

Salem Public Schools School Committee

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



***AJ Hoffman
Mary A. Manning
Veronica Miranda***

Mayor Dominick Pangallo, Chair

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

REVISED

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on December 1, 2025 at 7:00 p.m.** This meeting **will take place in person at 29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/82575858330?pwd=IlpFSnaDWUaIpqmqMdlqXFH6YwA3zo.1>

Passcode: 114720


1. Call of Meeting to Order

1. Summary of Public Participation Policy (School Committee Policy #6409).

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.*

2. Live Spanish Interpretation.

Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

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

2. Approval of Agenda

3. Public Comment

If you wish to participate in the public comment portion of the meeting, you may come up to the podium to speak during this section of the meeting. If you wish to provide a comment via Zoom, you may do so by entering the Zoom meeting and clicking the raise hand feature. When it is your turn to speak, a host will announce your name and will unmute your line and allow you to speak.
29 Highland Ave, Salem, MA 01970 Phone: 978-740-1212 Email: sdorai@salemkl2.org

4. **Approval of Consent Agenda**
 1. Approval of Minutes of Regular School Committee Meeting held on November 3, 2025
 2. Approval of Minutes of Public Forum held on November 17, 2025
 3. Approval of Minutes of Public Forum in Spanish held on November 24, 2025
 4. Donations
 5. Approval of FY26 Warrants:
 1. 11/06/2025 - \$519,099.15
 2. 11/13/2025 - \$600,061.82
 3. 11/20/2025 - \$438,580.01
5. **Student Representative Report**
6. **Superintendent's Report**
 1. Certificate of Academic Excellence
 2. FY26 Budget Update
 3. Elementary Reconfiguration Presentation and Discussion
 4. Massachusetts School Building Authority (MSBA) Update
 5. Finance and Operations Report
 1. Budget Transfer Request
7. **Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee
8. **Motions and Resolutions**
 1. Budget Transfer Request
 2. Policy AA: School District Legal Status - Second Reading
 3. Policy AC: Nondiscrimination - Second Reading
 4. Policy AC-R: Harassment and Violence - Second Reading
 5. Policy ACA: Nondiscrimination on the Basis of Sex - Second Reading
 6. Policy ACE: Nondiscrimination on the Basis of Disability - Second Reading
 7. Policy ADC: Tobacco Products on School Premises Prohibited - Second Reading
9. **Announcements**
10. **Adjournment**

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and Superintendent

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

Escuelas Públicas de Salem

Comité Escolar

Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vicepresidente



AJ Hoffman
Mary A. Manning
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

REVISADA

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 1 de Diciembre de 2025 a las 7:00 p.m.** Esta reunión **tendrá lugar en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace de a continuación.

Enlace Zoom para participar:

<https://us06web.zoom.us/j/82575858330?pwd=IipFSnaDWUaIpqmqMdlqXFH6YwA3zo.1>

Passcode: **114720**


1. Orden del día

1. Resumen de la Política de Participación Pública (Política del Comité Escolar n° 6409).

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

2. Interpretación en directo al español.

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

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

2. Aprobación del orden del día

3. Comentarios del público

Si desea participar en la parte de comentarios públicos de la reunión, puede acercarse al podio para hablar durante esta sección de la reunión. Si desea hacer un comentario a través de Zoom,

29 Highland Ave, Salem, MA 01970 Phone: 978-740-1212 Email: mmarino@salemk12.org

puede hacerlo entrando en la reunión de Zoom y haciendo clic en la función “levantar la mano”. Cuando sea su turno para hablar, un anfitrión anunciará su nombre, activará su línea y le permitirá hablar.

4. Aprobación del orden del día

1. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 3 de noviembre de 2025.
2. Aprobación del acta del foro público celebrado el 17 de noviembre de 2025.
3. Aprobación del acta del foro público en español celebrado el 24 de noviembre de 2025.
4. Donación
5. Aprobación de las órdenes de pago del año fiscal 2026:
 1. 06-nov-2025 - \$519 099,15
 2. 13-nov-2025 - \$600 061,82
 3. 20-nov-2025 - \$438,580.01

5. Informe del representante estudiantil

6. Informe del Superintendente

1. Certificado de excelencia académica
2. Actualización del presupuesto para el año fiscal 2026
3. Presentación y debate sobre la reconfiguración de la enseñanza primaria
4. Actualización de la Autoridad de Edificios Escolares de Massachusetts (MSBA)
5. Informe de finanzas y operaciones
 1. Solicitud de transferencia presupuestaria

7. Informes de los subcomités

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

8. Mociones y resoluciones

1. Solicitud de transferencia presupuestaria
2. Política AA: Estatus legal del distrito escolar - Segunda lectura
3. Política AC: No discriminación - Segunda lectura
4. Política AC-R: Acoso y violencia - Segunda lectura
5. Política ACA: No discriminación por motivos de sexo - Segunda lectura
6. Política ACE: No discriminación por motivos de discapacidad - Segunda lectura
7. Política ADC: Prohibición de productos de tabaco en las instalaciones escolares - Segunda lectura

9. Anuncios

10. Clausura

Respetuosamente presentado por,

Shirley Dorai

Asistente Ejecutivo del Superintendente y El comité escolar

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

Comitê Escolar
Escolas Públicas de Salem

Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vice Presidente



AJ Hoffman
Mary A. Manning
Veronica Miranda

Prefeito Dominick Pangallo, Presidente

“Conheça seus direitos sob a Lei de Reuniões Abertas, M.G.L. c.30A § 18-25 e
Seções 2-2028 a 2-2033 da Portaria Municipal”

REVISADO

REUNIÃO ORDINÁRIA DO COMITÊ ESCOLAR

Fica aqui notificado que o Comitê Escolar de Salem realizará uma **reunião ordinária do Comitê Escolar em 1º de dezembro de 2025, às 19h**. Esta reunião será presencial, no endereço **29 Highland Ave., sala 227, Salem, MA**. Você também pode participar via Zoom, usando o link abaixo.

Link do Zoom para participar:

<https://us06web.zoom.us/j/82575858330?pwd=IlpFSnaDWUaIpqmqMdlqXFH6YwA3zo.1>

Senha: 114720


1. Abertura da Reunião

1. Resumo da Política de Participação Pública (Política do Comitê Escolar nº 6409).

Leitura em voz alta: *O Comitê Escolar de Salem gostaria de ouvir a opinião do público sobre questões que afetam o distrito escolar e estão dentro do âmbito das responsabilidades do Comitê. Há interpretação em espanhol disponível para quem precisar. Os membros do Comitê Escolar gostariam de lembrar ao público que os alunos da Escola Pública de Salem participam regularmente das reuniões do Comitê Escolar. Incentivamos todos os participantes da reunião a darem o exemplo de um discurso público respeitoso e produtivo para nossos jovens alunos.*

2. Interpretação ao Vivo em Espanhol.

Agora, a interpretação em espanhol é fornecida para todas as reuniões regulares do Comitê Escolar. Para ouvir esta reunião com interpretação em espanhol, consulte as instruções abaixo:

1. Clique em **Interpretação** 
2. Clique em **Espanhol**
3. (Opcional) Para ouvir apenas a língua interpretada, clique em **Silenciar Áudio Original**.

2. Aprovação da Agenda

3. Comentários do Público

Se desejar participar na parte da reunião dedicada aos comentários do público, pode subir ao pódio para falar durante esta seção da reunião. Se desejar fazer um comentário através do Zoom, pode fazê-lo entrando na reunião do Zoom e clicando na função levantar a mão. Quando for sua vez de falar, um anfitrião anunciará seu nome, ativará sua linha e permitirá que você fale.

4. Aprovação da Pauta de Consentimento

1. Aprovação da ata da reunião ordinária do Comitê Escolar realizada em 3 de novembro de 2025
2. Aprovação da ata do fórum público realizado em 17 de novembro de 2025
3. Aprovação da ata do fórum público em espanhol realizado em 24 de novembro de 2025
4. Doações
5. Aprovação das garantias do ano fiscal de 2026:
 1. 06/11/2025 - US\$ 519.099,15
 2. 13/11/2025 - US\$ 600.061,82
 3. 20/11/2025 -US\$ \$438,580.01

5. Relatório do Representante dos Alunos

6. Relatório do Superintendente

1. Certificado de Excelência Acadêmica
2. Atualização do orçamento para o ano fiscal de 2026
3. Apresentação e discussão sobre a reconfiguração do ensino fundamental
4. Atualização da Autoridade de Edifícios Escolares de Massachusetts (MSBA)
5. Relatório financeiro e operacional
 1. Solicitação de transferência orçamentária

7. Relatórios do Subcomitê

1. Subcomitê financeiro
2. Subcomitê de pessoal
3. Subcomitê de edifícios e terrenos
4. Subcomitê de currículo
5. Subcomitê de políticas

8. Moções e Resoluções

1. Pedido de transferência orçamental
2. Política AA: Estatuto jurídico do distrito escolar - Segundo leitura
3. Política AC: Não discriminação - Segundo leitura
4. Política AC-R: Assédio e violência - Segundo leitura
5. Política ACA: Não discriminação com base no sexo - Segundo leitura
6. Política ACE: Não discriminação com base na deficiência - Segundo leitura
7. Política ADC: Proibição de produtos de tabaco nas instalações escolares - Segundo leitura

9. Anúncios

10. Encerramento

Apresentado respeitosamente por,

Shirley Dorai

Assistente Executiva do Comitê Escolar e Superintendente

“Pessoas que necessitem de auxílios e serviços auxiliares para uma comunicação eficaz, tais como intérprete de linguagem gestual, aparelho auditivo auxiliar ou material impresso em formato digital ou uma modificação razoável em programas, serviços, políticas ou atividades, podem contactar o Coordenador ADA da Cidade de Salem através do número (978) 619-5630 o mais rapidamente possível e pelo menos 2 dias úteis antes da reunião, programa ou evento.”

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

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

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

Members Absent: Mary Manning

Call of Meeting to Order

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

Approval of Agenda

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

Public Comment

Solmaria Deleon, Parent

Ms. Deleon said she was a former student of Salem Public Schools (SPS) and is now a parent of children attending the SPS. Ms. Deleon spoke about the need for stability for students and that Salem has become less of a family friendly environment. Ms. Deleon added that the most vulnerable must be kept in mind when decisions are made.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee Meeting held on October 20, 2025
2. Approval of Field Trip to Orlando, Florida for Salem High School Basketball Team on December 17-22, 2025
3. Approval of FY26 Warrants:
 1. 10/23/2025 - \$458,765.39
 2. 10/30/2025 - \$382,514.60

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

Student Representative Report

Student Representative Sula said that this year, the Student Advisory Group is focusing on ways to welcome mid-year transfer students. They will be working on forming a Welcome Committee to work with individual students based on shared interests. A Student Transfer Committee is also being discussed which will involve a counselor and teacher but it will be student-led and it will work on things that new transfer students should be aware of such as the grading system or location of classrooms. The Student Advisory Group is also considering a web program and survey to touch base with new transfer students. They will try to talk to as many transfer students within the next few weeks to see what they find the most beneficial.

Vice Chair Cruz mentioned that he would like to support the Student Advisory Group with setting up the bi-monthly meetings with the School Committee. Superintendent Zrike said that he brought it up during the meeting with the students and that he was going to send an email to see who among the Student Advisory group members might be available to meet with the School Committee. Member Campbell suggested that it might be a good recruitment strategy for the Student Advisory Committee to include new transfer students who might be interested.

Superintendent's Report

Superintendent Zrike said Operations Hero will be launched on October 5th on Classlink for students to report issues. Superintendent Zrike congratulated the girls volleyball, soccer and football teams who made the playoffs. There was also a shout-out to the band and colorguard for winning the Division IV state championship.

1. Elementary Reconfiguration Presentation and Discussion

Superintendent Zrike said that interpretation will be available for the elementary reconfiguration presentation and that it will be uploaded to the website. Superintendent Zrike introduced consultants, Dr. Dan Anderson and Dr. Sarah Faude who presented the elementary reconfiguration slides.

During the presentation, School Committee members asked clarifying questions which were answered by the presenters. Vice Chair Cruz highlighted that the district is grappling with a budget deficit of \$15-\$20 million in the next few years. Vice Chair Cruz also said that the school choice policy has stipulated that it needs to be reviewed every three years. Vice Chair Cruz suggested that public hearings be held at different schools to make it more accessible to the community, especially the more vulnerable communities. Member Cornell said community feedback and engagement is very important and asked to community members to reach out. Member Cornell added that having the scenarios that are not recommended is helpful as these have been suggested in the past and it is good to know why it may not work. Member Campbell asked for more information and Dr. Faude said that it will be shared. The information includes bargaining contracts, transportation policies, students school preference, etc. Member Campbell questioned the level of interest for the dual language program and expansion of the program; percentage of mandatory riders for transportation; as well as the role of extended day programming. Mayor Pangallo reiterated that the reconfiguration is not based on performance or accountability but rather facilities and financial constraints.

Mayor Pangallo suggested dates, times and venues for public hearings. Mayor Pangallo added that comments or questions about the reconfiguration can be emailed to reconfiguration@salemk12.org. Superintendent Zrike mentioned that the questions and answers can be posted on the website. Vice Chair Cruz reminded the community about public sessions at the state level regarding the Chapter 70 funding formula that provides funds for schools.

Vice Chair Cruz made a motion for a 2-minute recess at 8:58 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

The School Committee reconvened at 9:01 pm.

2. Massachusetts School Building Authority (MSBA) Update

Superintendent Zrike provided the MSBA update.

3. Finance and Operations Report

Assistant Superintendent Pauley said that the Personnel Subcommittee and the Salem Teachers Union (STU) reviewed and recommended new athletic coaching stipends which is now before the School Committee for a vote. The recommendation will ensure that the stipends will place the coaches in the middle of the pay scale for the league. Post-season play will also be compensated. Assistant Superintendent Pauley added that this is in line with the budgeted amount. Vice Chair Cruz commented that this will ensure fair compensation.

Assistant Superintendent Pauley also mentioned Angela's Preschool & Daycare License renewal and mentioned the options that were discussed with the Building and Grounds Subcommittee. The Building and Grounds Subcommittee supported a one year extension of the license by syncing the timing with the fiscal year. This means that it will go out to bid in the spring. Member Miranda said that the district is grateful for the programs and that it is also important to review the way space is being utilised.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

No report at this time.

3. Building and Grounds Subcommittee

No report at this time.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

Member Cornell said that Policies AA, AC, AC-R, ACA, ACE and ADC are from the Massachusetts Association of School Committees (MASC) during their review of the district's policies. Member Cornell said that the changes are more clinical and adheres to Massachusetts General law (MGL).

Motions and Resolutions

1. Approval of Athletic Coaches Stipend Agreement with the Salem Teachers Union

Vice Chair Cruz made a motion to approve the athletic coaches stipend agreement with the Salem Teachers Union. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

2. Angela's Preschool & Daycare License Renewal

Member Campbell made a motion to approve Angela's Preschool & Daycare License renewal from December 1, 2025 to June 30, 2026. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

3. Policy AA: School District Legal Status - First Reading

Member Cornell made a motion to approve Policies AA, AC, AC-R, ACA, ACE and ADC for first reading. Member Campbell seconded and it was so VOTED. Motion passed unanimously.

4. Policy AC: Nondiscrimination - First Reading

This matter was addressed in the previous section.

5. Policy AC-R: Harassment and Violence - First Reading

This matter was addressed in the previous section.

6. Policy ACA: Nondiscrimination on the Basis of Sex - First Reading

This matter was addressed in the previous section.

7. Policy ACE: Nondiscrimination on the Basis of Disability - First Reading

This matter was addressed in the previous section.

8. Policy ADC: Tobacco Products on School Premises Prohibited - First Reading

This matter was addressed in the previous section.

Announcements

Mayor Pangallo announced that there was no school the next day except for the Carlton Innovation School, as it is election day and polls will be open from 7:00 am to 8:00 pm. The annual Veteran's Day ceremony will be held on November 11th at Salem High School at 11:00 am.

Adjournment

Member Campbell made a motion to adjourn at 9:14 pm. Vice Chair Cruz seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

Considering Reconfiguration of Salem's Elementary Schools



Introductions

Our charge

Evaluate possible scenarios and build a knowledge base for School Committee decision making

This has included:

1. Understanding the **impacts on students and families** of any changes
2. Developing a clear picture of **how changes interact with family choices**
3. Identifying **every area possible of SPS that would be affected** by elementary school changes
4. Modeling **financial impacts of any change**
5. Creating **a roadmap for the School Committee** to come to an informed decision

We have left most community engagement to the School Committee and district.

Why Even Consider Reconfiguration?

Challenges: Fiscal Realities

- Funding Sources

- ✓ **Enrollment** is currently up compared to similar districts and the state overall
 - This still varies year to year and is hard to project
- ✓ **Local** funding went up by 4.8% last year
- ✓ **State** funding (Chapter 70) went up by 4.7% last year BUT is not keeping pace with inflation
- ✗ **Federal** pandemic recovery funds have expired

- Funding Expenses

- ↑ It costs more to provide level service
 - 12% increase in overall district costs
 - The costs of utilities is up 30% this year (FY26) compared to last (FY25)
- ↑ Improvements to buildings and goals of lowering carbon footprint → higher electricity costs
- ↑ It costs dramatically more to make repairs or purchase parts than even a few years ago
 - Expenses are up by 30-50% for capital facilities projects compared to before the pandemic

Challenges: Fiscal Realities

Last spring, Salem Public Schools had a **\$4.9 million deficit** to reconcile.

FY26 Personnel Cuts (from FY25)			
School	FTE Reduction	School	FTE Reduction
Bates	-3.5	Horace Mann	-5
Bentley	-4	Saltonstall	-8*
ECC	-1	Witchcraft	-7
Carlton	-2.5	Elementary Total	31

As a result, the district cut 56.5 positions.
31 of them were in Elementary Schools.*

Projections for future years given known costs and revenue sources, are not expected to be much different.

**Saltonstall changed FTEs significantly with the move of grades 6-8 to Collins; all of those moves are not counted in the reductions total for the school*

Opportunities: Elementary Portfolio

- Programming

- ✓ Commitment to integrated and equity-driven schools
- ✓ Commitment to growing early childhood citywide
- ✓ Value Innovation school models
- ✓ All schools serve students with disabilities and multilingual learners
 - English Language Development (ELD) or Dual Language at all schools
 - Students with IEPs at all schools and specialized programs at most (not Bentley).
- ? *Ways to consolidate resources and expertise to better serve students?*

- Facilities

- ✓ Many elementary schools have room to grow
 - 5 of the 6 elementary school sites have room to serve *over 100 additional students*
- ✗ Elementary school buildings vary widely in terms of their current condition



Focusing on Our North Stars

We began by listening to what you cared about most

“I want to know that everyone is taken care of”

“Don’t want another ‘white kids vs. brown kids’ like Bowditch. It’s not who we are.”

“Put kids at the center”

“Cost factor out and humane factor in”

“I want my vote to reflect a stance that is as equitable as possible”

“We need to feel confident that the money we are spending is in the best interest of kids”

“I want to know the impact on kids”

Building the System We Want



Equity

“Allocate resources so that those who need the most get the most”*



“Future Proof”

Flexibility for when enrollment and/or conditions change



Consolidate Resources

Adjust offerings to best serve all students.



Take Care of Communities

Minimize disruption, displacement, and dispersal of students and staff.

The Fact Base delves into several crucial areas across our schools

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



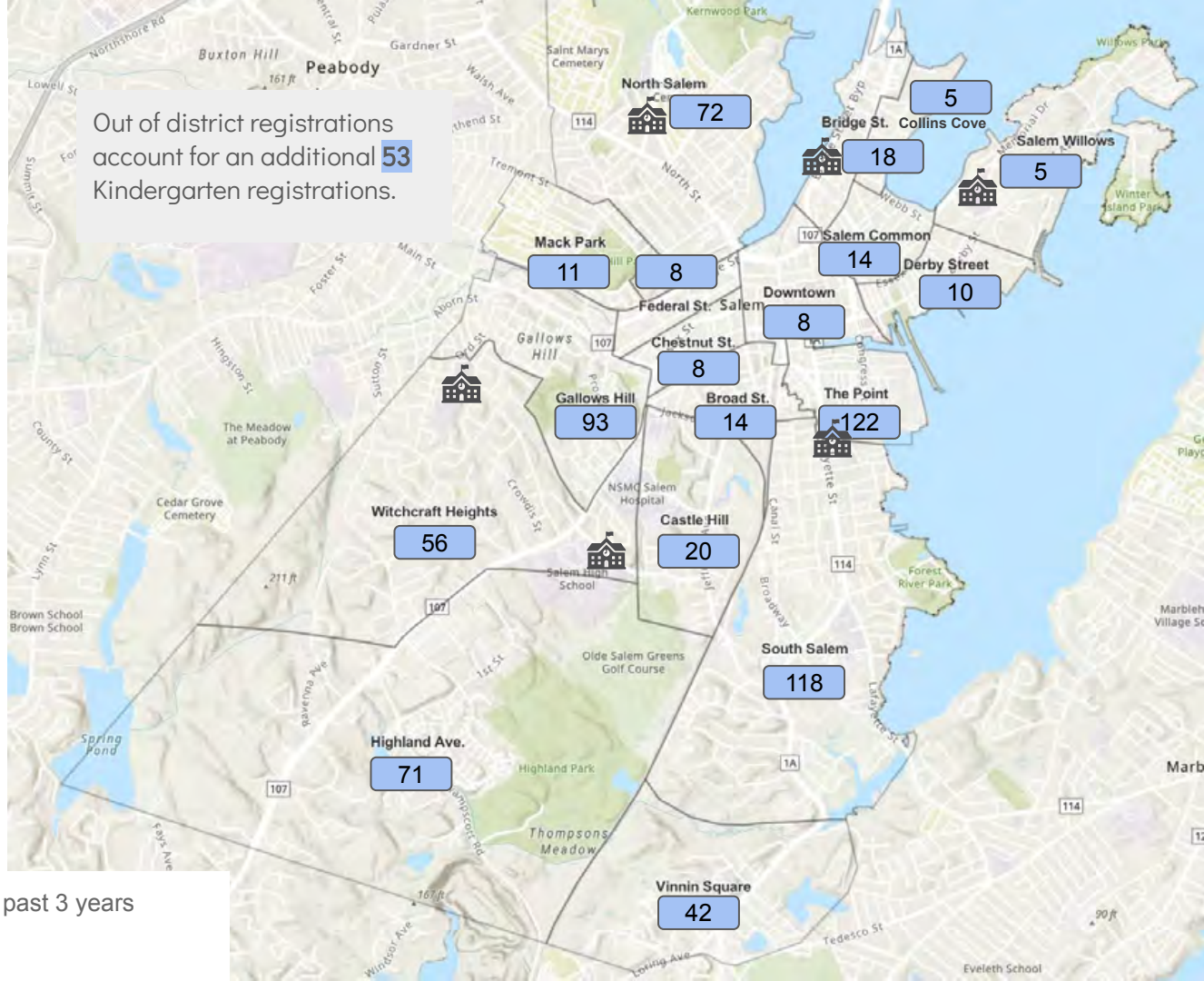
Findings: Values and Necessary Tradeoffs

The Geographies of School Size, Family Choices, and Transportation in Salem

Where do K Registering Families Live?

