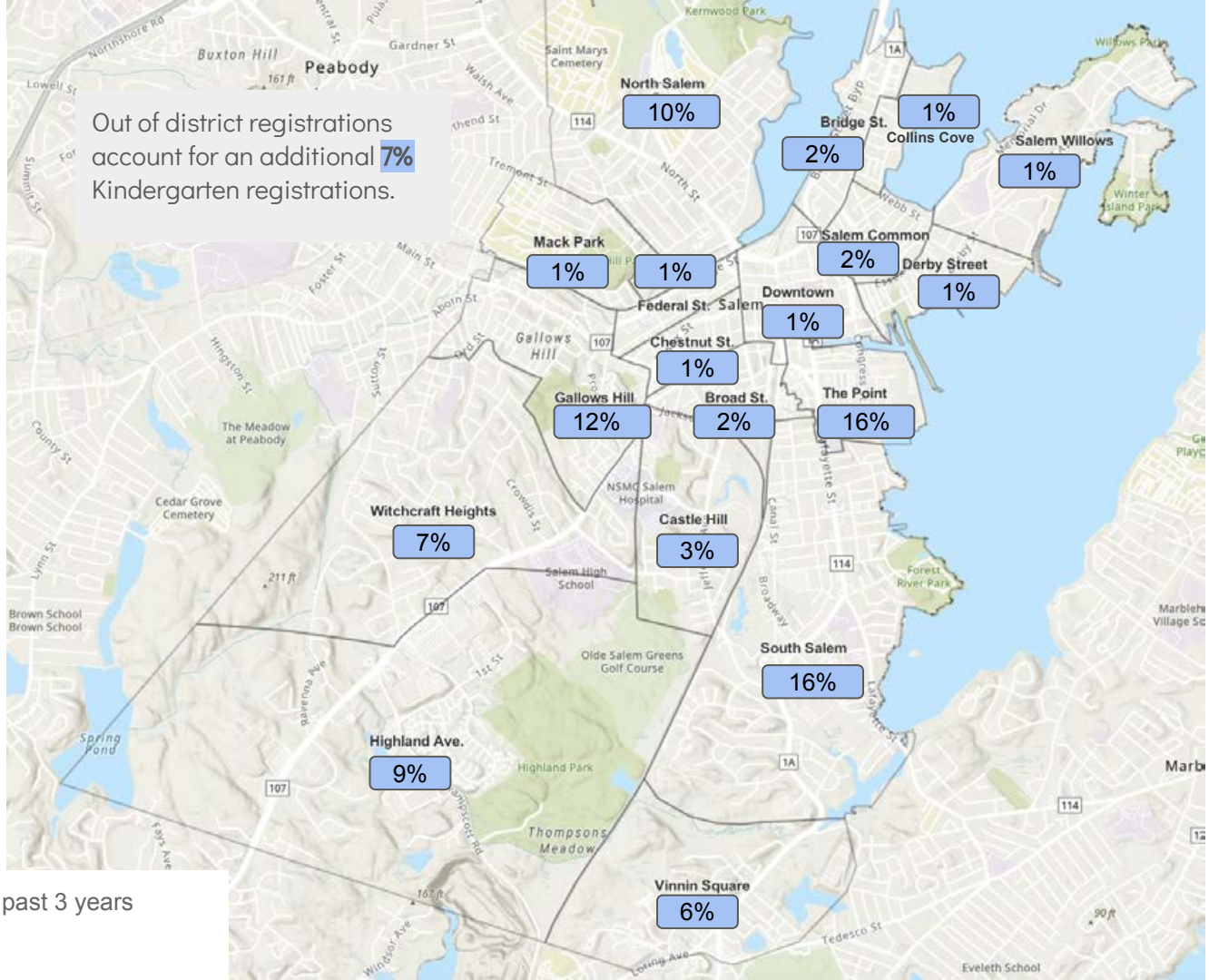


Kindergarten registrations from the past 3 years

Where do K Registering Families Live?

By proportion of all K registrants

Out of district registrations account for an additional **7%** Kindergarten registrations.

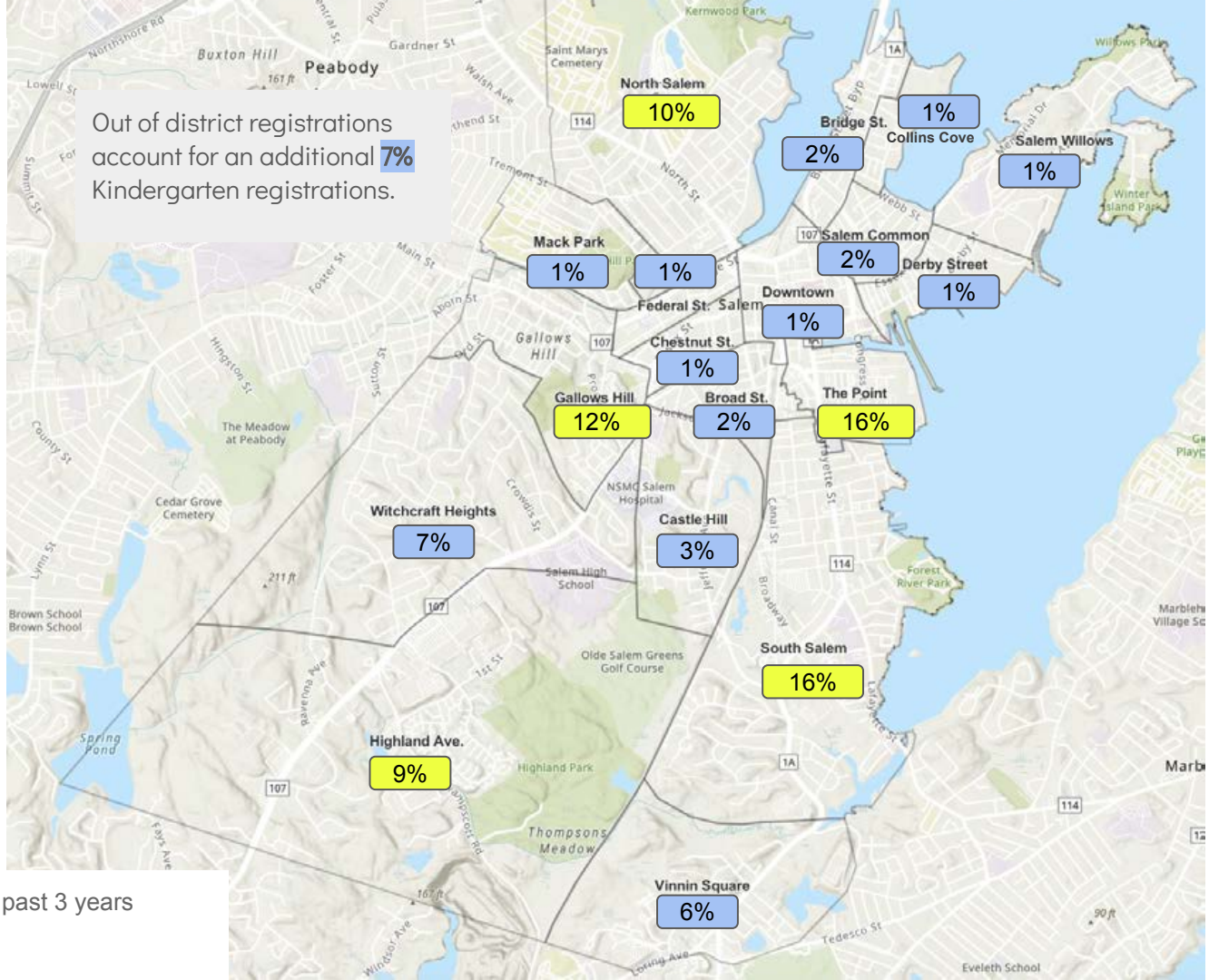


Kindergarten registrations from the past 3 years

Where do K Registering Families Live?

By proportion of all K registrants

Top 5 K registration neighborhoods highlighted in yellow



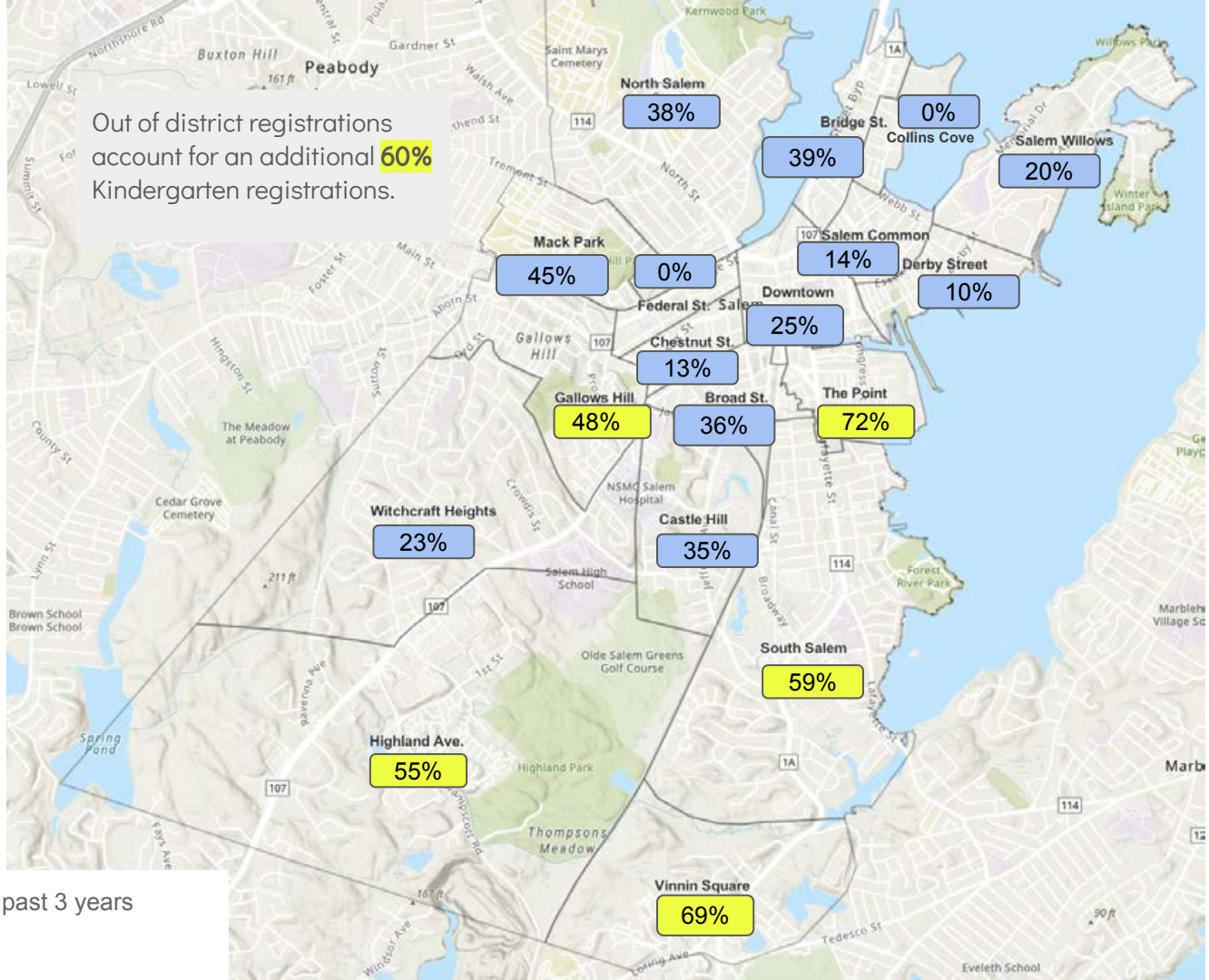
Kindergarten registrations from the past 3 years

Where do Latinx identifying K Registrants Live?

By proportion of neighborhood

Top 5 highest proportion Latinx neighborhoods (as determined by K registration) highlighted in yellow

Out of district registrations account for an additional 60% Kindergarten registrations.



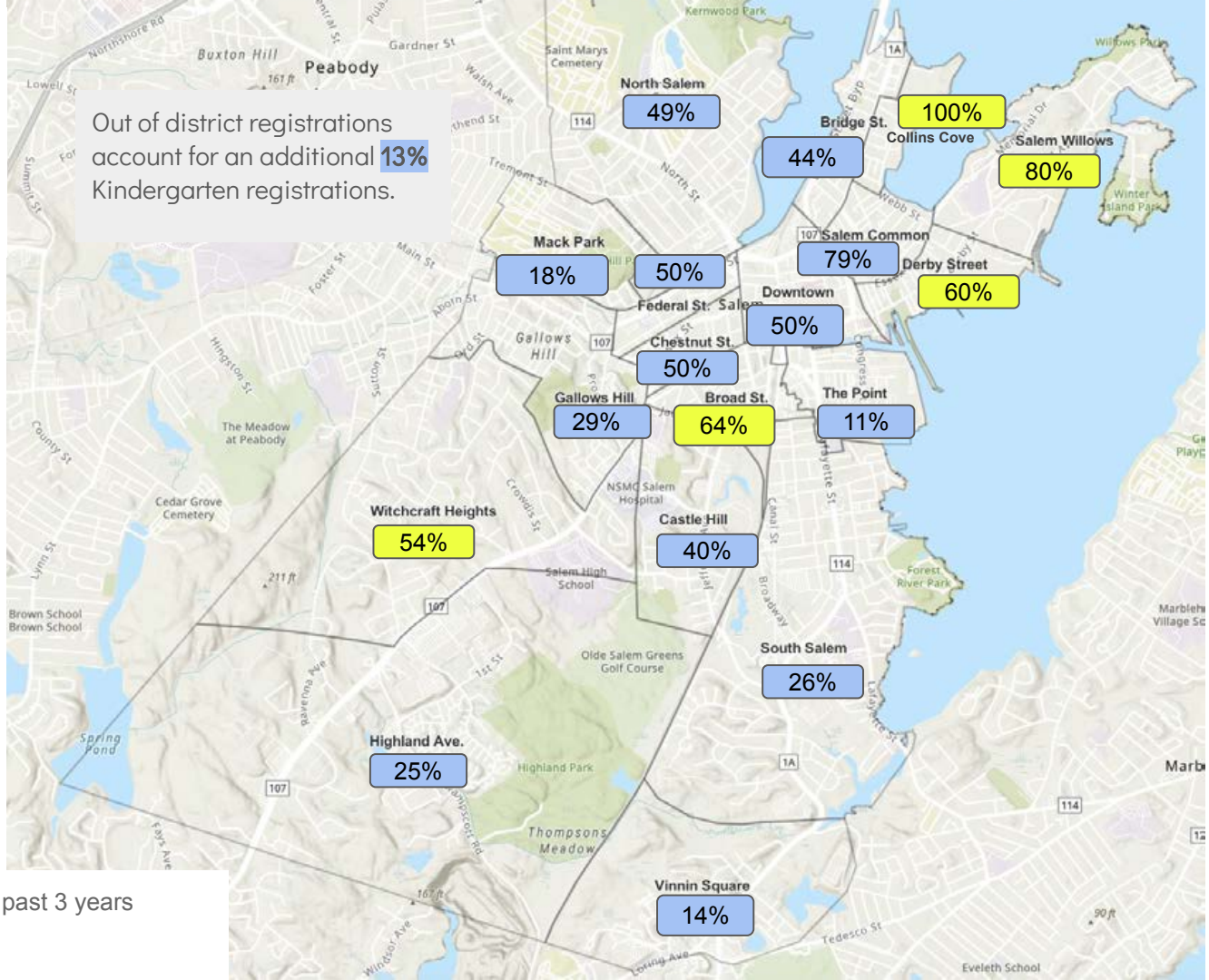
Kindergarten registrations from the past 3 years

Where do White non-Latinx identifying K Registrants Live?

By proportion of neighborhood

Top 5 highest proportion White non-Latinx neighborhoods (as determined by K registration) highlighted in yellow

Out of district registrations account for an additional 13% Kindergarten registrations.



Kindergarten registrations from the past 3 years

Family Preferences: Bates Elementary as #1 Choice

Top 5 Neighborhoods by # of K Registrations

Neighborhood	# of Kindergarten Registrations
(1) North Salem	38
(2) Gallows Hill	16
(3) South Salem	15
(4) The Point	12
(5) Highland Ave	8

Together **these represent 75%** of all choosing K registrations who listed Bates as their top choice in the past 3 years.

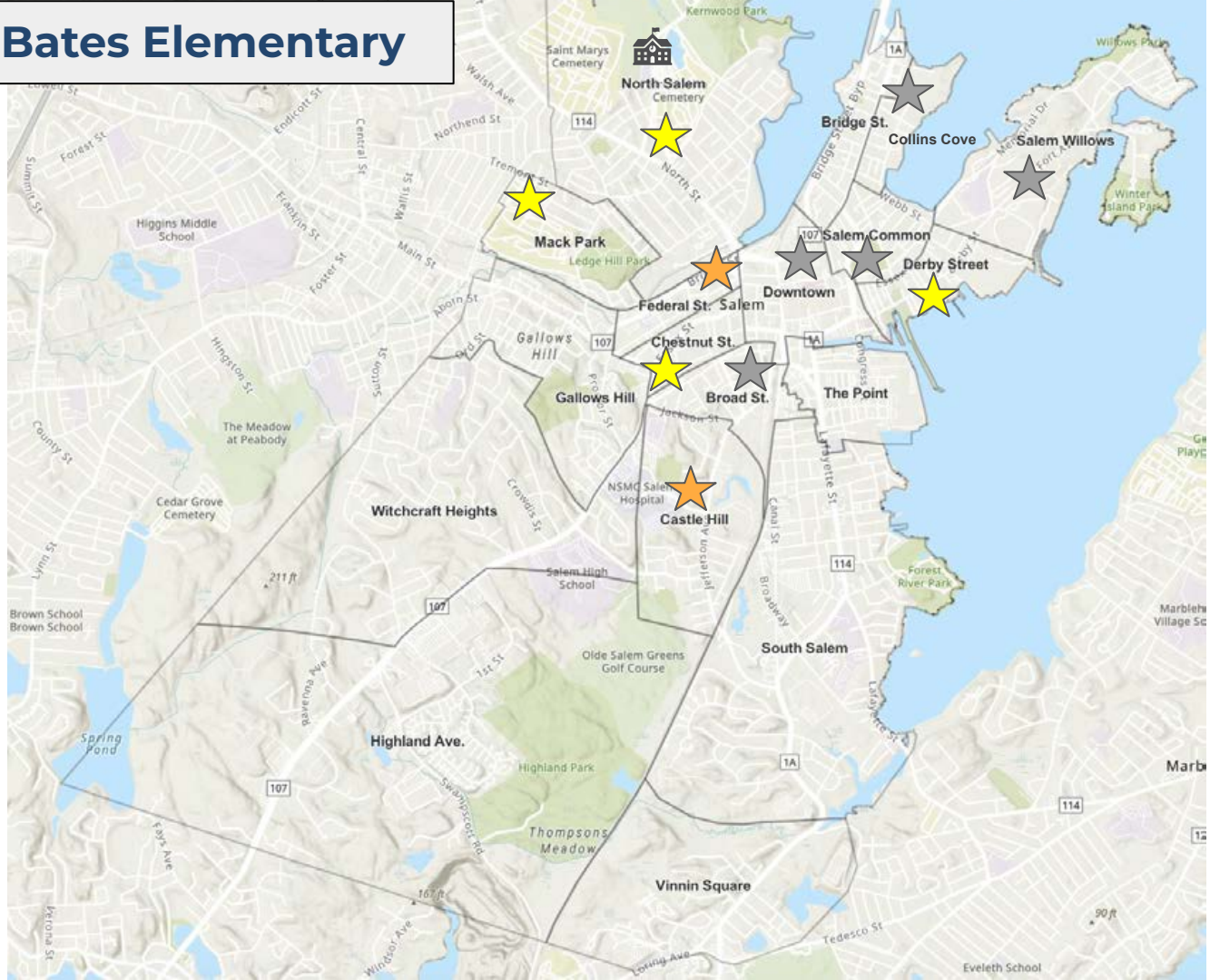
As you'll see on the next map, while lots of neighborhoods preferred it, *only North Salem* families chose it in their top two of these higher population neighborhoods.