By the numbers

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



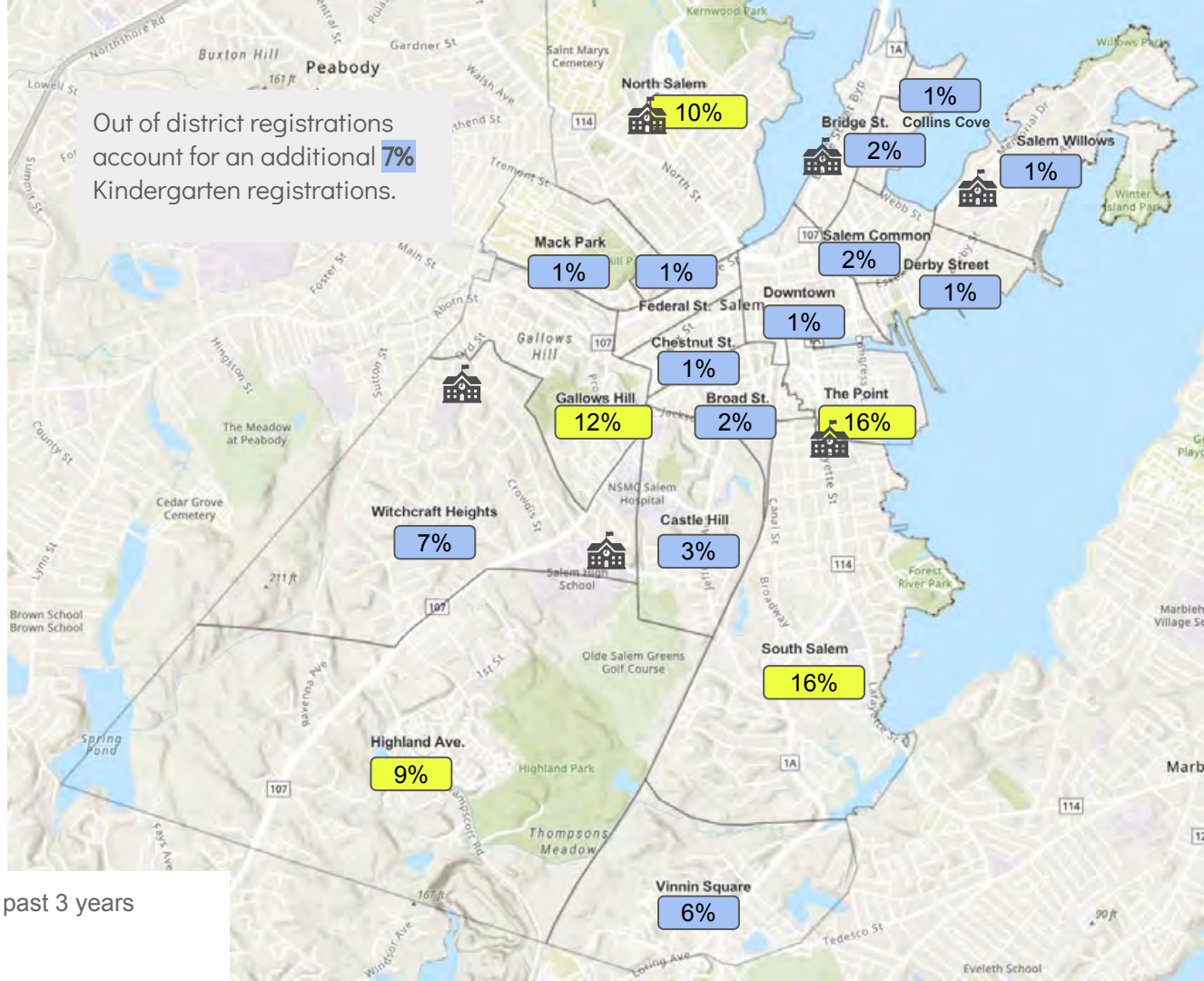
Kindergarten registrations from the past 3 years

Where do K Registering Families Live?

By proportion of all K registrants

Top 5 K registration neighborhoods highlighted in yellow

Kindergarten registrations from the past 3 years



Never-walkers

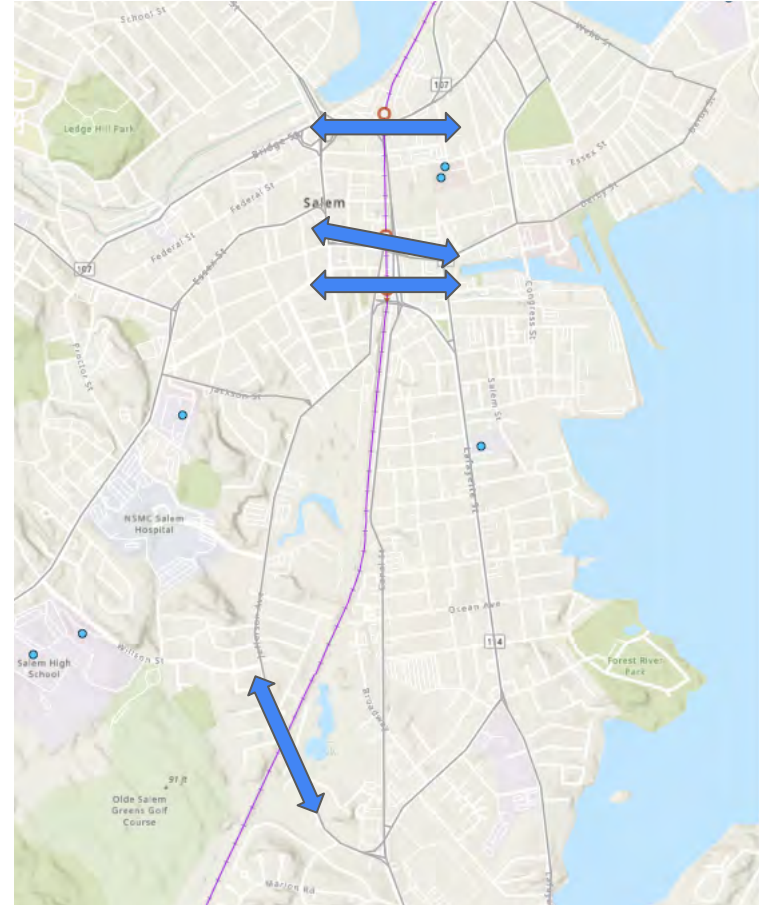
This is the case for all students in Vinnin Square, almost all in Highland Ave, and approximately 25% of South Salem families.



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 will likely always need one bus that is west of the railroad, and one that is east.



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:

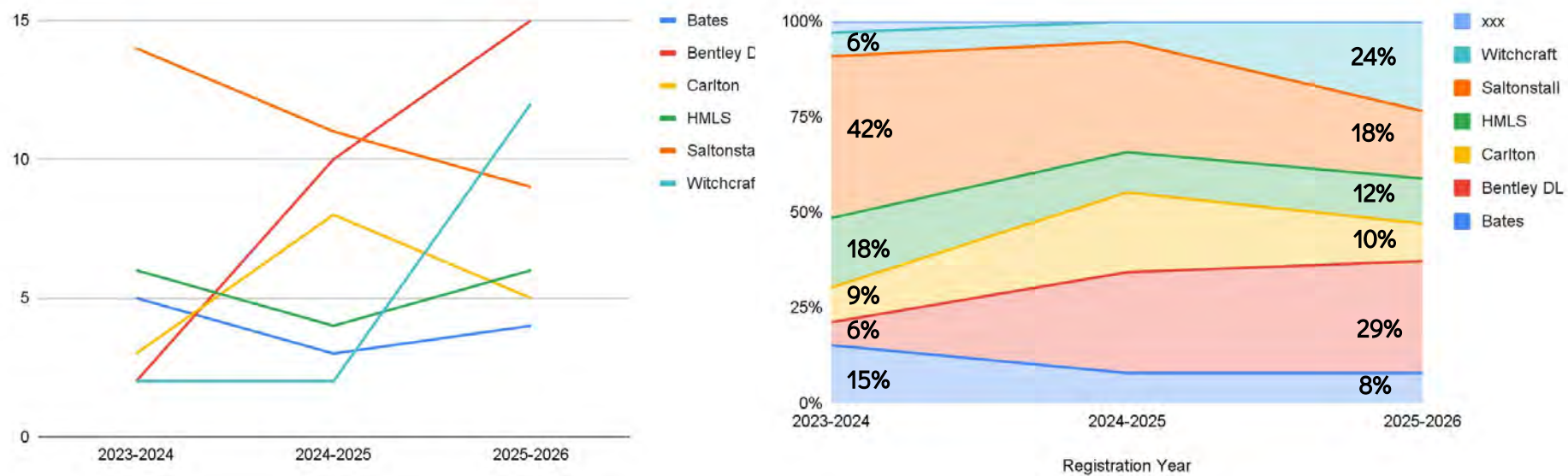
24% of those South Salem walkers chose Saltonstall 1st (tied with Horace Mann, which although also nearby, would require a bus).

Avoiding the Neighborhood Option:

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

Family Preferences Case Study: The Point's K 1st Choices

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

We Are Not Recommending a Change to the Choice System

At this time, we do not recommend changes to the controlled choice model in Salem

a. *Equity*

- i. ✓ Families are utilizing the choice system
- ii. ✓ Transportation will remain necessary for at least 20% of students
- iii. ✓ We believe that creating a system without choice would create explicit class and racial dynamics in Salem through bussing
- iv. ✓ Reconfiguration is not driven by demographics, performance, or teacher turnover (all hallmarks of segregated systems)

b. *Future Proof:*

- i. ✓ Schools and population do not match - will remain an issue
- ii. ✓ Any innovation model would likely need to remain a city-wide choice



Variations in Size, Space, and Conditions Across the Elementary Portfolio

Facilities: Capacity

Even using a wide range of capacity estimates, *all* schools are under utilized.

School	Enrollment as of 10/27	# of Classrooms	Utilization Rate (Enrollment / Capacity) *100 <i>Full at max % or full min %</i>
Bates	413 students	28	56% or 79% utilized
Bentley/ECC	389 students	38	<i>15% or 20% if it was just ECC 30% or 37% if it was just Bentley 45% or 63% as a combination</i>
Carlton	250 students	19	57% or 73% utilized
Horace Mann <i>including Pathways</i>	318 students	38	32% or 43% utilized 46% or 58% utilized
Saltonstall	272 students	27	42% or 52% utilized
Witchcraft	464 students	39	51% or 64% utilized

Facilities: A timeline of major projects

1990 - present

New | **Expansion** | **Renovation**

No major building updates

→ 2005 - New water heater at Bentley/ECC

→ 2015/16 - New roof for Bentley/ECC
→ 2017 - New solar panels at Bentley/ECC & Witchcraft
→ 2017 - New window units for cooling for Bentley
→ 2017 - New playgrounds at Bentley & Saltonstall
→ 2019 - New boilers at Bentley
→ 2019 - New cooling at Witchcraft

→ 2025 - New HVAC controls to Carlton, Horace Mann, Saltonstall, and Witchcraft
→ 2025 - New water heater at Witchcraft
→ 2025 - New playground at Bates

1995

2005

2015

2025+

1990

2000

2010

2020

→ 1990 - Renovation to Bentley
→ 1994 - Expansion to Saltonstall

→ 2000 - Renovation at Bates
→ 2000/01- Renovation and expansion to Witchcraft
→ 2001- 79 Willson street, now Horace Mann, new build
→ 2002-2004 - New Carlton building built

→ 2012 - Major green repair renovation at Saltonstall

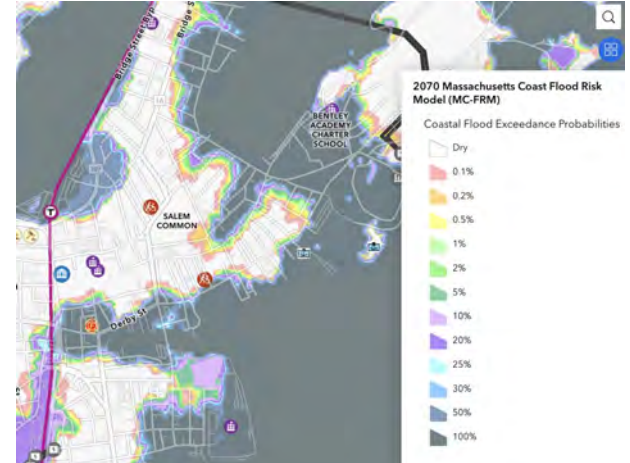
→ 2022 - New solar panels at Saltonstall
→ 2024 - New boilers, HVAC controls, and a water heater at Bates
→ 2024 - New playground at Witchcraft (PTO?)
→ 2024 - 1 chiller replaced at both Saltonstall & Carlton

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*



Not All Schools Are in the Proposed Scenarios

Bates and Witchcraft General Education K-5 programs are not in any scenarios

a. *Consolidate Resources:*

- i. \$ Already closest to consolidation goals of reconfiguration

b. *Future Proof:*

- i. ✓ Both large buildings with large populations and have room to grow

c. *Take Care of Communities:*

- i. ✓ Too big to move without dispersing; too full to take on another school



Differentiating Between Changes to Buildings vs Schools

Framing the Options: Schools and Buildings

	Close & Disperse	Merge	Co-Locate	<i>Do Nothing</i>
Students	Students dispersed	Students integrated into another school	Students move together to new site	<i>No moves</i>
Staff	Some positions cut; most staff move into other schools - Likely still cuts annually	Most integrated in merger; some admin integrated or cut during merger - Likely still cuts annually	Most if not all move to new site - Likely significant cuts to every building every year	<i>Likely significant cuts to every building every year</i>
Building	Closed (moved offline) or repurposed	Closed (moved offline) or repurposed	Closed (moved offline) or repurposed	<i>Resources split across all buildings and/or unequal facilities</i>

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



Total Projected	FTE Reduction
\$1,293,070.85	12.5

Position Group	Average Salary	FTE Reduction
Classroom	\$TBD	TBD

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

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

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

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	\$5,000,000+	New roof; upgrade to heat pump system and modernized HVAC
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 not 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)

A few buildings have specific considerations

Bentley may need to be vacated during a school year to receive major upgrades.

- SPS is investigating this question

Schools that have received MSBA funding cannot be closed without consulting and repaying the agency for their prior contributions.

- **Bentley:** new boilers (2020)
- **Bates:** new roof (this summer)
- **Saltonstall:** Green Improvements (2012)

Saltonstall: pending check of the foundation (abundance of caution).

Facilities: Pricing Out Anticipated Costs

The projected costs change *dramatically* when considering outside funding

	Total Estimated 5- Year District Cost	Estimated 5- Year District Costs after Possible Outside Funding
Most Expensive	Horace Mann \$6.5 million	Bentley/ECC \$5.1 million
2	Bates \$5.9 million	Witchcraft \$2.6 million
3	Bentley/ECC \$5.1 million	Bates \$2.4 million
4	Carlton \$4.1 million	Carlton \$1.9 million
5	Witchcraft \$2.6 million	Horace Mann \$1.5 million
Least Expensive	Saltonstall \$1.4 million	Saltonstall \$1.4 million

Facilities: Pricing Out Anticipated Costs by Enrollment

The projected costs change *dramatically* when considering current enrollment

	Total Estimated 5- Year District Cost	Total Estimated 5- Year District Cost / Current Enrollment
Most Expensive	Horace Mann \$6.5 million	Horace Mann \$20,440/pupil
2	Bates \$5.9 million	Carlton \$16,400/pupil
3	Bentley/ECC \$5.1 million	Bates \$14,285/pupil
4	Carlton \$4.1 million	Bentley/ECC \$13,110.54/pupil
5	Witchcraft \$2.6 million	Witchcraft \$5,603.45/pupil
Least Expensive	Saltonstall \$1.4 million	Saltonstall \$5,147.06/pupil

We Consider *School Mergers* or *Co-Locations*, Not *Closures*

All scenarios presented include a *merger* or a *co-location* of school communities

a. *Take Care of Communities:*

- i. ✓ Avoids dispersal of school communities

b. *Consolidate Resources:*

- i. \$ Major cost savings without major teaching reductions
- ii. \$ Co-Locations ≠ major operational savings
- iii. \$ Potential consolidations of similar programs
- iv. \$ Fewer half empty buildings = a more balanced district
- v. \$ Will cost more staffing wise than dispersing

We Always Include Options to Close or Repurpose *Buildings*

All scenarios presented include a *close building* or *repurpose* option

- a. *Equity*
 - i. ✓ Uneven history of investment ≠ obvious choice of schools to close
- b. *Consolidate Resources:*
 - i. \$ Keeping all *will* be costly
 - ii. \$ Wall-to-wall offering would streamline expertise and resources
 - iii. \$ Possible savings for smaller district needs/functions
- c. *Future Proof:*
 - i. ✓ Keeping all buildings creates more flexibility

There Are No Perfect Solutions to This Complex Problem

Blank slate: If this were just based on _____ we would recommend

If it was just a question of BUILDING :	THEN	the most likely candidates for BUILDING closure would be:
Size <i>given the number of students it could serve</i>	close	Carlton and Saltonstall
Condition <i>given estimated cost of upgrade/repair</i>		Bates, Bentley, and Horace Mann
Utilization <i>given enrollment and facility size</i>		Horace Mann and Saltonstall
Location <i>given Salem geography and population</i>		Carlton, Bentley, and Saltonstall

But this is not a blank slate for our students, families, and communities.

Scenario Structure

Summary of Scenario

Close school building

Repurpose school building

Slide 2: Detail Areas

Scenario #

- Summary of Scenario ##

Area	Considerations
Students	TBD
School Size	TBD
Utilization Δ	TBD

Area	Considerations
Special Education	TBD
Start Times	TBD
Early Childhood	TBD
Facilities	TBD
Transportation	TBD
Other	TBD

Slide 3: Options if Repurposing the Building

Scenario #

Scenario #: SUMMARY

<i>X building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	TBD	TBD	TBD
Advantages	TBD	TBD	TBD
Challenges	TBD	TBD	TBD

Slide 4: Financial Implications

Scenario #

Summary of Scenario

Close school building

Repurpose school building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$
	Move and preparation costs	\$
	Total one-time savings	\$
Annual	School Merger Staff savings	\$
	Facilities related savings	\$
	Bus related savings	\$
	Total annual savings	\$

Timing	Area	Projected Change
One-time	Capital improvement costs^	\$
	Move and preparation costs	\$
	Total one-time savings	\$
Annual	School Merger Staff savings	\$
	Facilities related savings	None
	Bus related savings	\$
	Total annual savings	\$

- Summary of Scenario ##

Overall Assessment	
<i>Worthy of Consideration</i>	OR <i>Not Recommended</i>
<p>Here we outline major strengths, concerns, considerations, or open questions about the scenario.</p> <p>Strengths:</p> <p>Concerns:</p> <p>Considerations:</p> <p>Questions:</p>	



Scenarios

Saltonstall and Horace Mann schools *merge* at Horace Mann building

Close Saltonstall building

Saltonstall building is repurposed

- Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
- Saltonstall building EITHER closes OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of a version of Scenario 1 in which:

- Saltonstall merges at Horace Mann with Horace Mann
- Saltonstall building is repurposed rather than closed

Strengths:

- School merger provides annual savings
- With stable current condition and location among highest population areas, Saltonstall building could be used as swing space, early childhood space, or family center space

Concerns:

- There would be no savings from moving a building offline
- Would require 2 more buses.

Considerations:

- As the building needing the least work and lowest cost by enrollment and capacity projections, better to use than close

Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
ECC *co-locates* at Horace Mann AND Bentley moves to Saltonstall

Close Bentley/ECC building

Bentley/ECC building is repurposed

Our Assessment: Worthy of Consideration

Scenario 2

- Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
- ECC *co-locates* at HM AND
- Bentley *moves* to Saltonstall AND
- Bentley/ECC building EITHER closed OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of a version of Scenario 2 in which:

- Horace Mann and Saltonstall merge and ECC co-locates at HM
- Bentley/ECC building is repurposed rather than closed

Strengths :

- School merger provides annual savings
- Fully maximizes an otherwise very empty/expensive building
- Preserves large elementary site that is centrally located

Concerns :

- Might be too tight, even with Pathways gone, to have 3 schools combine at the Horace Mann site
- Will require 2 more buses until right-sized
- This likely would not allow for Bates Pre-K to join the ECC and HM Pre-K, nor for the ECC to expand

Considerations :

- Could intentionally have fewer Pre-K or K classes enroll next year to manage capacity

Carlton and Saltonstall *merge* at Bentley/ECC building AND
Bentley moves to Saltonstall AND ECC *co-locates* at Horace Mann

Close Carlton building

Carlton building is repurposed

- Saltonstall and Carlton *merge* at Bentley/ECC building AND
- Bentley *moves* to Saltonstall AND
- ECC *co-locate* at HM AND
- Carlton building EITHER closed OR repurposed

Overall Assessment *Not Recommended*

We do not recommend any version of this scenario . This moves a significant proportion of the students in our schools and does not allow for repair at the Bentley site without multiple years of disruption at multiple schools.

Strengths :

- School merger provides annual savings
- Merges two smaller school communities near each other

Concerns :

- Any investment to get Bentley back online will likely require one year of “swing space” in the district while repairs are done
- Scenario with likely the most students in the district needing to move (and it’s likely greater as some will have to move twice)
- Will require two more buses in this scenario

Carlton and Saltonstall *merge* at Saltonstall building

```
graph TD; A[Carlton and Saltonstall merge at Saltonstall building] --> B[Close Carlton building]; A --> C[Carlton building is repurposed];
```

Close Carlton building

Carlton building is repurposed

- Carlton and Saltonstall
merge at Saltonstall
building AND
- Carlton building EITHER
closed OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of Scenario 4. This merges two small schools to move to the preferred 3 strands and merges schools whose special education programs have related features. There are advantages to either closing Carlton building (cost savings) or repurposing it as swing space or an early childhood center.

Strengths :

- School merger provides annual savings
- Merges two smaller school communities near each other

Concerns :

- The initial merger will create a very tight space for the first 1-2 years at least, alleviated if the school is phased into a 3-strand school
- Would need an additional bus until right-sized as a 3-4 strand

Questions :

- Which educational model will be used in the merged school?

Carlton and Horace Mann *merge* at Horace Mann building

```
graph TD; A[Carlton and Horace Mann merge at Horace Mann building] --> B[Close Carlton building]; A --> C[Carlton building is repurposed];
```

Close Carlton building

Carlton building is repurposed

Our Assessment: Worthy of Consideration

Scenario 5

- Carlton and Horace Mann *merge* at Horace Mann building AND
- Carlton building EITHER closed OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of Scenario 5. This merges two small schools. There are advantages to either closing Carlton building (cost savings) or repurposing it as swing space or an early childhood center.

Strengths :

- School merger provides annual savings
- Merges two smaller school communities

Concerns:

- Might not have room to allow Pathways Head Start to use space or ECC to join (definitely not both) unless other adjustments were made to future K enrollment or substantially-separate program placement.
- Would need to likely add two more buses.

Considerations :

- Special education programs are not entirely similar, but there would be room for both

Questions :

- Which educational model will be used in the merged school?

Bentley moves to *co-locate* in Horace Mann AND ECC remains or moves

Close Bentley building

Bentley building is repurposed

- Bentley *co-locates* with Horace Mann at Horace Mann building AND ECC remains or moves
- Bentley/ECC building EITHER closed OR repurposed

Overall Assessment *Not Recommended*

We do not recommend any version of this scenario . The ECC would either stay – which would likely be disrupted by building improvements – or move – which is impossible at any district site, except by displacing other programming. There are not substantial cost savings with a co-location, and it would displace our partner Head Start program (Pathways).

Concerns :

- Co-location provides limited cost-savings and can increase others (like transportation)
- Any investment to upgrade Bentley/ECC building will likely require one year of “swing space” which will not be available
- Moving the ECC would disrupt something else, such as special education; there is no other open space for it in this scenario
- They share start times currently, which would need to change for one site so that both schools can co-exist

Bentley moves to Horace Mann AND
Horace Mann moves to *merge* with Saltonstall at Saltonstall building

Close Bentley building

Bentley/ECC building is repurposed

- Bentley *moves* to Horace Mann AND Horace Mann moves to *merge* with Saltonstall at Saltonstall building
- Bentley building EITHER closed OR repurposed

Overall Assessment *Not Recommended*

We do not recommend any version of this scenario . The students from Horace Mann and Saltonstall would not all fit at the Saltonstall building. Additionally, the ECC would not have a home besides Bentley, which they would likely have to vacate for necessary improvements.