All values are the sum of the last three years of registration data

Family Preferences: Bates Elementary

Variation by Neighborhood (past 3 years)

- Most chosen school
- Second most chosen school
- Never chosen school
- School location



Family Preferences: Bentley Academy Innovation School as #1 Choice

Top 5 Neighborhoods by # of K Registrations

Neighborhood	# of Kindergarten Registrations
(1) The Point	27
(2) Highland Ave	20
(3) South Salem	17
(4) Vinnin Square	15
(5-tie) Gallows Hill	11
(5-tie) North Salem	11
**Out of District*	12

Together **these represent 74%** of all choosing K registrations who listed Bentley as their top choice in the past 3 years.

Notably, nearly all students from Highland Ave., all from Vinnin Square, and at least 25% from South Salem would require a bus no matter what building Bentley was located in.

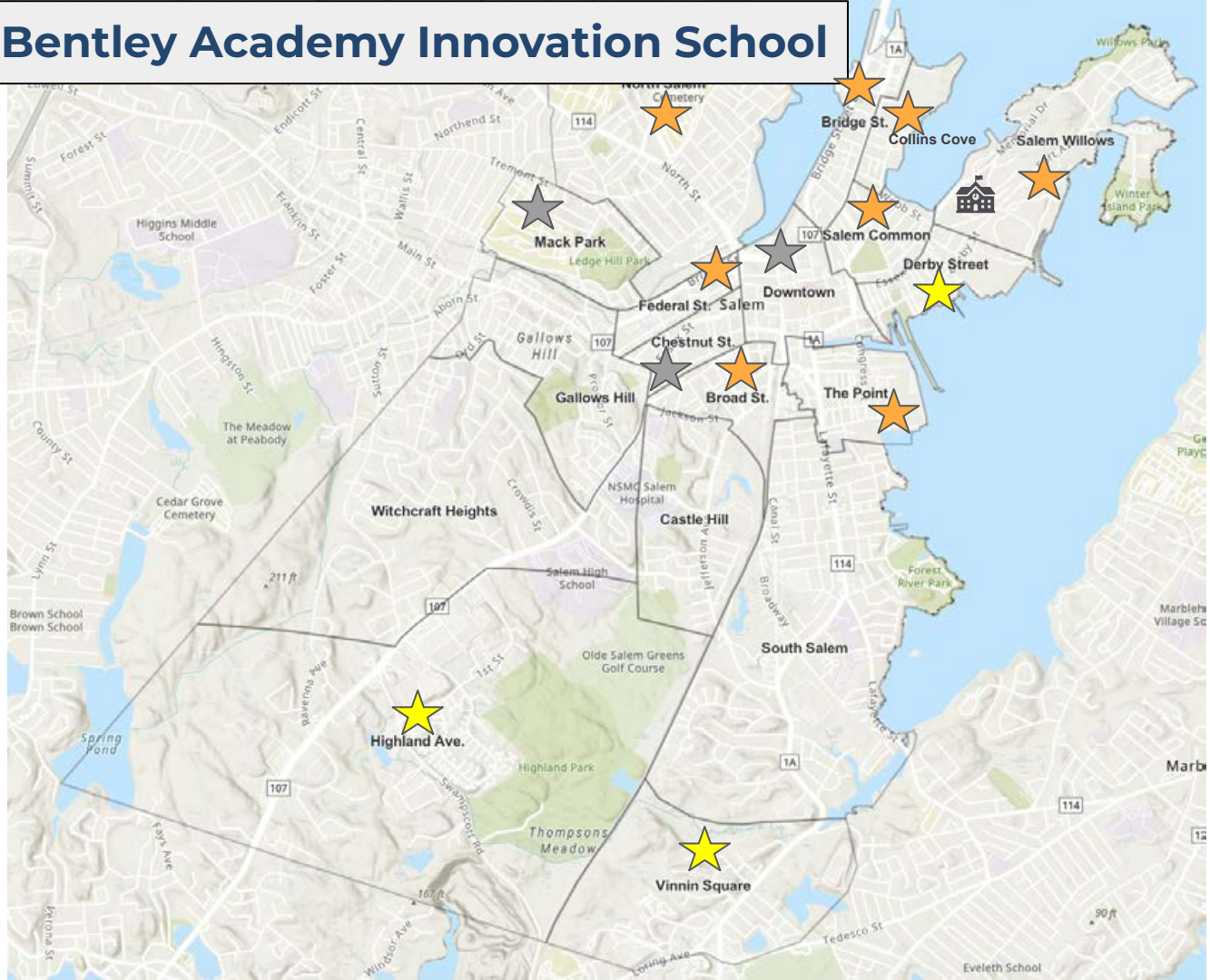
All values are the sum of the last three years of registration data

Family Preferences: Bentley Academy Innovation School

Variation by Neighborhood (past 3 years)

- Most chosen school
- Second most chosen school
- Never chosen school
- School location

Also top chosen school
out of district registrations



Family Preferences: Carlton Innovation School as #1 Choice

Top 5 Neighborhoods by # of K Registrations

Neighborhood	# of Kindergarten Registrations
(1) The Point	16
(2) South Salem	13
(3) Bridge Street	12
(4-tie) Gallows Hill	10
(4-tie) Salem Common	10

Together **these represent 49%** of all choosing K registrations who listed Carlton as their top choice in the past 3 years.

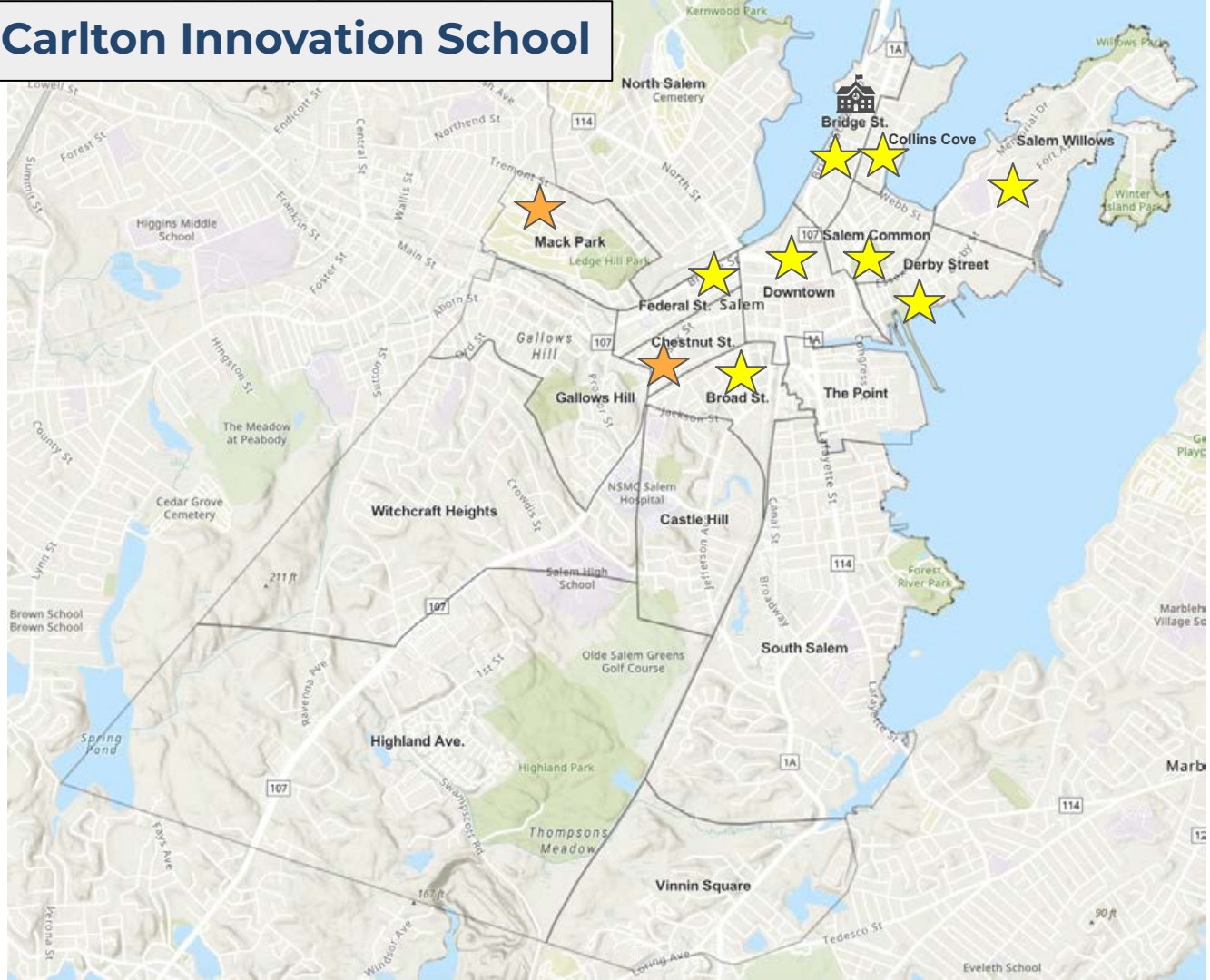
As you'll see on the next map, while lots of neighborhoods preferred it, these neighborhoods are often those with very small registering populations.

All values are the sum of the last three years of registration data

Family Preferences: Carlton Innovation School

Variation by Neighborhood (past 3 years)

- Most chosen school
- Second most chosen school
- Never chosen school
- School location



Family Preferences: Horace Mann Laboratory School as #1 Choice

Top 5 Neighborhoods by # of K Registrations

Neighborhood	# of Kindergarten Registrations
(1) South Salem	34
(2) Gallows Hill	19
(3) The Point	16
(4) Highland Ave	13
(5-tie) Witchcraft Heights	6
(5-tie) Castle Hill	6
Out of District	*10*

Together **these represent 80%** of all choosing K registrations who listed Horace Mann as their top choice in the past 3 years.

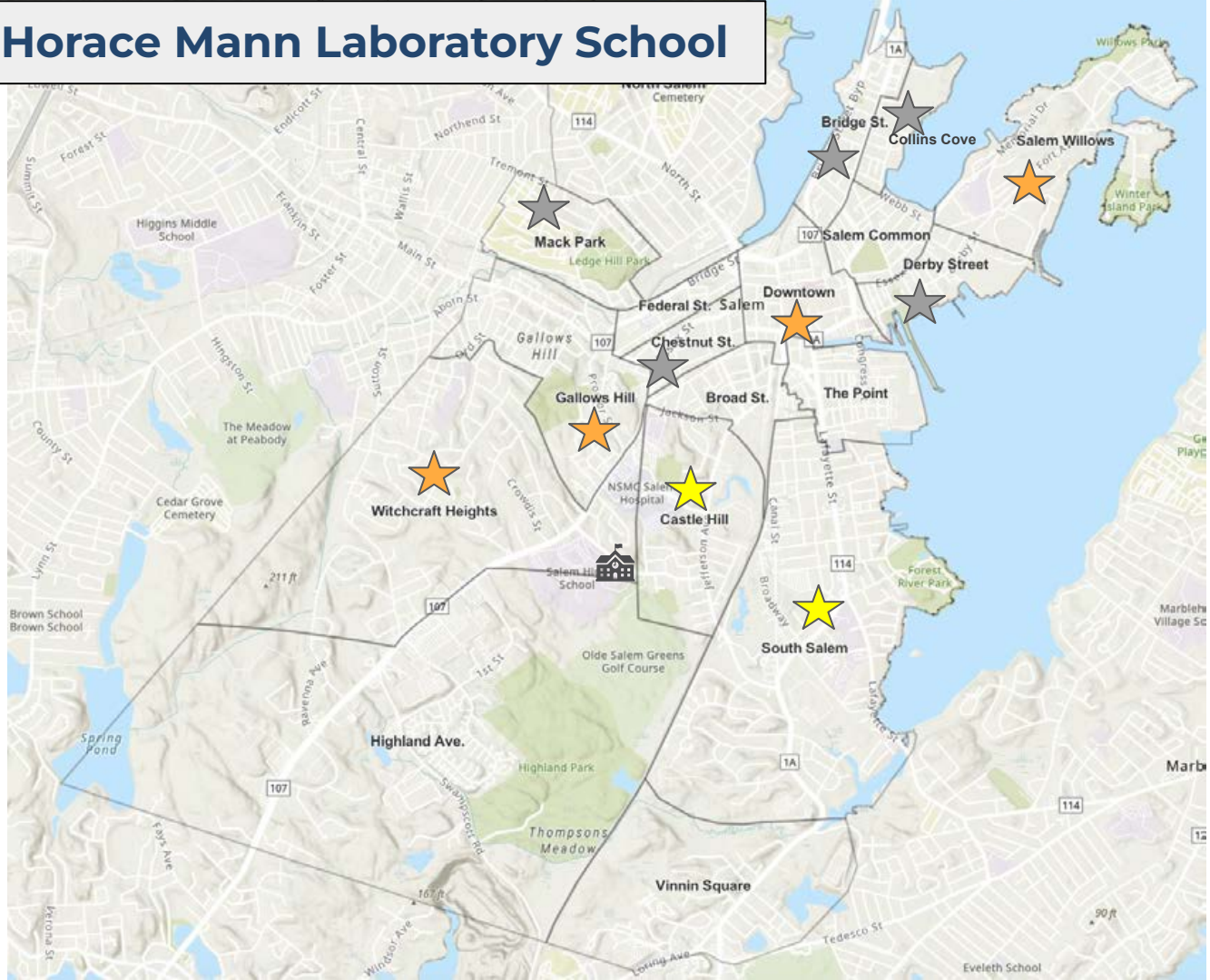
As you'll see on the next map, while lots of neighborhoods never selected it, these neighborhoods are often those with very small registering populations.

All values are the sum of the last three years of registration data

Family Preferences: Horace Mann Laboratory School

Variation by Neighborhood (past 3 years)

- Most chosen school
- Second most chosen school
- Never chosen school
- School location



Also 2nd most chosen for out of district registrations
(tied with WItchcraft)

Family Preferences: Saltonstall School as #1 Choice

Top 5 Neighborhoods by # of K Registrations

Neighborhood	# of Kindergarten Registrations
(1) The Point	34
(2) South Salem	22
(3) Vinnin Square	7
(4) Gallows Hill	5
(5) North Salem	4
Out of District	*8*

Together **these represent 81%** of all choosing K registrations who listed Saltonstall as their top choice in the past 3 years.

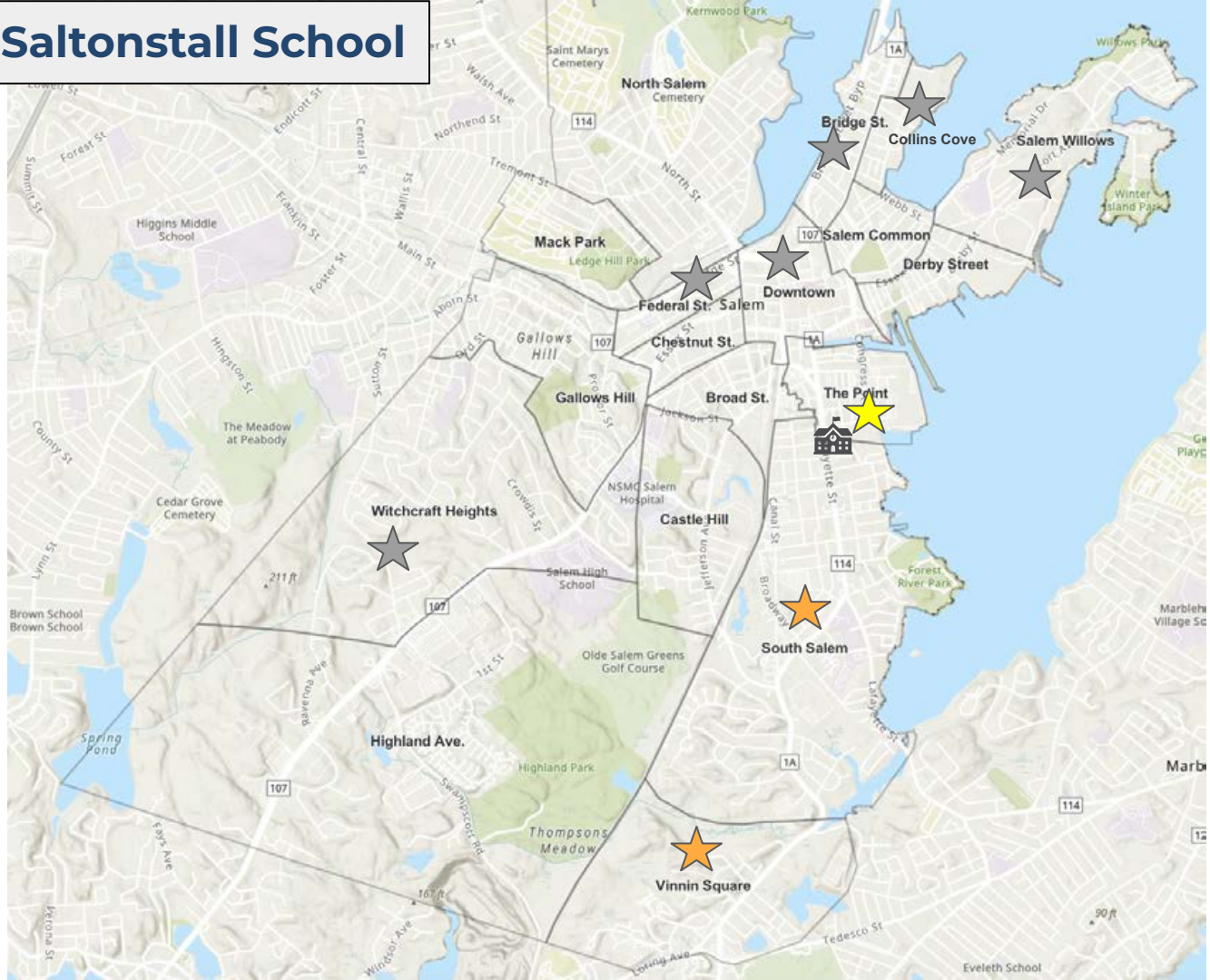
Compared to other schools, there is a significant drop off in number of registrations by the third neighborhood - indicating both the high density of its top choosing neighborhoods and its low ranking as a 1st choice for most neighborhoods.