Strengths :

- Either takes a building offline (Bentley) or creates space for early childhood programming
- Merges two smaller school communities near each other

Concerns :

- The two proposed merger schools are too big to fit
- Combines schools with unrelated substantially-separate programming
- This scenario would move 3-4 schools, moving over 700 students and impacting more
- Horace Mann and Saltonstall have different start times
- Likely will add an additional bus

Bentley moves to Carlton AND Carlton moves to merge with Saltonstall/Horace Mann AND ECC moves to Horace Mann

Close Bentley building

Bentley/ECC building is repurposed

- Bentley moves to Carlton
AND Carlton moves to
merge with *either*
Saltonstall or Horace Mann
AND ECC moves to Horace
Mann
- Bentley/ECC building is
either closed *or* repurposed

Overall Assessment *Not Recommended*

We do not recommend this scenario . This requires significant movement and would significantly hamper the future growth of either Bentley or ECC

Strengths:

- School merger provides large annual savings
- Merges two smaller school communities
- Major facilities savings if closing Bentley/ECC building

Concerns:

- Bentley cannot grow at all at Carlton
- Losing Bentley removes one of our largest buildings
- Moving ECC or Carlton to Horace Mann would displace Pathways Head Start and ECC would not be able to grow unless additional changes are made.

Considerations :

- Scenarios 4-5 are simpler, which move Carlton but not Bentley
- May be additional bus costs (TBD)



Recommendations

Building the System We Want



Equity

“Allocate resources so that those who need the most get the most”*



“Future Proof”

Flexibility for when enrollment and/or conditions change



Consolidate Resources

Adjust offerings to best serve all students.



Take Care of Communities

Minimize disruption, displacement, and dispersal of students and staff.

There Are No Perfect Solutions to This Complex Problem

Blank slate: If this were just based on _____ we would recommend

If it was just a question of BUILDING :	THEN	the most likely candidates for BUILDING closure would be:
Size <i>given the number of students it could serve</i>	close	Carlton and Saltonstall
Condition <i>given estimated cost of upgrade/repair</i>		Bates, Bentley, and Horace Mann
Utilization <i>given enrollment and facility size</i>		Horace Mann and Saltonstall
Location <i>given Salem geography and population</i>		Carlton, Bentley, and Saltonstall

But this is not a blank slate for our students, families, and communities.

In Summary: Four Scenarios Worthy of Your Consideration

<p>Scenario 1</p> <p>Saltonstall & Horace Mann merge at Horace Mann building <i>Saltonstall building is repurposed rather than closed</i></p>	<p>Scenario 4</p> <p>Carlton & Saltonstall schools merge at Saltonstall building <i>Carlton building offline or becomes early childhood center</i></p>
<p>Scenario 2</p> <p>Saltonstall & Horace Mann merge at Horace Mann AND Bentley moves into Saltonstall building <i>Bentley/ECC building becomes early childhood center</i></p>	<p>Scenario 5</p> <p>Carlton & Horace Mann merge at Horace Mann building <i>Carlton building offline or becomes early childhood center</i></p>

One outstanding question is immediate

- **Immediately** investigate whether Bentley would have to be vacant for upgrades.

Additional Recommendations

We also recommend the following to The District and School Committee:

- Consider phased renovations options and school moves.
 - For example, ECC or Bentley could potentially stay in the Bentley/ECC building while renovations happened, and then move to accommodate the next phase.
- Consider phased school growth or right-sizing.
 - Some strands or sites could grow/adjust down over time without “cutting” from potential enrollment at another peer site.
- Protect space and continue investing in highest need students.
 - For example, Bates TSP program (TIDES) and specialty programming like Innovation School and Pre-K offerings.
- Consider this as an opportunity to recommit to valued and high-quality partners.

Proposed Process for Decision-Making

To achieve a timely and engaged process, we recommend:

Week of	Focus	Action Items	Meetings
11/3	Consultant Presentation & Follow-up	-Consultant presentation made available to public -School Committee rolls out schedule and timeline for engagement	11/3 School Committee Meeting
11/10	Research & Community Feedback	-Receive input from school, community, and civic leaders -School Committee Members review data, findings, and recommendations and then pose questions to the consultants and SPS administration	
11/17	Deliberation & Community Feedback	-Receive feedback from school, community, and civic leaders -SPS Administration shares budget update -SPS Administration and consultants answer prior submitted questions -School Committee Members deliberate, share views on scenarios, and introduce any other scenarios for discussion	11/17 School Committee Meeting +Community Meeting
11/24	Community Feedback	-Receive feedback from school, community, and civic leaders <i>Note this week includes Thanksgiving / National Day of Mourning</i>	+Community Meeting
12/1	Narrow Choices	-Receive input from school, community, and civic leaders	12/1 SC Meeting
12/8	Final Feedback	-Receive feedback from school, community, and civic leaders	
12/15	Final Vote	-Final chance for a 2025 SC Vote	12/15 SC Meeting

reconfiguration@salemk12.org



Thank You



Full Scenario Details

Saltonstall and Horace Mann schools *merge* at Horace Mann building

Close Saltonstall building

Saltonstall building is repurposed

- Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
- Saltonstall building EITHER closed OR repurposed

Area	Considerations
Students	Will require 218 current students moving
School Size	Moves from two 2 strand schools to one 4 strand school. If they merged today, Horace Mann would have 590 students.
Utilization Δ (- Pathways)	Capacity would change from a 32-43% range at Horace Mann to 67-84%, <i>essentially doubling</i> .
Utilization Δ (+ Pathways)	Capacity would change from a 46-58% range at Horace Mann to 89-113%

Area	Considerations
Special Education	FLARE (S) program could move to Carlton; STRIDE (HM) program could move to Witchcraft. If either FLARE or STRIDE programs leave, capacity would increase.
Start Times	Different: Horace Mann 7:40 vs. Saltonstall 8:30
Early Childhood	Pathways (Head Start) could likely stay, but it might be tight if classes grow closer to 25. If creating a centralized early childhood center (see next slide) could move 2 HM Pre-K classes and/or Pathways to join it.
Facilities	Would likely not require new construction needed beyond any planned upgrades to HM.
Transportation	2 more busses (+\$200K); only 1 if only mandatory riders. Would cut the number of walkers in half, mandatory riders ↑ by ~100,
Other	Could impact contract with Boys & Girls Club (at Saltonstall building)

Options if Repurposing the Vacated Building

Scenario 1

Saltonstall and Horace Mann schools *merge* at Horace Mann building

<i>Saltonstall building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	New early childhood center	New early childhood center + family welcome center	Swing space for other renovations or district needs
Advantages	<ul style="list-style-type: none">-Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites)-Operational efficiencies in areas like food preparation-ECC expands to become its own wall-to-wall school identity-Walkable for high density areas	<i>Option A advantages +</i> <ul style="list-style-type: none">-Becomes a single point of entry as envisioned in Early Childhood Strategic Plan-Moves welcome center to a more welcoming and accessible location	<ul style="list-style-type: none">-Gives you flexibility to do larger repairs or moves in the district (e.g. repairing Bentley/ECC building).
Challenges	<ul style="list-style-type: none">-Bathrooms would likely need to be added (est. \$25-50K each)-Minimal parking	<i>Option B challenges +</i> <ul style="list-style-type: none">-Might need buildouts to provide security and separation between welcome center and school	<ul style="list-style-type: none">-Denies you the savings of closing the building or benefitting from a new footprint short-term

Financial Implications (2025 dollars)

Scenario 1

Saltonstall and Horace Mann schools *merge* at Horace Mann building

Close Saltonstall building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$250,000+
	Move and preparation costs	\$50,000
	Total one-time savings	\$200,000+
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$228,701.90
	Bus related savings	-\$200,000
	Total annual savings	+\$1,321,772.75

*this estimate may decrease if any of these are required before closing/mothballing a building

Saltonstall building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs^	\$250,000+
	Move and preparation costs	\$50,000
	Total one-time savings	-\$300,000
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	-\$200,000
	Total annual savings	+\$1,093,070.85

^for new early childhood bathroom builds and other assorted costs

- Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
- Saltonstall building EITHER closes OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of a version of Scenario 1 in which:

- Saltonstall merges at Horace Mann with Horace Mann
- Saltonstall building is repurposed rather than closed

Strengths:

- School merger provides annual savings
- With stable current condition and location among highest population areas, Saltonstall building could be used as swing space, early childhood space, or family center space

Concerns:

- There would be no savings from moving a building offline
- Would require 2 more buses.

Considerations:

- As the building needing the least work and lowest cost by enrollment and capacity projections, better to use than close

Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
ECC *co-locates* at Horace Mann AND Bentley moves to Saltonstall

Close Bentley/ECC building

Bentley/ECC building is repurposed

- Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
- ECC *co-locates* at Horace Mann AND
- Bentley *moves* to Saltonstall
- Bentley/ECC building EITHER closed OR repurposed

Area	Considerations
Students	Will require 501 current students moving. (60 from ECC + 225 from Bentley + 218 from Saltonstall)
School Size	Saltonstall & Horace Mann move from 2 strand schools to one 4 strand school. If they merged today, Horace Mann would have 699 students.
Utilization Δ	Capacity would change from a 32-43% range at Horace Mann to 87-111%, <i>from very under-utilized to close to or at capacity.</i>

Area	Considerations
Special Education	FLARE (S) could move to Carlton; STRIDE (HM) could move to Witchcraft. If either leaves, capacity would improve.
Start Times	Different: Horace Mann 7:40 vs. Saltonstall 8:30
Early Childhood	Pathways (Head Start) would be displaced. While HM Pre-K classes could join the ECC, likely no room for Bates Pre-K to join.
Facilities	Pathways space set up for early childhood, so may not require additional investment for transition.
Transportation	2 more busses (+\$200K) and a third if Bentley grew in the future. If only mandatory riders, would break even until if/when Bentley grew.
Other	Could impact contract or services with Boys & Girls Club (at Saltonstall) or YMCA (at Bentley/ECC building). Could mitigate capacity strain by reducing K classrooms next year.

Options if Repurposing the Vacated Building

Scenario 2

Saltonstall and Horace Mann schools merge at Horace Mann building

AND ECC co-locates at HM AND Bentley moves to

Saltonstall

Bentley building becomes...

Option A

Option B

Option C

Sub-Scenario

New early childhood center during/after repair

New early childhood center + family welcome center during/after repair

Becomes an expanded Bentley program after repair

Advantages

- Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites); could co-locate with Partner programs
- Operational efficiencies in areas like food preparation
- ECC expands to become its own wall-to-wall school identity
- May allow for phased construction

Option A advantages +

- Becomes a single point of entry as envisioned in Early Childhood Strategic Plan
- Moves welcome center to a more welcoming and accessible location with lots of parking
- Building already has two entrances.

- Gives you flexibility to do larger repairs or moves in the district.

Challenges

- May need to be vacated for repairs
- Bathrooms would likely need to be added on the Bentley side of the building (est. \$25-50K each)
- Outdoor spaces need improvement

Same as Option B challenges

- Denies you the savings of closing the building or benefitting from a new footprint.

Financial Implications (2025 dollars)

Scenario 2

Saltonstall and Horace Mann schools merge at Horace Mann building AND
ECC co-locates at Horace Mann AND Bentley moves to Saltonstall

Close Bentley building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	+\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$217,024.33
	Bus related savings	-\$200,000
	Total annual savings	+\$1,310,095.18

Bentley/ECC building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	-\$200,000
	Total annual savings	+\$1,093,070.85

*this estimate may decrease if any of these are required before closing/mothballing a building

Our Assessment: Worthy of Consideration

Scenario 2

- Saltonstall and Horace Mann schools *merge* at Horace Mann building AND
- ECC *co-locates* at HM AND
- Bentley *moves* to Saltonstall AND
- Bentley/ECC building EITHER closed OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of a version of Scenario 2 in which:

- Horace Mann and Saltonstall merge and ECC co-locates at HM
- Bentley/ECC building is repurposed rather than closed

Strengths :

- School merger provides annual savings
- Fully maximizes an otherwise very empty/expensive building
- Preserves large elementary site that is centrally located

Concerns :

- Might be too tight, even with Pathways gone, to have 3 schools combine at the Horace Mann site
- Will require 2 more buses until right-sized
- This likely would not allow for Bates Pre-K to join the ECC and HM Pre-K, nor for the ECC to expand

Considerations :

- Could intentionally have fewer Pre-K or K classes enroll next year to manage capacity

Carlton and Saltonstall *merge* at Bentley/ECC building AND
Bentley moves to Saltonstall AND ECC *co-locates* at Horace Mann

Close Carlton building

Carlton building is repurposed

Detail Areas

- Carlton and Saltonstall *merge* at Bentley/ECC building AND
- Bentley to Saltonstall AND
- ECC *co-locate* at Horace Mann
- Carlton building EITHER closed OR repurposed

Area	Considerations
Students	Will require 709 current students moving (60 from ECC + 225 Bentley + 208 Carlton + 218 Saltonstall)
School Size	Carlton and Saltonstall move from two 2 strand schools to one 3-4 strand school. If they merged today, they would have 522 students.
Utilization Δ	Capacity at Bentley would change from a 45-56% range currently to 59-75%.

Area	Considerations
Special Education	STEP (C) and FLARE (S) could share resources if co-located together.
Start Times	Similar: Carlton 8:35 vs Saltonstall 8:30
Early Childhood	If creating a centralized early childhood center could move other district Pre-K classes to join.
Facilities	Would likely need additional moves before achieving this to allow for the Bentley/ECC building to be empty for renovations.
Transportation	2 more busses (+\$200K) and a third if Bentley grew in the future. If only mandatory riders, would break even until if/when Bentley grew.
Other	Could impact contract or services with Boys & Girls Club (at Saltonstall) or YMCA (at Bentley and Carlton).

Options if Repurposing the Vacated Building

Scenario 3

Saltonstall and Carlton schools merge at Bentley/ECC building AND Bentley moves to Saltonstall AND ECC co-locates at Horace Mann

<i>Carlton building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	New early childhood center during/after repair	New early childhood center + family welcome center during/after repair	Becomes an expanded Bentley program after repair
Advantages	<ul style="list-style-type: none"> -Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites); could co-locate with Partner programs -Operational efficiencies in areas like food preparation -ECC expands to become its own wall-to-wall school identity -May allow for phased construction 	<p><i>Option A advantages +</i></p> <ul style="list-style-type: none"> -Becomes a single point of entry as envisioned in Early Childhood Strategic Plan -Moves welcome center to a more welcoming and accessible location with lots of parking -Building already has two entrances. 	<ul style="list-style-type: none"> -Gives you flexibility to do larger repairs or moves in the district.
Challenges	<ul style="list-style-type: none"> -May need to be vacated for repairs -Bathrooms would likely need to be added on the Bentley side of the building (est. \$25-50K each) -Outdoor spaces need improvement 	<i>Same as Option B challenges</i>	<ul style="list-style-type: none"> -Denies you the savings of closing the building or benefitting from a new footprint.

Financial Implications (2025 dollars)

Scenario 3

Carlton and Saltonstall schools merge at Bentley/ECC building AND
Bentley moves to Saltonstall AND ECC co-locates at Horace Mann

Close Carlton building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3+ million
	Move and preparation costs	\$50,000
	Total one-time savings	\$3+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$223,249.70
	Bus related savings	-\$200,000
	Total annual savings	+\$1,316,320.55

*this estimate may decrease if any of these are required before closing/mothballing a building

Carlton building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs^	\$0 - \$3+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$50,000 - \$3+ m
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	-\$200,000
	Total annual savings	+\$1,093,070.85

^Repurposing Carlton as a swing space may negate the need for a full upgrade

- Saltonstall and Carlton *merge* at Bentley/ECC building AND
- Bentley *moves* to Saltonstall AND
- ECC *co-locate* at HM AND
- Carlton building EITHER closed OR repurposed

Overall Assessment *Not Recommended*

We do not recommend any version of this scenario . This moves a significant proportion of the students in our schools and does not allow for repair at the Bentley site without multiple years of disruption at multiple schools.

Strengths :

- School merger provides annual savings
- Merges two smaller school communities near each other

Concerns :

- Any investment to get Bentley back online will likely require one year of “swing space” in the district while repairs are done
- Scenario with likely the most students in the district needing to move (and it’s likely greater as some will have to move twice)
- Will require two more buses in this scenario

Carlton and Saltonstall *merge* at Saltonstall building

```
graph TD; A[Carlton and Saltonstall merge at Saltonstall building] --> B[Close Carlton building]; A --> C[Carlton building is repurposed];
```

Close Carlton building

Carlton building is repurposed

Detail Areas

Scenario 4

- **Carlton and Saltonstall**
merge at Saltonstall building
AND
- **Carlton building** EITHER
closed OR repurposed

Area	Considerations
Students	Will require 208 current students moving.
School Size	Carlton and Saltonstall move from two 2 strand schools to one 3-4 strand school. If they merged today Saltonstall would have 522 students.
Utilization Δ	Capacity would change from a 42-52% range at Saltonstall to 86-109%, <i>from very under-utilized to close to or at capacity.</i>

Area	Considerations
Special Education	STEP (C) and FLARE (S) could share resources if co-located together.
Start Times	Similar: Carlton 8:35 vs Saltonstall 8:30
Early Childhood	No impact as neither school currently has a Pre-K strand. Would not prevent ECC from moving to Carlton/Horace Mann if desired.
Facilities	May not require new construction needed beyond planned facilities upgrades to Saltonstall, except for re-converting one or two office spaces back into classrooms.
Transportation	<i>1 more bus (+\$100K). If only mandatory riders, would break even.</i>
Other	Could impact contract with YMCA (at Carlton). Could mitigate capacity strain by only allowing for 3 K classrooms next year.

Options if Repurposing the Vacated Building

Scenario 4

Carlton and Saltonstall schools *merge* at Saltonstall building

<i>Carlton building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	New early childhood center	New early childhood center + family welcome center	Swing space for other renovations or district needs
Advantages	<ul style="list-style-type: none">-Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites)-Operational efficiencies in areas like food preparation-ECC expands to become its own wall-to-wall school identity	<i>Option A advantages +</i> <ul style="list-style-type: none">-Becomes a single point of entry as envisioned in Early Childhood Strategic Plan-Moves welcome center to a more welcoming location	<ul style="list-style-type: none">-Gives flexibility to do larger repairs or moves in the district
Challenges	<ul style="list-style-type: none">-Bathrooms would likely need to be added (est. \$25-50K each)-Minimal parking-No real room for outdoor play space even if \$ available for a build	<i>Option B challenges +</i> <ul style="list-style-type: none">-Might need buildouts to provide security and separation between welcome center and school	<ul style="list-style-type: none">-Denies you the savings of closing the building or benefitting from a new footprint short-term

Financial Implications (2025 dollars)

Scenario 4

Carlton and Saltonstall schools merge at Saltonstall building

Close Carlton building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3+ million
	Move and preparation costs	\$50,000
	Total one-time savings	\$3+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$223,249.70
	Bus related savings	-\$100,000
	Total annual savings	+\$1,416,320.55

Carlton building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs^	\$0 - \$3+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$50,000 - \$3+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	-\$100,000
	Total annual savings	+\$1,193,070.85

*this estimate may decrease if any of these are required before closing/mothballing a building

- Carlton and Saltonstall
merge at Saltonstall
building AND
- Carlton building EITHER
closed OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of Scenario 4. This merges two small schools to move to the preferred 3 strands and merges schools whose special education programs have related features. There are advantages to either closing Carlton building (cost savings) or repurposing it as swing space or an early childhood center.

Strengths :

- School merger provides annual savings
- Merges two smaller school communities near each other

Concerns :

- The initial merger will create a very tight space for the first 1-2 years at least, alleviated if the school is phased into a 3-strand school
- Would need an additional bus until right-sized as a 3-4 strand

Questions :

- Which educational model will be used in the merged school?

Carlton and Horace Mann *merge* at Horace Mann building

```
graph TD; A[Carlton and Horace Mann merge at Horace Mann building] --> B[Close Carlton building]; A --> C[Carlton building is repurposed]
```

Close Carlton building

Carlton building is repurposed

- Carlton and Horace Mann *merge* at Horace Mann building AND
- Carlton building EITHER closed OR repurposed

Area	Considerations
Students	Will require 208 current students moving
School Size	Carlton & Horace Mann move from two 2 strand schools to one 3-4 strand school. If they moved today Horace Mann would have 568 students.
Utilization Δ	Would change from 32-48% utilization rate at Horace Mann without Pathways to 66-72%, <i>nearly doubling</i> . Would likely be overcrowded with Pathways (Head Start) or ECC unless a substantially-separate program moved.

Area	Considerations
Special Education	STEP (C) could move to Saltonstall since space would be tight at Horace Mann. STRIDE (HM) could also go to Witchcraft.
Start Times	Different: Carlton 8:35 vs Horace Mann 7:40
Early Childhood	No impact as Carlton does not have a Pre-K strand. Would also not prevent ECC from moving to Horace Mann if desired or HM's Pre-K joining a standalone early childhood center if created. ECC and Pathways would not both fit.
Facilities	Will likely not require new construction needed beyond planned facilities upgrades to HM..
Transportation	2 more busses (+\$200K). If only mandatory riders, would only increase by one.
Other	Could impact contract with YMCA (at Carlton). If ECC joined OR Pathways stayed, would likely be very tight. Reducing a K or moving sub-sep would help.

Options if Repurposing the Vacated Building

Scenario 5

Carlton and Horace Mann schools *merge* at Horace Mann building

<i>Carlton building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	New early childhood center	New early childhood center + family welcome center	Swing space for other renovations or district needs
Advantages	<ul style="list-style-type: none">-Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites)-Operational efficiencies in areas like food preparation-ECC expands to become its own wall-to-wall school identity	<i>Option A advantages +</i> <ul style="list-style-type: none">-Becomes a single point of entry as envisioned in Early Childhood Strategic Plan-Moves welcome center to a more welcoming location	<ul style="list-style-type: none">-Gives you flexibility to do larger repairs or moves in the district.
Challenges	<ul style="list-style-type: none">-Bathrooms would likely need to be added (est. \$25-50K each)-Minimal parking-No real room for outdoor play space even if \$ available for a build	<i>Option B challenges +</i> <ul style="list-style-type: none">-Might need buildouts to provide security and separation between welcome center and school.	<ul style="list-style-type: none">-Denies you the savings of closing the building or benefitting from a new footprint short-term.

Financial Implications (2025 dollars)

Scenario 5

Carlton and Horace Mann schools merge at Horace Mann building

Close Carlton building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3+ million
	Move and preparation costs	\$50,000
	Total one-time savings	+\$3+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$223,249.70
	Bus related savings	-\$200,000
	Total annual savings	+\$1,316,320.55

Carlton building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs^	\$0 - \$3+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$50,000 - \$3+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	-\$200,000
	Total annual savings	+\$1,093,070.85

*this estimate may decrease if any of these are required before closing/mothballing a building

Our Assessment: Worthy of Consideration

Scenario 5

- Carlton and Horace Mann *merge* at Horace Mann building AND
- Carlton building EITHER closed OR repurposed

Overall Assessment *Worthy of Consideration*

We recommend consideration of Scenario 5. This merges two small schools. There are advantages to either closing Carlton building (cost savings) or repurposing it as swing space or an early childhood center.

Strengths :

- School merger provides annual savings
- Merges two smaller school communities

Concerns:

- Might not have room to allow Pathways Head Start to use space or ECC to join (definitely not both) unless other adjustments were made to future K enrollment or substantially-separate program placement.
- Would need to likely add two more buses.

Considerations :

- Special education programs are not entirely similar, but there would be room for both

Questions :

- Which educational model will be used in the merged school?