All values are the sum of the last three years of registration data

Family Preferences: Saltonstall School

Variation by Neighborhood (past 3 years)

- Most chosen school
- Second most chosen school
- Never chosen school
- School location



Family Preferences: Witchcraft Heights Elementary School as #1 Choice

Top 5 Neighborhoods by # of K Registrations

Neighborhood	# of Kindergarten Registrations
(1) Witchcraft Heights	40
(2) Gallows Hill	31
(3) Highland Ave	20
(4-tie) South Salem	16
(4-tie) The Point	16

Together **these represent 79%** of all choosing K registrations who listed Witchcraft Heights as their top choice in the past 3 years.

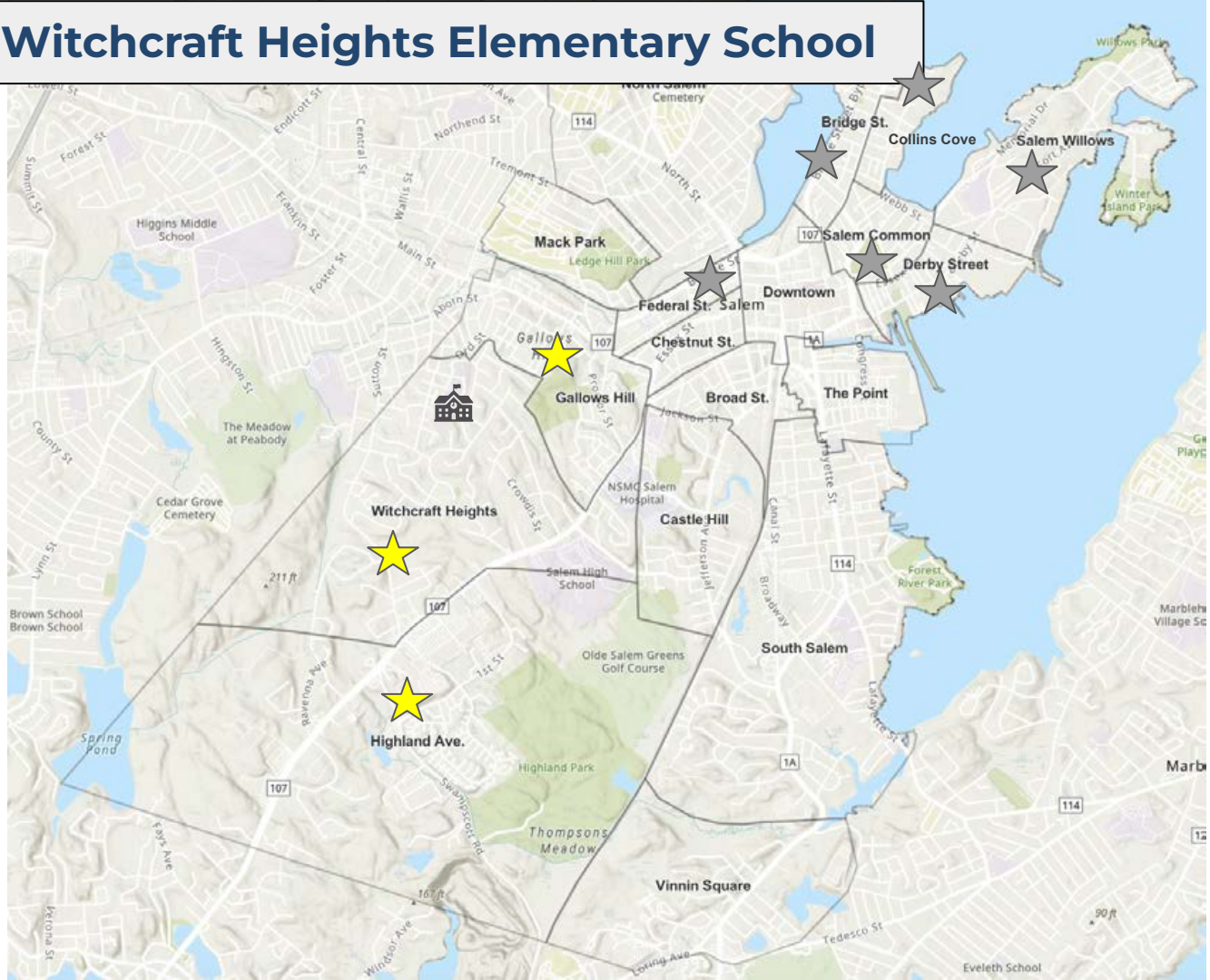
Compared to other schools, there is the largest number of families selecting across the top five rankings, but it is also drawing from some of the most densely populated registration neighborhoods.

All values are the sum of the last three years of registration data

Family Preferences: Witchcraft Heights Elementary School

Variation by Neighborhood (past 3 years)

- Most chosen school
- Second most chosen school
- Never chosen school
- School location



Also 2nd most chosen of all district registrations over the past 3 years (tied with HMLS)

Family Preferences: What do Potential Walkers Choose?

Neighborhood Comparison

North Salem

Potential Walkers:
All North Salem K registrant families (n=72) live within 1 mile of the Bates.

Choosing the Neighborhood Option:
53% of North Salem families chose Bates 1st (second most chosen was Bentley DL at 15%).

Avoiding the Neighborhood Option:
15% of registering North Salem families *never* listed Bates as a choice (1, 2, or 3).

South Salem

Potential Walkers:
75% of South Salem K registrant families (n=88) live within 1 mile of Saltonstall.

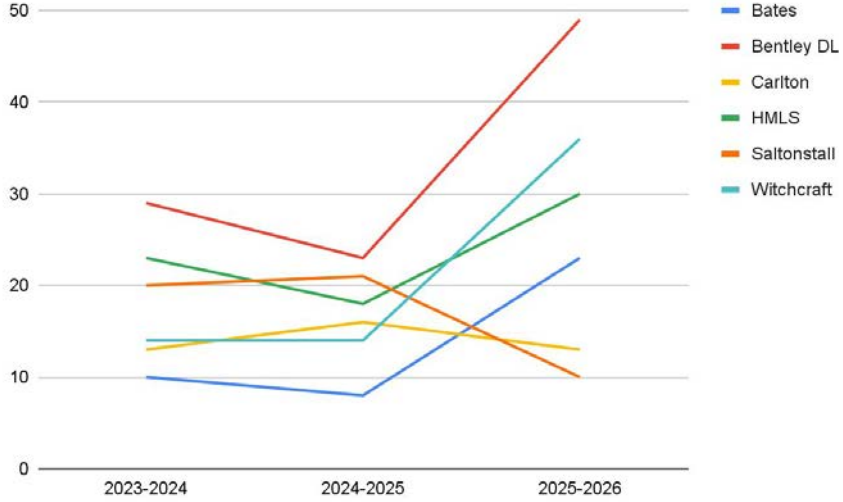
Choosing the Neighborhood Option:
24% of those South Salem walkers chose Saltonstall 1st (tied with Horace Mann, which although also nearby, would require a bus).

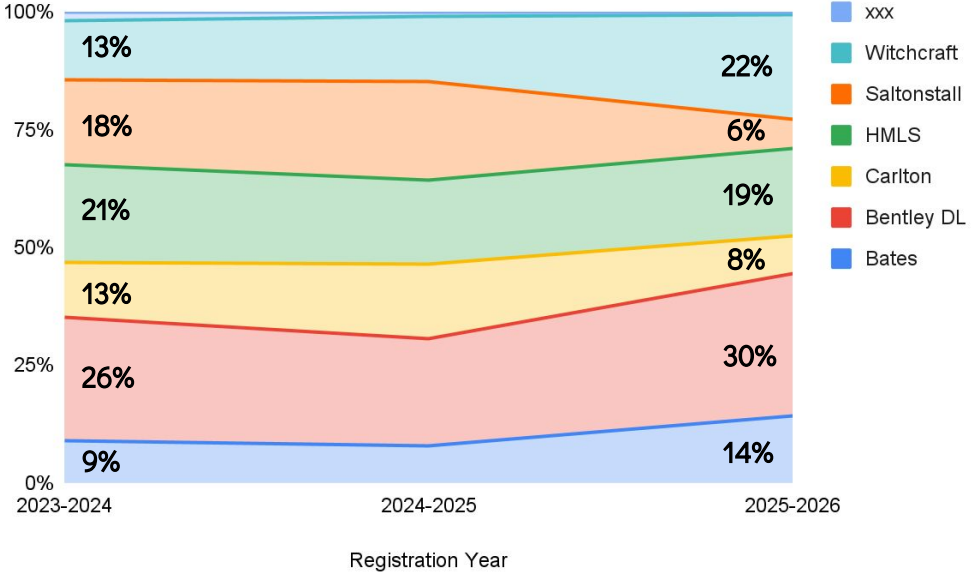
Avoiding the Neighborhood Option:
34% of registering South Salem families *never* listed Saltonstall as a choice (1, 2, or 3).

Reflects all registrations from the past 3 years

Family Preferences: Are Latinx K 1st Choices Changing Over Time?

Yes! While Bentley's DL program has consistently remained the preferred choice for Latinx families, other 1st choice preferences are changing. They are choosing Witchcraft and Bates a lot more, and Saltonstall and Carlton a lot less over time.

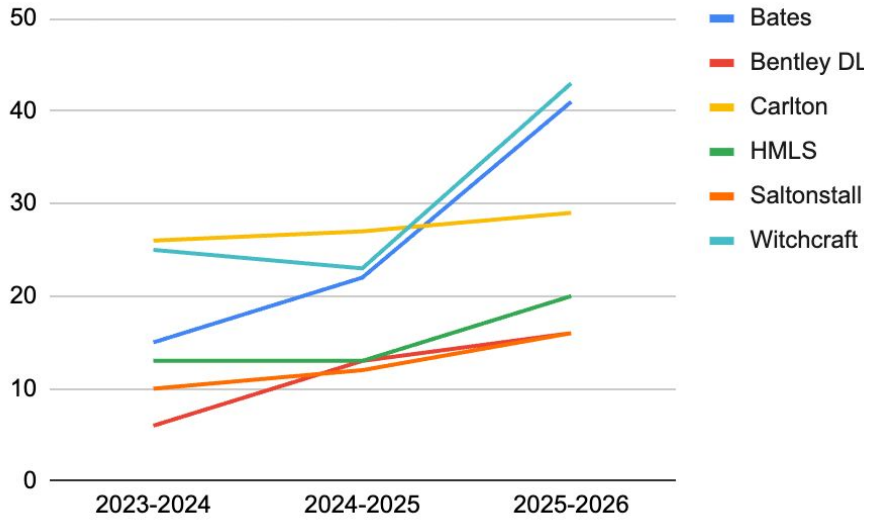


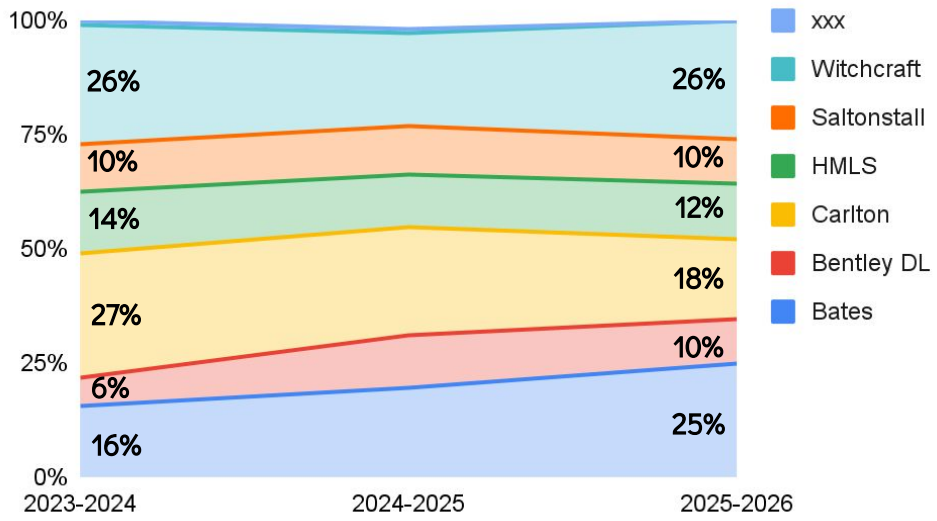


Reflects all registrations from the past 3 years
xxx = choice left blank

Family Preferences: Are Non-Latinx K 1st Choices Changing Over Time?

Yes! Witchcraft remained most popular (~1 in 4 non-Latinx families), but other preferences are shifting. Bates is now the second most chosen school, and while still popular, Carlton has decreased from a top choice for 1 in 4 non-Latinx families to a 1 in 5





Reflects all registrations from the past 3 years
xxx = choice left blank

Family Preferences: Neighborhood by Neighborhood

Due to large variation in population size, not all neighborhoods can be displayed.

This is to protect both the anonymity and confidentiality of families in those choosing neighborhoods, and to make sure that broader data conclusions about what particular neighborhood families want aren't drawn from very few cases.

As such, only neighborhoods with over 40 families (total) registering in the past 3 years for Kindergarten are included in the next analysis.

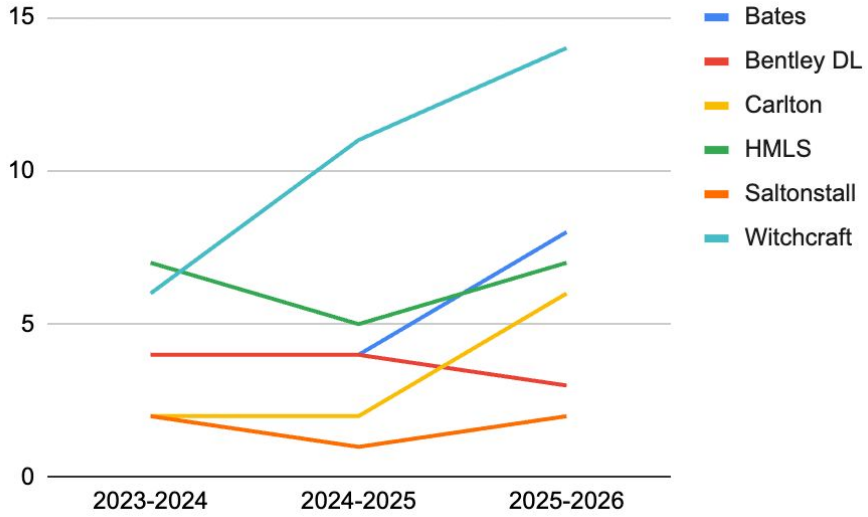
<u>Neighborhoods included are:</u>

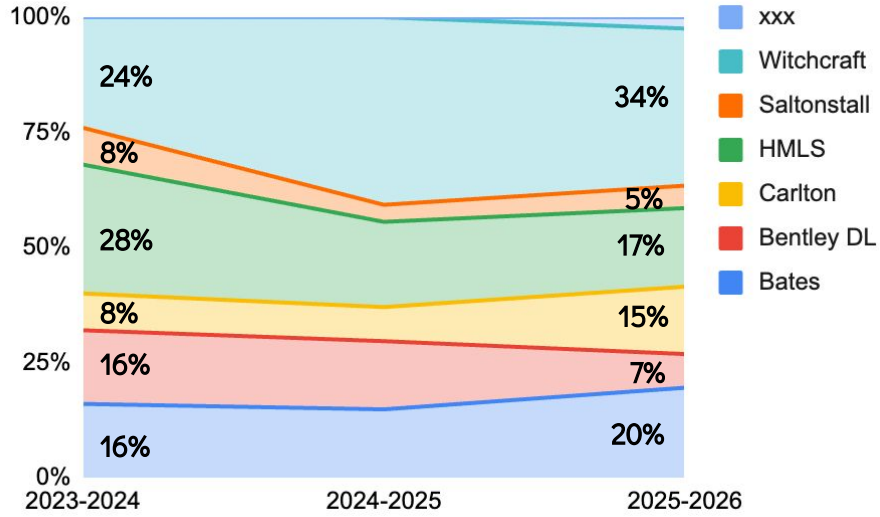
Gallows Hill (n=93), Highland Ave. (n=71) North Salem (n=72), *Out of District (n=53),* The Point (n=122), South Salem (n=118), Vinnin Square (n=42) and Witchcraft Heights (n=56)

Taken together, these represent **84% of all preferences** in the past 3 years.

Are Gallows Hill's K 1st Choices Changing Over Time?

Yes! Both the number and proportion of families choosing Witchcraft, Carlton, and Bates as their first choice has increased substantially over time, while 1st choice preference for Saltonstall, Horace Mann, and Bentley's DL program have decreased.

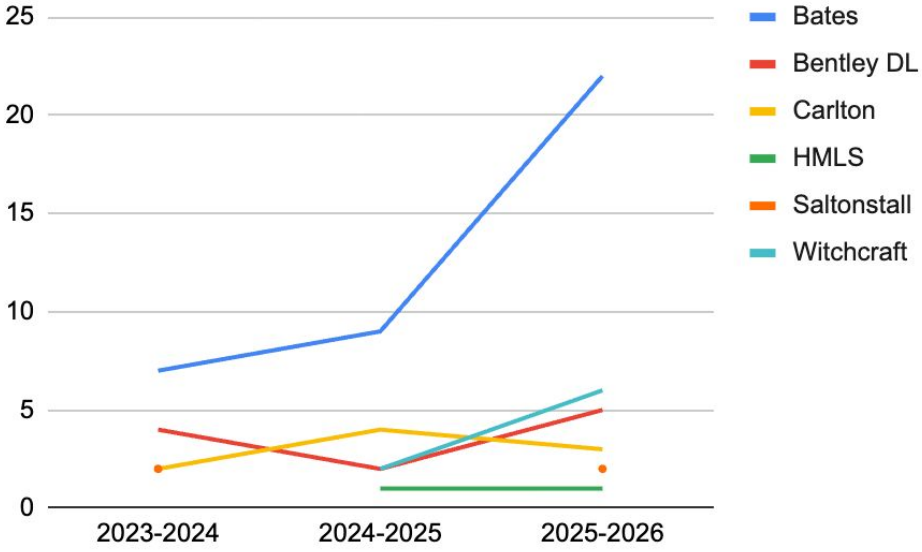


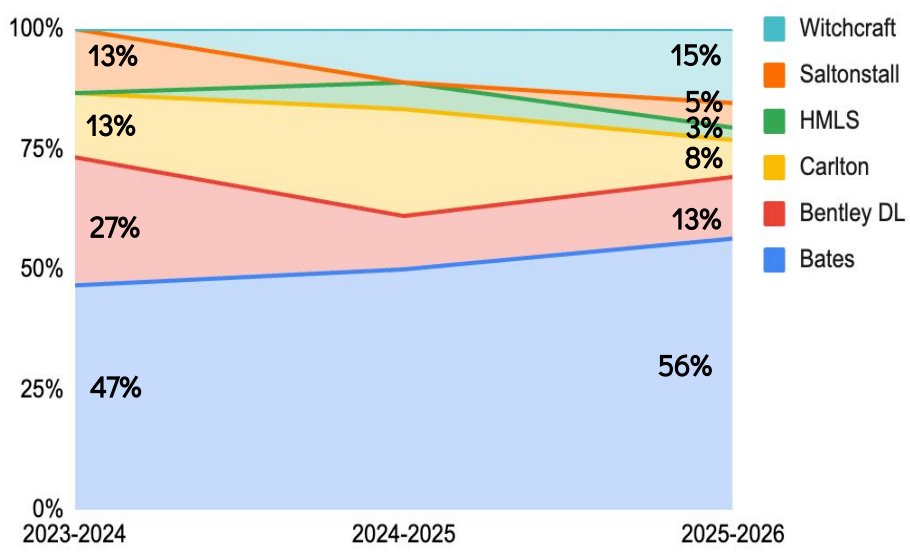


Reflects all registrations from the past 3 years (n=93)
xxx = choice left blank

Are North Salem's K 1st Choices Changing Over Time?