Bentley moves to *co-locate* in Horace Mann AND ECC remains or moves



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graph TD; A[Bentley moves to co-locate in Horace Mann AND ECC remains or moves] --> B[Close Bentley building]; A --> C[Bentley building is repurposed]
```

Close Bentley building

Bentley building is repurposed

Detail Areas

- Bentley moves to *co-locate* at Horace Mann building AND ECC remains or moves
- Bentley building EITHER closed OR repurposed

Area	Considerations
Students	Will require 225 current students moving
School Size	Co-location means that no changes would occur to either school.
Utilization Δ	Would change from 32-48% utilization rate at Horace Mann without Pathways to 66-84%, <i>nearly doubling</i> . Would likely be overcrowded with Pathways (Head Start) or ECC unless a substantially-separate program moved or future K enrollment were decreased.

Area	Considerations
Special Education	Only the ECC special education programs would be affected, if they move, unless they displaced another program.
Start Times	Bentley and Horace Mann share start times, which is detrimental in a co-location where staggering is preferable.
Early Childhood	ECC would not fit at Horace Mann if Bentley is co-locating there, so would either have to remain or move to someplace else. Head Start (Pathways) would likely be displaced too..
Facilities	Bentley/ECC building would require upgrades to remain open. Wherever ECC goes would likely need facilities upgrades (particularly bathrooms).
Transportation	Co-locating does not likely yield any bus efficiencies.

Options if Repurposing the Vacated Building

Scenario 6

Bentley *co-locates* with Horace Mann at Horace Mann building

<i>Bentley building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	New early childhood center	New early childhood center + family welcome center	Swing space for other renovations or district needs
Advantages	<ul style="list-style-type: none">-Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites)-Operational efficiencies in areas like food preparation-ECC expands to become its own wall-to-wall school identity	<i>Option A advantages +</i> <ul style="list-style-type: none">-Becomes a single point of entry as envisioned in Early Childhood Strategic Plan-Moves welcome center to a more welcoming location	<ul style="list-style-type: none">-Gives you flexibility to do larger repairs or moves in the district.
Challenges	<ul style="list-style-type: none">-Bathrooms would likely need to be added (est. \$25-50K each)-Minimal parking-No real room for outdoor play space even if \$ available for a build	<i>Option B challenges +</i> <ul style="list-style-type: none">-Might need buildouts to provide security and separation between welcome center and school.	<ul style="list-style-type: none">-Denies you the savings of closing the building or benefitting from a new footprint short-term.

Financial Implications (2025 dollars)

Scenario 6

Bentley *co-locates* with Horace Mann at Horace Mann building

Close Bentley/ECC building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	+\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$217,024.33
	Transportation related savings	None
	Total annual savings	+\$1,510,095.18

Bentley/ECC building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Transportation related savings	None
	Total annual savings	+\$1,293,070.85

- Bentley *co-locates* with Horace Mann at Horace Mann building AND ECC remains or moves
- Bentley/ECC building EITHER closed OR repurposed

Overall Assessment *Not Recommended*

We do not recommend any version of this scenario . The ECC would either stay – which would likely be disrupted by building improvements – or move – which is impossible at any district site, except by displacing other programming. There are not substantial cost savings with a co-location, and it would displace our partner Head Start program (Pathways).

Concerns :

- Co-location provides limited cost-savings and can increase others (like transportation)
- Any investment to upgrade Bentley/ECC building will likely require one year of “swing space” which will not be available
- Moving the ECC would disrupt something else, such as special education; there is no other open space for it in this scenario
- They share start times currently, which would need to change for one site so that both schools can co-exist

Bentley moves to Horace Mann AND
Horace Mann moves to *merge* with Saltonstall at Saltonstall building

Close Bentley building

Bentley/ECC building is repurposed

- Bentley *moves* to Horace Mann AND Horace Mann moves to *merge* with Saltonstall at Saltonstall building
- Bentley building EITHER closed OR repurposed

Area	Considerations
Students	Will require 458 current students moving
School Size	HM and Saltonstall move from two 2 strand schools to one 3-4 strand school. If they moved today Saltonstall would have 590 students.
Utilization Δ	Saltonstall would change from 42-52% utilization rate to 98-123%, <i>more than doubling</i> . Would likely be overcrowded unless a substantially-separate program moved or future K enrollment were decreased.

Area	Considerations
Special Education	STRIDE (HM) and FLAIR (S) are not especially related, and given space constraints it might make sense for the FLAIR (S) to move to Carlton or for STRIDE (HM) to move to Witchcraft.
Start Times	Different: Horace Mann 7:40 vs. Saltonstall 8:30
Early Childhood	ECC would either remain at Bentley/ECC building or have to move to HM building as well, displacing Head Start (Pathways)
Facilities	Bentley building could come offline, saving expense and the need for swing space
Transportation	1 more bus (+\$100K) for Saltonstall building. If only mandatory riders, would break even. Note, Bentley at Horace Mann is right at the tipping point, so future enrollment and routing would likely result in an additional bus.

Options if Repurposing the Vacated Building

Scenario 7

Bentley moves to Horace Mann AND Horace Mann moves to *merge* with Saltonstall at Saltonstall building

<i>Bentley building becomes...</i>	Option A	Option B	Option C
Sub-Scenario	New early childhood center	New early childhood center + family welcome center	Swing space for other renovations or district needs
Advantages	<ul style="list-style-type: none">-Room for all Pre-K offerings to be in one place with centralized supports and expertise (which also frees up space at other sites)-Operational efficiencies in areas like food preparation-ECC expands to become its own wall-to-wall school identity	<i>Option A advantages +</i> <ul style="list-style-type: none">-Becomes a single point of entry as envisioned in Early Childhood Strategic Plan-Moves welcome center to a more welcoming location	<ul style="list-style-type: none">-Gives you flexibility to do larger repairs or moves in the district.
Challenges	<ul style="list-style-type: none">-Bathrooms would likely need to be added (est. \$25-50K each)-Minimal parking-No real room for outdoor play space even if \$ available for a build	<i>Option B challenges +</i> <ul style="list-style-type: none">-Might need buildouts to provide security and separation between welcome center and school.	<ul style="list-style-type: none">-Denies you the savings of closing the building or benefitting from a new footprint short-term.

Financial Implications (2025 dollars)

Scenario 7

Bentley moves to Horace Mann AND
Horace Mann moves to *merge* with Saltonstall at Saltonstall building

Close Bentley/ECC building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	+\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$217,024.33
	Bus related savings	-\$100,000
	Total annual savings	+\$1,410,095.18

Bentley/ECC building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	-\$100,000
	Total annual savings	+\$1,193,070.85

- Bentley *moves* to Horace Mann AND Horace Mann moves to *merge* with Saltonstall at Saltonstall building
- Bentley building EITHER closed OR repurposed

Overall Assessment *Not Recommended*

We do not recommend any version of this scenario . The students from Horace Mann and Saltonstall would not all fit at the Saltonstall building. Additionally, the ECC would not have a home besides Bentley, which they would likely have to vacate for necessary improvements.

Strengths :

- Either takes a building offline (Bentley) or creates space for early childhood programming
- Merges two smaller school communities near each other

Concerns :

- The two proposed merger schools are too big to fit
- Combines schools with unrelated substantially-separate programming
- This scenario would move 3-4 schools, moving over 700 students and impacting more
- Horace Mann and Saltonstall have different start times
- Likely will add an additional bus

Bentley moves to Carlton AND Carlton moves to merge with Saltonstall/Horace Mann AND ECC moves to Horace Mann

Close Bentley building

Bentley/ECC building is repurposed

Detail Areas

Scenario 8

- Bentley *moves* to Carlton AND Carlton moves to *merge* with Saltonstall/Horace Mann AND ECC moves to Horace Mann
- Bentley building EITHER closed OR repurposed

Area	Considerations
Students	Will require 493 current students moving.
School Size	For either move, Carlton and its new merged school would move from two 2 strand schools to one 3-4 strand school. If they merged today Carlton & Saltonstall would be 522 students; Carlton & Horace Mann would be 568 students.
Utilization Δ	Bentley moving would only marginally improve utilization of Carlton building from 57-73% to 59-74%. While there remains room, given growth goals, it will likely not be able to grow fully by one strand in this space.

Area	Considerations
Special Education	STRIDE (HM) and FLAIR (S) are not especially related, but FLAIR (S) and STEP (C) are. If needed, desired, STRIDE (HM) could move to Witchcraft for a similar resource consolidation.
Start Times	Similar: Carlton 8:35 vs Saltonstall 8:30 Different: Carlton 8:35 vs Horace Mann 7:40
Early Childhood	Carlton and ECC move to HM building: displaces Head Start (Pathways) and limits ECC growth. If Carlton to Saltonstall, ECC at Horace Mann would still likely displace Head Start.
Facilities	Bentley closes. Will likely not require new construction beyond planned upgrades to HM.
Transportation	<i>Awaiting data on Bentley → Carlton.</i> Carlton move would result in 1-2 additional busses.
Other	<i>See scenario 4 for Carlton → Saltonstall details, or scenario 5 for Carlton → HM details.</i>

Options if Repurposing the Vacated Building

Scenario 8

Bentley moves to Carlton AND Carlton moves to merge with Saltonstall/Horace Mann AND ECC moves to Horace Mann

<i>Bentley building becomes...</i>	Option A
Sub-Scenario	Swing space for other renovations or district needs
Advantages	<ul style="list-style-type: none">-Gives you flexibility to do larger repairs or moves in the district.-Could house district offices, parent welcome centers, or partner sites.
Challenges	<ul style="list-style-type: none">-Denies you the savings of closing the building or benefitting from a new footprint short-term.

Financial Implications (2025 dollars)

Scenario 8

Bentley moves to Carlton AND Carlton moves to merge with Saltonstall/Horace Mann AND ECC moves to Horace Mann

Close Bentley/ECC building

Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	+\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$217,024.33
	Bus related savings	TBD
	Total annual savings	+\$1,510,095.18

Bentley/ECC building is repurposed

Timing	Area	Projected Change
One-time	Capital improvement costs	\$3 - 5+ million
	Move and preparation costs	\$50,000
	Total one-time savings	-\$3 - 5+ million
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	None
	Bus related savings	TBD
	Total annual savings	+\$1,293,070.85

- Bentley moves to Carlton
AND Carlton moves to
merge with *either*
Saltonstall or Horace Mann
AND ECC moves to Horace
Mann
- Bentley/ECC building is
either closed *or* repurposed

Overall Assessment *Not Recommended*

We do not recommend this scenario . This requires significant movement and would significantly hamper the future growth of either Bentley or ECC

Strengths:

- School merger provides large annual savings
- Merges two smaller school communities
- Major facilities savings if closing Bentley/ECC building

Concerns:

- Bentley cannot grow at all at Carlton
- Losing Bentley removes one of our largest buildings
- Moving ECC or Carlton to Horace Mann would displace Pathways Head Start and ECC would not be able to grow unless additional changes are made.

Considerations :

- Scenarios 4-5 are simpler, which move Carlton but not Bentley
- May be additional bus costs (TBD)

**Minutes of the Public Forum
of the Salem School Committee
Monday, November 17, 2025
211 Lafayette St, Salem
In-Person Meeting**

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

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

Members Absent: Mary Manning

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 5:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish as well as Portuguese interpretation.

Opening Updates

Superintendent Zrike thanked the Saltonstall School for hosting the public forum and stated that many conversations had taken place with various stakeholders in recent days. Superintendent Zrike and Assistant Superintendent Pauley presented the slides on the elementary reconfiguration.

Public Forum

Mayor Pangallo provided guidelines for public comments.

Leah Cross, Bentley Academy Innovation School Parent

Ms. Cross spoke about the benefits of the dual language program at Bentley. Ms. Cross supports moving the dual language program from the Early Childhood Center to the Saltonstall School so that the program will have room for expansion. Ms. Cross said that Bentley is the only elementary building in the district that has not been modernized and this is especially troubling since it serves the highest proportion of Black, Indigenous, and People of Color (BIPOC) and high needs students. Ms. Cross said that the dual language program is a vital part of the district's efforts to provide equitable educational opportunities and urged the School Committee members to allow the program to survive and grow.

Melinda Baker, Carlton Innovation School Parent

Ms. Baker stressed the intent and impact of the consolidation process is very different. Ms. Baker said the systematic breakdowns call the entire process into question as many families ask for a pause. Ms. Baker continued that the information was presented to families as a school must close or merge next year and they were not made aware that a vote to do nothing is an

available option. Ms. Baker concluded that in order to rebuild trust in the process, the district needs to slow down, correct course and commit to a process that matches the seriousness of this decision.

Leila Hauck, Carlton Innovation School Parent

Ms. Hauck spoke about the negative effects the proposed school reconfiguration would have on her family which includes drop-off and pick-up coordination, and the possible loss of other unique features that Carlton offers students. Ms. Hauck highlighted that the hastiness and short-sightedness of the process may give rise to other problems. Ms. Hauck added that the consolidation is asking a lot from parents and students at the heels of the pandemic. Ms. Hauck asked to slow the process because more information might be forthcoming in January and that a fall in enrollment would be detrimental.

Meghan Stasio, Collins Middle School and Saltonstall School Parent

Ms. Stasio mentioned the changes that the Saltonstall School had experienced through the years. Ms. Stasio said that the removal of the middle school grades last year was a very fast decision and the school is still trying to settle into the new K-5 identity. Ms. Stasio continued that families are already dealing with a lot of stress about food, personal safety, finances and it is not thoughtful and dismissive to introduce another major change.

Julie Damico, Salem Public Schools Parent

Ms. Damico said that parents' trust in the school system has been damaged because in prior meetings, parents were informed that consultants were being engaged to explore co-locations and 1-5 year reconfiguration timelines but on November 3rd, the consultants presented proposals to close a school next year. Ms. Damico continued that there are so many aspects to consider for which there is no information yet. Ms. Damico asked the School Committee not to close a school first and plan later.