Yes! Both the number and proportion of families choosing Bates as their first choice has increased over time. Witchcraft has also grown dramatically in popularity, while 1st choice preference for Carlton, Saltonstall. and Bentley's DL program have decreased.

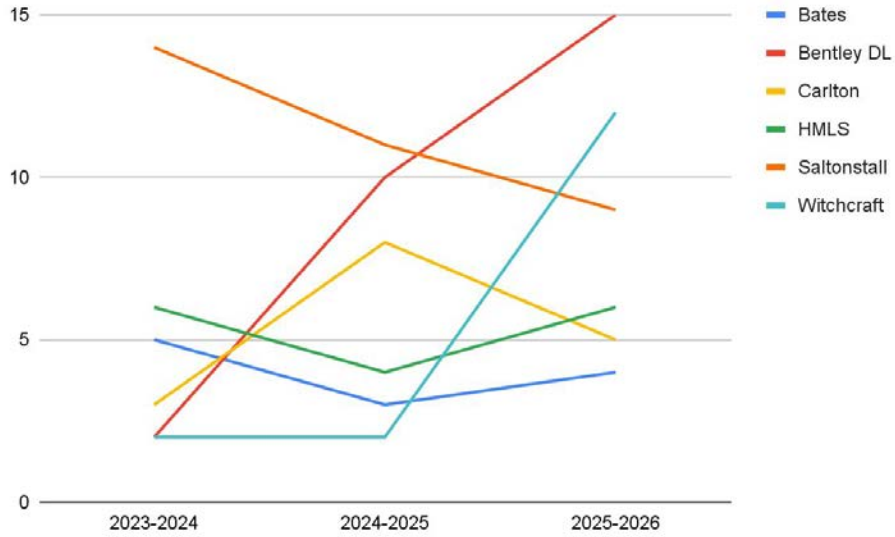


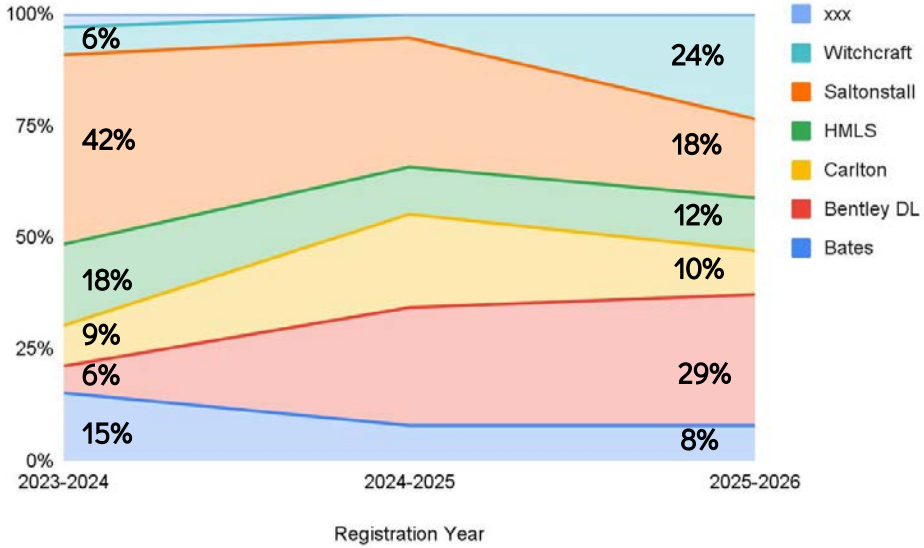


Reflects all registrations from the past 3 years (n=72)
xxx = choice left blank

Are The Point's K 1st Choices Changing Over Time?

Yes! Bentley's DL program and Witchcraft have grown in popularity for families in The Point, but preference for Saltonstall, Bates, and Horace Mann has decreased.

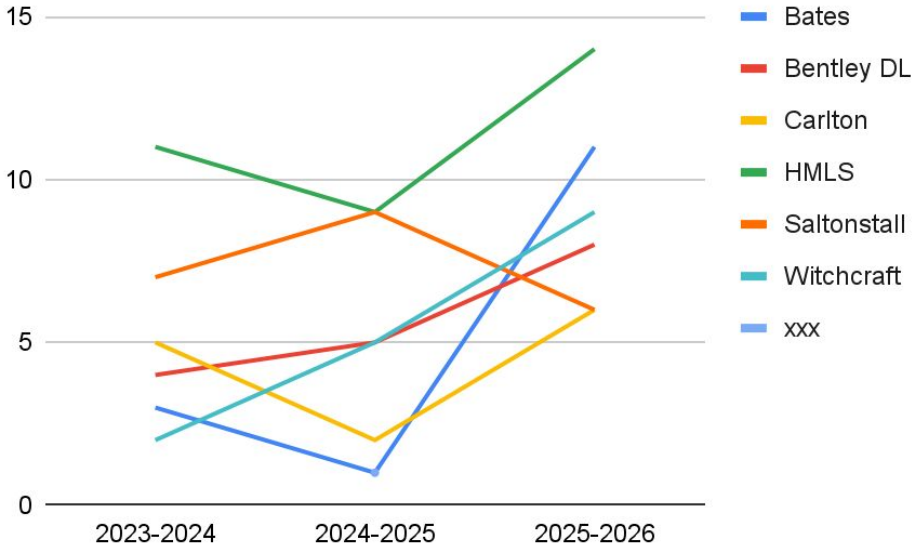


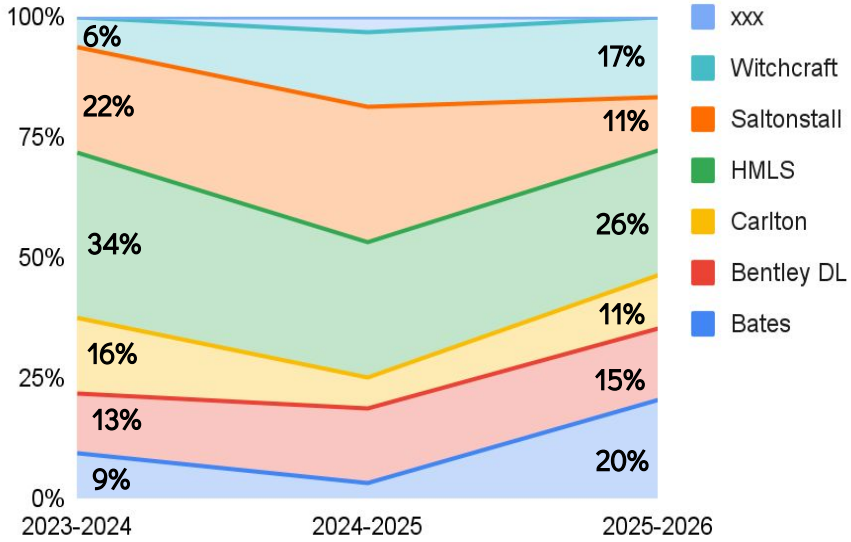


Reflects all registrations from the past 3 years (n=122)
xxx = choice left blank

Are South Salem's K 1st Choices Changing Over Time?

Yes! Bates and Witchcraft were preferred for twice the proportion of South Salem families in 2025-26 as compared to two years earlier, while preference for Saltonstall has halved.

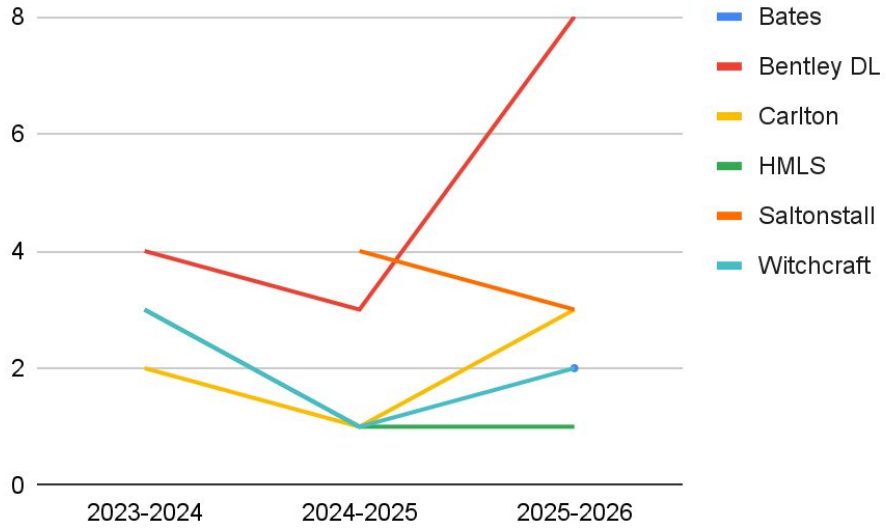


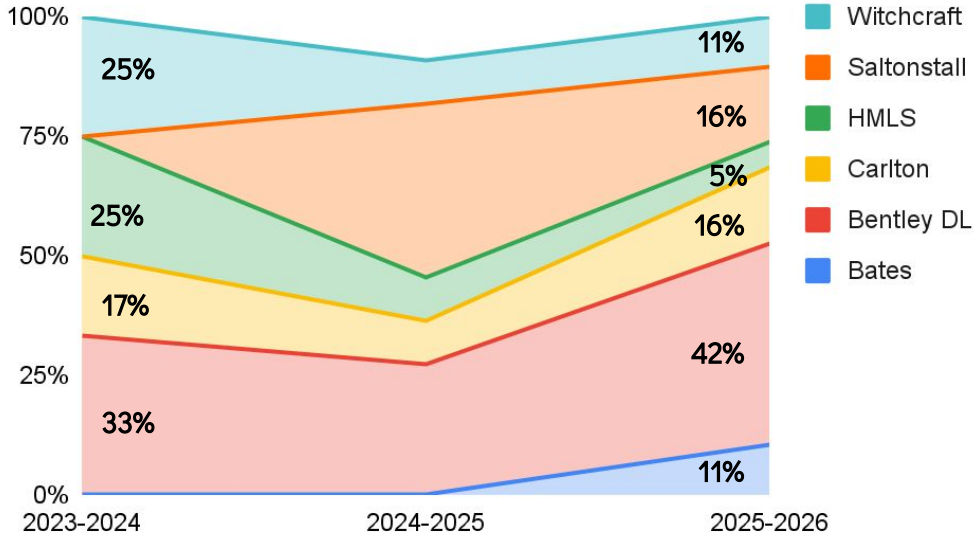


Reflects all registrations from the past 3 years (n=118)
xxx = choice left blank

Are Vinnin Square's K 1st Choices Changing Over Time?

Yes! There has been a sharp increase in preference for Bentley DL program, Bates, and Saltonstall but a decrease in both Witchcraft and Horace Mann.

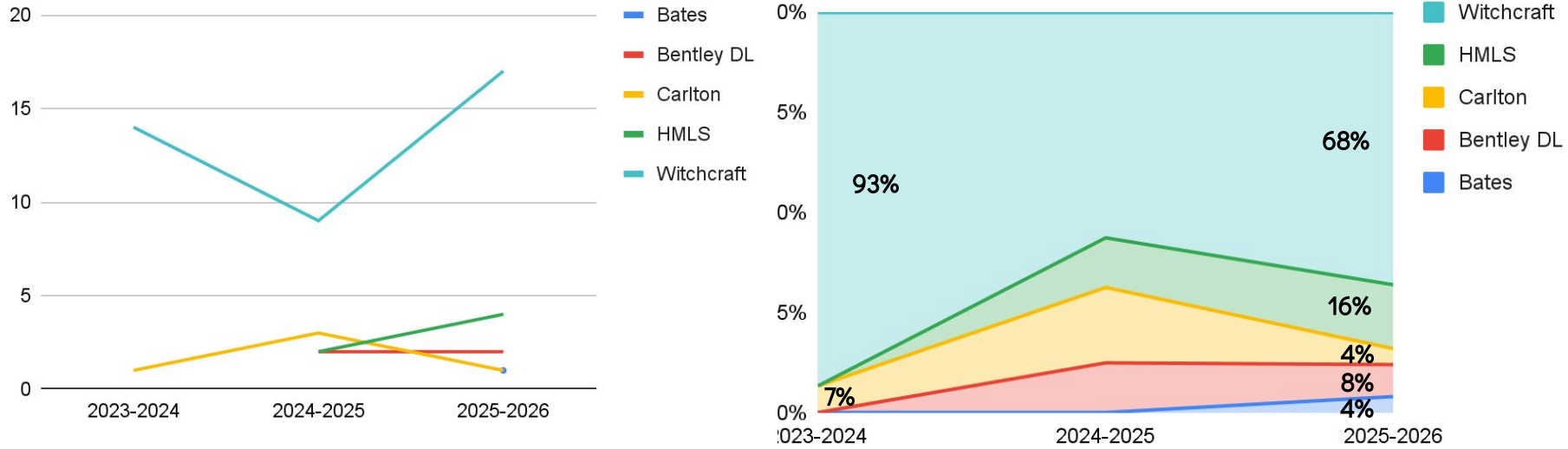




Reflects all registrations from the past 3 years (n=42)
xxx = choice left blank

Are Witchcraft Heights' K 1st Choices Changing Over Time?

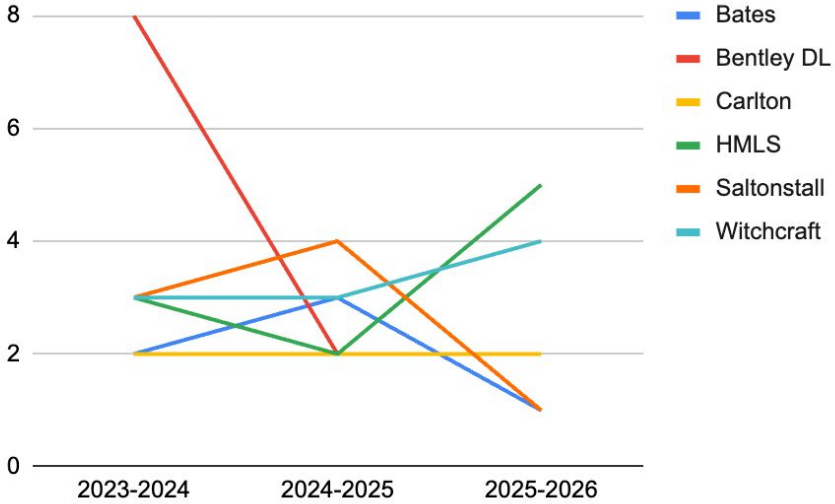
Yes! While the number of families who chose Witchcraft 1st increased over time, the overall proportion of families decreased as families began choosing other schools like Horace Mann, Bentley DL program, and Bates. Preference for Carlton decreased.

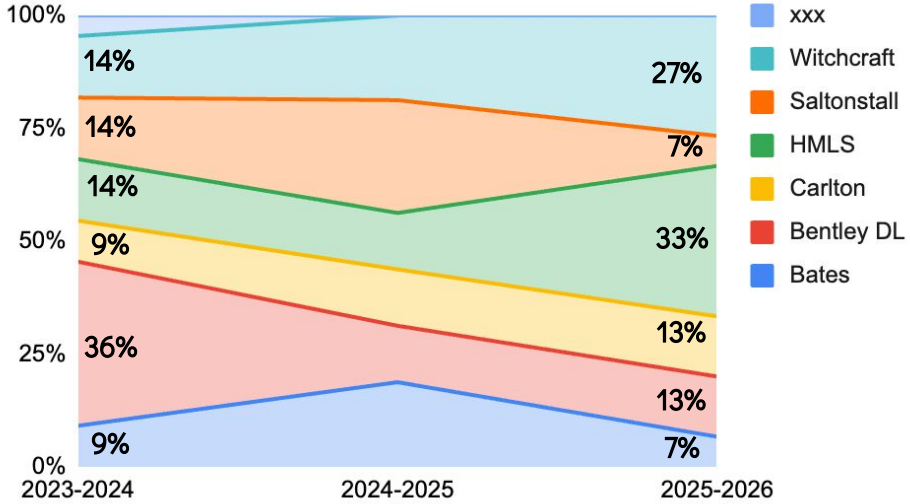


Reflects all registrations from the past 3 years (n=56)
xxx = choice left blank

Are *Out of District* K 1st Choices Changing Over Time?

Yes! The proportion of families who chose the Bentley DL program and Saltonstall decreased by at least half over time, the overall proportion of families increased by more than 13 percentage points at Witchcraft and Horace Mann.





Reflects all registrations from the past 3 years (n=53)
xxx = choice left blank

Fact Base: Facilities Master Plan

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Facilities: FMP Facilities Condition Assessments

The district FMP executed by CannonDesign provided significant data and resources

The following resources were previously created by CannonDesign and presented to SPS. We take no credit for this work and acknowledge and thank the team that produced these resources.

We have not had the opportunity to speak with CannonDesign.