Sarah Sosnowski, Carlton Innovation School Parent

Ms. Sosnowski was in strong opposition to the closure of the Carlton Innovation School. Ms. Sosnowski explained the impact of the school on her family and the community.

Dr. Christina Porter, Collins Middle School and Saltonstall School Parent

Dr. Porter was in strong support of keeping Saltonstall open. Dr. Porter spoke about the staff culture at Saltonstall and also the equity implications as the pace of these decisions risk leaving behind the families who need the most support to participate. Dr. Porter requested the School Committee to pause and look for solutions.

James Bixby, Carlton Innovation School Parent

Mr. Bixby spoke about how his children benefit from the innovation model at Carlton. Mr. Bixby said he has not seen a plan on how the innovation plan would be kept intact.

Daisy Wisda, Carlton Innovation School Parent

Ms. Wisda said that a lot of information was not easy for parents to find. Ms. Wisda also said that there is no information about what will help elementary students in the future if there are

cuts year after year. Ms. Wisda shared her children's experience at Carlton. Ms. Wisda requested the School Committee to keep in mind the students for whom change is more of a challenge.

Erica Giardina, Saltonstall School Parent

Ms. Giardina said that this decision feels rushed without a fully developed plan. Ms. Giardina highlighted the role of after-school programs.

Megan Christianson, Saltonstall School Parent

Ms. Christianson said she was disappointed and embarrassed at the way the reconfiguration process has been conducted as it is causing stress and pain for Salem parents at a vulnerable time. Ms. Christianson requested the School Committee to conduct the reconfiguration process in a way that does not do harm to the community. Ms. Christianson highlighted the commendable outreach for the high school project and the reasonable timeline for the project. Ms. Christianson said that there is still uncertainty and contradictions with the elementary reconfiguration. Ms. Christianson implored the School Committee to pause, reflect and revisit this issue in the future with a reasonable timeline. Ms. Christianson requested that Saltonstall be kept where it is.

Rita Choudhury, Carlton Innovation School Parent

Ms. Choudhury explained the choices made by her family to live in Salem and enroll her child in Carlton. Ms. Choudhury spoke about the effects of school closures on students. Ms. Choudhury said a school closure will not solve the budget deficit and added that it is unclear how a school closure at this time will serve the City's long term vision. Ms. Choudhury asked to extend the deadline and work on a long-term plan to balance the budget.

Maren Juliano, Carlton Innovation School Parent

Ms. Juliano said that the School Committee needs to support the families with better planning. Ms. Juliano highlighted the traffic concerns when moving Carlton to Saltonstall or Horace Mann. Ms. Juliano spoke about her family's personal experience with Carlton. Ms. Juliano requested the School Committee to reconsider the option to close Carlton.

Jennifer MacGergor, former Carlton Innovation School Parent

Ms. MacGregor said that the lack of transparency is disappointing and that it would have been helpful to bring parents and caregivers to the conversation earlier. Ms. MacGregor gave the example of the Henny Penny Nursery School and the parent involvement to prevent closure. Ms. MacGregor spoke about allocation of funds and solutions for schools.

Carlton Innovation School Parents

The parent said the program at Carlton works well for their child. The parent continued that closing a school is not going to fix the budget deficit and everyone should be working together to find a solution. More data and time is needed. The parent requested the School Committee not to make a rash decision.

Jen Iglis, former Carlton Innovation School Parent

Ms. Inglis touched upon traffic issues and positions that need to be cut with mergers. Ms. Inglis said the process has been handled poorly. Ms. Inglis requested the School Committee to reconsider the rush for a decision.

Tim Simrell, Saltonstall School Parent

Mr. Simrell said that many at Saltonstall feel that it has been targeted. Mr. Simrell added that at the last meeting, Saltonstall was portrayed as not being among the top choice for schools but that many students attend Saltonstall. Mr. Simrell highlighted the lack of a full traffic study after the middle school shifted to Collins, the impact of after school programs and the loss of programs such as the Carlton innovation program.

Jeff Rolke, Carlton Innovation School Parent

Mr. Rolke said that the process is extremely rushed and that information has not been provided. Mr. Rolke requested a pause before a decision was made so that the community could have more information and explore all other avenues.

Ted Burnham, Carlton Innovation School and Early Childhood Center Parent

Mr. Burnham said he is frustrated that there was no community engagement about funding for the schools. Mr. Burnham added that he believes the problem can be solved through collective action.

Ashley Waterberg, Carlton Innovation School Parent

Ms. Waterberg said that the information was just presented and it is new information. Ms. Waterberg added that the reconfiguration is a school closure. Ms. Waterberg asked about the long-term vision for the schools. Ms. Waterberg requested the School Committee to pause and listen to the ideas from parents.

Daniel Krugman, Bentley Academy Innovation School Parent

Mr. Krugman said all possibilities to keep schools open should be explored. Mr. Krugman added that the programs at Bentley and ECC are vital. Mr. Krugman continued about the need for repairs and expansion at Bentley. Mr. Krugman supported moving Bentley out of the building into another building which would allow the dual language program to grow.

Greg Niemann, Carlton Innovation School Parent

Mr. Niemann said that there is research showing the need for smaller schools. Mr. Niemann related the experience of his child at Carlton. Mr. Niemann continued that the cost of closing or relocating a school was not shown. Mr. Niemann strongly encouraged that any efforts to reconfigure schools be part of a cohesive, multi-year plan for the district and not rushed efforts to reduce expenditure in the short-term term. Mr. Niemann urged Mayor Pangallo and City Councillors to be proactive in finding new funding sources. Mr. Niemann asked the School Committee not to close a school first and plan later.

Marsela Repa, Witchcraft Heights Elementary School and Saltonstall School Parent

Ms. Repa said that there is no information about safety with the merging of schools which would result in larger student populations. More data and explanation is needed.

Jessica Eveleth, Saltonstall School Assistant Principal

Ms. Eveleth mentioned her background of growing up in Salem, attending and then working for Salem Public Schools. Ms. Eveleth spoke about Saltonstall and that Saltonstall needs to stay. Ms. Eveleth also mentioned the demographic differences between the schools. Ms. Eveleth said that the Carlton Innovation plan will continue even if Carlton comes to Saltonstall.

James Jenner, Early Childhood Center Parent

Mr. Jenner said that the dual language program is important to his family. Mr. Jenner added that the ECC should get their own building and that the current building should be upgraded. Mr. Jenner concluded that a decision should be made in December.

Christine Keogh, Saltonstall School Parent

Ms. Keogh spoke about her children's experience at Saltonstall. Ms. Keogh said that the decision feels rushed and not all aspects have been considered. Ms. Keogh asked how the district plans to facilitate conversations with the students about the reconfiguration. Ms. Keogh said it feels like the decision to close Saltonstall has already been made. Ms. Keogh concluded that she is losing faith in the educational system in Salem.

Joy Ajayi-Carrier, Saltonstall School Parent

Ms. Ajayi-Carrier said that urgency is the word that has been used by the School Committee to force parents to fall in line with their poor planning and lack of communication. Ms. Ajayi-Carrier requested the School Committee to urgently revisit the drawing board and develop a more succinct plan, a plan that is more favorable to families and staff.

Closing

Mayor Pangallo informed the community about the upcoming public forums.

Adjournment

Vice Chair Cruz made a motion to adjourn at 7:37 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Elementary Reconfiguration Updates

November 17, 2025



Reconfiguration Scenarios

Scenario 1

Saltonstall & Horace Mann merge at Horace Mann building
Saltonstall building is repurposed rather than closed

Scenario 4

Carlton & Saltonstall schools merge at Saltonstall building
Carlton building offline or becomes early childhood center

Scenario 2

Saltonstall & Horace Mann merge at Horace Mann
AND
Bentley moves into Saltonstall building
Bentley/ECC building becomes early childhood center

Scenario 5

Carlton & Horace Mann merge at Horace Mann building
Carlton building offline or becomes early childhood center



Reflections

- Goals:
 - Elevate the learning experience for every student
 - Advance our core value of equity
 - Ensure long-term fiscal sustainability
- Scenarios ruled out dispersal of students
- Commitment to engaging the public with data, reasoning, and opportunities for discussion

Themes in Feedback

- More information about the SPS projected deficit
- What are the alternatives to school mergers?
- Traffic
- Class size and building utilization
- Benefits from larger elementary consolidation
- Supporting students, staff and families through a transition



Traffic Concerns

- Start and end times would need to be staggered between HMLS and SHS.
- Traffic study conducted in Dec. 2024 matches the number of students who are projected to access the site if there is a merger.
- HS project will adjust traffic patterns
- More analysis and consultation is necessary to develop a plan that reduces congestion.

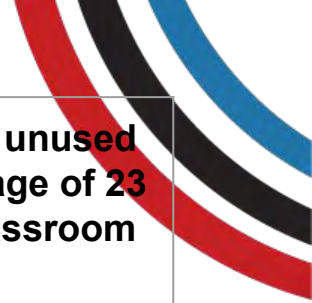


Class Sizes

- The 'minimum full' capacity is smaller than the current assignment practice.
- The 'maximum full' capacity reflects the contractual maximum.
- Currently, we are not projecting an increase in elementary class sizes with our merger scenarios.
- We are not suggesting merging/altering substantially separate classrooms.



Overall Elementary Utilization and Capacity



	Current Enrollment	Empty Seats in Existing Classrooms	Estimated # number of unused classroom spaces across elementary schools	Total number of unused seats at an average of 23 students per classroom
K-5	1,901	218	60	1380

***Total # of available elementary seats- $218 + 1380 = 1598$ available seats**



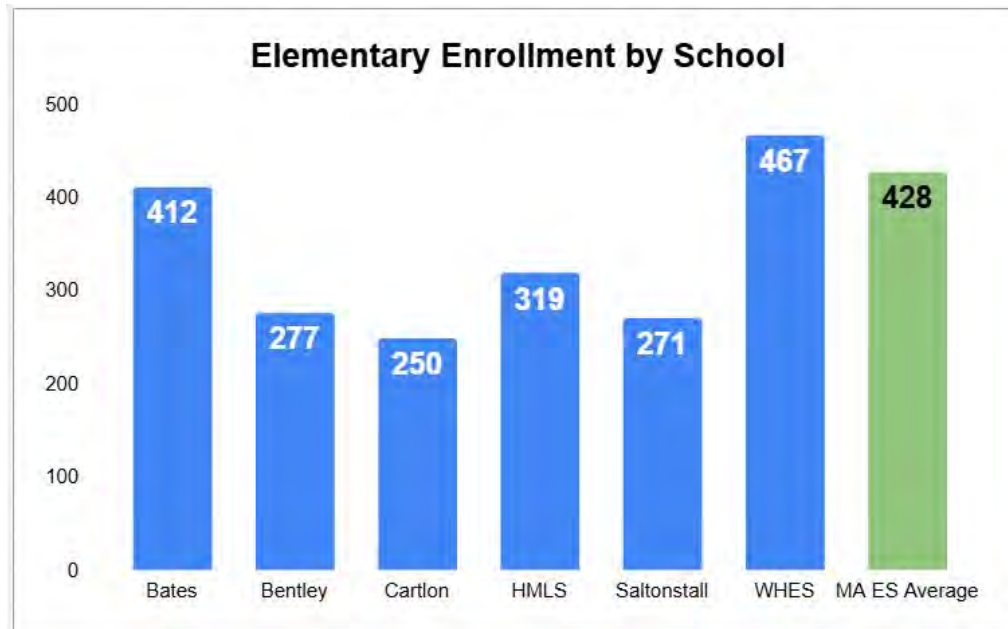
Benefits of Larger Elementary Schools

- Increased educator collaboration across grade levels
- Ability to strategically assign students
- Service providers and specialists do not need to travel, providing stronger connection to each community
- Resource efficiency allows for investing in more robust programs at each school for students
- Smaller footprint for the central office
- Capital \$\$ allocated across fewer buildings



Comparisons

- The average size of a MA elementary school is 428 students
- Districts with between 3500-4500 students in MA have on average 7.5 schools



If the School Committee Votes to Merge a School

Supporting Families and Students

- Transition team to oversee merger
- Series of transition events
- Commit to specific resources needed to assist with transition
- No changes to any services for students on IEPs/504 plans affected by mergers
- Commit to maintain unique traditions
- Metrics to monitor outcomes
- Prioritize families from merging school who want to make alternative assignment choices

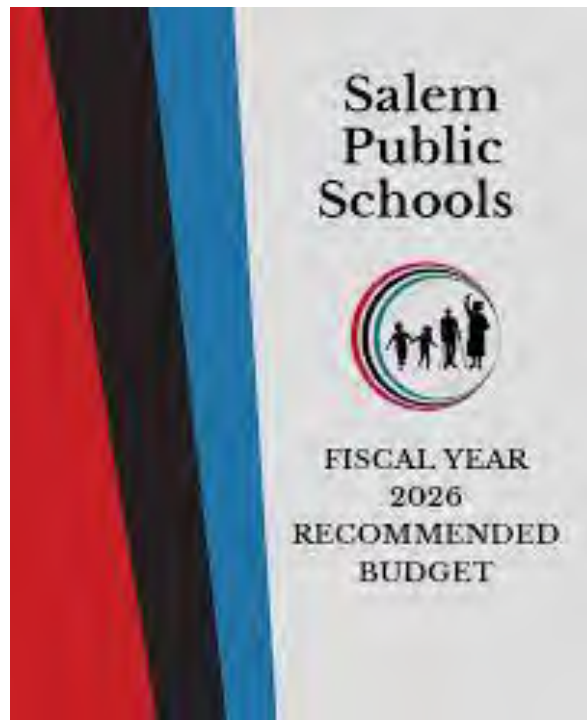
Supporting Staff

- The majority of staff will have a role in the merged building.
- All staff with professional status will continue to have a role in SPS
- We will work to find a role for any staff member in good standing without professional status somewhere in SPS.
- We will engage in 1 to 1 planning conversations with affected staff

For planning and effective implementation a decision by end of December is highly preferred



Budget Context



Reminder: FY26

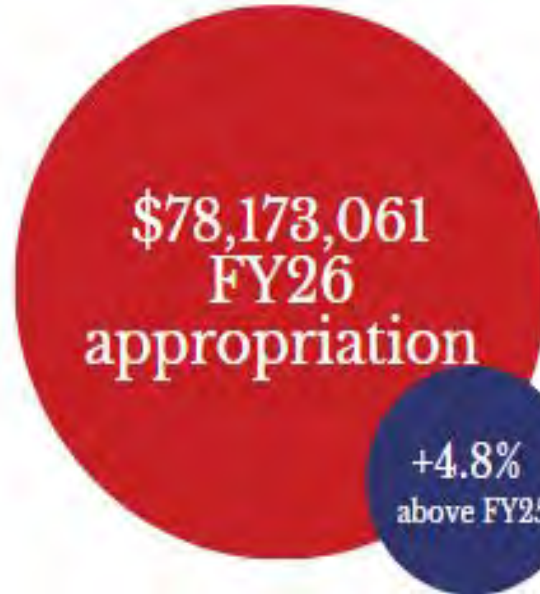
- ❑ 4.8% increase (+\$3,580,445.57)
- ❑ Complicated architecture
 - ❑ Looked for efficiencies
 - ❑ Using recurring revenue to reduce expenses
 - ❑ Position reductions & Non-Personnel reductions
 - ❑ 56.5 positions are being eliminated



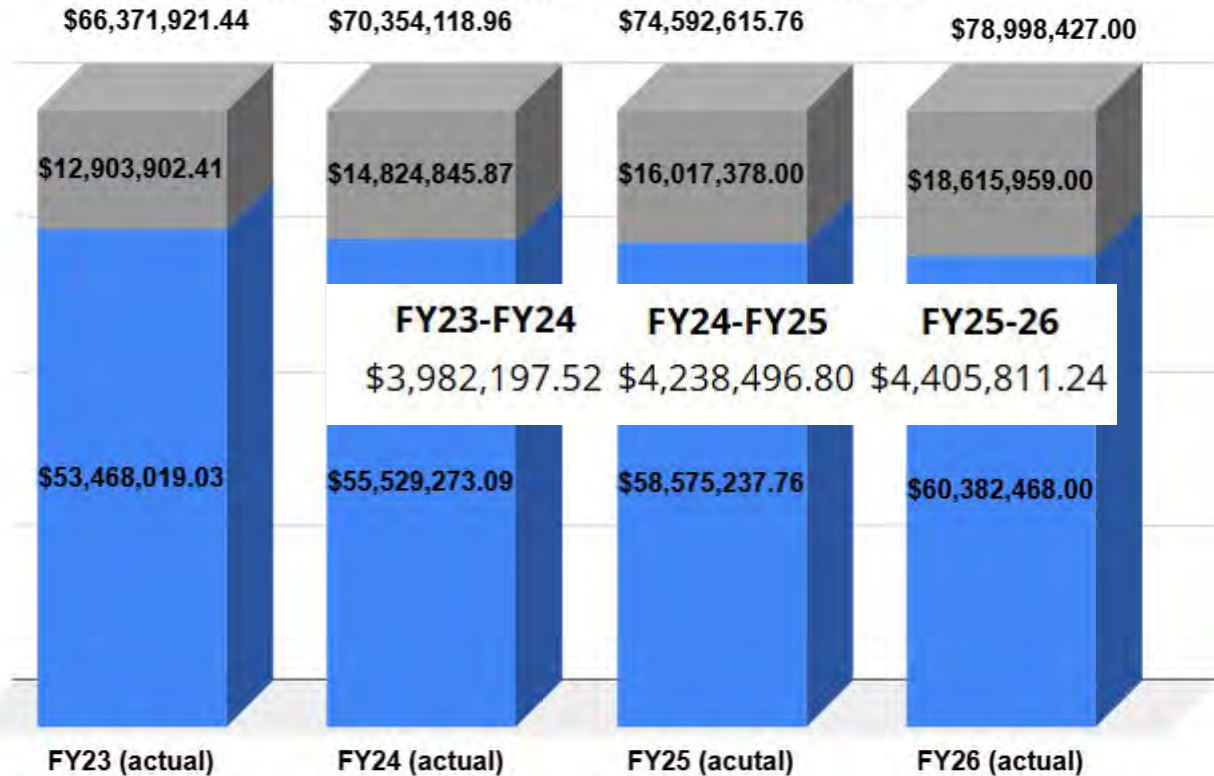
\$78,173,061

Appropriation vs. Actual Expenses

- ❑ Before reductions & offsets, Personnel & Non-Personnel costs will be ~\$4.9M above the appropriation
- ❑ +6% above the appropriation



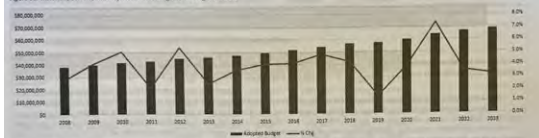
Personnel, Non-Personnel & Total, by Fiscal Year



Budget Context: It's Complicated

that the FY2022 personnel budget began the year in a structural deficit as contracts settled for higher increases than what was budgeted. That gap is just over \$500,000. The district has not requested a supplemental appropriation to cover that gap as we believe we have one time surplus in other accounts that can cover this deficit for the current year. Had we asked for and received a supplemental appropriation, the overall increase to the FY2023 Recommended Budget would have been 2.5%, well below the historical average of 4.1%.

Figure 16. Historical, Current, and Proposed School Budgets and Budget Increases



Note: In 2020, the budget amount does not include funding for the Bentley Academy Charter School. The FY2021 budget includes the appropriation for the Bentley Academy Charter School with the transition back to the school district. Also, the FY2021 budget amount includes a supplemental appropriation of \$852,000 that allowed the school to restore many of the salary concessions that employees made when there were expectations of significant revenue construction.

We also want to emphasize that this budget includes a significant number of position reductions and increased use of revenue efforts to help limit the overall impact of the increase necessary to achieve our goals and objectives. This includes the reduction of 7.0 positions and salary differentials totaling \$533,625 in savings, \$1,021,229 in use of special revenue fund balances, \$450,000 in expense reductions, and the prepayment of \$550,000 in special education tuition using FY2022 operating surplus. This is a total of over \$2.6 million in reductions and savings to support the FY2023 Recommended Budget. It's also important to note that another \$2.2 million in personnel expense is projected to be paid for using the school department's ESSER funds in FY2023.

Summary and detail information for the FY2023 Recommended Budget by cost center is provided in the sections below.

Salem Public Schools FY25 Budget Book | 20

27

FY25: Balancing the Budget

Direct Appropriation

\$74,592,616

This includes

- state aid

Salem Public Schools has a **structural budget gap**, between operating costs (personnel and non-personnel expenses) and our annual direct appropriation from the city & state. This gap is over \$3 million.

THE CODCAST

Municipal budgets at the breaking point

by COMMONWEALTH BEACON STAFF

3 days ago



'Challenging year': Large number of Mass. school districts laying off teachers, cutting programs

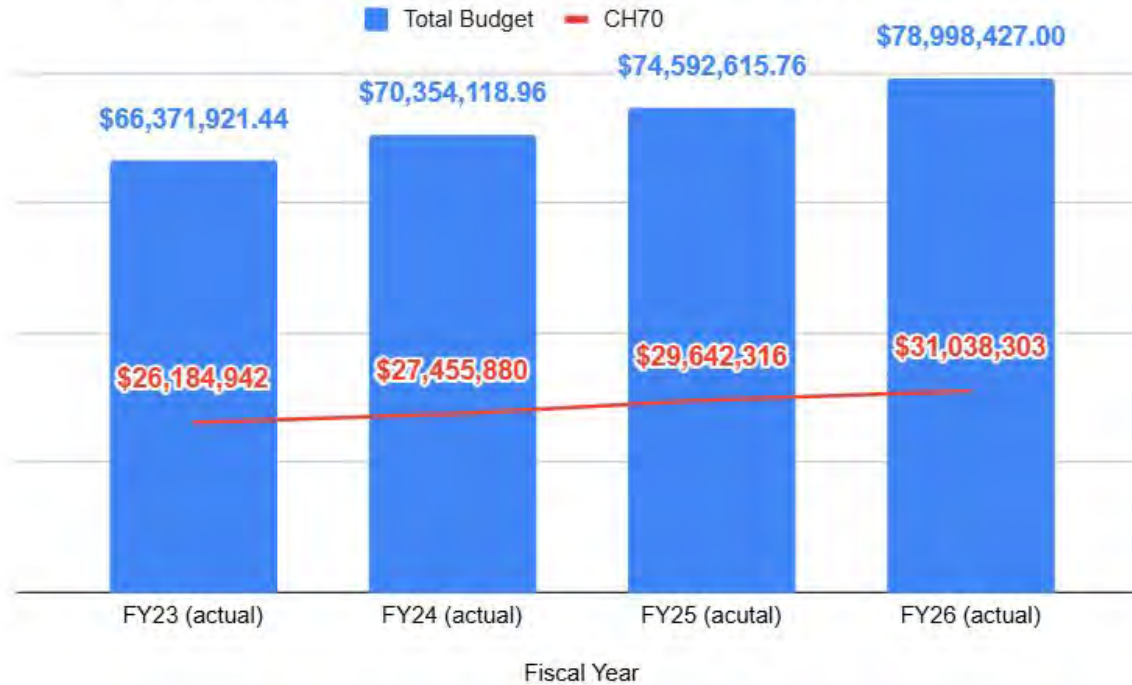
'Most challenging year': Large num



Elevate Learning • Empower Educators • Center Belonging • Strengthen Our Foundation


Where does SPS funding come from?

SPS Budget Appropriation & CH70



Salem's expected local contribution is among the highest for Gateway Cities

- Maximum local contribution is 82.5%
- For the 26 Gateway cities, target local share ranges from 14.93% (Springfield) to Barnstable & Quincy (82.50%)
- Salem's target local share is 71.46% (185% of the average)
 - 10% decline in target state aid share in the last three years

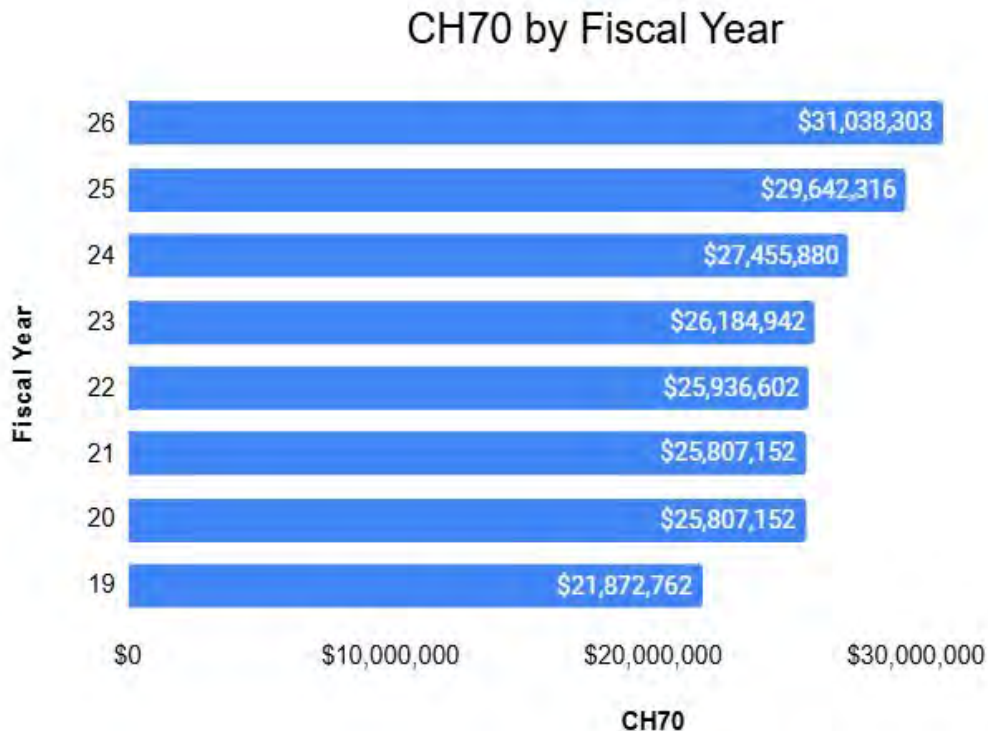


Town	Target Local Share
Springfield	14.93
Lawrence	15.33
Holyoke	18.7
New Bedford	21.35
Fall River	22.05
Chelsea	22.56
Brockton	23.05
Lynn	23.4
Lowell	25.37
Fitchburg	27.27
Everett	28.14
Worcester	29.38
Chicopee	29.53
Taunton	36.86
Pittsfield	37.29
Leominster	40.33
Revere	40.87
Haverhill	44.15
Westfield	46.61
Methuen	46.8
Attleboro	48.91
Malden	53.22
Peabody	67.82
Salem	71.46
Barnstable	82.5
Quincy	82.5



CH70 & Salem

- 2019: Student Opportunity Act & it was identified that Salem would receive less
- Salem leaders have been actively trying to address the CH70 formula
- CH70 commission is now evaluating the formula



What We Know/Assume about next year:

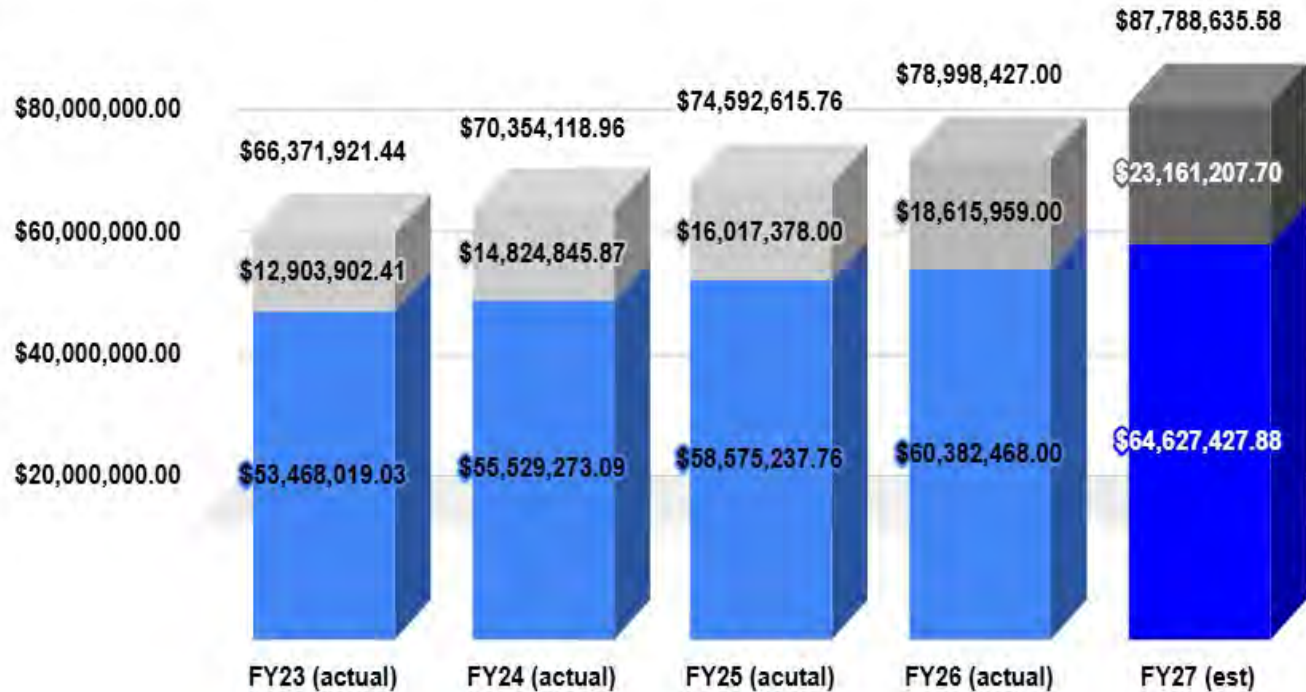
- STU, PSRP, SAA salaries
- 3.5% increases to most non-personnel lines
- Budget increase will be consistent with budget increases in FY25 & FY26

What we don't yet know:

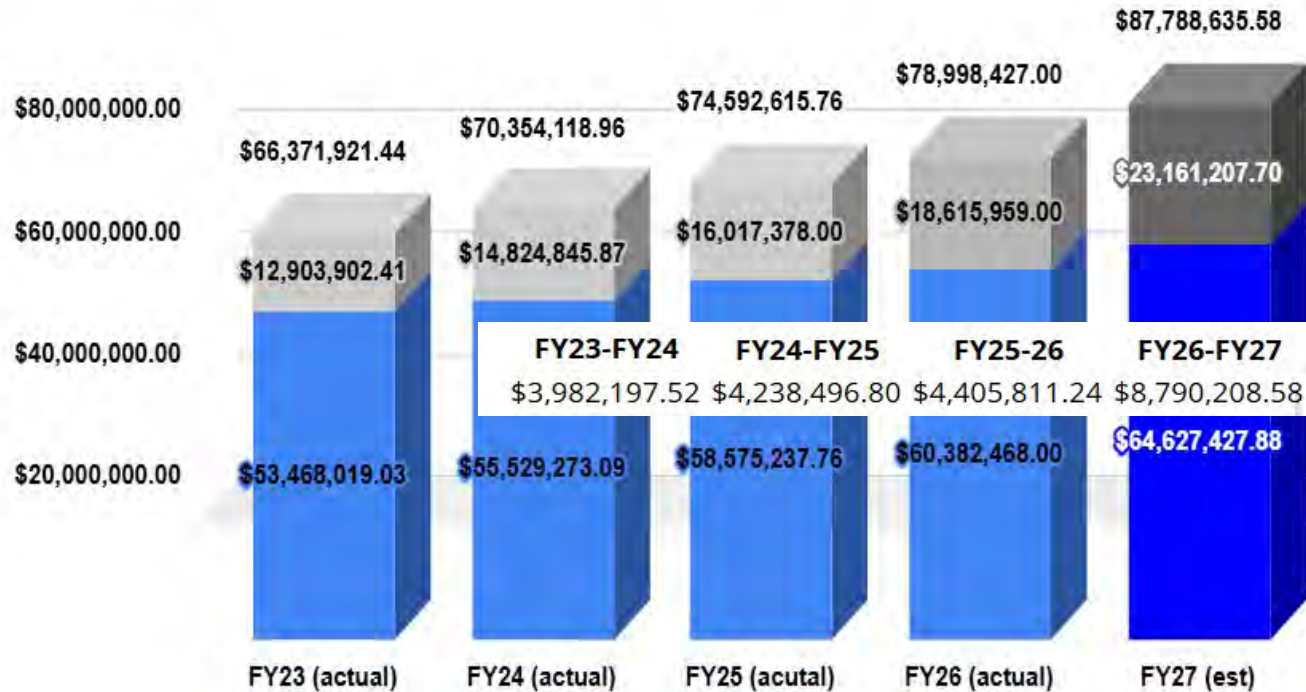
- CH70 for FY27 (January)
- AFSCME salaries (negotiations this year)
- Increases to major cost drivers:
 - Special Education OOD tuition
 - Transportation– Regular Day & Homeless
- What shifts/expansion will be needed for Special Education
- Federal funding changes
- Inflation/cost increases



Personnel, Non-Personnel & Total Budgets



Annual Budget Increases



FY26 and FY27: Actual & Est.

	Personnel	NonPersonnel	Total
FY26 (actual)	\$60,382,468.00	\$18,615,959.00	\$78,998,427.00
FY27 (est)	\$64,627,427.88	\$23,161,207.70	\$87,788,635.58

Assuming a typical or (slightly higher than typical) budget increase, the estimated gap will be ~\$4.5--~\$5 million

+\$8,790,208.58



What drives our costs?

Intentional Choices:

- Paying competitive wages to staff (recruitment & retention)
- Average salary increases (step & COLA) in FY26 were significant & overdue:
 - SAA: +5%
 - STU: +10%
 - PSRP: +15%
- Operating costs from maintaining 8 buildings

External Factors: Rising costs

- Rising utilities costs
- Rising costs for out-of-district placements
- Rising costs for transportation



What have we done to close budget gaps?

- Annually offset gaps (ESSER, reserves, revenue, prepayment);
- Reduce positions 4 years in a row (56.5 positions in FY26);
- Expand in-house capacity to better meet student needs:
 - 2018: 19 Special Education programs
 - 2025-2026: 31
- Actively seek grant funding: in FY25, 50 FTEs fully/partially funded by grants;
- Participate DESE/ERS learning cohort to look for research based & effective budgeting strategies.



No great options for closing \$4.5-\$5M gap:

Gap in FY26 was \$4.9M, resulting in 56.5 position cuts (including vacancies, retirements, & voluntary departures)

Options this year:

- Reduce district-level staff (\$235,000)
- Reduce school level admins & non-classroom positions (\$1,136,166)
- Increase class size up to the contract limit (25) (\$884,264)
- Reconfigure High School schedule (\$700,000)
- Increasing caseloads for MLs & Students with Disabilities (~\$175,000)
- Sharing elementary specialists across schools (\$340,000)
- Close PreK classrooms (\$279,480)
- Reducing non-required stipends (\$550,000)
- Reduce non personnel expenses (\$345,248)
- Reduce transportation (~\$375,000)
- Merge schools (\$1,300,000)



Next steps: the FY27 Budget Process

What we know

- SPS has had a structural deficit that has necessitated cuts for the last 4 budget cycles
- Costs are rising
- SPS will have another sizable gap in FY27
- There will be budget cuts

What we are modeling?

- What is the minimum number of cuts that can be made?
- What non-personnel cuts can we make (e.g. non-mandatory transportation)?
- How to make the most of our resources to deliver the highest quality education to all students?



Final Reflections

- Provide childcare at Horace Mann on **Tuesday, November 25 @ 6:30 pm**
- Working on scheduling a Spanish speaking forum
- Continue to respond to questions via reconfiguration@salemk12.org and meet with families, staff and community organizations



**Minutes of the Public Forum in Spanish
of the Salem School Committee
Monday, November 24, 2025
211 Lafayette St, Salem
In-Person Meeting**

Members Present: Mayor Pangallo, Vice Chair Cruz, AJ Hoffman, Beth Anne Cornell and Veronica Miranda

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

Members Absent: Amanda Campbell and Mary Manning

Call of Meeting to Order

Vice Chair Cruz called the meeting to order at 6:00 pm and informed the public that the docket contains the public participation procedure and how to access English as well as Portuguese interpretation.

Opening Updates

Superintendent Zrike provided background information about the various programs at the schools as well as the budget deficit. Camila Salazar, Director of Financial Operations presented the slides regarding the reconfiguration updates. Superintendent Zrike continued with the presentation of the slides.

Public Forum

Vice Chair Cruz provided guidelines for public comments.

Yenny Andujar, Bentley Academy Innovation School Parent

Ms. Andujar said that she was in favor of Scenario 2 where Bentley would move to Saltonstall so that the dual language program can be expanded.

Kelly Quinn, Bentley Academy Innovation School Adjustment Counselor

Ms. Quinn said she has had the privilege to learn a second language and is proud that Salem Public Schools is having this forum in Spanish as it shows commitment by the school district to not only include but also to center and elevate the voices of Spanish speakers. Ms. Quinn noted that the lack of a bigger group tonight is not a lack of commitment by our families and staff but a lack of opportunity as tonight was the first time the School Committee has been offered in Spanish. Ms. Quinn added that any space for the dual language program should continue to ensure a "wall to wall" model. The dual language program is not just a Bentley but a district program. Ms. Quinn stated that the current space at Bentley does not allow for expansion of the program. Ms. Quinn also mentioned the need to look into the start time, hiring of staff and improved facilities to ensure equitable access. Ms. Quinn continued that the dual language

programs support enrollment and retention of students, since the local and charter schools do not have this option. Ms. Quinn concluded that the dual language program creates a sense of belonging and the need for the district and school committee to maintain and strengthen its commitment to dual language is not only consistent with stated values as a district but also guarantees that they are put into practice.

Closing

Vice Chair Cruz closed the public forum portion of the meeting.

Adjournment

Member Cornell made a motion to adjourn at 6:47 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent



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Elementary Reconfiguration Updates

November 24, 2025



What is Happening?

Right now, Salem schools are facing major funding issues.

- It costs more than ever to run schools, however we did not receive enough funding from the state.
- Funding for our schools comes from the city and state.
 - Salem Public Schools staff create a budget request based on program needs.
 - The City identifies the percentage increase for the School Department; most of SPS funding comes from the city of Salem.
 - The School Committee approves the budget & sends it to City Council for final approval.
- Last year, expenses were more than our budget, leaving us with a budget gap of \$4.9M; we needed to cut 56.5 positions.



What is Happening?

- Next year, we expect to be \$4.5M to \$5M short.

One of our biggest problems is “Chapter 70” funding.

- This is the main source of state funding.
- Chapter 70 is a formula based on student enrollment, demographics, & a city’s ability to pay for its schools. The formula has not kept pace with increasing costs.
- Salem does not receive as much money as we need, & we pay more than cities similar to us.

The District needs to find ways to reduce costs and to offer ALL students high-quality education.

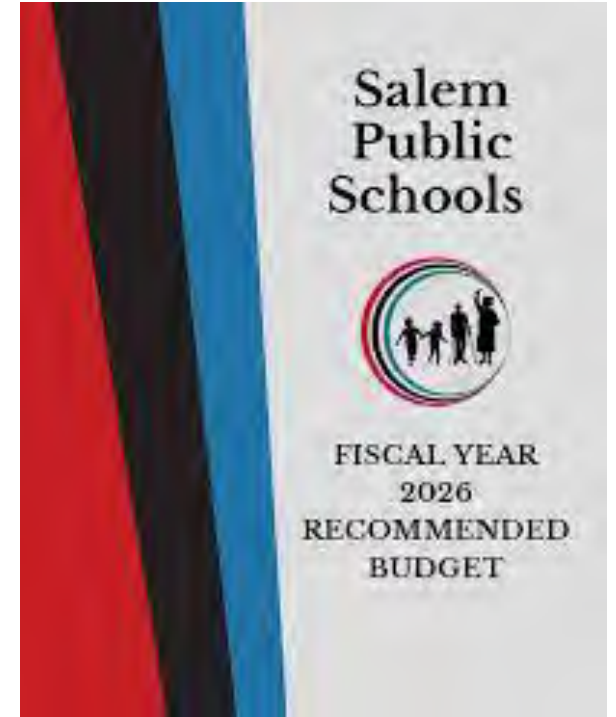


What Are Our Options?

SPS has several ways to address the budget, but none of them are easy.

Options could include:

- Reducing district staff
- Reducing non-classroom positions in schools
- Increasing class sizes
- Increasing caseloads for staff serving multilingual learners and students with disabilities
- Closing Pre-K classrooms
- Reducing/sharing special programming like art and music
- Reducing transportation
- Merging (or “reconfiguring”) elementary schools



What Are Our Options?

None of these options alone would fix the budget.

- However, a combination of options could make a large impact.
- The district needs to consider options that help the budget now and in the future.

We are also advocating for more Chapter 70 funding. See slide 30 in the appendix for more information.



Why Reconfiguration?

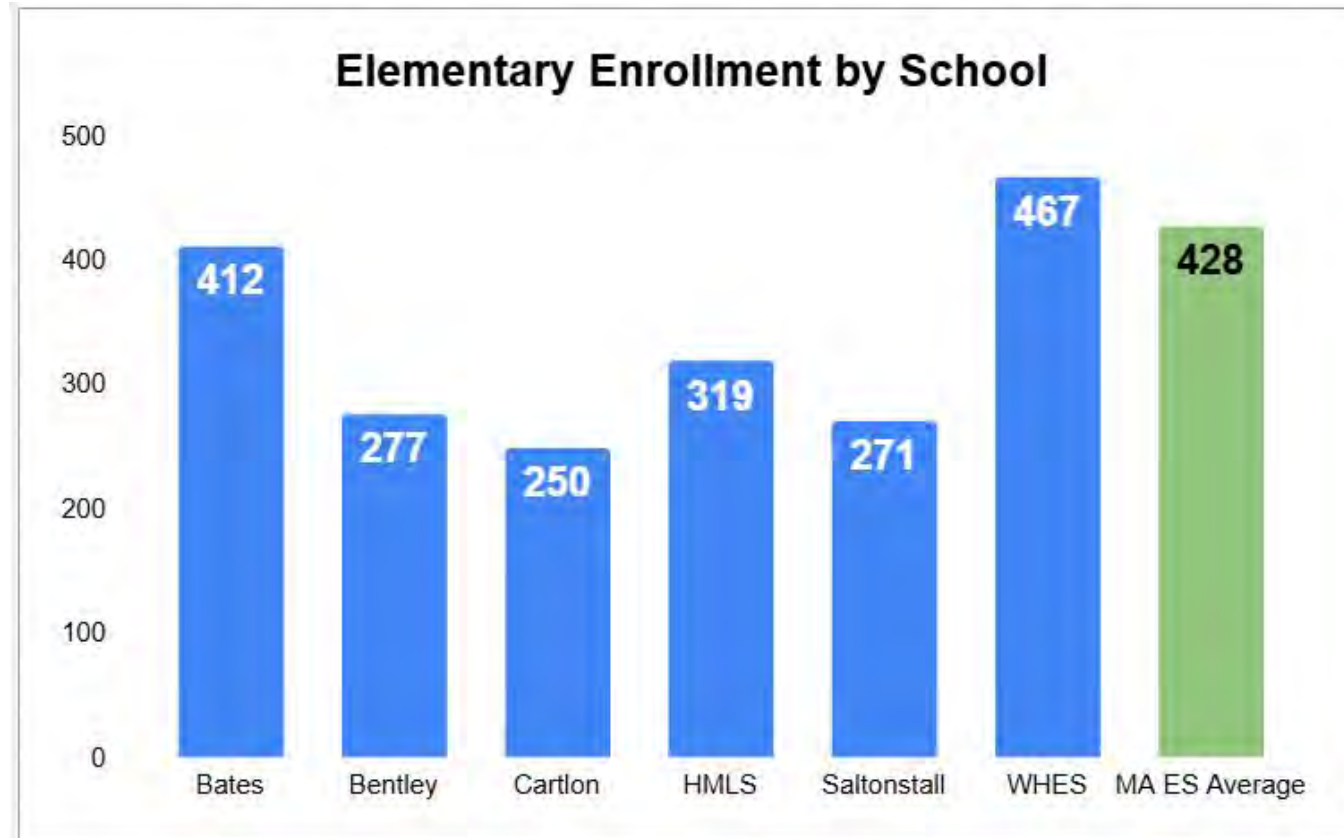
SPS is asking the School Committee to consider “reconfiguring” elementary schools.

- Salem has more school buildings than most other towns/cities of our size.
 - School buildings are very expensive to operate. For each building, we need to pay for utilities, repairs, non-classroom staffing, and more.
- We have over 200 empty seats across our elementary schools.
- We also have enough unused classrooms to fit another 1,300+ students.



Comparisons

- The average size of a MA elementary school is 428 students
- Districts with between 3500-4500 students in MA have on average 7.5 schools



Our Goals

We understand that conversations about the budget and school reconfiguration are very hard.

- Nobody at SPS wants to cut costs or cause disruption for kids or families.
- However, if we don't act, we won't have enough money to run our schools.

As we look at the budget, we are committed to the following goals:

- To elevate the **learning experience** of every student
- To advance our core value of **equity**
- To ensure long-term **financial sustainability**
- To **engage with parents, school staff, and the community** to find the best possible solution.



Reconfiguration Scenarios

Scenario 1

Saltonstall & Horace Mann merge at Horace Mann building
Saltonstall building is repurposed rather than closed

Scenario 4

Carlton & Saltonstall schools merge at Saltonstall building
Carlton building offline or becomes early childhood center

Scenario 2

Saltonstall & Horace Mann merge at Horace Mann
AND
Bentley moves into Saltonstall building
Bentley/ECC building becomes early childhood center

Scenario 5

Carlton & Horace Mann merge at Horace Mann building
Carlton building offline or becomes early childhood center



What We're Hearing

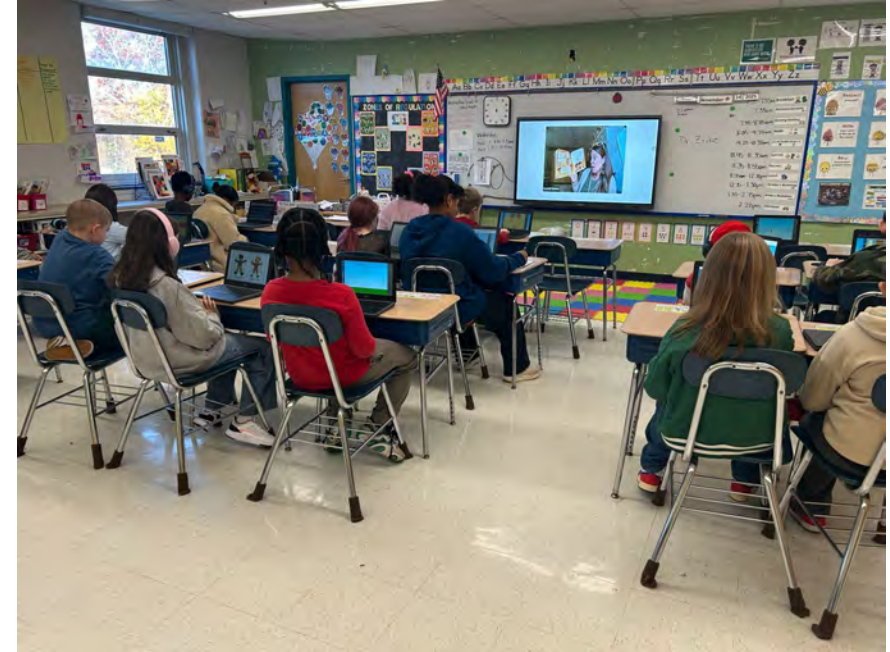
The main themes and questions we are hearing about are as follows:

- Traffic
- Class size
- Larger elementary schools consolidation
- Learning models
- School choice options
- Timeline
- Transition



What Happens Next

- School Committee listening sessions
- Scheduled to discuss and vote at December meetings. Decide on—
 - one of the options recommended
 - another option
 - or no change



What Happens Next

- Transition team to oversee merger
- Series of transition events
- Commit to specific resources needed to assist with transition
- No changes to any services for students on IEPs/504 plans affected by mergers
- Commit to maintain unique traditions
- Metrics to monitor outcomes



Final Reflections

- Forum at Horace Mann on **Tuesday, November 25 @ 6:30 pm**
- Continue to respond to questions via reconfiguration@saalemk12.org and meet with families, staff and community organizations
- Slides 14-39 (**appendix**) are from the presentation that was delivered at the first Community Meeting on 11.17.25





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Elementary Reconfiguration Updates

November 17, 2025



Reconfiguration Scenarios

Scenario 1

Saltonstall & Horace Mann merge at Horace Mann building
Saltonstall building is repurposed rather than closed

Scenario 4

Carlton & Saltonstall schools merge at Saltonstall building
Carlton building offline or becomes early childhood center

Scenario 2

Saltonstall & Horace Mann merge at Horace Mann
AND
Bentley moves into Saltonstall building
Bentley/ECC building becomes early childhood center

Scenario 5

Carlton & Horace Mann merge at Horace Mann building
Carlton building offline or becomes early childhood center



Reflections

- Goals:
 - Elevate the learning experience for every student
 - Advance our core value of equity
 - Ensure long-term fiscal sustainability
- Scenarios ruled out dispersal of students
- Commitment to engaging the public with data, reasoning, and opportunities for discussion

Themes in Feedback

- More information about the SPS projected deficit
- What are the alternatives to school mergers?
- Traffic
- Class size and building utilization
- Benefits from larger elementary consolidation
- Supporting students, staff and families through a transition



Traffic Concerns

- Start and end times would need to be staggered between HMLS and SHS.
- Traffic study conducted in Dec. 2024 matches the number of students who are projected to access the site if there is a merger.
- HS project will adjust traffic patterns
- More analysis and consultation is necessary to develop a plan that reduces congestion.

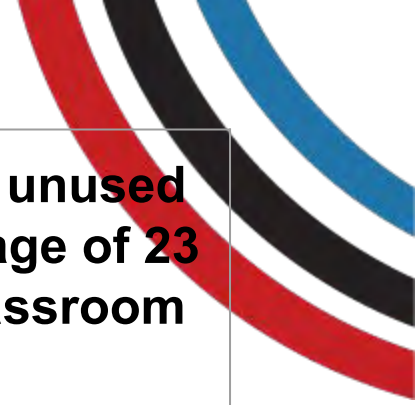


Class Sizes

- The ‘minimum full’ capacity is smaller than the current assignment practice.
- The ‘maximum full’ capacity reflects the contractual maximum.
- Currently, we are not projecting an increase in elementary class sizes with our merger scenarios.
- We are not suggesting merging/altering substantially separate classrooms.



Overall Elementary Utilization and Capacity



	Current Enrollment	Empty Seats in Existing Classrooms	Estimated # number of unused classroom spaces across elementary schools	Total number of unused seats at an average of 23 students per classroom
K-5	1,901	218	60	1380

***Total # of available elementary seats- 218 + 1380= 1598 available seats**



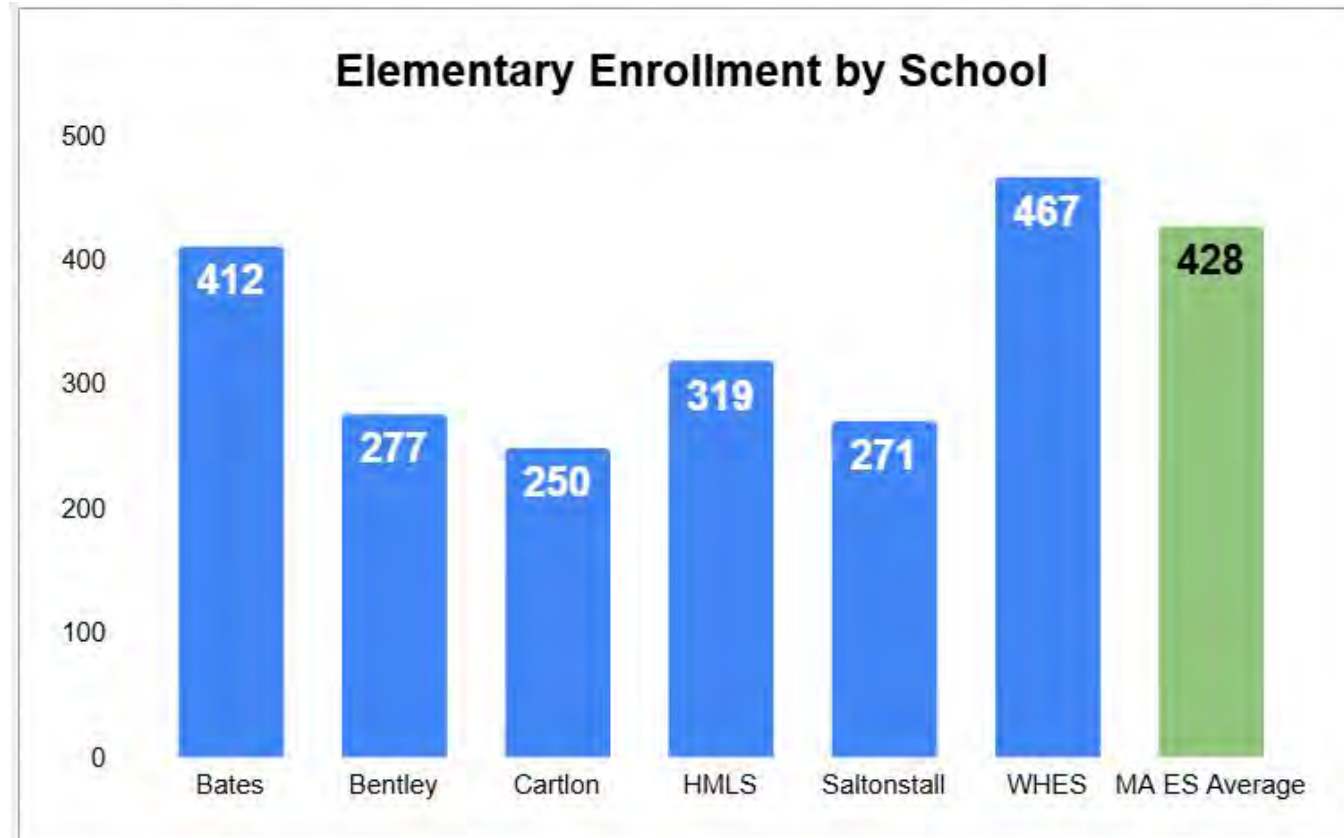
Benefits of Larger Elementary Schools

- Increased educator collaboration across grade levels
- Ability to strategically assign students
- Service providers and specialists do not need to travel, providing stronger connection to each community
- Resource efficiency allows for investing in more robust programs at each school for students
- Smaller footprint for the central office
- Capital \$s allocated across fewer buildings



Comparisons

- The average size of a MA elementary school is 428 students
- Districts with between 3500-4500 students in MA have on average 7.5 schools



If the School Committee Votes to Merge a School

Supporting Families and Students

- Transition team to oversee merger
- Series of transition events
- Commit to specific resources needed to assist with transition
- No changes to any services for students on IEPs/504 plans affected by mergers
- Commit to maintain unique traditions
- Metrics to monitor outcomes
- Prioritize families from merging school who want to make alternative assignment choices

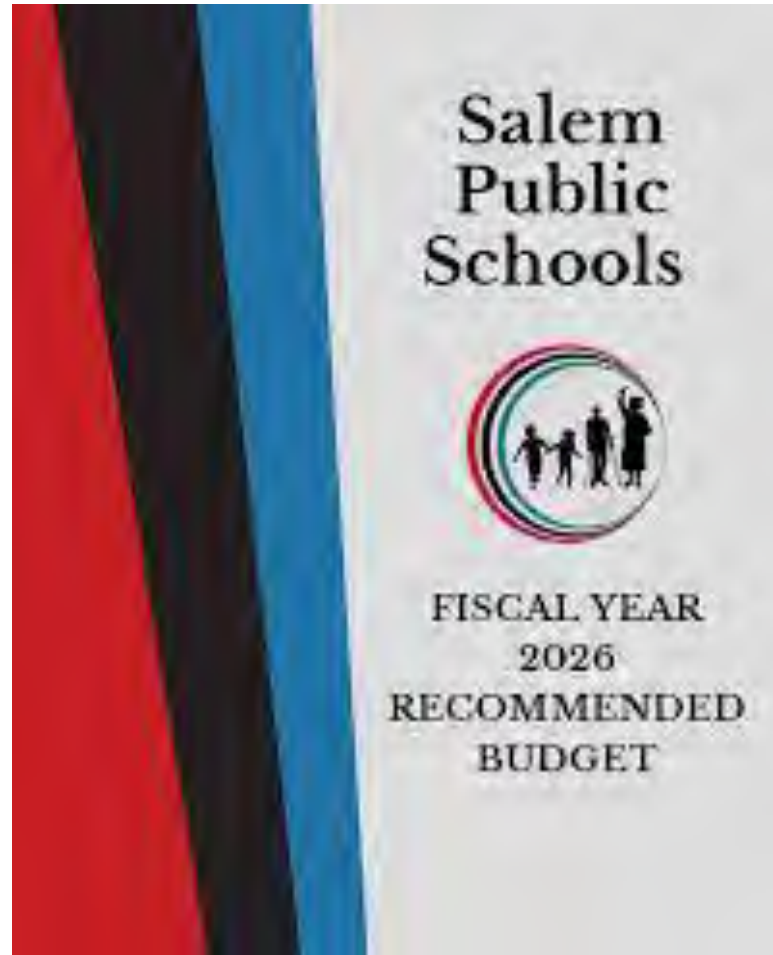
Supporting Staff

- The majority of staff will have a role in the merged building.
- All staff with professional status will continue to have a role in SPS
- We will work to find a role for any staff member in good standing without professional status somewhere in SPS.
- We will engage in 1 to 1 planning conversations with affected staff

For planning and effective implementation a decision by end of December is highly preferred



Budget Context



Reminder: FY26

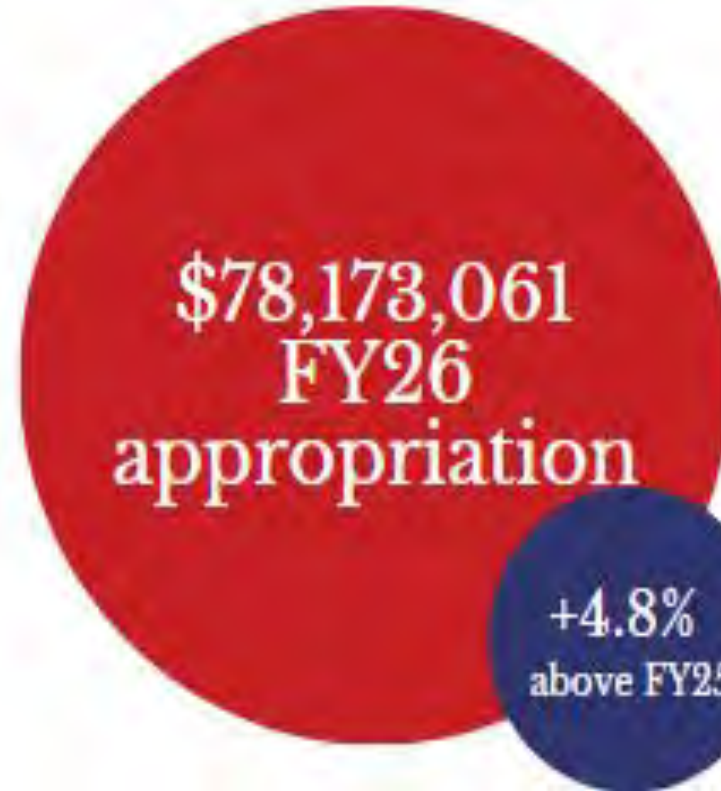
- ❑ 4.8% increase (+\$3,580,445.57)
- ❑ Complicated architecture
 - ❑ Looked for efficiencies
 - ❑ Using recurring revenue to reduce expenses
 - ❑ Position reductions & Non-Personnel reductions
 - ❑ 56.5 positions are being eliminated



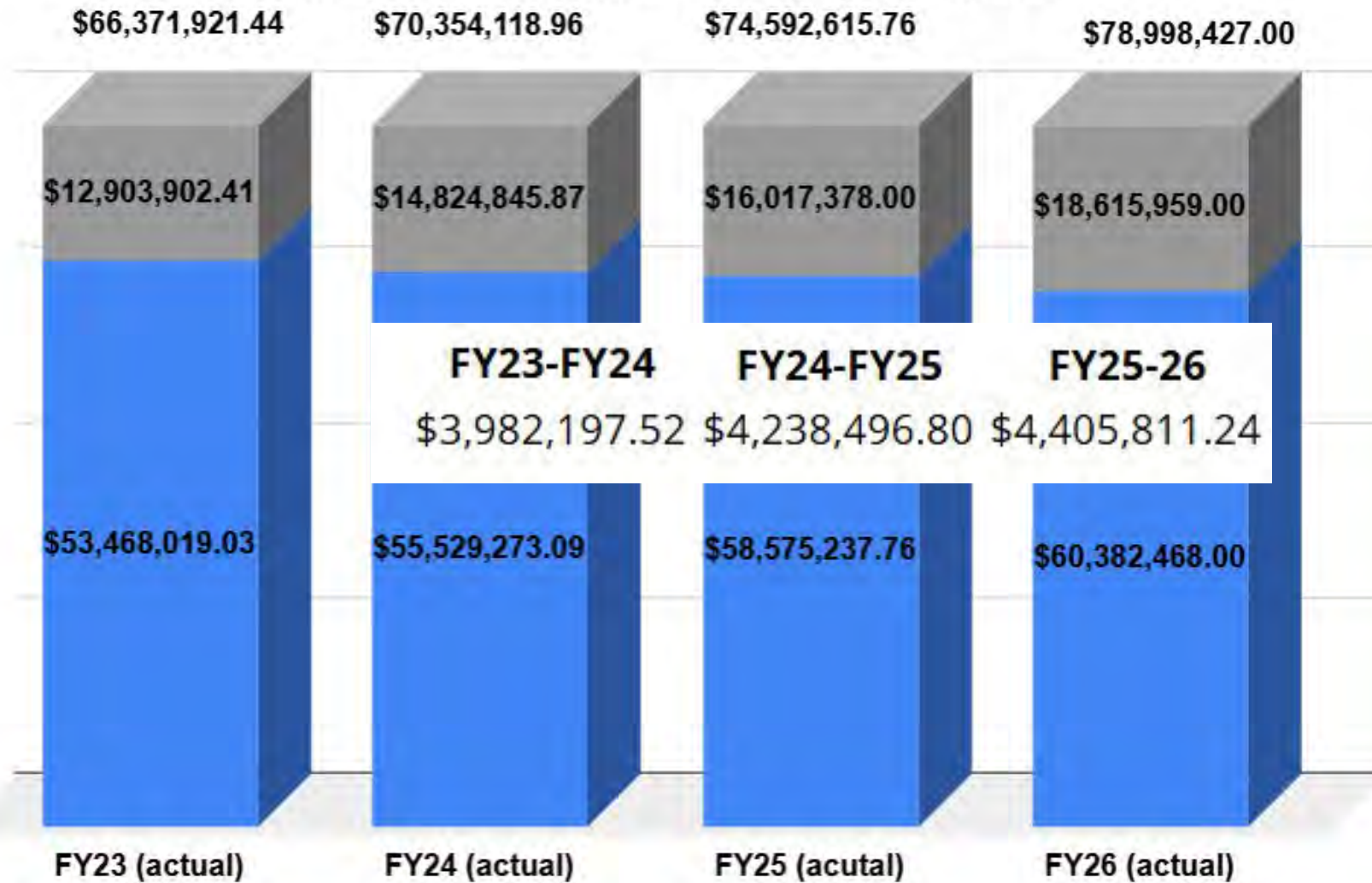
\$78,173,061

Appropriation vs. Actual Expenses

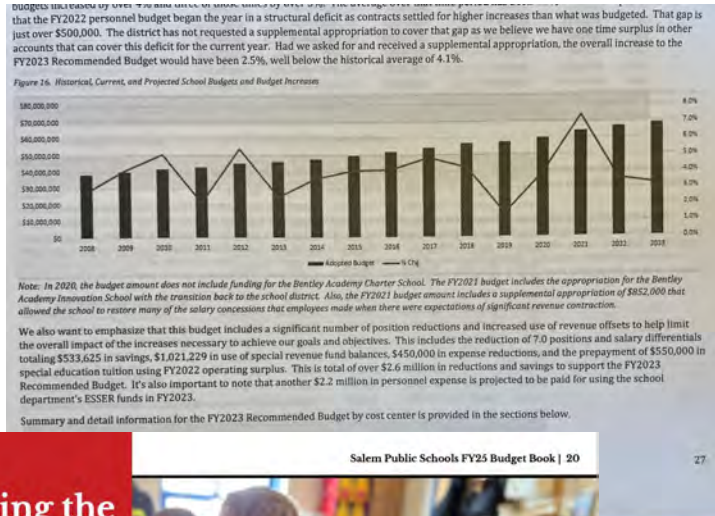
- ❑ Before reductions & offsets, Personnel & Non-Personnel costs will be ~\$4.9M above the appropriation
- ❑ +6% above the appropriation



Personnel, Non-Personnel & Total, by Fiscal Year



Budget Context: It's Complicated



FY25: Balancing the Budget

Direct Appropriation

\$74,592,616

This includes