SFMP Recommendations

This slide previously created and shared by CannonDesign

Operational Scenarios

1. Current Operational Model
2. P/K-5 Districtwide
3. P/K-8 Districtwide
4. P/K-6 Districtwide plus new SalemMiddle/High School

High School Options

A. Salem High School Renovated in Place
B. Salem High School Rebuilt
C. Horace Mann repurposed as part of SalemMiddle/High Schoolcampus

Alternative Education Options

A. Salem Prep and New Liberty continue in their current locatior
B. Salem Prep and New Liberty move close to but separate from SHS
C. Salem Prep and New Liberty Move, but not near Salem High Schoo

Pre-School Options

A. PK Programs Remain at Bates, Bentley, & Horace Mann
B. PK Programs at Every Elementary
C. One Specialized PK Center
D. One Specialized PK-K Center

Elementary School Options

A. Continue operating all current elementary schools
B. ''Newer-Fewer' Elementary Consolidation

School Placement Policy

A. Continue Enrollment Choice Policy
B. Neighborhood School Assignment Policy

Renovations | Additions | New School | Replacement | Grade Reconfiguration | Consolidation / Repurpose | Attendance Policy Change | Recommended Option

Assessing Buildings & Locations

This slide previously created and shared by CannonDesign

	Bates PK-5	Bentley PK-5 & ECC PK-K	Carlton K-5	Horace Mann PK-5	Saltonstall K-5 (2025)	Witchcraft Heights K-5
Student Proximity	●●●○○	●○○○○	●●○○○	●●●●○	●●●●●	●●●○○
Community Presence & Access	●●○○○	●●○○○	●●●●○	●●●○○	●●●●●	●●●●●
Building Condition	●●○○○	●●●○○	●●●○○	●●●●○	●●●●○	●●●○○
Adequate Spaces	●●●●○	●●●●○	●●●○○	●●●●○	●●○○○	●●●●●
Grounds	●●○○○	●●●●○	●●○○○	●●●○○	●●●○○	●●●●●
Current Size	●●●○○	●●●○○	●○○○○	●●○○○	●○○○○	●●●●○
Capacity for Growth	●●○○○	●●●●○	●○○○○	●●●●●	●●○○○	●●●●●
Flood Resilience	●●●●○	●○○○○	●●●○○	●●●●●	●●●○○	●●●●●
Energy Efficiency & Sustainability	●●●○○	●○○○○	●●○○○	●●●○○	●●●●○	●●○○○
Operational Cost	$ $ $ $ $	$ $ $ $ $	$ $ $ $ $	$ $ $ $ $	$ $ $ $ $	$ $ $ $ $

Resiliency – Sea Level Rise

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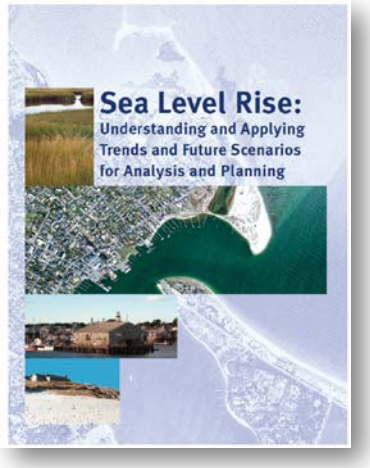
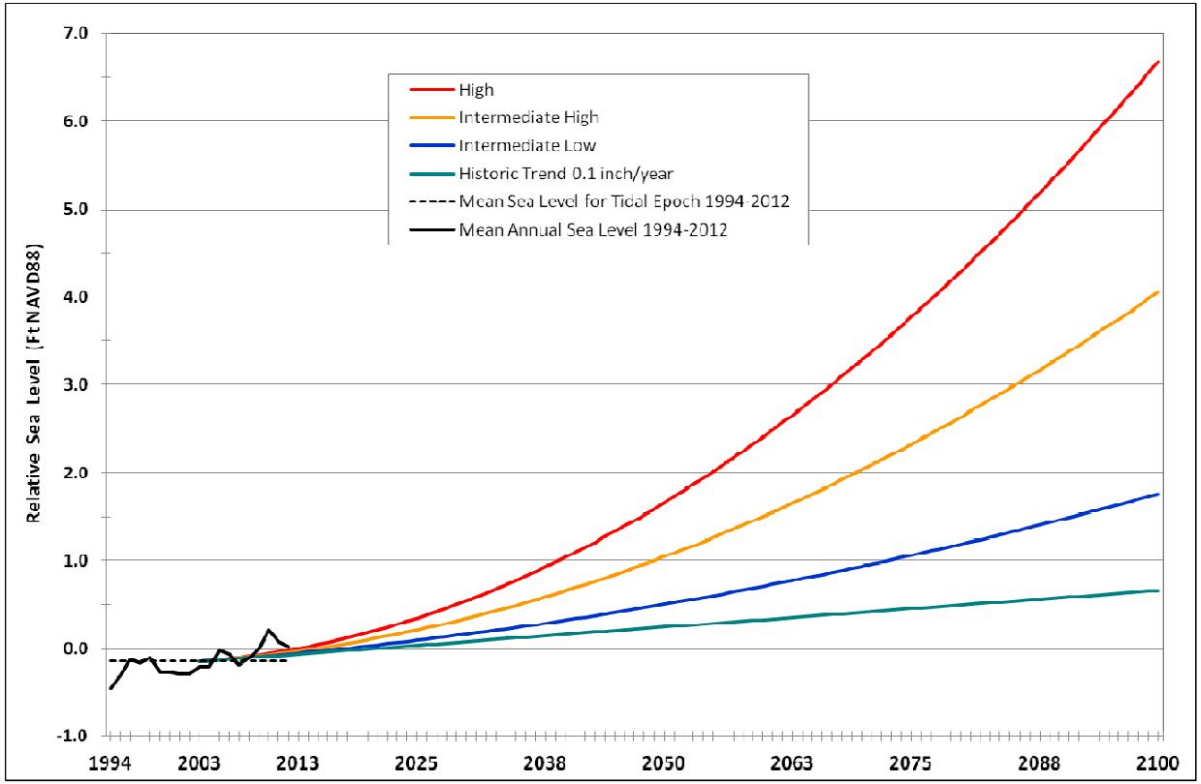
2013 Commonwealth Study references local sea level rise of up to 6+ feet by the year 2100.





Resiliency – Sea Level Rise

At 4 feet sea level rise:

- 2% of Bentley campus under water
- ~30 SPS students' homes (1%) displaced

At 6 feet sea level rise:

- 6% of Bentley campus under water
- ~200 SPS students' homes (5%) displaced

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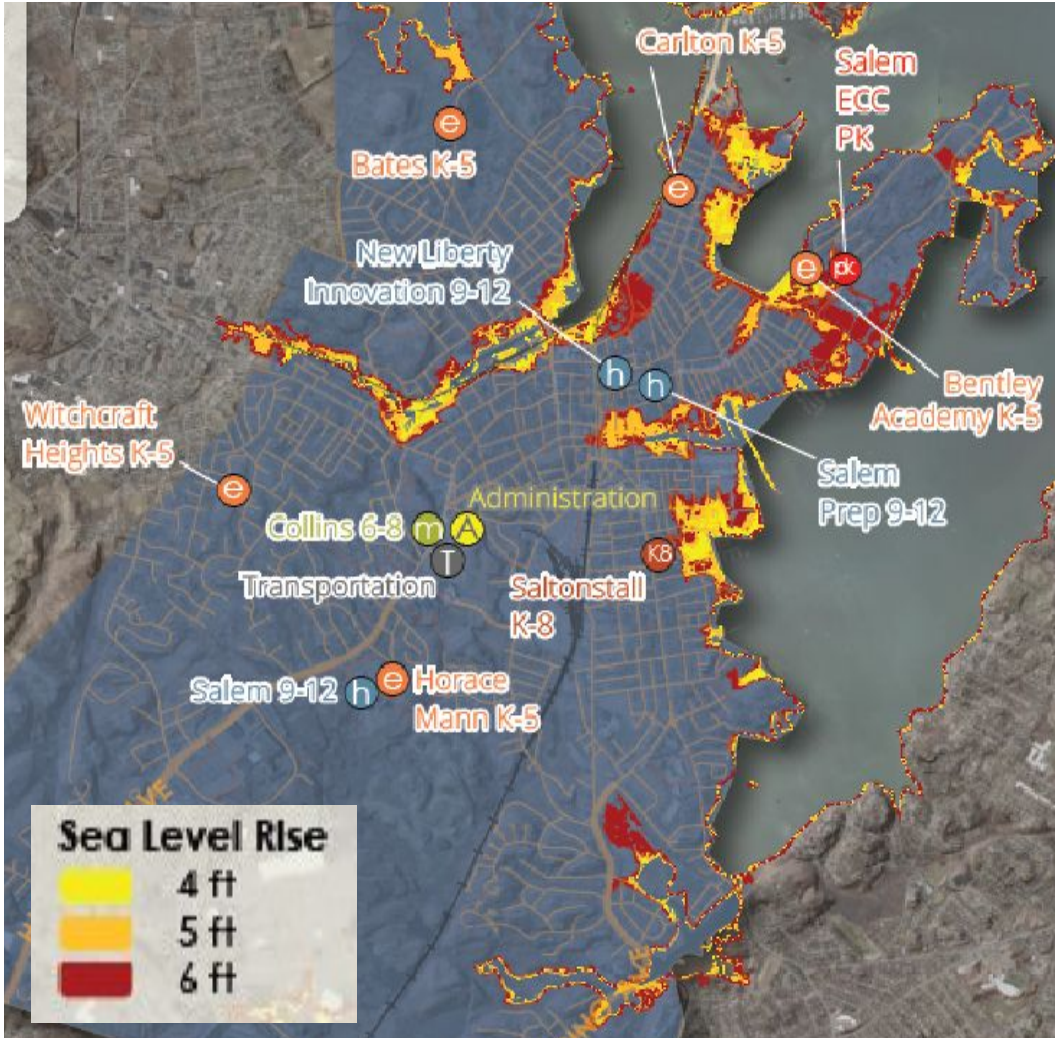

Resiliency – Hurricane Risk

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The Patriot Ledger

Massachusetts is at greater risk of hurricanes in record-setting storm season

Dinah Voyles Pulver USA TODAY NETWORK

Published 7:00 a.m. ET Aug. 29, 2020

View Comments

Waves pound the seawall in the Brant Rock section of Marshfield during Hurricane Sandy on Oct. 29, 2012. *Patriot Ledger File Photo*

% of Campus within Hurricane Surge Inundation Zones				
School	**Category 1**	**Category 2**	**Category 3**	**Category 4**
Bates	15%	19%	22%	29%
Bentley	2%	76%	100%	100%
Carlton	0%	6%	29%	100%

Source: NOAA

Aug 2020:

In Massachusetts, the Colorado State University team predicted the odds of a land-falling hurricane this year at 10%, compared to a historical probability of 6%.

Facilities: Updates since the Facilities Master Plan (FMP)

Since the FMP and the work of CannonDesign, we have added data

The following additional information is available:

- Updates based on events since the FMP was conducted
  - Salem moved from a vision of K-6 elementaries and a 7-12 high school to keep K-5, 6-8, and 9-12
  - Conducted several facilities projects
- Assessment of current conditions in facilities by the facilities department

Fact Base: Facilities

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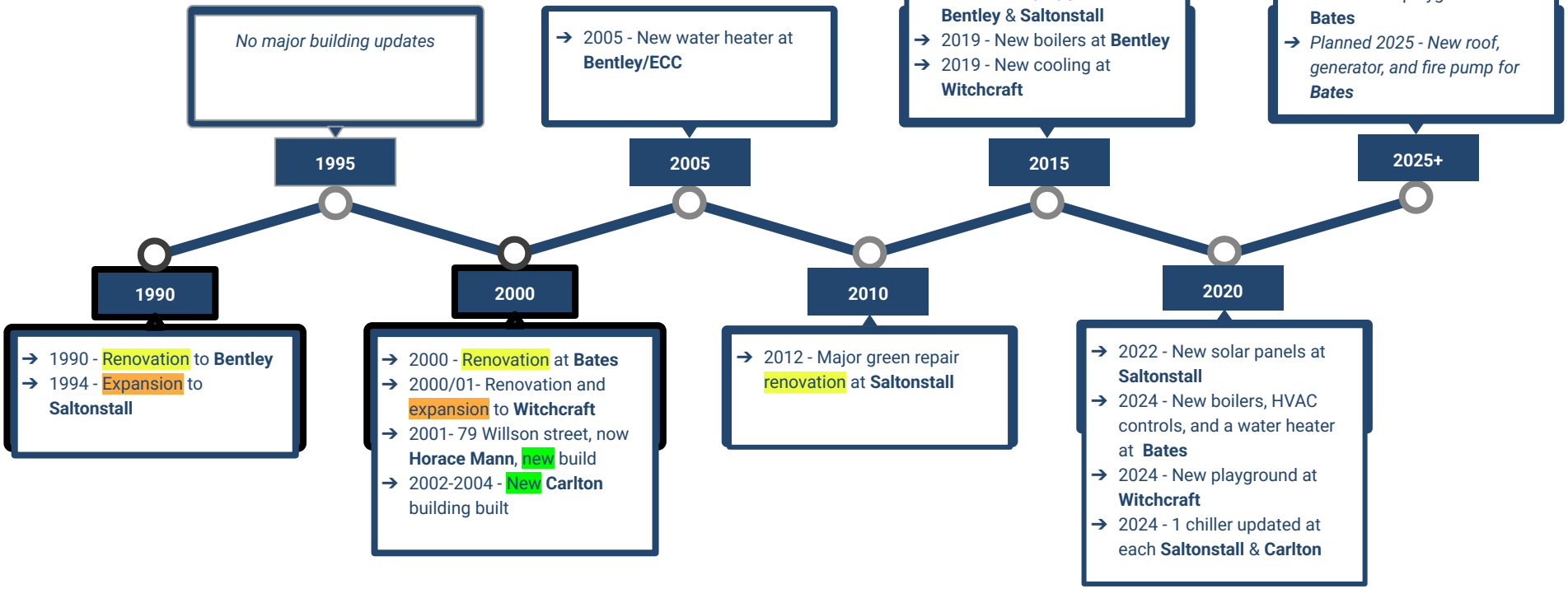
Facilities: A timeline of major projects
1990 - present

New | Expansion | Renovation



Facilities: Bentley's Timeline

Since it was built in 1962, it only had one renovation in the same time that...

- Carlton had a major addition (1967) and a new building (2004)
- Bowditch had a new building (2001), Horace Mann moved in
- Saltonstall had an expansion (1994) and major green repair renovation (2012)
- Witchcraft had a new building (1972) and renovation/expansion (2000-2001)

*Bates was built 8 years later (1970) but had major updates in 2000 that included cooling and plumbing upgrades. This has left it in better shape than Bentley, although it arguably has had the same amount of major work to it.

Facilities: Age and Maintenance Condition of Select Building Systems

The facilities department tracks the condition of major building systems

Building	Roof	Boiler	HVAC Control	Cooling	Vents + Ducts	Windows	PA & Intercom	Paved Areas	Emergency Generator	Water Heater	Other
Bates	25*	1	1	25	25	25	25	1	1	1	Fire Pump Update*
BAIS/ECC	10	6	35	8/NA✣	35	35	33		33	20	Sprinkler Expansion Electrical Wiring
Carlton	21*^	21*	1	21*	25	21	3		23	21	
HMLS	24*	24*	1	24*	24	24	23	0	23	24	
Salt.	13	13	1	13	13	13	13		29	13	Foundation Review*
WHES	25	25	1	6	25	24	24		1	1	

* MSBA invitation or project in process

^ Carlton roof is in fair condition, but is older, should receive proactive replacement, and needs update to support HVAC/electrification updates

✣ Most of Bentley/ECC relies on window units for cooling

Like New	Requires Extra Maintenance
Needs Routine Care	Obsolete or in Disrepair

← KEY

= Age of Component (years)

Not all components have listed ages

Facilities: Defining Building HVAC Systems

Several components go into the environmental system of a building, including:

Building Components and Terms

- **HVAC**: The umbrella term for heating, ventilation, and air conditioning, covering both the flow of fresh air and temperature control.
- **Roof-top Unit (RTU)** : Sometimes called an 'air handler', the RTU moves air throughout the building, connected to a full HVAC system or individual vents. In some situations the RTUs handle temperature as well. There are a wide range of RTU sizes.
- **Boiler** : The standard heating system for a building, fueled by natural gas. Salem is moving away from boilers to decarbonize. Typically a building would have 2 boilers (Bates has 3 small) for shared load/redundancy should one undergo maintenance or fail.
- **Chiller** : Air conditioning unit that uses refrigerant and connects to the HVAC system, either full ductwork or older vents.
- **Air-Source Heat Pump** : Often just called a 'heat pump', these systems are similar to a 'mini-split' inverter that can heat or cool a building. Includes the outdoor condenser and an air handler. They do not perform as well below certain temperatures.
- **Geothermal/Ground-Source Heat Pump (GSHP)** : An HVAC system that uses the stable ground temperature to heat or cool a building. Requires complete ducts and modern infrastructure.

Facilities: Defining Building HVAC Systems

There are several possible configurations of systems

For Airflow: **EITHER** an air handler/RTU moves the air through the building **OR** a heat pump system (air-source or ground-source) drives the airflow.

- ➢ A heat pump system requires upgrading to full HVAC ductwork.
- ➢ An air handler can work through upgraded HVAC ductwork or through the current ductwork or mechanical piping.

For Heating: **EITHER** a traditional boiler working through pipes **OR** a heat pump system working through HVAC ducts heats the building.

- ➢ A heat pump system allows more precise fine-tuning of temperature in different areas across the building, whereas a boiler is set to an overall level that delivers different heat to different parts of the building.
- ➢ Typically a building would have 2 boilers (occasionally 3 smaller ones) for shared load and redundancy should one be undergoing routine maintenance or fail.

For Cooling: **EITHER** a specific RTU that has capacity to cool **OR** small-scale window units in individual spaces **OR** a chiller connecting through ducts **OR** a modern heat pump system can cool a building.

- ➢ Generally, there will be multiple units, each serving a different section of building.

Note that modern electrified heat pump systems require more robust electrical infrastructure for buildings, because they are using that infrastructure more. However, they do not require any additional fuel source like natural gas.

Facilities: Current Elementary Building HVAC Systems

SPS elementary buildings have varying system configurations

Building	Airflow	Heating	Cooling	Distribution
Bates	11 RTUs (6-15 tons)	3 boilers (smaller)	1 Chiller (130 tons)	Some Ductwork Hydronic Piping
Bentley/ECC	1 RTU (6 tons) 5 Air Handlers (10k-12k CFM)	2 boilers (standard)	RTU cools front area 50 window units for most spaces	Some Ductwork Hydronic Piping
Carlton	6 RTUs (6-35 tons)	2 boilers (standard)	1 Chiller (54.9 tons)	Some Ductwork Hydronic Piping
Horace Mann	11 RTUs (15-40 tons)	2 boilers (standard)	1 Chiller (175 tons)	Some Ductwork Hydronic Piping
Saltonstall	7 Air Handlers (12k CFM/each)	2 boilers (standard)	3 Chillers (101 tons/each)	Some Ductwork Hydronic Piping
Witchcraft	6 RTUs (4.5-30 tons)	2 boilers (standard)	1 Chillers (230 tons)	Some Ductwork Hydronic Piping

CFM = cubic feet per minute

Facilities: Goal Elementary Building HVAC Systems

SPS is moving towards a standard, modernized HVAC configuration. Ideally, major updates will put modernized systems in place, which are electrified.

Airflow	Heating	Cooling	Distribution
Primary: Heat Pump System with upgraded Ductwork			
No RTUs remain	Possible boilers remain as backup	No chiller remains	Auxiliary: Hydronic Piping

SPS has two reference points for calculating the costs of such a system:

- Rough estimate for Bentley/ECC: $3-4 million
- Calculated project costs for Horace Mann: $5 million+

SPS Facilities has projected a prioritization of HVAC system upgrades based on need:

1. Carlton, Bentley/ECC, Horace Mann
2. Bates and Witchcraft
3. Saltonstall

Facilities: Goal Elementary Building HVAC Systems

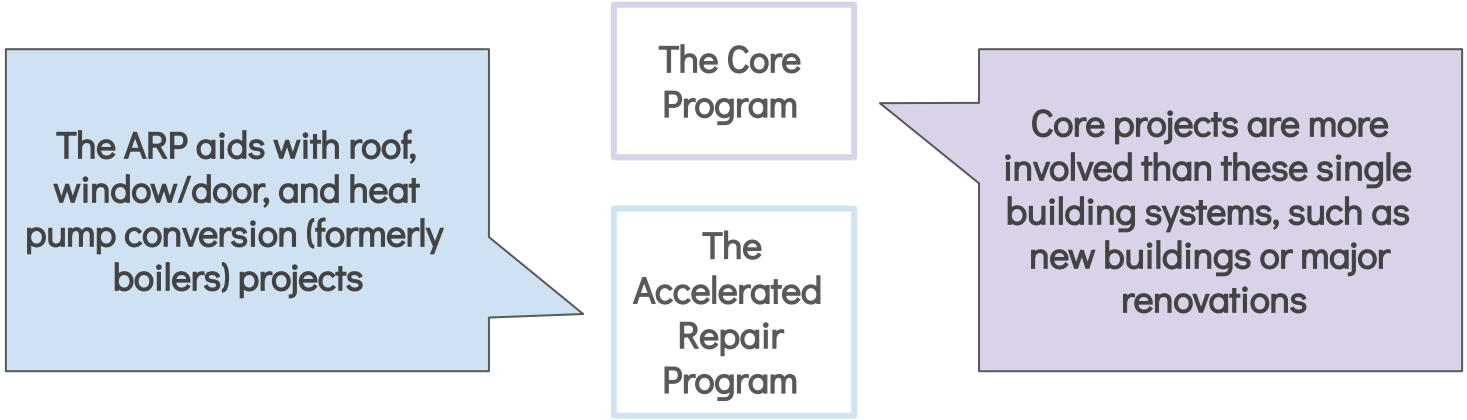
SPS is moving towards a standard, modernized HVAC configuration →

Airflow	Heating	Cooling	Distribution
Primary: Heat Pump System with upgraded Ductwork			
No RTUs remain	Possible boilers remain as backup	No chiller remains	Auxiliary: Hydronic Piping

Building (Priority)	MSBA 2025 ARP Invite	Would Apply ARP 2027	Steps Needed to Achieve This
Bates (2)		✓	Using repairs to hold for upgrade
Bentley/ ECC (1)		✓	Scope unlikely without MSBA financial support; requires significant project to add ductwork, electrical capability for full system, & machinery *[Possibly requires year of empty building]*
Carlton (1)	✓		System upgrade would include roof as part of project
HMLS (1)	✓		Applied for other grants (TESE/Green Communities); if received, MSBA+grants cover all costs
WHES (2)		✓	If not pursuing this project, would need a boiler project
Saltonstall	No current plans to upgrade, because this is newer system		

Facilities: The Massachusetts School Building Authority (MSBA)

The MSBA is a state agency that supports communities with school facilities projects, through two main programs:



The MSBA operates both to streamline the process for school projects and to help fund them. Districts apply for competitive funds through MSBA and if selected are reimbursed at rates up to around 75% of eligible costs for recent projects.

The Salem High School project is in the MSBA Core program.
If a building is closed after an MSBA project, it must be repaid.

Facilities: MSBA Policy and Considerations

MSBA funds are allocated through competitive processes with specific timelines

The MSBA runs processes at regular intervals to identify and vet district proposals.

These processes begin when districts submit "Statements of Interest" (SOIs) for projects during open submission periods announced by the agency.

After SOIs are reviewed, the MSBA invites a subset of applicants to advance in the process. Several stages continue from there .

Projects take from months to years to implement, depending on scope and the speed of the local district in working with the agency.

It is not uncommon for districts to have multiple schools receiving ARP assistance at once.

Facilities: Current Elementary Projects in Development

School	Status	Project	Cost Estimate (before grants)	Funding Sources	Notes
Bates	Summer 2026	New Roof	$2.6 million	Capital + MSBA	
Bates	Imminent, Nov. 2025	Fire pump	$100,000	Capital	
Carlton	2025 MSBA program invitation, timing tbd	Roof, heat pump, boilers	$3+ million	Capital + MSBA	Roof work is necessary for other improvements
Horace Mann	2025 MSBA program invitation, timing tbd	Roof, heat pump, solar, boilers	$5+ million	Capital + MSBA, TESE, Green Communities	Multiple grants combined

Facilities: Utilities usage range across buildings (in units used)

Building	Electricity Use (KwH)		Natural Gas Use (Therms)	
	FY24	FY25	FY24	FY25
Bates	314,400	399,200	25,780	6,930
Bentley/ECC*+	92,756	132,237	7,667	4,833
Carlton	169,600	318,800	14,169	4,428
HMLS	633,400	662,000	19,197	411
Saltonstall*^	182,653	300,147	12,438	2,623
Witchcraft*^	197,984	155,294	24,578	6,288

SPS does not directly pay for water or internet

** Facilities with solar panels*
+ Bentley/ECC does not have building-wide cooling
^ Hosted summer school in 2025

Facilities: Utilities costs range across buildings (in $ cost)

Building	Electricity costs		Natural Gas Costs		*Combined Utilities Costs*	
	FY24	FY25	FY24	FY25	FY24	FY25
Bates	$97,776.60	$92,592.05	$78,627.64	$62,045.60	$176,404.24	$154,637.65
Bentley/ECC*✣	$19,937.24	$29,894.35	$58,173.20	$59,132.80	$78,110.44	$89,027.15
Carlton	$56,114.12	$80,969.27	$28,549.80	$43,673.80	$84,663.92	$124,643.07
HMLS	$158,907.73	$139,275.98	$53,960.06	$91,028.52	$212,867.79	$230,304.50
Saltonstall*^	$109,539.36	$102,333.43	$30,735.16	$29,438.48	$140,274.52	$131,771.91
Witchcraft*^	$57,537.39	$50,150.09	$75,697.66	$70,921.55	$133,235.05	$121,071.64

** Facilities with solar panels*
✣ Bentley/ECC does not have building-wide cooling
^ Hosted summer school in 2025

Facilities: Playgrounds

School	Early Childhood Playground	Elementary Playground	Notes
Bates	Yes	Yes (2025- PTO funded)	
Bentley/ECC	Yes	Yes (2017- PTO funded)	
Carlton	*Play area only*	*Curtis Park - city owned*	No room to build
Horace Mann	Yes	Yes (2002)	Playground assessment lists both as K-5 size
Saltonstall	Yes	Yes (2017- PTO funded)	Playground assessment lists both as K-5 size
Witchcraft	No	Yes (2024)	

2022 Playground Report

Estimated upgrade cost of buildings (2025 Dollars)

Where specific estimates not available, broad estimates for sense of scale

Building	System (s)	Min. Est. Cost	Status/Notes
Bates	Roof*	$2.6 million (74% reimbursed)	Project moving forward for summer 2026
Bates	Fire Pump*	$100,000	In progress, should complete Fall 2025
Bates	Airflow, heating/cooling, ductwork (heat pump system)	$1.8 - $2.4 million+	Second-tier priority school for this project
Bentley/ECC	Airflow, heating/cooling, ductwork (heat pump system) OR	$3 - 4 million+	High priority school for this project; will require structural work
Bentley/ECC	Cooling: replace obsolete window units	$100,000	Likely necessary if full project not done
Bentley/ECC	PA/Intercom System: Main System	$24,000	Parts no longer manufactured for current
Bentley/ECC	PA/Intercom System: Internal Wiring	TBD	Wiring out of date; part of building offline
Bentley/ECC	Windows: Updates	TBD, awaiting estimate	Project not immediately required
Bentley/ECC	Sprinkler Upgrades	TBD	Some expansion to elevate capability

**Project already proposed or in motion.*

Estimated upgrade cost of buildings (2025 Dollars)

Where specific estimates not available, broad estimates for sense of scale

Building	System (s)	Min. Est. Cost	Status/Notes
Carlton	Airflow, heating/cooling, ductwork (heat pump system), roof*	$3 million+	MSBA 2025 Process Invite; High priority school for this project; Replace old roof as part of proposed heat pump project
Horace Mann	Airflow, heating/cooling, ductwork (heat pump system), roof*	$5+ million ($5m in grants secured)	MSBA 2025 Process Invite; High priority school for this project. Other grants also
Saltonstall	PA/Intercom system	$80,761	Parts no longer manufactured for current
Saltonstall	Foundation: Work TBD through upcoming assessment	TBD, awaiting assessment	Some remediation need expected
Witchcraft	PA/Intercom system	$81,000	Parts no longer manufactured for current
Witchcraft	Boiler update	$1.8 million	Made request for FY26/FY27 capital funds
	OR		
Witchcraft	Full heat pump and HVAC system conversion	$3 million+	Second-tier priority school for this project

**Project already proposed or in motion.*

Estimated upgrade cost of buildings (2025 Dollars)

Specific estimates based on recent projects

Buildings	System	Min. Est. Cost	Notes
Bentley, Saltonstall	Emergency Generator	$120,000	
Bentley, Carlton, Horace Mann, Saltonstall	Water Heater	$50,000	
Bates, Bentley, Carlton, Saltonstall	Climate Resiliency	Unknown	Needs TBD for buildings and sites

Closing and Divesting Buildings Result in Large Facilities Related Savings

School Building	Estimated Avoided Capital Expenses	Examples of Capital Needs
Bates	$4,300,000 to $5,100,000+	New roof,* upgrade to heat pump system and modernized HVAC
Bentley/ECC	$3,000,000 to $5,000,000+	Either full HVAC update with AC (major work) or limited window unit update; New emergency generator; New PA/intercom and wiring; Water heater; Sprinkler expansion
Carlton	$3,000,000+	New roof*; upgrade to heat pump system and modernized HVAC*
Horace Mann	$1,000,000+	New roof; upgrade to heat pump system and modernized HVAC (much is grant-supported)
Saltonstall	$250,000+	Check foundation for remediation needs; New PA/Intercom
Witchcraft	$80,000^ to $3,000,000	Boiler upgrade or electrified heat pump system with electrical work and ductwork; New PA/Intercom

Facilities savings are a combination of *year to year expenses*

and the money the district *saves by <u>not</u> investing in known needed capital facilities projects.*

←

*MSBA project (at any approved stage)
**capital budget or other grants confirmed

^only this low if they can take boilers from another vacated site (e.g. Bentley/ECC)

Facilities: Mothballing buildings

When a building is no longer used as a school, it still needs to be maintained so that it does not fall into disrepair or become a health or safety hazard

Mothballing unused buildings is important so that:

➔ the sites can be reopened or reused in the future

AND/OR

➔ while offline, major health and safety risks are prevented.

For context:
https://www.nps.gov/orgs/1739/upload/preservation-brief-31-mothballing-buildings.pdf

Facilities: Phases of Mothballing Buildings

Mothballing, no matter the duration, requires short and long term investment.

Considerations:
-Short-Term lay-up
vs
-Long-term mothball

Phases of Work:
1. Assessment/Documentation
2. Stabilization/Securing: structural, pests, environmental, security
3. System setting: plumbing, fire suppression, electric, water, HVAC
4. Maintenance: consistent routine monitoring, upkeep, systems checks, ongoing grounds work

Note: Any mothballing process should consult facilities specialists

Facilities: Costs of Mothballing Buildings

Likely areas of expenses* before and while mothballing closed buildings.

Short-term Investment:

1. Comprehensive site review
2. Administration → time to monitor and upgrade
3. Infrastructure → site upgrades may be necessary to support minimal long-term maintenance

Long-term Maintenance:

1. Utilities → minimum electrical & water
2. Insurance → site responsibility
3. Security → monitoring
4. Permits/Taxes/Fees → anything local
5. Administration → time to monitor
6. Maintenance → time, effort, expenses
   a. Envelope → particularly roof, masonry
   b. Grounds → mowing, trimming, etc
   c. Systems → regular review
   d. Pest control → highly important

*These costs are potentially mitigated if the district divests of the building/property.

Note: Any mothballing process should consult facilities specialists

Facilities: Costs of Mothballing Buildings, part 1

Area	Up-front work	Up-front Cost	Ongoing operational work	Ongoing operational cost
Structural: Roof, Envelope	a. Repair any issues	Unknown (would require staff time and contracted services)	a. Monitoring b. Regular maintenance	$ - Maintenance costs T - Staff time
Structural: Windows, Doors	a. Close up windows and doors			$ - Maintenance costs T - Staff time
Security	a. Seal access b. Establish monitoring c. Establish protocols			$ - Monitoring costs T - Staff time
Pest Control	a. Mitigate any issues b. Set ongoing measures		a. Monitoring b. Regular mitigation	$ - Contracted services T - Staff time
Grounds	a. Mitigate any issues	Unknown (staff time)	a. Regular care: mow, vegetation, etc.	T - Staff time

Note: Any mothballing process should consult facilities specialists

Facilities: Costs of Mothballing Buildings, part 2

Area	Up-front work	Up-front Cost	Ongoing operational work	Ongoing operational cost
HVAC / Heating / Cooling / Environmental	a. Repair any issues b. Close up, drain pipes, deactivate unneeded components c. Establish environmental and system settings/ protocols	Unknown (would require staff time and contracted services)	a. Monitoring b. Regular maintenance	$ - Baseline heating (fall, winter, spring) and cooling (summer) T - Staff time
Electrical				$ - Lower usage T - Staff time
Water				$ - Extremely low usage T - Staff time
Fire Suppression				$ - Standard usage T - Staff time
Administrative	a. Revise insurance b. Revise any necessary administrative matters	Unknown (staff time, legal work)	a. Maintain insurance b. Maintain permitting or other admin needs	$ - Cheaper Fees T - Staff time

Note: Any mothballing process should consult facilities specialists

Facilities: Utilities costs for mothballed buildings

We can make some rough projections for utilities costs for an offline building

In the areas of electrical, heating, cooling, water, and custodial time:

If we assume that the cost of maintaining a mothballed building mirrors the cost of maintaining a building during a period of low usage (without programming), **then** district staff could seek to examine usage in these systems of a specific building during those times. We used a comparison of utilities costs during covid lockdowns alongside the same periods of time when in full use to derive estimates.

In the area of routine monitoring of the facility's core systems:

We should assume that the facilities team will need to monitor the structure and core systems on a standard regular schedule, taking their consistent time to do so (such as checking roofs).

In the areas of grounds maintenance and pest control:

We should assume that regular costs for lawn and vegetation maintenance will remain, and that some post control costs will increase as the building becomes unoccupied.

Facilities: Estimating utilities costs in ‘warm mothball’ buildings

Based on use changes between covid lockdown and regular usage

	Projected Utilities Costs					*Projected Savings*		
	FY 25 Total Cost	Expected cost if low usage based on 2025; (pre-inflation)	FY26 low-usage Cost if low inflation	FY26 low-usage Cost if high inflation	Projected FY26 low-usage cost, mean proj. inflation	Savings if low inflation	Savings if high inflation	Mean savings
Bates	$154,637.65	$102,448.42	$57,663.25	$59,936.37	**$58,799.81**	$115,826.86	$120,665.16	**$118,246.01**
Bentley/ ECC	$89,027.15	$67,266.19	$24,276.10	$25,257.15	**$24,766.62**	$73,965.83	$76,844.81	**$75,405.32**
Carlton	$124,643.07	$90,861.22	$37,442.83	$38,931.02	**$38,186.93**	$102,839.53	$107,146.76	**$104,993.14**
HMLS	$230,304.50	$161,968.94	$75,654.78	$78,652.82	**$77,153.80**	$182,823.40	$190,430.30	**$186,626.85**
Salt.	$131,771.91	$96,671.69	$39,078.01	$40,649.13	**$39,863.57**	$110,398.99	$115,122.08	**$112,760.54**
WHES	$121,071.64	$76,473.79	$49,464.59	$51,434.06	**$50,449.33**	$84,803.29	$88,178.18	**$86,490.74**

Closing and Divesting Buildings Result in Large Facilities Related Savings

	Annual Savings (2025 Dollars)			
School Building	Estimated Utilities Savings (FY25)	+ Estimated Operational Staff Savings*	− Estimated Mothball** Costs *(if not divested)*	= EST. TOTAL ANNUAL SAVINGS
Bates	$154,637.65	$152,763.80	$58,799.81	**$248,601.64**
Bentley/ECC	$89,027.15	$152,763.80	$24,766.62	**$217,024.33**
Carlton	$124,643.07	$136,793.56	$38,186.93	**$223,249.70**
Horace Mann	$230,304.50	$152,763.80	$77,153.80	**$305,914.50**
Saltonstall	$131,771.91	$136,793.56	$39,863.57	**$228,701.90**
Witchcraft	$121,071.64	$136,793.56	$50,449.33	**$207,415.87**

*These are the average salaries for several site-based roles.
**Estimate is of projected utilities costs with avg. of projected inflation range, by far the largest annual expense of mothballing.

Facilities savings are a combination of *year to year expenses*

←

and the money *saved by <u>not</u> investing in known needed capital facilities projects.*

Projected 5-Year Savings of Closing a Building, after Outside Funding (2025 Dollars)

School Building	Estimated Operating Cost (5 years) +	Estimated Capital Expense Avoided =	Total Estimated 5 Year Cost Savings	*Outside Funding (secured or applied)* —	Most Optimistic Estimated 5 Year Savings =
Bates	~$1,243,008.20	~$4,300,000 to $5,100,000+	**~$5.5 - 6.3 million**	~$1,950,000 (s) + ~$1,275,000-$1,875,000 (a)	**~$1.7 - $3.1 million**
Bentley/ECC	~$1,085,121.65	~$3,000,000 to $5,000,000+	**~$4.1 - 6.1 million**	$0 (s) + $0 (a)	**~$4.1 - $6.1 million** Most
Carlton	~$1,116,248.50	~$3,000,000+	**~$4.1 million**	$0 (s) + ~$2,250,000 (a)	**~$1.9 million**
Horace Mann	~$1,529,572.50	~$5,000,000+	**~$6.5 million**	$0 (s) + $5 million (s)	**~$1.5 million**
Saltonstall	~$1,143,509.50	~$250,000+	**~$1.4 million**	$0 (s) + $0 (a)	**~$1.4 million** Least
Witchcraft	~$1,037,079.35	~$80,000 to $3,000,000	**~$1.1 - $4 million**	$0 (s) + $0 (a)	**~$1.1 - $4 million**

The most/least arrows were based on their value, or the midpoint of their value if a range is provided

Fact Base: Transportation & Choice System

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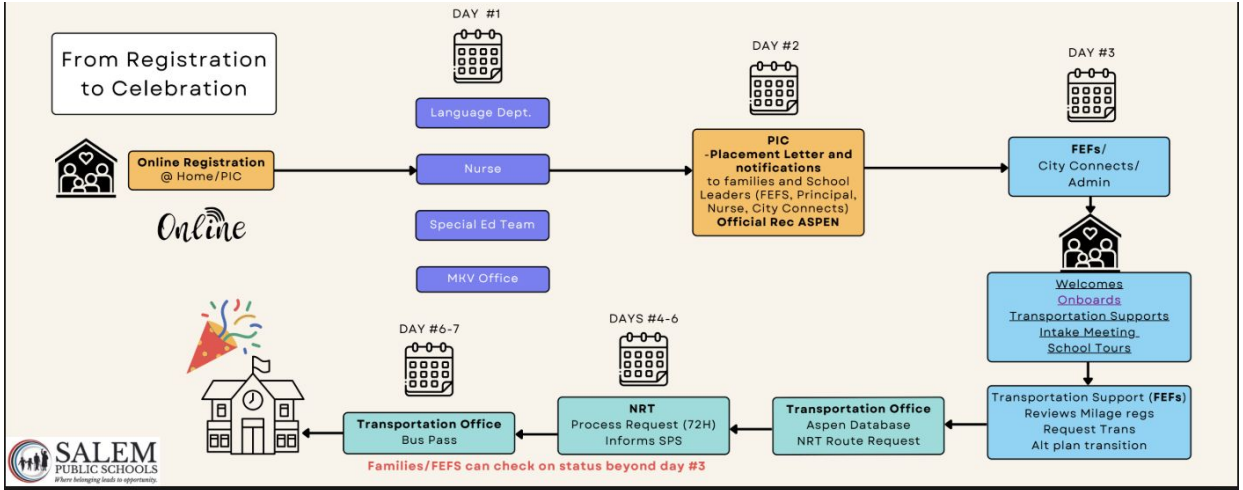
School Choice: Current Policy

Salem Public Schools currently have a "controlled choice student assignment policy" which states:

"A controlled choice student assignment policy allows Salem families the opportunity to access all of the district's schools and educational offerings regardless of where they live. A choice based system also helps to ensure that the diversity of our community is reflected in the student body attending all of the city's schools."



The Salem Public Schools choice & transportation systems are highly connected and involve multiple steps (each) for families.

Transportation: Current Factors

The Salem Public Schools transportation system is highly influenced by three things:

1. The choice and assignment policy
2. The transportation policy's guidelines for which students receive transportation
3. The physical geography and layout of the city

Transportation: Salem & State Policies

Salem School Committee Policy 3601

- Mandatory
  - Pre-K: not eligible
  - K-2: 1 mile or more
  - 3-5: 1.5 miles or more
- If additional space
  - 3-6: 1-1.5 miles also eligible on priority basis
    - Tier 1: Qualify by Economic status, Walkable route access, **and** Younger sibling ridership
    - Tier 2: Meet 2 of the 3 above
    - Tier 3: Meet 1 of the 3 above
- If not all students in a tier can be placed on a bus
  - Students within the tier will be prioritized by furthest distance to school to closest to school
- Multilingual newcomers
  - Eligible for free bus, irrespective of distance, for remainder of school year.

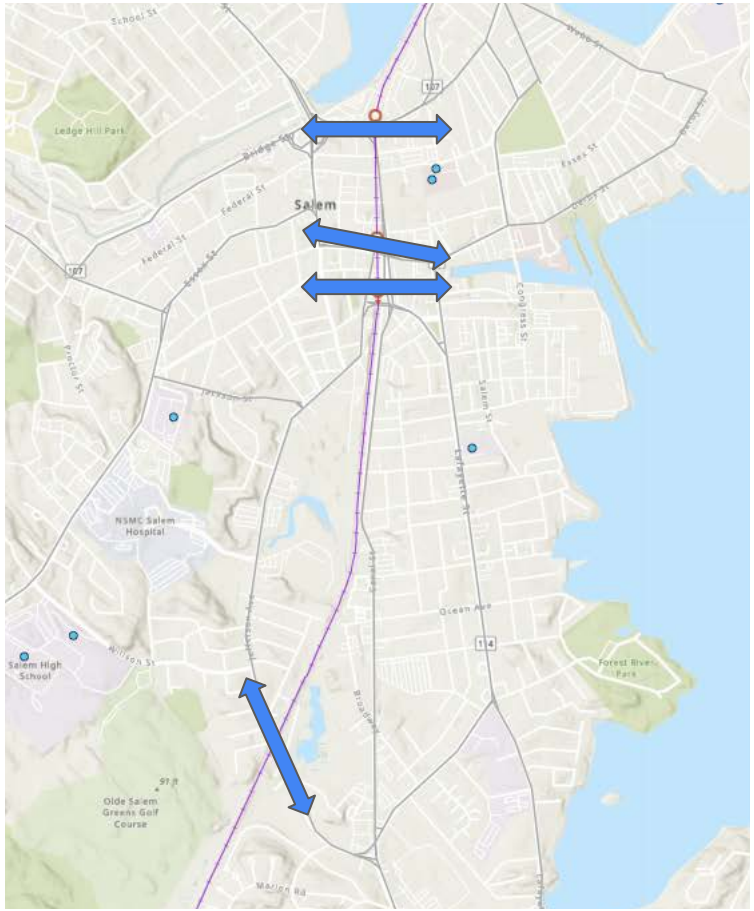
MA State Law Part 1, Title XII, Chapter 71, Section 68

- No fee in grades K-6 for students who live 2 miles or more from their school.

Transportation: Geography

Traffic flows in Salem are divided by the North-South railroad tracks

- Driving between East and West sides of the city relies on *only* two major crossing points:
  - North: several streets cross at downtown Salem
  - South: Jefferson Ave. goes over the rail line near its Eastern intersection with Canal St. and Loring Ave.
- This physical constraint is so prominent that each elementary school essentially has one big bus that covers East and one West



Transportation: Morning Bus Schedules

Bus	School 1 Assignment	Arrival Time 1	Window: pick up for school 2	School 2 assignment	Arrival Time 2
1*	Bentley 1 of 3	7:40am	50 minutes	Collins 1 of 3	8:30am
2	Bentley 2 of 3			Collins 2 of 3	
3	Bentley 3 of 3			Collins 3 of 3	
4	Bates 1 of 3	7:45am	45 minutes	Witchcraft 1 of 3	8:30am
5	Bates 2 of 3			Witchcraft 2 of 3	
6	Bates 3 of 3			Witchcraft 3 of 3	
7	Salem High 1 of 4	7:45am	45 minutes	Saltonstall 1 of 2	8:30am
8	Salem High 2 of 4			Saltonstall 2 of 2	
9	Salem High 3 of 4		45 minutes	Salem Acad. CS 1 of 2	8:30am
10	Salem High 4 of 4			Salem Acad. CS 2 of 2	
11	Horace Mann 1 of 2	7:40am	50 minutes	Carlton 1 of 2	8:35am
12	Horace Mann 2 of 2			Carlton 2 of 2	

From SPS Transportation Department.
*One bus that serves Bentley and Collins also does a third run to drop off students at New Liberty at 9:00am

Transportation: Afternoon Bus Schedules

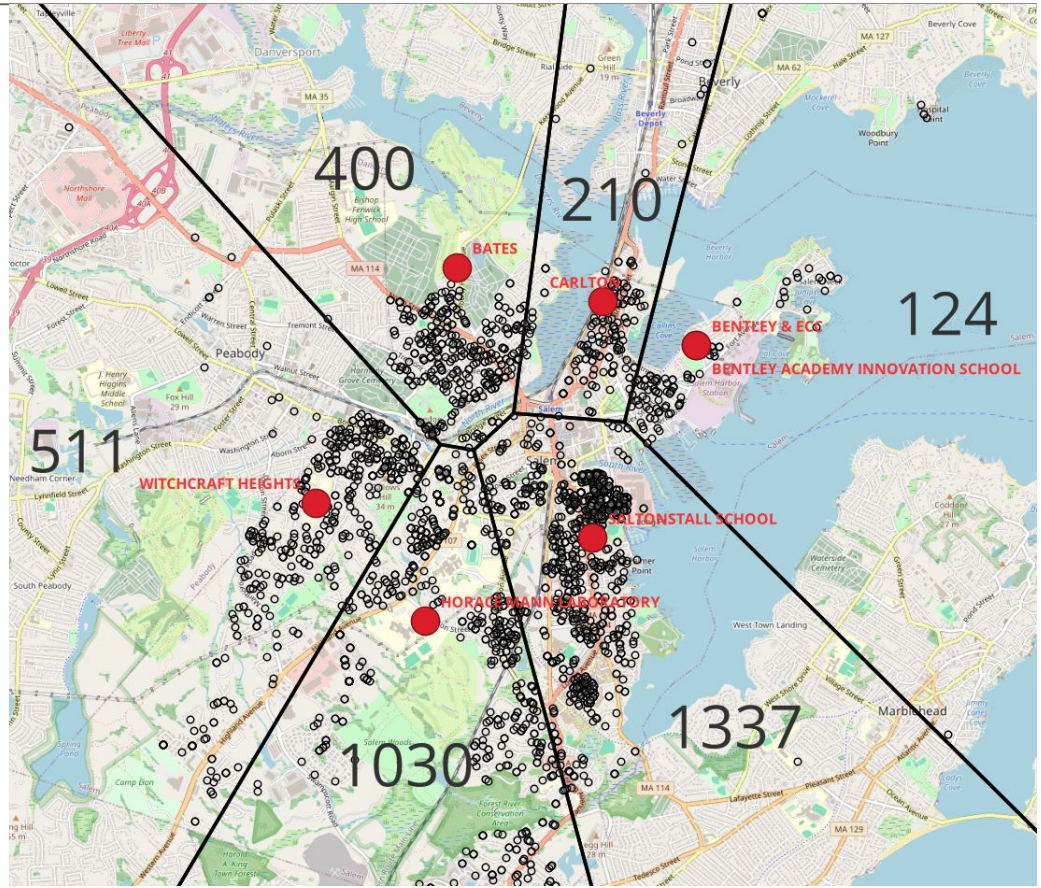
Bus	School 1 Assignment	Departure 1	Window: drop off and go to school 2	School 2 assignment	Departure 2
1*	Bentley 1 of 3	2:15pm	50 minutes	Saltonstall 1 of 2	3:05pm
2	Bentley 2 of 3			Saltonstall 2 of 2	
3	Bentley 3 of 3		60 minutes	Collins 1 of 3	3:15pm
4	Bates 1 of 3	2:20pm	55 minutes	Collins 2 of 3	
5	Bates 2 of 3			Collins 3 of 3	
6	Bates 3 of 3		45 minutes	Witchcraft 1 of 3	3:05pm
7	Horace Mann 1 of 2	2:15pm	50 minutes	Witchcraft 2 of 3	
8	Horace Mann 2 of 2			Witchcraft 3 of 3	
9	Salem High 1 of 4	2:35pm a	45 minutes	Carlton 1 of 2	3:10pm
10	Salem High 2 of 4			Carlton 2 of 2	
11	Salem High 3 of 4		70 minutes	Salem Acad. CS 1 of 2	3:45pm
12	Salem High 4 of 4			Salem Acad. CS 2 of 2	

From SPS Transportation Department.
*One bus that serves Bentley and Saltonstall also does a third run to pick up students at New Liberty at 3:45pm

Transportation: Implications of Neighborhood vs choice system

Where kids vs. schools are located

A previous analysis from Cannon for the Salem Facilities Master Plan modeled that there is wide variation in the number of students who potentially fall in the "catchment" area for each of the 6 elementary schools.



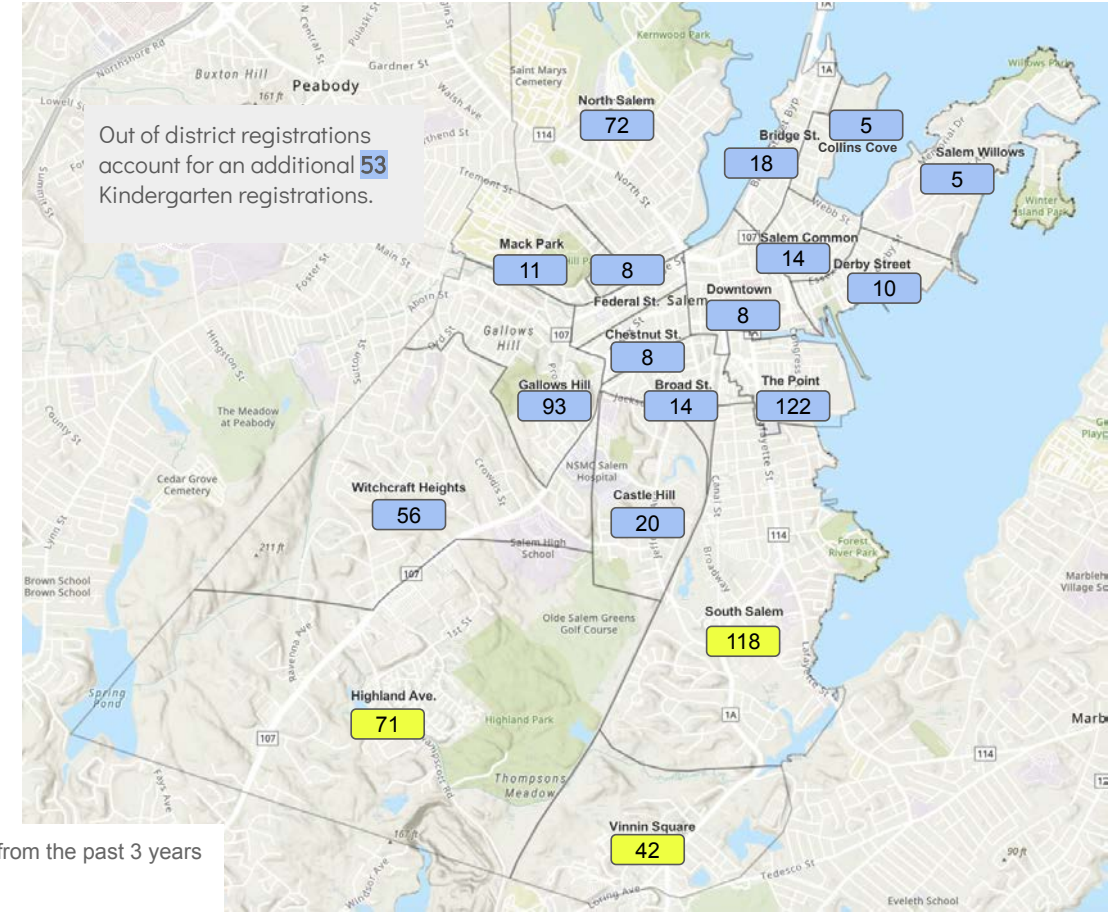
From the Cannon Presentation to a School Committee Retreat on 6/19/2025

Transportation: Implications of Neighborhood vs Choice System

Never-walkers

Our own estimates suggest that a **minimum of 20%** of all students cannot walk to *any* existing elementary school.

This is the case for all students in Vinnin Square, almost all in Highland Ave, and approximately 25% of South Salem families.



Kindergarten registrations from the past 3 years

Transportation: Examining Walkability from Large Housing Complexes

Findings (see data table on next slide)

- 80% of all K kids in large housing complexes would require bussing *no matter the enrollment policy.* (12% of K registrants in the past 3 years).
- Given geographic distribution of elementary schools and housing projects, when looking at all K registrants for those large housing complexes and (without double counting) those K registrants in the neighborhoods of Highland Ave. and Vinnin Square, it's closer to 20% of all K registrants in the past 3 years.
- Taken together, these students represent 23% of all K registering families in the past 3 years.

Source: District choice data from the past three years.

Transportation: Examining Walkability from Large Housing Complexes

Neighborhood or *Large Housing Complex*	# of K (% of total) for the past 3 years	Would these students have any "walkable" elementary options? (<1 mile)	# Not-Walkable - Requiring a Bus (% of total)
South Salem *Rainbow Terrace*	118 (16%) *23 (3%)*	75% could walk to Saltonstall, 25% No *Yes, only Saltonstall*	30 (4%) *23 (3%)*
Highland Ave. *Pequot Highlands*	71 (9%) *31 (4%)*	Only 4 kids could walk to Horace Mann *No*	67 (9%) *31 (4%)*
Vinnin Square *Loring Towers*	42 (6%) *29 (4%)*	No *No*	42 (6%) *29 (4%)*
Salem Heights (in Gallows Hill)	*33 (4%)*	No	*33 (4%)*

Source: District choice data from the past three years.

Transportation: Current Mandatory Ridership by School

	# of Mandatory Riders	% of Each School's Riders	% of *all* district SPS Riders
Bates	138	87.90%	9.45%
Bentley	132	79.04%	9.04%
Carlton	75	77.32%	5.14%
Horace Mann	93	70.45%	6.37%
Saltonstall	53	67.95%	3.63%
Witchcraft	136	89.47%	9.32%

Using data provided by the SPS Transportation Department

Transportation Scenario #1: Big Bus Projections*

Horace Mann and Saltonstall at Horace Mann

	Current Horace Mann	Current Saltonstall	New Combined at HM
# walkers	58	142	95
# eligible for big bus	43	20	72
# mandatory big bus riders	153	107	355
current/likely # of big buses (mandatory + eligible)	2	2	6
current/likely # of big buses (mandatory only)	2	2	5

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #2: Big Bus Projections*

Horace Mann and Saltonstall at Horace Mann AND Bentley to Saltonstall

	Current HM	Current Saltonstall	New Combined at HM	Current Bentley	New Bentley at Saltonstall
# walkers	58	142	95	21	102
# eligible for big bus	43	20	72	47	25
# mandatory big bus riders	153	107	355	194	139
current/*likely* # of big buses (mandatory + eligible)	**2**	**2**	*6*	enough for 4 but currently **3**	*3*
current/*likely* # of big buses (mandatory only)	**2**	**2**	*5*	**3**	*2*

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #3: Big Bus Projections*

Carlton and Saltonstall at Bentley/ECC AND Bentley to Saltonstall

	Current Carlton	Current Saltonstall	New Combined at Bentley	Current Bentley	New Bentley at Saltonstall
# walkers	70	142	86	21	102
# eligible for big bus	34	20	66	47	25
# mandatory big bus riders	135	107	347	194	139
current/*likely* # of big buses (if mandatory + eligible)	enough for 3 but currently **2**	**2**	*6*	enough for 4 but currently **3**	*3*
current/*likely* # of big buses (if mandatory only)	**2**	**2**	*5*	**3**	*2*

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #4: Big Bus Projections*

Carlton and Saltonstall at Saltonstall

	Current Carlton	Current Saltonstall	New Combined at Saltonstall
# **walkers**	70	142	212
# **eligible** for big bus	34	20	57
# **mandatory** big bus riders	135	107	239
current/*likely* # of big buses (if mandatory + eligible)	enough for 3 but currently **2**	**2**	*5,* *4 if ~8 kids opt out*
current/*likely* # of big buses (if mandatory only)	**2**	**2**	*4*

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #5: Big Bus Projections*

Carlton and Horace Mann at Horace Mann

	Current Carlton	Current Horace Mann	New Combined at Horace Mann
# **walkers**	70	58	100
# **eligible** for big bus	34	43	57
# **mandatory** big bus riders	135	153	338
current/*likely* # of big buses (if mandatory + eligible)	enough for 3 but currently **2**	**2**	*5*
current/*likely* # of big buses (if mandatory only)	**2**	**2**	*5*

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #6: Big Bus Projections*

Bentley and Horace Mann co-locate at Horace Mann

	Current Bentley	Current Horace Mann	New co-located at Horace Mann
# **walkers**	21	58	121
# **eligible** for big bus	47	43	63
# **mandatory** big bus riders	194	153	339
current/*likely* # of big buses (if mandatory + eligible)	enough for 4 but currently **3**	**2**	*6*
current/*likely* # of big buses (if mandatory only)	**3**	**2**	*5*

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #7: Big Bus Projections*

Bentley to Horace Mann AND Horace Mann and Saltonstall in Saltonstall

	Current Bentley	New Bentley at HM	Current HM	Current Saltonstall	New HM and Saltonstall at S
# walkers	21	54	58	142	214
# eligible for big bus	47	18	43	20	59
# mandatory big bus riders	194	197	153	107	248
current/*likely* # of big buses (if mandatory + eligible)	enough for 4 but currently **3**	*3*	**2**	**2**	*5*
current/*likely* # of big buses (if mandatory only)	**3**	*3*	**2**	**2**	*4*

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Transportation Scenario #8: Big Bus Projections*

Bentley to Carlton AND Carlton to *either* Horace Mann or Saltonstall

	Current Bentley	New Bentley at Carlton
# **walkers**	21	24
# **eligible** for big bus	47	54
# **mandatory** big bus riders	194	216
current/*likely* # of big buses (if mandatory + eligible)	enough for 4 but currently **3**	*4*
current/*likely* # of big buses (if mandatory only)	**3**	*3 exactly*

For the second part of this scenario, please view Transportation scenarios for #4 and #5

Using data provided by the SPS Transportation Department
*Door to door special education transportation is excluded as eligibility will not be impacted by any scenario

Fact Base: Food Services

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Food Services: Meals Offered

School	# Students	Staff	Breakfast	# of Lunch Blocks	Lunches/Day
Bates	413	4	Grab and Go	6	225-230
Bentley	280	4	Grab and Go	3	215
ECC	109	*Shared with Bentley*	In Classroom	N/A	85
Carlton	250	3	In Classroom	6	175-180
Horace Mann	318 +90 Pathways	4 +1 for Pathways	Grab and Go	3	225 +90 Pathways
Saltonstall	272	4	In Classroom	6	175
Witchcraft	464	4	Grab and Go	6	200-215

Values from various sources. Please note staff numbers are exact and others vary or are represented as a range due to variability depending on when they are counted.

Food Services: Considerations for Reconfiguration

Thoughtful reconfiguration decisions should consider:

1. Meal production capacity of kitchens
    a. Cooking *and* food storage (dry and cold) matter
2. Flow of space and how many purchase lines are possible
3. Lunch seating capacity of cafeteria
4. Impact of capacity on scheduling depending on enrollment size
5. Complexity of handling different requirements for Pre-K and K-5 meals
    a. Potential time/efficiency savings if Pre-K meals all prepared together

Fact Base: Resilience & Climate

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Resilience and Climate: Considerations for Reconfiguration

Any reconfiguration must take into account:

1. The potential impact of sea level rise, weather events, and flooding on facilities and their availability
2. The potential impact of sea level rise on transportation, through roads
3. Potential to move to a more energy-efficient and lower-carbon footprint
4. The carbon cost of changes (including of taking a building offline to be replaced by new construction later)

Resilience: Water Risk

Public projects have done significant work to think about flood/water risks

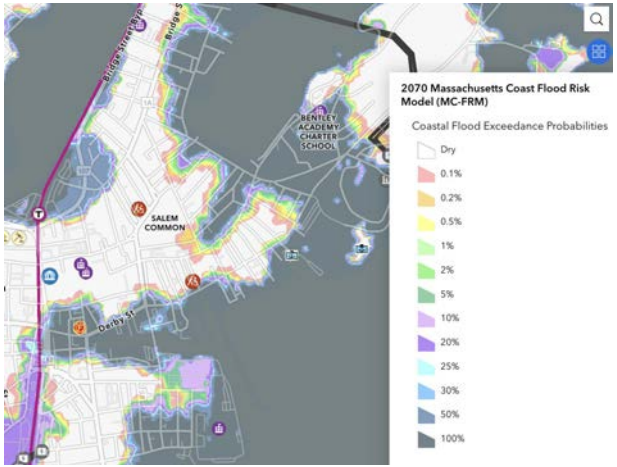
The Massachusetts Coastal Flood Risk model from the Office of Coastal Zone Management provides models of projected flood risks with complex mapping, projected for specific points in 2030, 2050, and 2070.

- These models project the frequency for which any area is at risk of flood
- They are presented as showing the expected flood zone of the worst annual storm, the worst biennial storm, the worst storm every five year, or ten, or 100, etc
- The models do not necessarily account for the acceleration of the frequency of these storm events due to climate change

Anticipated Climate Challenges Anticipated Climate Challenges

Anticipated Issues Raised by the Facilities Master Plan and city Vulnerability Preparedness

- Bentley & Carlton buildings and Saltonstall's outdoor space have an elevated risk of flooding in 2050/2070
  - Bentley in particular may take on water as often as annually
- Bates, Carlton, and Bentley face hurricane surge risk*
- Roadway flooding would be much more frequent than building flooding



- Past reports call for assessment, mitigation, and consideration of location (*It is not our understanding that these assessments called for relocation as necessary*)
- *SPS should continue planning for mitigation with the city and with content experts*

*Based on information cited by CannonDesign

Fact Base: Early Childhood & Partners

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Early Childhood Programs: Multiple District Sites

Salem has one Early Childhood Center and several additional classrooms

The Early Childhood Center shares the Bentley building, and has 10 classrooms, including standard pre-K, specialized pre-K for students with disabilities, and preschool program rooms (younger students).

Bentley itself hosts 2 dual-language pre-K classrooms.

Additional general pre-K classrooms are hosted at Bates (2) and Horace Mann (2).

Several community organizations, such as Pathways (Head Start) at the Horace Mann building, Angela's Preschool and Daycare at the High School building, Ashley's Preschool and Daycare, Salem Community Child Care, and the Salem YMCA, provide early childhood programming in Salem.

Early Childhood: Salem's 2025-2028 Strategic Plan

The strategic plan builds on existing relationships with partner organizations to collectively set a vision for pre-K in Salem, advancing from joint work on the Commonwealth Partnership Preschool Initiative which has provided funding.

The plan seeks to ensure that "All Salem Pre-K children will enter kindergarten with the confidence, curiosity, and foundational skills they need to thrive as creative, empathetic problem-solvers and lifelong learners." The plan has four priorities:

Priority 1: Expansion and Access

"We will make it as easy as possible for Salem families to navigate their Pre-K options."

Priority 2: Quality Alignment

"We will create a clear, shared framework that sets expectations for what children should experience and learn."

Priority 3: Equitable Access

"We will ensure equitable access to wraparound supports for the families we serve."

Priority 4: Programmatic Success

"We will ensure our system is strong, efficient, and sustainable for the future."

Decisions: Centralized Pre-K

Advantages

1. Creates room for other uses of space in buildings that currently have pre-K
2. Houses all the resources and specialists in one place
3. Some operational efficiencies in areas that have pre-K-specific requirements, such as food and nutrition services
4. If pre-K children need to shift to a different program based on need, that move would be within rather than across school buildings.
5. Allows for streamlined messaging on choice process for families since all families need to reapply for Kindergarten choices.

Challenges

1. May create a second school location for families
2. If in one location, not equally convenient or equitable for all families who need it

Fact Base: Multilingual Programming

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Multilingual Programming: Standard ELD & Dual-Language Immersion

Most Salem schools have standard English Language Development programs

In standard ELD programs, students who are coming from a different home language background are learning to speak English. The overall objective of the program is to build English proficiency and literacy. All elementary schools in Salem besides Bentley have standard ELD programs.

In a Dual-Language Immersion program (also called two-way) classes are built to simultaneously build the proficiency of English and another "target" language. Classes are filled with a mix of students with varying fluency from the two languages. Fluency is built in both, and other subjects are taught in both, generally with more of the target language at first. Bentley's program falls into this category, with Spanish.

Multilingual Programming: Dual Language Considerations

Because the academic experience and the background fluency are so different, three factors emerge for any scenarios related to the dual language program at Bentley:

1. It is not possible to merge any dual language classrooms with same-grade non-dual language classrooms, because the programs are so distinctly different.
2. It is difficult to backfill open seats in later grades in the dual-language program because students who come from the English-speaking starting point in particular have missed too much time building foundational language skills to learn other subjects in Spanish.
3. Having an entire school be a dual language model is preferable to being mixed dual language/non-dual language because it allows all school activities (such as assemblies, announcements, and events) to be conducted as a dual language community, reinforcing the learning.

Bentley is on course to be completely dual language for the first time next year.

Fact Base: Special Education Programs

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Special Education:

All elementary schools in Salem serve students with disabilities

School Name	# of students w/ disabilities (SWD)	# of students in Inclusion settings	# of students in Substantially-Separate settings	Substantially-Separate Program Name
Bates	97	74	23	TIDES
Bentley	32	32	0	*N/A*
Carlton	66	36	28	STEP
ECC*	55	43	12	ICAN
Horace Mann	84	58	26	STRIDE
Saltonstall	63	51	12	FLARE
Witchcraft	116	70	46	RISE

Data as of 2025-10-24
*SPS expects about 20 SWD to age in/enroll at ECC during year

Special Education: Specialized Programs

Each elementary school (besides Bentley) houses a specialized program

School	Program	Full Name	Old Name
Bates	TIDES	**T**eaching **I**ndependence and **D**ecision Making Through **E**ducational **S**upport	TSP
Carlton	STEP	**S**trategic **T**iered **E**ducation **P**rogram	Learning Skills/ASI
ECC	ICAN	**I**nclusion, **C**ommunication, and **A**daptive **N**eeds	ECC Sub-Sep
Horace Mann	STRIDE	**S**triving **T**owards **D**evelopmental **E**ducation	Life Skills/Dev
Saltonstall	FLARE	**F**ocused **L**anguage and **R**eading **E**nrichment	LBLD
Witchcraft	RISE	**R**eaching **I**ndependence through a **S**tructured **E**nvironment	ASD-Full

Special Education: Specialized Program Details

School: Program	# Sub-Sep Classroom	# of Stud.	# of Ts / Paras	Support Staff (including shared)
Bates: TIDES	3	23	3 / 6	1 Behavior Specialist 1 Counselor .2 BCBA** (1 day a week or 4 days a month) shared between program & school
Carlton: STEP	3	28	3 / 6	.15 BCBA (3 days a month) to support program and other students
ECC: ICAN	2	12	2 / 5	1 Behavioral Specialist (shared w/ school) .6 BCBA for all ECC classrooms
HMLS: STRIDE	3	26	3 / 6	.5 BCBA for sub-sep and other students in the school
Salt.: FLARE	2	12	2 / 2	1 specialized reading teacher shared by program and inclusion students
WHES: RISE	5	46	5 / 11	1 BCBA mostly dedicated to program also supports other IEP students .5 Social Skills instructor (other .5 at Collins)

Data as of 2025-10-24

*SPS expects about 20 SWD to age in/enroll at ECC during year

**Board Certified Behavior Analyst

Fact Base: OST Programs & Partners

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OST Programs & Partners: OST Elementary Partner Programming

There is high demand for out of school time programming - *all* typically have waitli

Provider	District Sites Serving Elementary Students	Additional City Sites	Notes
Boys & Girls Club	Saltonstall Collins Middle School	Grace Church	
Salem YMCA	Bates Bentley Carlton Horace Mann Witchcraft	Salem YMCA	Carlton most limited site (39 students) Witchcraft gym shared with SHS basketball team

OST Programs & Partners: Summer Elementary School Programming

Summer programs are often at different sites from one summer to the next

Site Name	Program Name	Partner Provider	Students Served (2025)
Saltonstall	Summer Academy AVES: Dual Language Program *Rising 1st-5th grade*	Salem YMCA	245
	English Language Summer Academy (ELSA) and Camp Fire *Rising 1st-5th grade*	Camp Fire North Shore	36
Witchcraft	PreK-5 Extended Year *PreK-5th graders*	None - Invitation only by Special Education dept.	80+

All summer school programs ran for approximately 5 weeks

Fact Base: Innovation Schools and Plans

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Innovation Schools: A Specific Massachusetts Model

Innovation schools in MA are schools that have gone through a specific local process to have some "autonomies" from standard practices in their districts.

Unlike other "autonomous school models" like Commonwealth Charter Schools, innovation schools are still fully part of their home district.

The Department of Elementary and Secondary Education publishes regulations for the establishment and setup of innovation schools, but local school committees have the authority to create and manage them.

Every innovation school has an innovation plan that lays out the specific "autonomies" it will use, which means the ways the school will be designed that are an exception to standard practice in the district. It is the innovation plan itself that a school committee votes to authorize or renew.

Innovation Schools: Possible Autonomies

Innovation plans can design a school through autonomies in several areas

- (1) Curriculum
- (3) School schedule and calendar
- (5) Professional development
- (2) Budget
- (4) Staffing
- (6) School district policies

But innovation plans do not have to include autonomies in every area, only those that are relevant for the specific educational model. Each innovation plan uses a different combination of autonomies, and even within these autonomy areas, uses different ideas.

*Any exceptions to the collective bargaining agreement must be ratified by teacher vote when the innovation plan is established.

Innovation Schools: Bentley and Carlton have innovation plans

Two Salem schools have active innovation plans

Bentley's plan outlines and supports the dual language model and the changes to a normal school setup that were designed to enable that model's success.

Bentley is in year 1 of its current 5-year plan authorization.

Carlton's plan establishes the continuous progress model and the supporting conditions and features of the school that go along with it.

Carlton is in year 4 of its current 5-year plan authorization.

Innovation Schools: Amending Innovation Plans

The school committee is the governing body for innovation plans

Reconfiguration scenarios can involve an innovation school. There are three paths for making changes while maintaining an innovation plan.

1. If the school committee adopts a plan that affects an innovation school but does not change its plan, such as changing location, it is unlikely that anything will need to be done.
2. If the school committee adopts a plan that affects an innovation school in such a way that the plan itself would need to be changed, the committee could…
    a. *Either:* Work with the school to make that change at the time of renewing the innovation plan at the end of its current period;
    b. *Or:* Work with the school to proactively amend the plan during its current authorization period.

Per DESE, *"the superintendent can work with the operator of the Innovation School and the school committee to revise the plan as necessary."*

Fact Base: Decision-Making

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There are a finite number of true options for reconfiguration

Only so many configurations work if we avoid dispersing large groups of students

Limitations

- Bates and Witchcraft have larger student populations, so changing their primary programs would displace larger numbers of students
- All buildings have size limitations, so they cannot all receive large numbers of students

Possibilities

- The four schools/buildings on the Eastern side of the city are candidates for major changes: Carlton, Bentley, Saltonstall, and Horace Mann
- Additionally, scenarios can and must consider the implications for substantially separate programs that are hosted in all elementary schools

Facilities: Projecting costs of mergers

The move of middle grades from Saltonstall to Collins gives us a starting point

Number of Students Who Moved	Number of Classrooms Which Moved
145	6 + 5 more teaching positions

Activity	Expense
Moving Costs	$50,000

Additional Possible Elementary Move Expenses	
Activity	**Expense/Price Range**
Installation of bathroom facilities for EC classes	$25,000-50,000 / classroom
Reversion of converted classrooms back from offices	TBD, minimal

Mergers and Closures Result in Large Personnel Related Savings

Position Group	Average Salary	FTE Reduction
Administrative	$318,453.76	3
Services	$222,626	2.5
Educational	$590,288	7

Position Group	Average Salary	FTE Reduction
Classroom	$TBD	TBD

Total Projected	FTE Reduction
$1,293,070.85	12.5

School co-locations would likely not result in most, if any, of these savings.

Merging a *School* vs Closing a *Building*

Different potential ANNUAL costs / savings are in play for these two changes

Merging a *School*

- No facilities savings
- Transportation will shift but may increase or reduce cost ($100K/bus)
- Potential savings are primarily in personnel

Closing a *Building*

- Transportation will shift but may increase or reduce cost ($100K/bus)
- Factors are
  - Cost of operating as a school
  - Cost of mothballing the building
  - Cost of maintaining a mothballed building
  - Capital costs of updating systems to acceptable level

Potential Savings: Personnel	$1,293,070.85
Potential Savings: Utilities	$0

Potential Savings: Personnel	$136,793.56 - $152,763.80
Potential Savings: Utilities	$64,260.53 - $153,150.70

Modeling the financial impact of closing a building: Overview

The fiscal impact of closing a building depends on weather SPS keeps it

Keeping a closed building requires monitoring and care, as outlined in the discussion of mothballing buildings.

These needs will cost less than when the building is in use, but will remain at a baseline, because factors such as a standard temperature range will need to be stabilized.

Divesting a closed building saves further ongoing costs because the district no longer has ownership. But the district would then lose the building and site for further use. Utilities costs would be eliminated.

Note: The capital facilities budget is shared by the city and all departments, so if the city needed to take on more expense in capital, this could adversely affect SPS.

Modeling the financial impact of closing a building: Calculation

The finances of a building closure depend on operational, capital, & mothballing costs

The savings of mothballing are:

(current operating costs)
- (initial cost to mothball)
- (operating costs while mothballed)
= savings (or deficit)

However, the district could likely avoid the capital cost of major projects to update the building, leaving those funds for remaining schools.

The savings of divesting are:

(current operating costs)
- (initial cost to close)
= savings (or deficit)

However, the district would surely avoid the capital cost of major projects to update the building, leaving those funds for remaining schools.