- state aid



Salem Public Schools has a **structural budget gap**, between operating costs (personnel and non-personnel expenses) and our annual direct appropriation from the city & state. This gap is over \$3 million.

THE CODCAST

Municipal budgets at the breaking point

by COMMONWEALTH BEACON STAFF
3 days ago



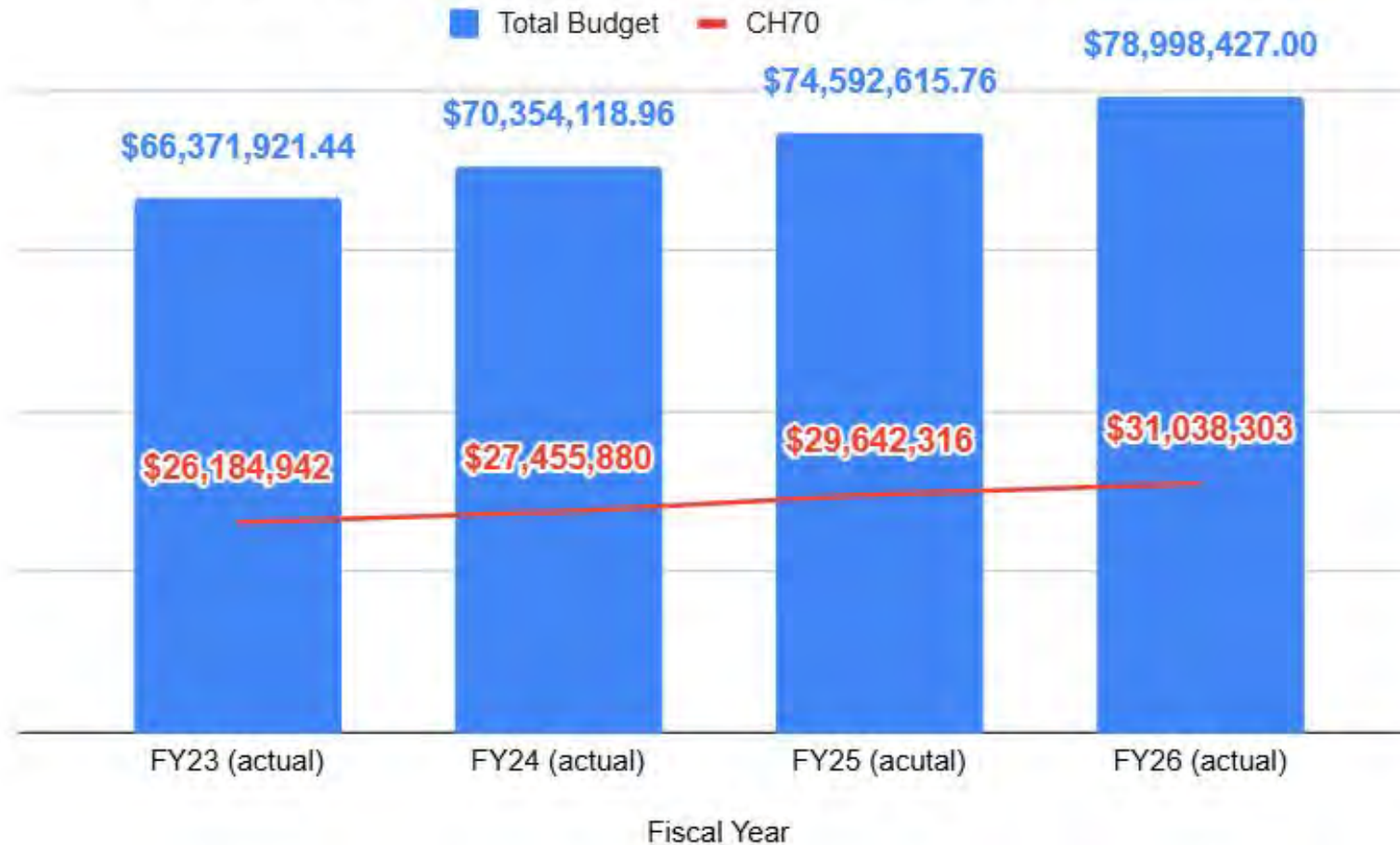
'Challenging year': Large number of Mass. school districts laying off teachers, cutting programs



Elevate Learning • Empower Educators • Center Belonging • Strengthen Our Foundation

Where does SPS funding come from?

SPS Budget Appropriation & CH70



Salem's expected local contribution is among the highest for Gateway Cities

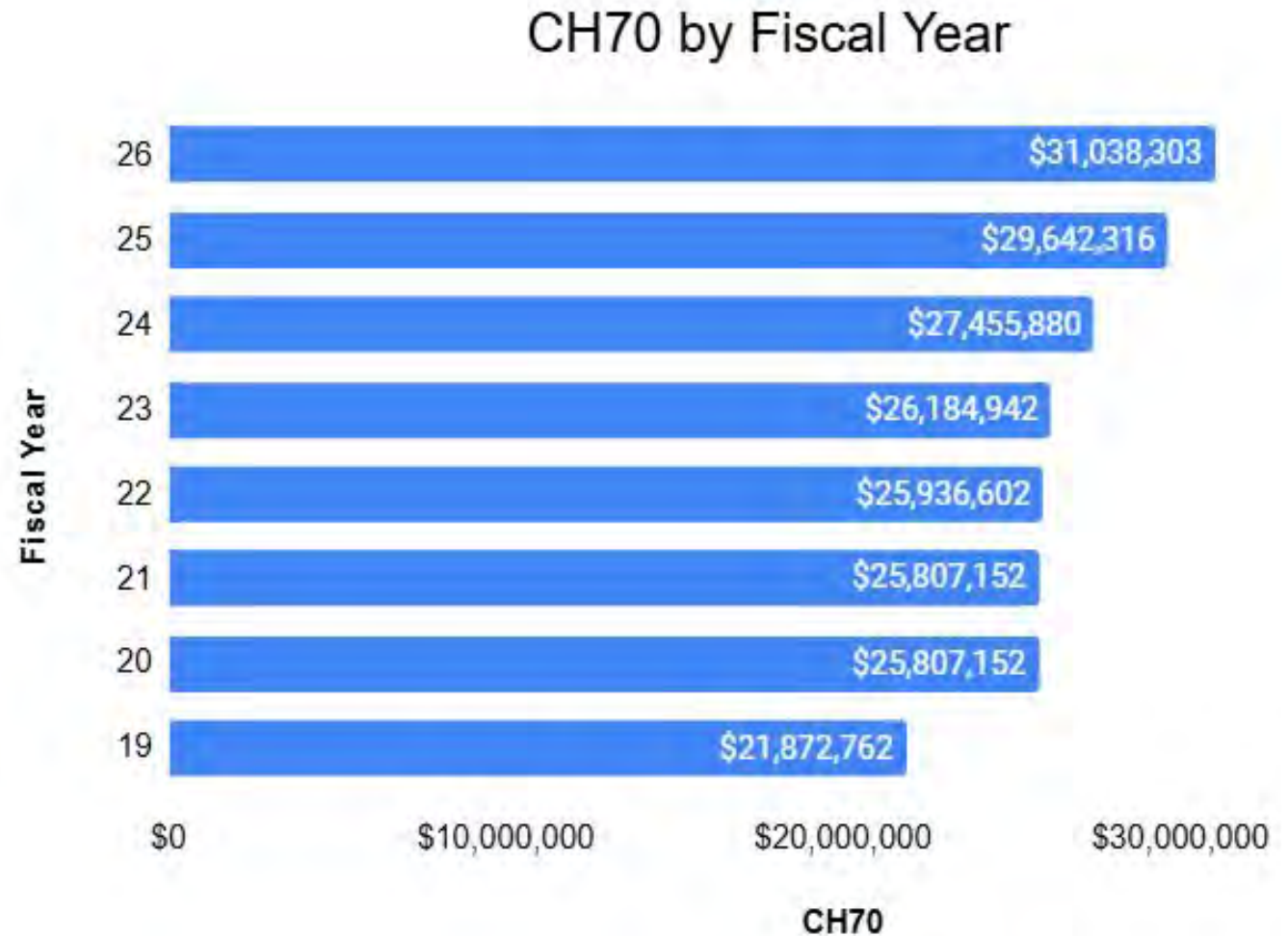
- Maximum local contribution is 82.5%
- For the 26 Gateway cities, target local share ranges from 14.93% (Springfield) to Barnstable & Quincy (82.50%)
- Salem's target local share is 71.46% (185% of the average)
 - 10% decline in target state aid share in the last three years

Town	Target Local Share
Springfield	14.93
Lawrence	15.33
Holyoke	18.7
New Bedford	21.35
Fall River	22.05
Chelsea	22.56
Brockton	23.05
Lynn	23.4
Lowell	25.37
Fitchburg	27.27
Everett	28.14
Worcester	29.38
Chicopee	29.53
Taunton	36.86
Pittsfield	37.29
Leominster	40.33
Revere	40.87
Haverhill	44.15
Westfield	46.61
Methuen	46.8
Attleboro	48.91
Malden	53.22
Peabody	67.82
Salem	71.46
Barnstable	82.5
Quincy	82.5



CH70 & Salem

- 2019: Student Opportunity Act & it was identified that Salem would receive less
- Salem leaders have been actively trying to address the CH70 formula
- CH70 commission is now evaluating the formula



What We Know/Assume about next year:

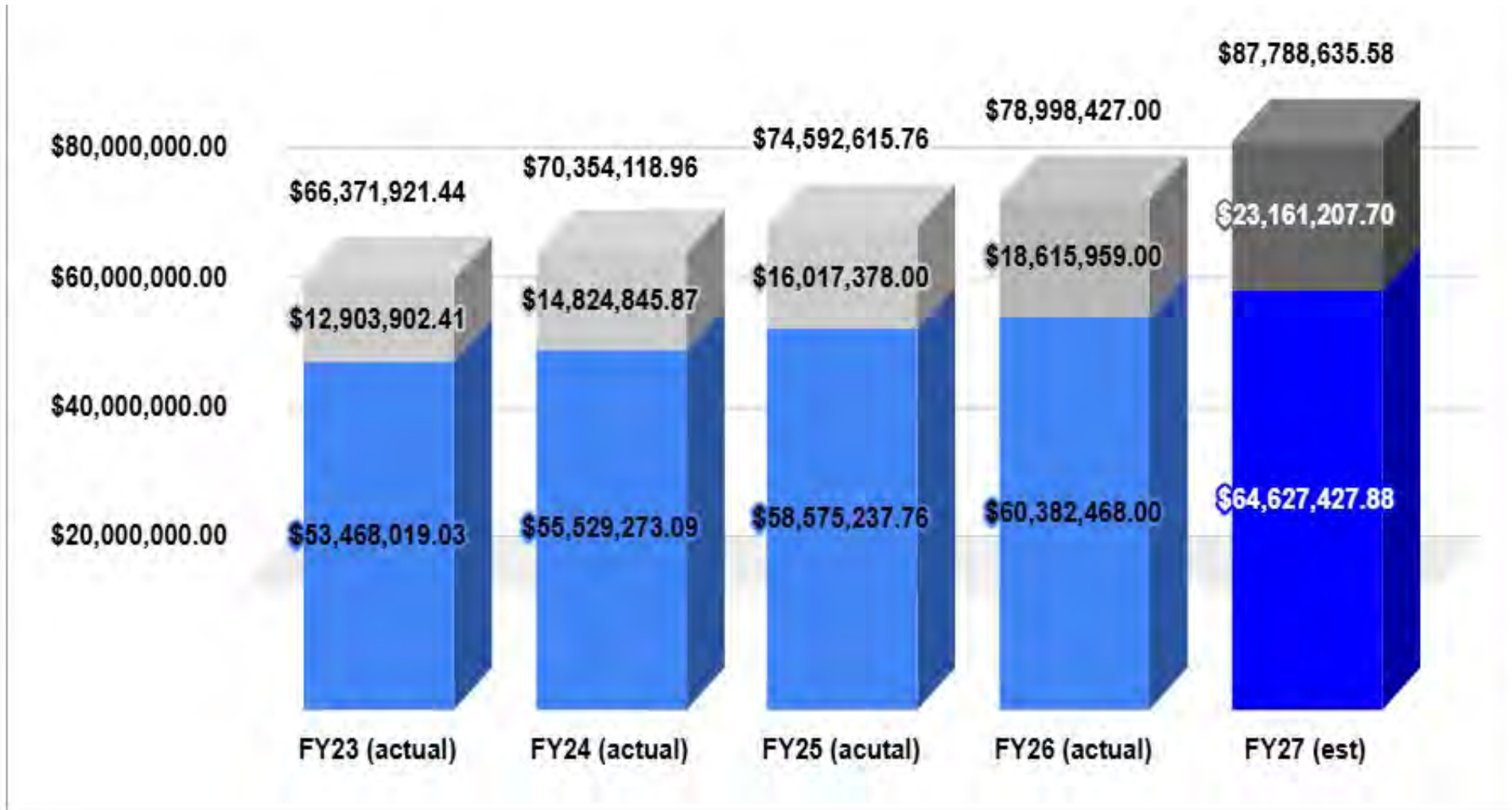
- STU, PSRP, SAA salaries
- 3.5% increases to most non-personnel lines
- Budget increase will be consistent with budget increases in FY25 & FY26

What we don't yet know:

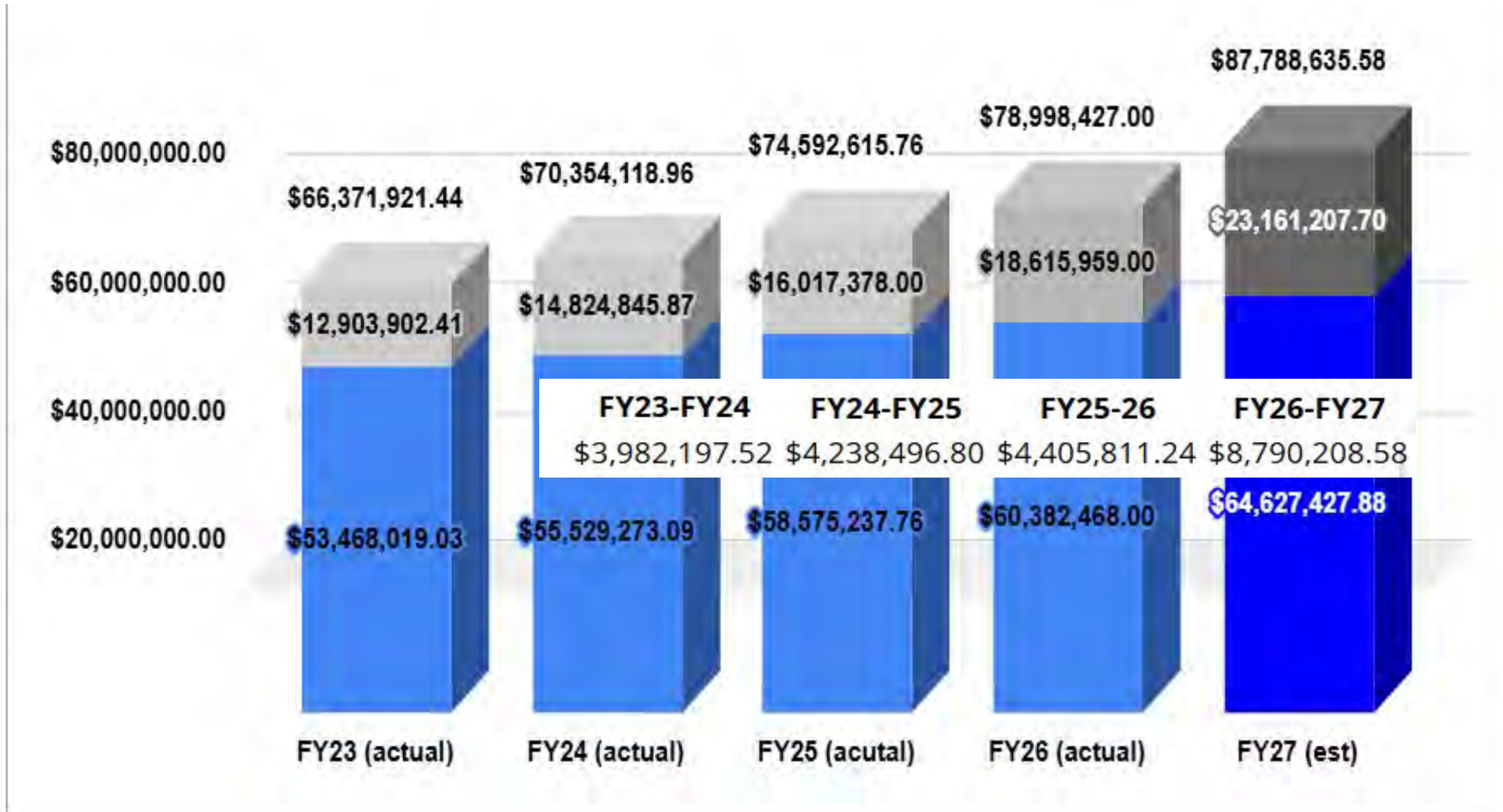
- CH70 for FY27 (January)
- AFSCME salaries (negotiations this year)
- Increases to major cost drivers:
 - Special Education OOD tuition
 - Transportation– Regular Day & Homeless
- What shifts/expansion will be needed for Special Education
- Federal funding changes
- Inflation/cost increases



Personnel, Non-Personnel & Total Budgets



Annual Budget Increases



FY26 and FY27: Actual & Est.

	Personnel	NonPersonnel	Total
FY26 (actual)	\$60,382,468.00	\$18,615,959.00	\$78,998,427.00
FY27 (est)	\$64,627,427.88	\$23,161,207.70	\$87,788,635.58

Assuming a typical or (slightly higher than typical) budget increase, the estimated gap will be ~\$4.5-~\$5 million

+\$8,790,208.58



What drives our costs?

Intentional Choices:

- Paying competitive wages to staff (recruitment & retention)
- Average salary increases (step & COLA) in FY26 were significant & overdue:
 - SAA: +5%
 - STU: +10%
 - PSRP: +15%
- Operating costs from maintaining 8 buildings

External Factors: Rising costs

- Rising utilities costs
- Rising costs for out-of-district placements
- Rising costs for transportation



What have we done to close budget gaps?

- Annually offset gaps (ESSER, reserves, revenue, prepayment);
- Reduce positions 4 years in a row (56.5 positions in FY26);
- Expand in-house capacity to better meet student needs:
 - 2018: 19 Special Education programs
 - 2025-2026: 31
- Actively seek grant funding: in FY25, 50 FTEs fully/partially funded by grants;
- Participate DESE/ERS learning cohort to look for research based & effective budgeting strategies.



No great options for closing \$4.5-\$5M gap:

Gap in FY26 was \$4.9M, resulting in 56.5 position cuts (including vacancies, retirements, & voluntary departures)

Options this year:

- Reduce district-level staff (\$235,000)
- Reduce school level admins & non-classroom positions (\$1,136,166)
- Increase class size up to the contract limit (25) (\$884,264)
- Reconfigure High School schedule (\$700,000)
- Increasing caseloads for MLs & Students with Disabilities (~\$175,000)
- Sharing elementary specialists across schools (\$340,000)
- Close PreK classrooms (\$279,480)
- Reducing non-required stipends (\$550,000)
- Reduce non personnel expenses (\$345,248)
- Reduce transportation (~\$375,000)
- Merge schools (\$1,300,000)



Next steps: the FY27 Budget Process

What we know

- SPS has had a structural deficit that has necessitated cuts for the last 4 budget cycles
- Costs are rising
- SPS will have another sizable gap in FY27
- There will be budget cuts

What we are modeling?

- What is the minimum number of cuts that can be made?
- What non-personnel cuts can we make (e.g. non-mandatory transportation)?
- How to make the most of our resources to deliver the highest quality education to all students?



Final Reflections

- Provide childcare at Horace Mann on **Tuesday, November 25 @ 6:30 pm**
- Working on scheduling a Spanish speaking forum
- Continue to respond to questions via reconfiguration@salemk12.org and meet with families, staff and community organizations





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Camila Salazar

Director of Financial Operations

29 Highland Ave. Salem, MA 01970

978-740-1212

csalazar@salemk12.org

To: Salem School Committee

CC: Dr. Stephen Zrike

From: Camila Salazar

Date: November 26, 2025

Re: Bates Donation

Below please find a donation to Bates Elementary for your consideration. The total amount donated is \$1,620.66.

The detailed letter is below.

Dear Jensen Frost,

This letter is to provide clarification regarding the Bates Parent Teacher Organization's (PTO) recent financial contribution toward the "Opening Doors Project." Bates was awarded a \$5,000 grant from the Massachusetts Cultural Council (MCC) to fund this program. A formal stipulation of accepting this \$5,000 grant was that the PTO must provide supplemental funding, as the grant alone did not cover the total cost (\$6475) of the performance package. The total cost of the "Opening Doors Project" exceeded the \$5,000 provided by the grant, which is why we sent the check for the remaining \$1475. In order to satisfy the grant's stipulation and secure the \$5,000 in funding, the PTO board voted to contribute the necessary supplemental amount to cover the program's remaining balance.

Any questions please let me know

Angel Nelson

Bates PTO President



www.salemk12.org



[@SalemSchools12](https://twitter.com/SalemSchools12)



[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)



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Director of Financial Operations

29 Highland Ave. Salem, MA 01970

978-740-1212

csalazar@salemk12.org

To: Salem School Committee

CC: Dr. Stephen Zrike

From: Camila Salazar

Date: November 26, 2025

Re: Bates Donation

Below please find a donation to Bates Elementary for your consideration. The total amount donated is \$2,000.00.

The details are below.

Cummings Properties presents Salem Public Schools with a \$2,000.00 donation to be used in support of Bates Elementary School.



www.salemk12.org



[@SalemSchoolsk12](https://twitter.com/SalemSchoolsk12)



[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)



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Director of Financial Operations

29 Highland Ave. Salem, MA 01970

978-740-1212

csalazar@salemk12.org

To: Salem School Committee

CC: Dr. Stephen Zrike

From: Camila Salazar

Date: November 26, 2025

Re: Bates School Picture Fundraiser

Below please find a Fundraiser deposit for your consideration.

Bates Elementary is requesting the School Committee's approval to deposit \$1,620.66 that was raised from Shutterfly School Picture Fundraiser into their donation account. We are bringing this to the School Committee because it is over \$1,000.



www.salemk12.org



[@SalemSchoolsk12](https://twitter.com/SalemSchoolsk12)



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December 1, 2025

RE: Student Recognition

Each year, the Massachusetts Association of School Superintendents (MASS) provides awards to recognize extraordinary high school seniors across the Commonwealth. The Certificate of Academic Excellence honors students who have demonstrated exceptional academic achievement, exemplary character, and meaningful contributions to their school and community. Local superintendents are invited to select deserving recipients, and the awards are often presented at a School Committee meeting.

Based on our district's size, Salem is allotted two awards to present to outstanding members of the senior class.

The recipients must exemplify the following criteria:

- High school senior
- Strong leadership qualities
- Impeccable character
- Consistent pursuit of academic excellence

Please find the names and biographies of our selected students attached.

Sincerely,

Stephen K. Zrike, Jr., Ed.D.

Massachusetts Association of School Superintendents 2025 Certificate of Academic Excellence

Alexia Coleman

Alexia is a dynamic, eclectic student who appreciates every opportunity to learn and grow academically as well as personally. She has challenged herself from day one and continues to build her academics, personal and leadership skills every day. Alexia knows herself well and is willing to ask for and accept help from others. She is self-motivated, disciplined, manages her time well and is a great team player, on and off the wrestling mat. Alexia has a true respect for the ideals of good sportsmanship, and she never expects from others what she does not expect of herself. She has proven her time management skills with her ability to balance academics, school and community activities, athletics as well as part time employment. Alexia is committed to each and every endeavor that she becomes involved in. She takes each challenge seriously and always takes it to the next level of learning. It is these qualities that have earned Alexia the respect of her peers, the teaching staff and the administration here at Salem High School. She is one of the most sincere, committed, confident and positive students in her class and she will prove to be an asset to her college community and a credit to her chosen field of study:
International Relations

Jay Thompson

Jay Thompson embodies the mission and values of New Liberty Innovation School. As a senior, he has shown exceptional growth across all Portrait of a Graduate skills—communication, collaboration, critical thinking, creative problem solving, cultural competence, and self-awareness. Jay's strong leadership, impeccable character, and relentless pursuit of excellence have allowed him to engage deeply in real-life learning experiences, both about himself and the world around him, such as:

- Build Entrepreneurship class competitions
- Presentation to BARR Foundation on New Liberty's components of Competency Based Education and how students track their proficiency
- Teaching freshman class on the NLIS Portrait of Graduate Skills
- Engaging in deep reflective writing and conversations on the cycle of socialization
- Successfully completing an internship with MGB Salem Hospital
- Participating in a Real Estate Certification course that will guarantee a certification upon completion in December
- Pursuing a health science degree post graduation at either a 2 year or 4 year institution
- Being willing to face challenges such as public speaking, climbing a mountain and adjusting to social changes

Jay is always a classroom leader sharing his thoughts and taking risks, demonstrating vulnerability in group settings that sets the tone for others to do the same and having high expectations for himself. He consistently contributes positively to his community, and demonstrates the drive and skills to achieve his goals beyond graduation. Jay is a deserving New Liberty Innovation School senior recipient of the Superintendent's Certificate of Excellence.



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Update on FY26 Budget

December 1, 2025



FY26 Budget breakdown

Budget: \$78,173,061.00

- **Personnel:**
- \$60,251,102
- **Non Personnel:**
- \$17,921,959

Personnel:

- 72% available
- Over Budget but still able to balance

Non Personnel:

- 29% expended
- On track to balance



Personnel

Projected to be over budget

- 31 teacher lane changes
- 21 salary adjustments for staff on individual contracts
- 15 new positions
- ~23 staff hired at higher rates than was budgeted
- PSRP members needed for safe arrival & dismissal (+10 additional paid days)

FY2026 General Fund Budget

\$60,251,102

CY Budget

\$43,567,901

Available Budget

% Budget Committed



Substitutes: Daily & Long Term

FY2026 General Fund Budget

\$250,000

CV Budget

\$125,956

Available Budget

% Budget Committed



40% of what has been spent
has been for hiring retired
teachers (\$67K)

2x more leaves in schools this
year (compared to last year)

FY2026 General Fund Budget

\$90,000

CV Budget

\$46,236

Available Budget

% Budget Committed



Non Personnel

FY2026 General Fund Budget

\$17,921,959

CY Budget

\$4,386,023

Available Budget

% Budget Committed



Homeless Transportation

FY2026 General Fund Budget

\$1,165,000

CY Budget

\$302,317

Available Budget

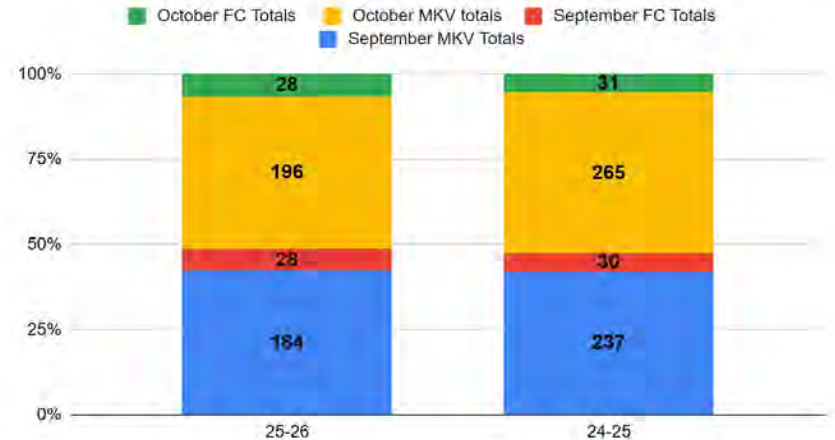
% Budget Committed



At this time last year, this budget line had spent/encumbered \$888,047.06.

This year, this line has spent/encumbered: \$862,683.33.

September & October MKV & FC, 24-25 & 25-26



Electricity



This year, funds are encumbered (helps with tracking, aligns with the city's practice).

As of November, the expenses appear to be on track.

We plan to monitor this closely.



In-District Transportation

FY2026 General Fund Budget

\$1,060,000

CY Budget

\$116,500

Available Budget

% Budget Committed



Transportation:

+6 wheelchair vans

+6 monitors

+\$56,000 per month for
In-District Transportation



Looking Ahead

FY26

- Continuing to monitor budget lines
- Anticipating a budget freeze

FY27

- Personnel & non personnel costs will increase
- Uncertainty in federal funding
- Too early to know next year's CH70 (est. end of Jan.)





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Stephen K. Zrike, Jr., Ed.D.

Superintendent

29 Highland Ave. Salem, MA 01970

978-740-1212

szrike@salemk12.org

November 26, 2025

RE: MSBA Update

School Committee Members,

Please see the following important updates regarding the Salem High School building project:

- The School Building Committee met on **Thursday November 20th**
- **The Building Committee:**
 - reviewed the Milestone Schedule,
 - discussed options for field surfacing,
 - reviewed the Schematic Design Submission Table of Contents
 - reviewed the Total Budget Project format and estimates
- **The Design Team** continues to move forward with completing the final design for the MSBA Schematic Design submission which is on track for the submission due date of **December 17th** to the MSBA.
- **Upcoming Meetings:**
 - Wednesday, December 3rd from 6-7 pm on Zoom - [LINK](#) to the meeting.
 - Thursday, December 11th from 6-8 pm in the School Committee Chambers
- Recordings of all meetings and presentations can be found on the [Salem High School Building Committee](#) website.

Sincerely,

Stephen K. Zrike, Jr., Ed.D.



www.salemk12.org



[@SalemSchoolsk12](#)



[@SalemPublicSchools](#)



To: Salem School Committee

CC: Dr. Stephen Zrike

From: Elizabeth Pauley, Camila Salazar

Date: November 26, 2025

Re: FY26

Below please find a series of transfers that are recommended for your consideration. The total amount requested for transfer is \$16,300.00. Because these transfers are across cost centers, we are asking for School Committee approval to make these transfers.

The rationale for these transfers is described briefly below.

I recommend approval of these transfers.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Student Supports - Stipends	13592020-5150	\$5,000.00		
		\$5,000.00	Student Supports - Contracted Services	13592021-5320
To help fund spring Safety Care stipends.				
ML - Stipends	13700120-5150	\$300.00		
		\$300.00	ML - Instructional Supplies	13702030-5514
To help fund ML student tutors at SHS.				
Bentley - Stipends	13571520-5150	\$10,000.00		



		\$10,000.00	Bentley - Contracted Services	13571521-5320
To help fund stipends needed for the rest of the school year.				
Music - Educational	13570141-5508	\$1,000.00		
		\$1,000.00	Co-Curric/Athl - Stipends	13451030-5116
To help fund Piano Accompaniment not able to be paid from stipend line.				

Elizabeth A. Pauley

29 Highland Avenue
 Salem, Massachusetts 01970
 Tel: (978) 740-1222
 epauley@salemk12.org

File: AA

SCHOOL DISTRICT LEGAL STATUS**DRAFT NOTE: MASC only. Recommend adoption.**

The legal basis for public education in the District is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.

Under the General Laws of Massachusetts,

"... Every town shall maintain... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The public educational system of Salem structurally is a department of the municipality operated under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the Salem Public Schools is coterminous with the City of Salem.

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II
M.G.L. 71:1

CROSS REF.: BB, School Committee Legal Status

Historical Note: Massachusetts has the oldest public school system in the nation. Dating back to 1647, the laws of the Massachusetts Bay Colony required towns to provide for a program of public education.

SOURCE: MASC – Updated 2022

NOTE: A statement under this code is usually statutory and informational. This statement presents statutory information relating to Massachusetts school districts. Historical notes on the school district's organization and information on its areas or boundaries might also be included.

The cross reference is to a related policy in this reference manual and is offered as a suggestion for cross-referencing your own statement in this category.

File: AC

NONDISCRIMINATION

DRAFT NOTE: While the Salem policy is recent, the MASC model policy includes retaliation. The committee should discuss.

The Salem Public School District has the responsibility to reduce, as much as possible, any barriers that prevent ~~children~~ students, students and staff from achieving their potential. To create that environment, the Salem School Committee shall:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, applicable legislation and judicial interpretations;
2. Encourage positive experiences for all its students, staff, and other members of the community, affirming the diversity of identities and experiences represented in the Salem schools community;
3. Work toward a more integrated, harmonious community and to enlist all individuals, groups and agencies—both private and governmental—to support this effort;
4. Use all appropriate communication and action techniques to hear and address the grievances of any individuals and/or groups;
5. Initiate procedures and practices that will actively promote the objectives of this policy in the Salem school ~~system~~ district.

This policy of nondiscrimination shall extend to all students, staff, the general public, and individuals with whom the School District does business. No person shall be excluded from or discriminated against in admission to a Salem public school, or in obtaining the advantages, privileges, and/or courses of study of our public schools on account of race, color, ethnicity, national origin, ancestry, religion, disability, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or home status or any other protected category as defined by state and/or federal law.

If someone has a complaint or believes that they have been discriminated against because of their sex, sexual orientation, gender identity, age, race, color, national origin or ethnicity, socioeconomic status, religion and non-religion, disability, or pregnancy, they are encouraged to register that complaint with the District's Title IX compliance officer.

LEGAL REFS: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
 Executive Order 11246, as amended by E.O. 11375
 Equal Pay Act, as amended by the Education Amendments of 1972
 Title IX, Education Amendments 1972
 Rehabilitation Act of 1973
 Education for all Handicapped Children Act of 1975
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L. 76.5;
 Amended 2011
 M.G.L. 76.16
 BESE regulations 603 CMR 26.00; Amended 2012

BESE regulations 603 CMR 28.00

Approved on Monday, January 22, 2024

SOURCE: Salem Policy 1101.1

File: AC

NONDISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The _____ School Committee and _____ Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the _____ Public Schools.

_____ Public Schools does not exclude from participation, deny the benefits of __PS from or otherwise discriminate against, individuals on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

This commitment to the community is affirmed by the following statements. The School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.
6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The _____ Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

File: AC

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REFS: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Acts of 2022, Chapter 117 -
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: ACE, Nondiscrimination on the Basis of Disability
ACAB, Sexual Harassment
GBA, Equal Employment Opportunity
IJ, Instructional Materials
JB, Equal Educational Opportunities

SOURCE: MASC August 2022

Note: January 2025 – Reverted back to 2022 policy after Federal Court Ruling on Title IX

File: AC-R

HARASSMENT AND VIOLENCE

DRAFT NOTE: The highlighted section below has the correct information for the state agencies. Recommend the MASC version for clarity.

Salem Public Schools is committed to maintaining an educational and work environment free from all forms of harassment and violence. Harassment based on race, color, ethnicity, national origin, ancestry, religion, disability, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or housing status or any other protected category as defined by state and/or federal law. Salem Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, or discrimination are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

It shall be a violation of this policy for any individual to inflict, threaten to inflict, or attempt to inflict violence or otherwise harass or interfere with a student's education or an employee's work through conduct or any other form of communication.

This policy applies to all school employees, students, volunteers, contracted vendors, and other members of the school community. Each member of the school community has a responsibility to ensure that harassment and violence does not occur in the schools or at school sponsored activities. The Superintendent shall ensure that all members of the school community are informed of this policy.

Harassment is unwanted or unwelcome physical or verbal behavior relating to an individual's actual or perceived race, color, ethnicity, national origin, ancestry, religion, disability, national origin, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or housing status or any other protected category as defined by state and/or federal law which negatively impacts the educational or work environment. This includes, but is not limited to, unsolicited remarks, gestures, physical contact, bullying, threats and the display or circulation of written, online, or illustrated derogatory materials and/or threatening material either physically or electronically.

Sexual harassment refers to sexually motivated behavior that is unwelcome and personally offensive, and interferes with a student's education or an employee's work environment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature.

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any of the following occur:

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or an educational opportunity.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individuals .
3. Such conduct or communication whether intended or not, is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or educational performance or

creating an intimidating, hostile or offensive work or educational environment.

4. The conduct creates an intimidating, hostile, or offensive work or school environment.

“While all forms of harassment are prohibited, state and federal law requires school districts pay particular attention to Sexual Harassment. Pursuant to Title IX of the Education Amendments of 1972 (“Title IX”), Salem Public Schools has a specific procedure to address sexual harassment as contemplated by Title IX.”

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female or non-binary students or workers also may constitute discrimination, harassment and/or sexual harassment.

Any individuals who believe they have been harassed or who have witnessed or learned about the harassment of another person in the school environment, should inform the Principal as soon as possible. Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a Principal, even if the victim does not express disapproval or wish to file a complaint. If the individual does not wish to discuss the issue with the Principal, the individual should inform the Superintendent via the Title IX Coordinator as explained below. Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.

TITLE IX COORDINATOR

The Title IX Coordinators are responsible for ensuring Salem Public School District’s compliance with Title IX and this Grievance Process. Contact information for the Title IX Coordinators, one responsible for staff issues and the other for student issues, can be found in the staff and student handbooks.

All verbal and written complaints will be investigated promptly and in as impartial and confidential a manner as possible, to ensure prompt and appropriate action.

Any student, employee or other member of the school community found to have engaged in harassment shall be subject to disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school administration, or who has cooperated in an investigation of a complaint under this policy, is unlawful and will not be tolerated by the Salem Public Schools. Retaliation may also result in disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, Section 51A. The Salem Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse to the Department of Social Services.

Certain circumstances may violate state or federal Civil Rights, Hate Crimes, or Harassment statutes. The Salem Public Schools will comply with its Memorandum of Understanding and report appropriate incidents to the Salem Police Department.

Any individuals who believe that they have been the subject of any form of harassment or violence should report the conduct to a teacher or administrator. Staff will forward the complaint to the building administrator who will initiate an investigation.

Complaints may also be filed with the Civil Rights Compliance Officers/Title IX Coordinators, Salem Public Schools, 29 Highland Avenue, Salem, MA.

Anyone filing a complaint may pursue their rights under the law and file a complaint with the appropriate state and federal agencies at anytime www.mass.gov/mcad.

Commonwealth of Massachusetts: Massachusetts Commission Against Discrimination
1 Ashburton Place, Boston
Information and Complaints: 617-994-6000
Complaints must be filed within 6 months.

Federal Government: Education Department, Office for Civil Rights
33 Arch Street, Boston
Information and Complaints: 617-289-0111
Complaints must be filed within 180 days.

Federal Government: Equal Employment Opportunity Commission
J.W. McCormack Post Office & Courthouse, Boston
Information and Complaints: 617-565-3200
Complaints must be filed within 300 days.

Annually, each administrator will provide a written copy of this policy to all staff, and provide new employees with a copy at the time of their employment.

LEGAL REFS.: Title VII of the Civil Rights Act of 1964, § 703; 42 USC 2000e et seq.
Title IX of the Education Amendments of 1972; 20 USC 1681 et seq.
Title II, Americans with Disabilities Act; 42 USC 12131-12134
The Rehabilitation Act of 1973, §504; 29 USC 794
MGL 151B
MGL 151C
MGL 119:51A
MGL 76:5

See Complaint Form

Approved August 16, 2021

Note: Policy 4110 mirrors this policy with the exception of the highlighted section which reads as follows:

Complaints may also be made at the following state and federal agencies:

The state agency responsible for enforcing laws prohibiting harassment in employment is the Massachusetts Commission Against Discrimination (MCAD), located at 1 Ashburton Place, Boston, MA.

The federal agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission (EEOC) located at the John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

The state agency responsible for enforcing laws prohibiting harassment in education is the Bureau of Equal Education Opportunity, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906.

The federal agency responsible for enforcing the federal laws regarding discrimination and harassment in relation to education is the Office for Civil Rights within the U.S. Department of Education located at 5 Post Office Square, Boston, MA (617 289-0111) OCR. Boston@ed.gov

SOURCE: Salem Policy 5410/4410

File: AC-R

NONDISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

__PS will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, __PS will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of __PS; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

File: AC-R

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the _____ Public Schools Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX.

Resources

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the _____ Public Schools, and can be reached at:

Name/Position
Address
Phone

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the _____ Public Schools. In addition, the _____ is the District 504 Coordinator, and can be reached at:

Name/Position
Address
Phone

Inquiries concerning the _____ Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Director of Human Resources. Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

File: AC-R

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Acts of 2022, Chapter 117 -
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF: ACE, Nondiscrimination on the Basis of Disability
ACAB, Sexual Harassment
GBA, Equal Employment Opportunity
IJ, Instructional Materials
JB, Equal Educational Opportunities

Title IX Sexual Harassment Grievance Procedure
Civil Rights Grievance Procedure

SOURCE: MASC August 2022

Note: January 2025 – Reverted back to 2022 policy after Federal Court Ruling on Title IX

File: ACA

NONDISCRIMINATION ON THE BASIS OF SEX**DRAFT NOTE: MASC only. Recommend adoption.**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex, sexual orientation or gender identity in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity, to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE 603 CMR 26:00

REFERENCE: USDOE Notice of Interpretation -
<https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity>

CROSS REF.: AC, Nondiscrimination Policy Including Harassment and Retaliation

SOURCE: MASC – Updated 2022

Note: January 2025 – Reverted back to 2022 policy after Federal Court Ruling on Title IX

File: ACE

NONDISCRIMINATION ON THE BASIS OF DISABILITY**DRAFT NOTE: MASC only. Recommend adoption.**

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

File: ACE

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school district receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school district will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

SOURCE: MASC Reviewed 2022

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended
 Education for All Disabled Children Act of 1975
 M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
 Title II, Americans with Disabilities Act of 1992, as amended
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

NOTE: Due to federal and state laws, many school committees are adopting policies and extensive regulations pertaining to Nondiscrimination on the Basis of Disability. At times, policy, regulations, and specific plans for action are combined in one long statement presented as policy. Other school districts present policy and regulatory statements separately.

File: ADC

TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED**DRAFT NOTE: MASC only. Recommend adoption.**

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC - Updated 2022

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

CROSS REFS.: GBED, Tobacco use on School Property by Staff Members Prohibited
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited