

# **Salem Public Schools School Committee**

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



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

## **Mayor Dominick Pangallo, Chair**

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

### **REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on December 15, 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/82730503750?pwd=C5hOOevWDxZN5bx5Xyma27X18nW9Eu.1>  
Passcode: 656285

#### **1. Call of Meeting to Order**

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

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

##### **2. Live Spanish Interpretation.**

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

1. Click **Interpretation** 

2. Click **Spanish**

3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

#### **2. Approval of Agenda**

#### **3. Public Comment**

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

- 4. Approval of Consent Agenda**
  1. Approval of Minutes of Public Forum held on November 25, 2025
  2. Approval of Minutes of Regular School Committee Meeting held on December 1, 2025
  3. Approval of Minutes of Special School Committee Meeting held on December 6, 2025
  4. Approval of Field Trip to Boston, MA for Salem High School Harvard Model United Nations Delegation from January 29 - February 1, 2026
  5. Approval of FY26 Warrants:
    1. 11/26/2025 - \$733,414.12
    2. 12/4/2025 - \$883,108.82
- 5. Student Representative Report**
- 6. Superintendent's Report**
  1. Elementary Reconfiguration
  2. Massachusetts School Building Authority (MSBA) Update
  3. 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. Reconfiguration Vote
  3. Policy AA: School District Legal Status - Third Reading
  4. Policy AC: Nondiscrimination - Third Reading
  5. Policy AC-R: Harassment and Violence - Third Reading
  6. Policy ACA: Nondiscrimination on the Basis of Sex - Third Reading
  7. Policy ACE: Nondiscrimination on the Basis of Disability - Third Reading
  8. Policy ADC: Tobacco Products on School Premises Prohibited - Third Reading
- 9. Announcements**
- 10. Adjournment**

Respectfully submitted by,

***Shirley Dorai***

Executive Assistant to the School Committee and Superintendent

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

# *Escuelas Pùblicas 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 en virtud de la Ley de reuniones pùblicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la Ordenanza Municipal”

### **REUNIÓN REGULAR DEL COMITÉ ESCOLAR**

Por la presente se notifica que el Comité Escolar de Salem celebrará una reunión regular del Comité Escolar el 15 de diciembre de 2025 a las 7:00 p. m. Esta reunión **se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA**. También puede unirse a través de Zoom utilizando el enlace que aparece a continuación.

**Enlace de Zoom para participar:**

<https://us06web.zoom.us/j/82730503750?pwd=C5hOOevWDxZN5bx5Xyma27X18nW9Eu.1>

**Contraseña: 656285**

#### **1. Orden del día**

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

Lectura en voz alta: *Al Comité Escolar de Salem le gustaría escuchar al público sobre temas que afectan al distrito escolar y que están dentro del ámbito de las responsabilidades del Comité. Habrá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Pùblicas 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, 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 del foro público celebrado el 25 de noviembre de 2025.
2. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 1 de diciembre de 2025.
3. Aprobación del acta de la reunión extraordinaria del Comité Escolar celebrada el 6 de diciembre de 2025.
4. Aprobación de la excursión a Boston, Massachusetts, para el equipo de simulación de las Naciones Unidas de la escuela superior Salem High School Harvard Model United. Delegación de Naciones Unidas del 29 de enero al 1 de febrero de 2026
5. Aprobación de las órdenes judiciales para el año fiscal 2026:
  1. 26-nov-2025 - \$733,414.12
  2. 4-dic-2025 - \$883,108.82

**5. Informe del representante estudiantil**

**6. Informe del superintendente**

1. Reconfiguración de las escuelas primarias
2. Actualización de la Autoridad de Edificios Escolares de Massachusetts (MSBA)
3. Informe financiero y operativo
  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 Plan de Estudios
5. Subcomité de Políticas

**8. Mociones y resoluciones**

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

**9. Anuncios**

**10. Clausura**

Respetuosamente presentado por,

***Shirley Dorai***

Asistente ejecutivo del Comité Escolar y del Superintendente

*“Las personas que necesiten ayudas y servicios auxiliares para una comunicación eficaz, como intérpretes de lengua de signos, dispositivos de ayuda auditiva, material impreso en formato digital o modificaciones razonables en 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 con al menos dos días hábiles de antelación a la reunión, el programa o el evento.”*

**Escolas Públicas de Salem  
Comitê Escolar**

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



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

**Mayor Dominick Pangallo, Presidente**

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

**REUNIÃO ORDINÁRIA DO COMITÊ ESCOLAR**

Por meio deste, fica notificado que o **Comitê Escolar de Salem** realizará uma reunião ordinária no dia 15 de dezembro de 2025, às 19h. A reunião será presencial, no endereço **29 Highland Ave., sala 227, Salem, MA.**

Também é possível participar via Zoom, utilizando o link abaixo.

**Link do Zoom para participar:**

<https://us06web.zoom.us/j/82730503750?pwd=C5hOOevWDxZN5bx5Xyma27X18nW9Eu.1>  
Senha: 656285

**1. Abertura da Sessão**

**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 assuntos que afetam o distrito escolar e que estejam dentro do escopo das responsabilidades do Comitê. Haverá interpretação em espanhol disponível para quem precisar. Os membros do Comitê Escolar gostariam de lembrar ao público que os alunos da rede pública de Salem comparecem regularmente às reuniões do Comitê Escolar. Encorajamos todos os participantes das reuniões a serem exemplos de um diálogo público respeitoso e produtivo para nossos jovens alunos.

**2. Interpretação Simultânea em Espanhol.**

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

1. Clique em ‘interpretation’ 

2. Clique em ‘Spanish’

3. (Opcional) Para ouvir apenas a interpretação clique em Silenciar áudio original.

**2. Aprovação da Pauta**

**3. Comentários do Público**

Se desejar participar da sessão de comentários públicos da reunião, pode dirigir-se ao balcão. Você poderá se dirigir ao púlpito para falar durante esta parte da reunião. Se desejar fazer um comentário via Zoom, basta entrar na reunião e clicar no ícone de levantar a mão. Quando chegar a sua vez de falar, o anfitrião anunciará seu nome, ativará o seu microfone e permitirá que você fale.

**4. Aprovação da Pauta de Consenso**

1. Aprovação da Ata do Fórum Público realizado em 25 de novembro de 2025.
2. Aprovação da Ata da Reunião Ordinária do Conselho Escolar realizada em 1º de dezembro de 2025.
3. Aprovação da Ata da Reunião Especial do Comitê Escolar realizada em 6 de dezembro de 2025.
4. Aprovação da excursão escolar a Boston, MA, para a Escola Secundária Salem Harvard Model United Delegação das Nações de 29 de janeiro a 1 de fevereiro de 2026
5. Aprovação dos Mandatos de Compra do Ano Fiscal de 2026:
  1. 26/nov/2025 - \$733.414,12
  2. 12/abr/2025 - \$883.108,82

**5. Relatório do Representante Estudantil**

**6. Relatório do Superintendente**

1. Reconfiguração das Escolas Elementares
2. Atualização da Autoridade de Construção Escolar de Massachusetts (MSBA)
3. Relatório de Finanças e Operações
  1. Solicitação de Transferência Orçamentária

**7. Relatórios das Subcomissões**

1. Subcomissão de Finanças
2. Subcomissão de Pessoal
3. Subcomissão de Edifícios e Terrenos
4. Subcomissão Curricular
5. Subcomissão de Políticas

**8. Moções e Resoluções**

1. Solicitação de Transferência Orçamentária
2. Votação de Reconfiguração
3. Política AA: Status Jurídico do Distrito Escolar - Terceira leitura
4. Política AC: Não Discriminação - Terceira Leitura
5. Política AC-R: Assédio e violência - Terceira Leitura
6. Política ACA: Não discriminação com Base no Sexo - Terceira Leitura
7. Política ACE: Não discriminação com Base na Deficiência - Terceira Leitura
8. Política ADC: Proibição de Produtos de Tabaco nas Instalações Escolares - Terceira Leitura

**9. Anúncios**

**10. Adiamento**

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, 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 Public Forum  
of the Salem School Committee  
Tuesday, November 25, 2025  
79 Willson Street, 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 and Assistant Superintendent Pauley

**Members Absent:** Amanda Campbell and Mary Manning

**Call of Meeting to Order**

Mayor Pangallo called the meeting to order at 6:30 pm.

**Opening Updates**

Superintendent Zrike provided opening remarks. Superintendent Zrike highlighted the positive momentum in the district. Superintendent Zrike added that with the \$4.5 - 5 million dollar budget deficit, the district is exploring elementary reconfiguration as a strategy to help balance the budget and sustain the work for years to come. Assistant Superintendent Pauley and Superintendent Zrike presented the elementary reconfiguration update slides.

**Public Forum**

Mayor Pangallo provided the guidelines for the public comment portion of the meeting and how to access Spanish as well as Portuguese interpretation. Vice Chair Cruz added that there have been a number of community meetings and offered to stay after the meeting in case anyone wanted to offer any comments in private.

Erika Clifford, Horace Mann Laboratory School Parent

Ms. Clifford wanted decisions made to reflect the real time operational and physical limitations of the Horace Mann site during the upcoming high school construction. With the proposed mergers, the Horace Mann student population would increase from about 300 to closer to 600 students bringing the student population closer to the size of the middle school. Ms. Clifford spoke about traffic issues and the traffic study that was conducted. Administrative resources, staffing, protected program spaces, scheduling will all be affected as well. Ms. Clifford requested for an updated site specific analysis including traffic design, construction staging and operational planning alongside enrollment and budget considerations at Horace Mann before a final vote is taken.

**Jarred Damico, Carlton Innovation School Parent**

Mr. Damico said that the current operational planning has not yet shown that the district is ready to make this change in nine months without significant risk of disruption for students, families and educators. Mr. Damico added that families feel rushed, frustrated and confused about which information the School Committee is using to make a decision. They also don't know how the School Committee is going to apply the feedback from the community to their decision-making. Mr. Damico implored the School Committee to hold another public meeting after December 1st so that the community has a chance to respond after hearing School Committee members deliberate for the first time. Mr. Damico also implored the district to create a reconfiguration workgroup with parents and educators from affected elementary schools. Mr. Damico requested the School Committee to prove to its constituents why permanently closing a school on this timeline justifies the risk to the community for limited budget savings.

**Kristen Linnenbank, Carlton Innovation School Parent**

Ms. Linnenbank spoke about her child's experience at Carlton. Ms. Linnenbank expressed concern over delayed interventions, learning and lost learning time which will be difficult to make-up as students undergo the reconfiguration of schools. Ms. Linnenbank hoped that another solution was found to avoid dismantling strong communities.

**Emma Logan, Horace Mann Laboratory School Parent**

Ms. Logan related how her child receives what is needed at Horace Mann. Ms. Logan expressed her concerns about how individualized supports at merged schools might be stretched too thin. Ms. Logan asked the School Committee to look at traffic, construction staging, safety, logistics, special education capacity, operational flow, staffing and program space.

**Heather McClain, Horace Mann Laboratory School Parent**

Ms. McClain recounted her own experience studying at Salem Public Schools as well as her child who attends Horace Mann. Ms. McClain said that the reconfiguration will create a significant culture change for the schools involved. A lot of work is needed to build a shared culture. Ms. McClain thanked the School Committee members and Superintendent Zrike for keeping the importance of culture in mind.

**Rachel Ellyon, Horace Mann Laboratory School Educator**

Ms. Ellyon, a Stride classroom educator at Horace Mann provided some background of how the Stride classrooms started in the district. Ms. Ellyson continued to relate the experience of the Stride classroom when the Bowditch School was closed and some of the students were moved to Witchcraft Heights Elementary School. Ms. Ellyson said that there would be a greater need for bathrooms and longer lines for the bathroom if more students are added to Horace Mann. Ms. Ellyson added that Stride classrooms have fewer students and this is so because more space is needed due to the students' needs.

**Ray Jerzylo, Salem Resident**

Mr. Jerzylo said Salem taxpayers are being asked to vote on a tax override to fund the new high school. Mr. Jerzylo highlighted that radon gas testing has been overlooked in the design plans

for the new high school which could cost the city money. Mr. Jerzylo urged everyone to contact their City Councillors about this matter.

**Meghan Stasio, Saltonstall School Parent**

Ms. Stasio said this is Saltonstall School families' first year of fully adjusting to a K-5 structure.

Ms. Stasio continued that Saltonstall has already undergone multiple changes through the years. Ms. Stasio said that adapting to changes takes time and families feel blindsided by the speed of the process and lack of clear timely communication. Ms. Stasio asked that Saltonstall be allowed to keep their building.

**Julia Dyroff, Carlton Innovation School Parent**

Ms. Dyroff spoke about her children's experience at Carlton and the school community at Horace Mann. Ms. Dyroff said the consultants did not engage the parents in conversations in 2021 and 2024 about closing an elementary school. Ms. Dyroff asked to slow down, make a real plan and include families as well as educators in the conversation. Ms. Dyroff added that a hasty decision now would cost us dearly.

**Tim Flynn, Ward 4 Councillor-Elect**

Mr. Flynn spoke about the stressful time in 2018 when the Bowditch School was closed. Mr. Flynn asked Mayor Pangallo, School Committee members and Superintendent Zrike to speak to the educators at Witchcraft Heights Elementary School because the transition is not as smooth as it looks on paper or slides. Mr. Flynn said that there will be more students in Salem who will need these schools. Mr. Flynn continued to relate his personal experience and requested the School Committee to slow down.

**Wilma Avila, Early Childhood Center and Horace Mann Laboratory School Parent**

Ms. Avila said the traffic coming into Horace Mann is unbearable and that adding more students would be really difficult. Ms. Avila suggested adding another entrance. Ms. Avila continued to relate her experience commuting between schools to transport her children. Ms. Avila said that parents need to come together to make sure that the transition team to oversee the merger is happening.

**Cameron Hart, Carlton Innovation School Educator**

Mr. Hart, who is a former Carlton student, related his personal experience. Mr. Hart urged the School Committee to reconsider and not rush to a decision.

**Ted Burnham, Carlton Innovation School and Early Childhood Center Parent**

Mr. Burnham said that parents are not against reconfiguration but what they have been told is that it is driven by a budget concern which the reconfiguration does not solve. It also does not support the long term vision of the Salem Public Schools. Mr. Burnham added that it would be easier to talk about reconfiguration if it were tied to the long term vision. Mr. Burnham hoped that at the December 1st meeting, there will be some new information.

**Closing**

Mayor Pangallo closed the meeting.

**Adjournment**

Vice Chair Cruz made a motion to adjourn at 7:56 pm. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

***Shirley Dorai***

Executive Assistant to the School Committee & Superintendent

DRAFT



# Elementary Reconfiguration Updates

*November 25, 2025*



# What is Happening?

Right now, Salem schools are facing major funding issues.

- It costs more than ever to run schools, however we do 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.**

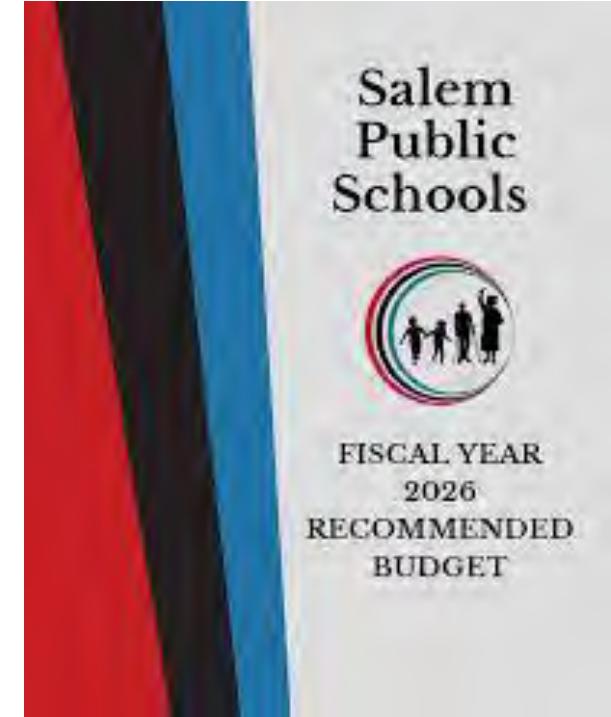


# What Are Our Options?

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?

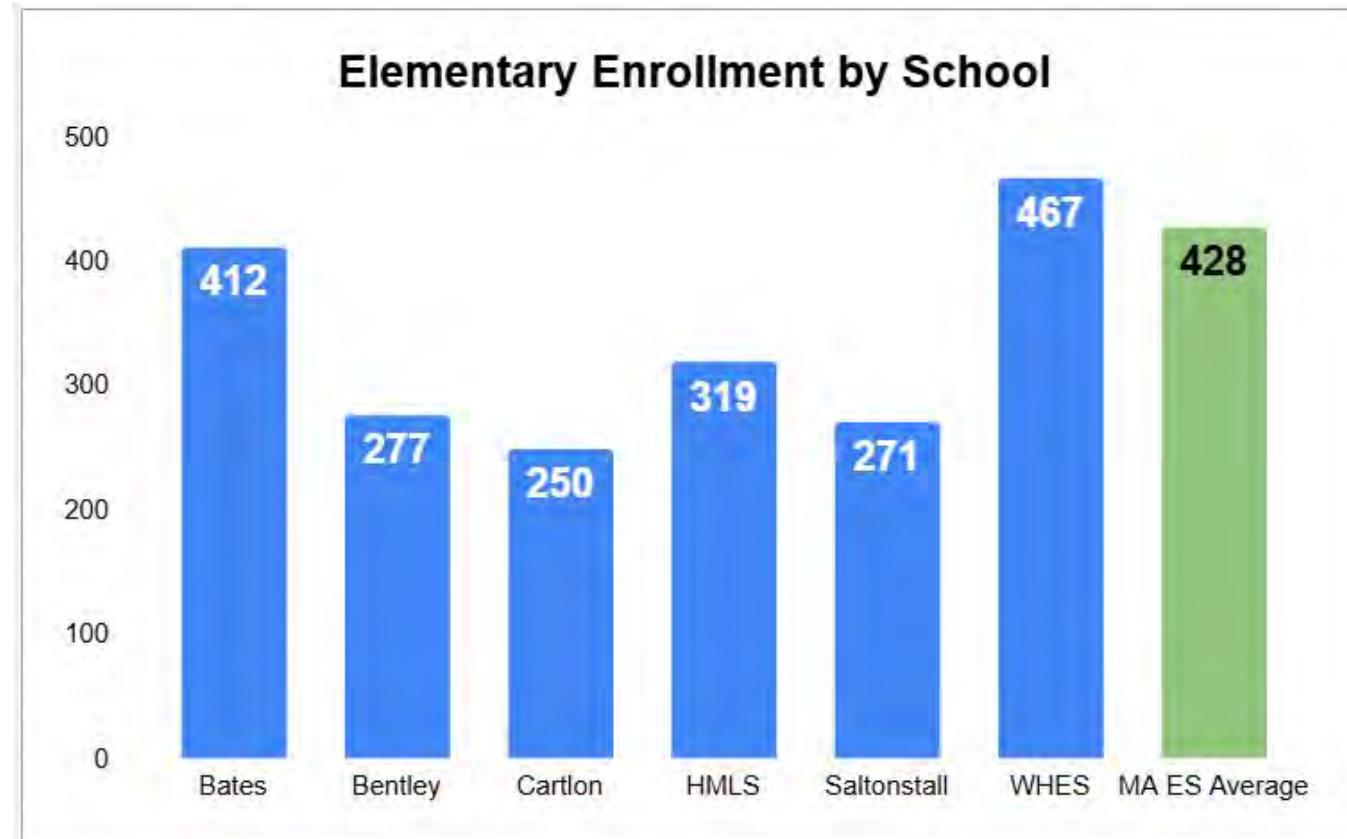
SPS is asking the School Committee to consider “reconfiguring” elementary schools.

- 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 discussions
- 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

- Continue to respond to questions via [reconfiguration@salemkl2.org](mailto:reconfiguration@salemkl2.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





# 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**

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*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**



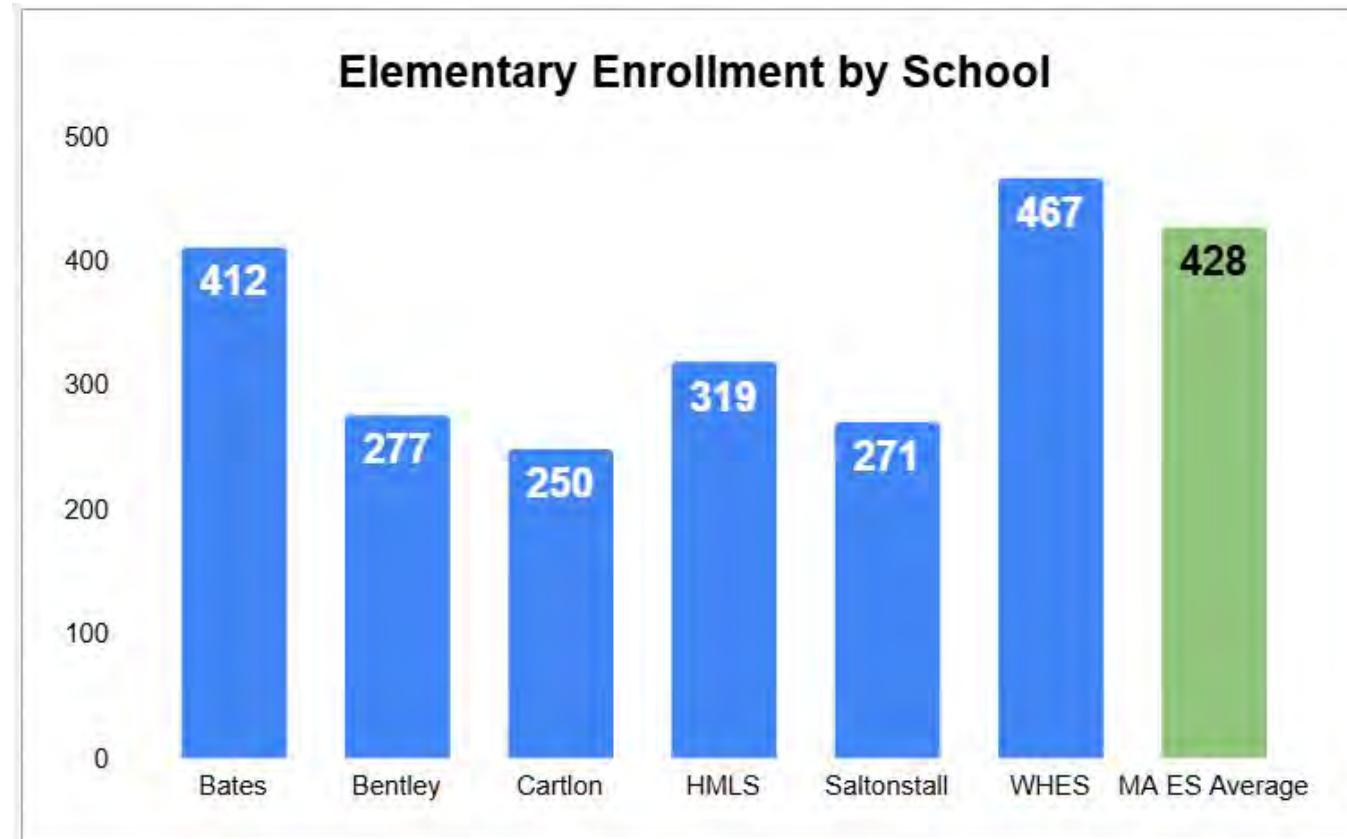
# Benefits of Larger Elementary Schools

- 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

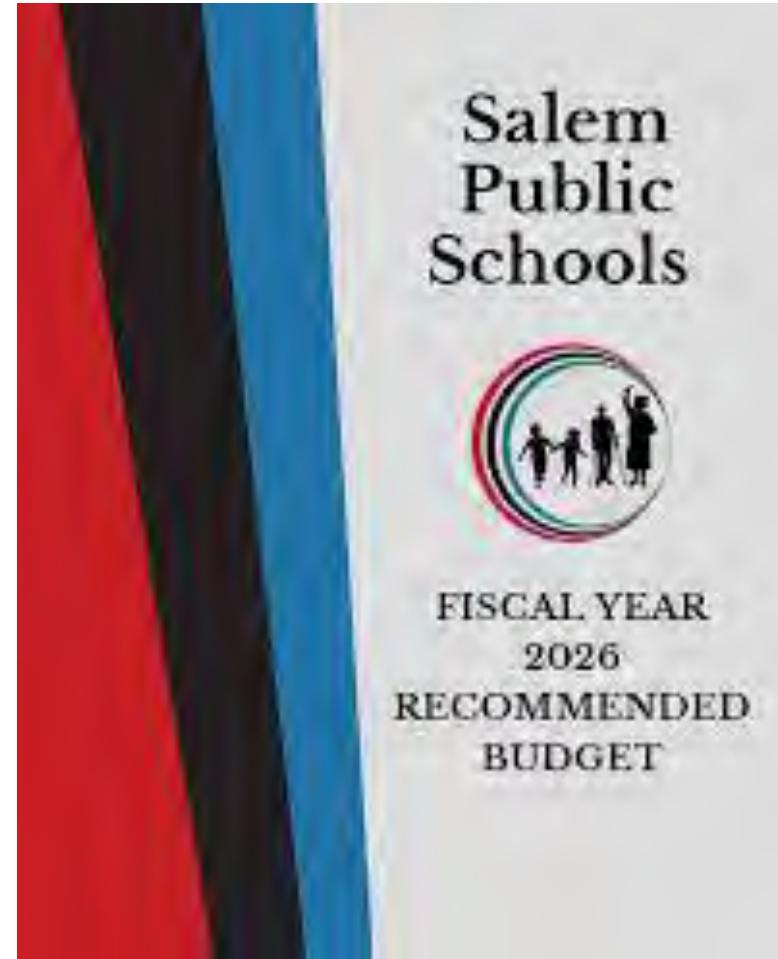
## *Supporting Staff*

- 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



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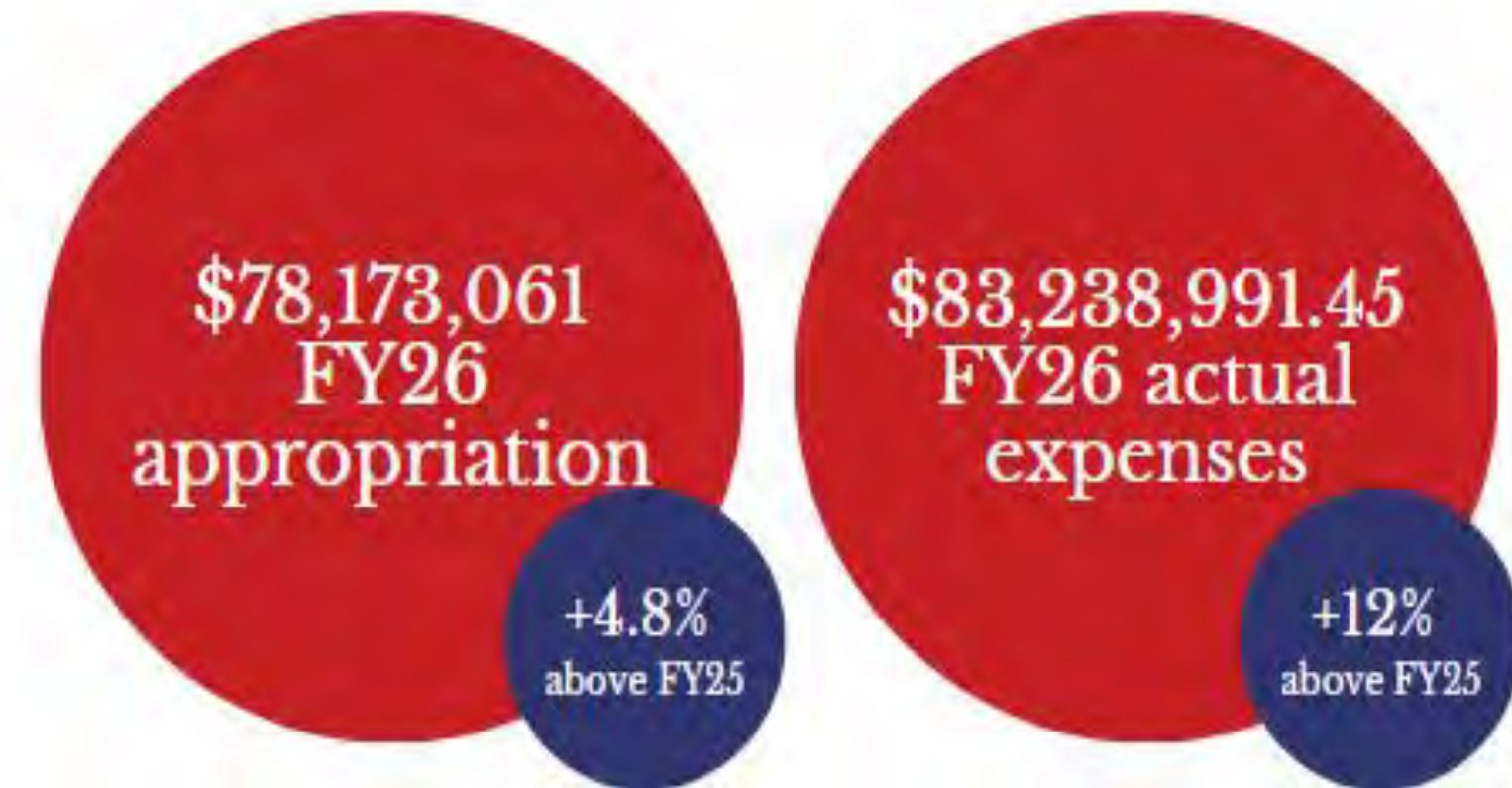
# Reminder: FY26

- ❑ 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



# Appropriation vs. Actual Expenses

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



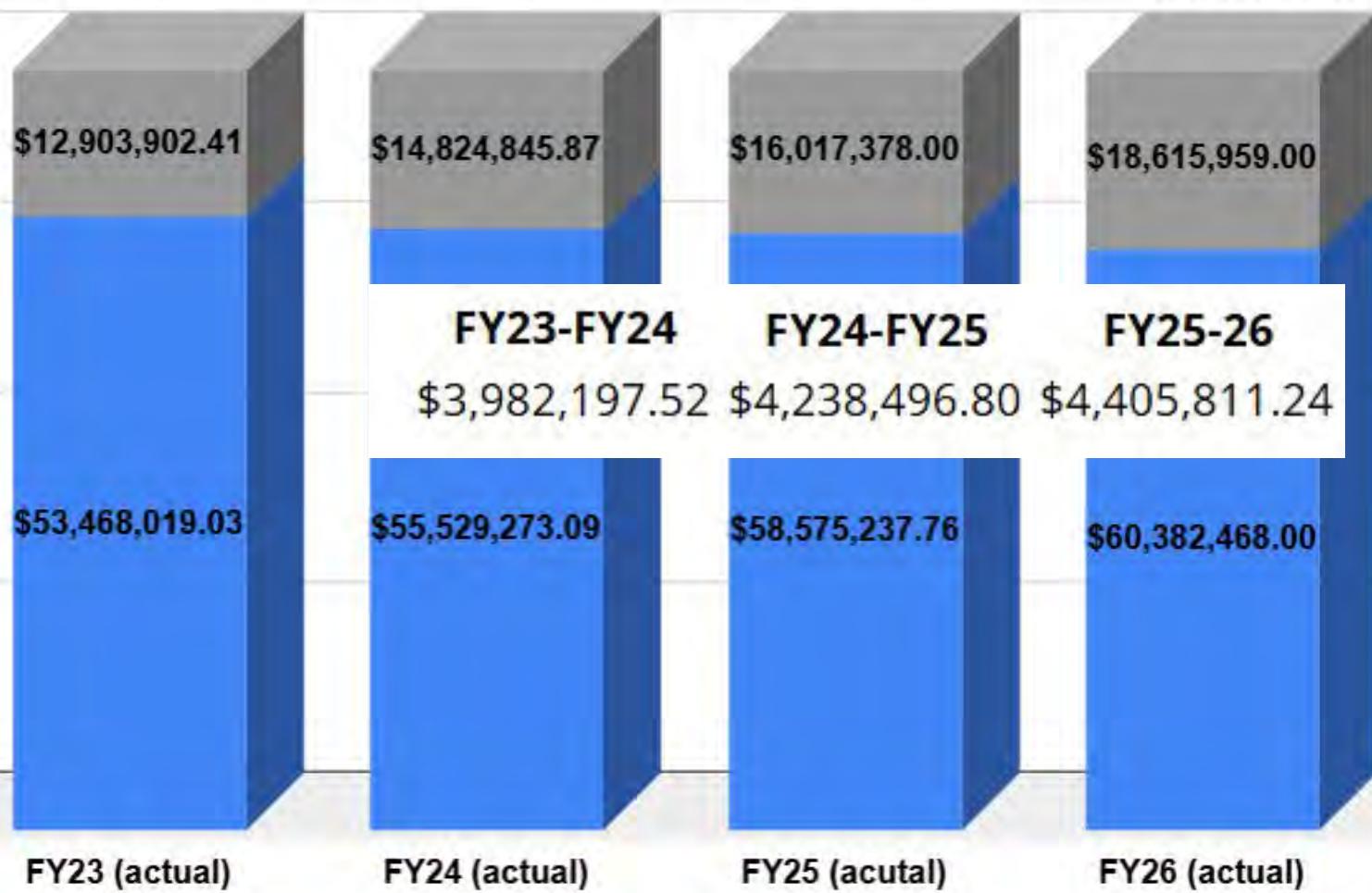
## Personnel, Non-Personnel & Total, by Fiscal Year

\$66,371,921.44

\$70,354,118.96

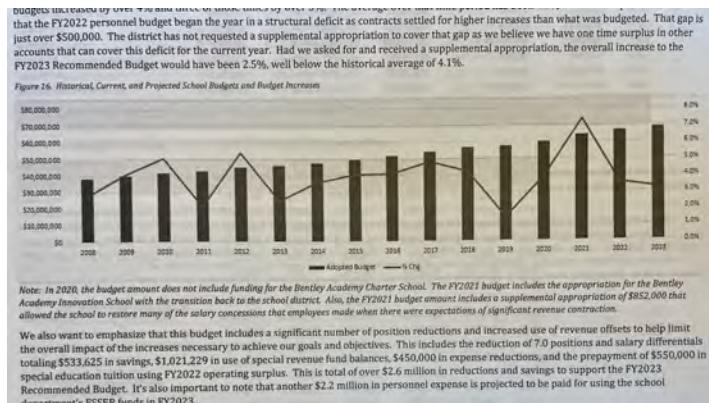
\$74,592,615.76

\$78,998,427.00



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# Budget Context: It's Complicated



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**

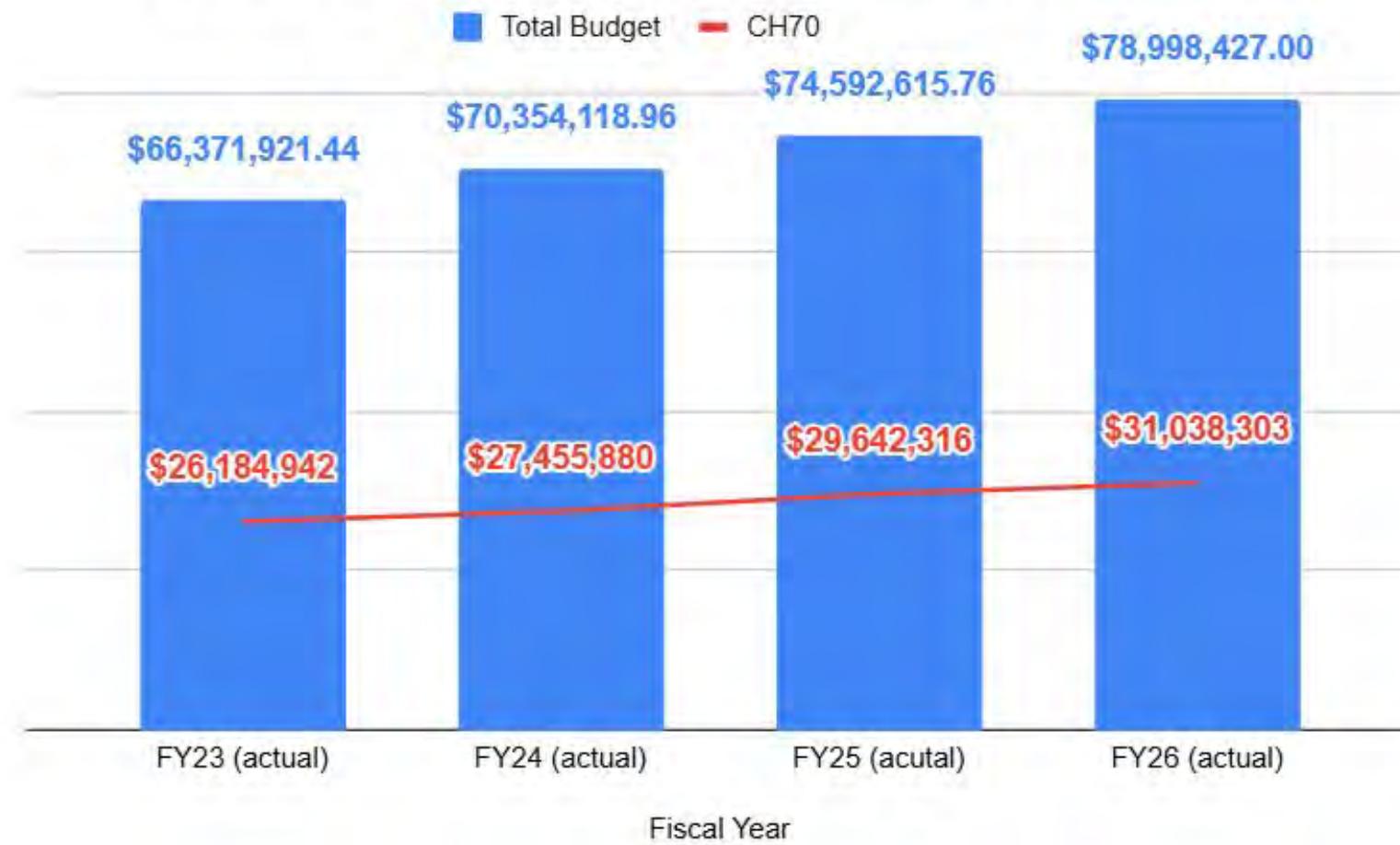


\*Most challenging year': Large number of Mass. school districts laying off teachers, cutting programs



# Where does SPS funding come from?

## SPS Budget Appropriation & CH70



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

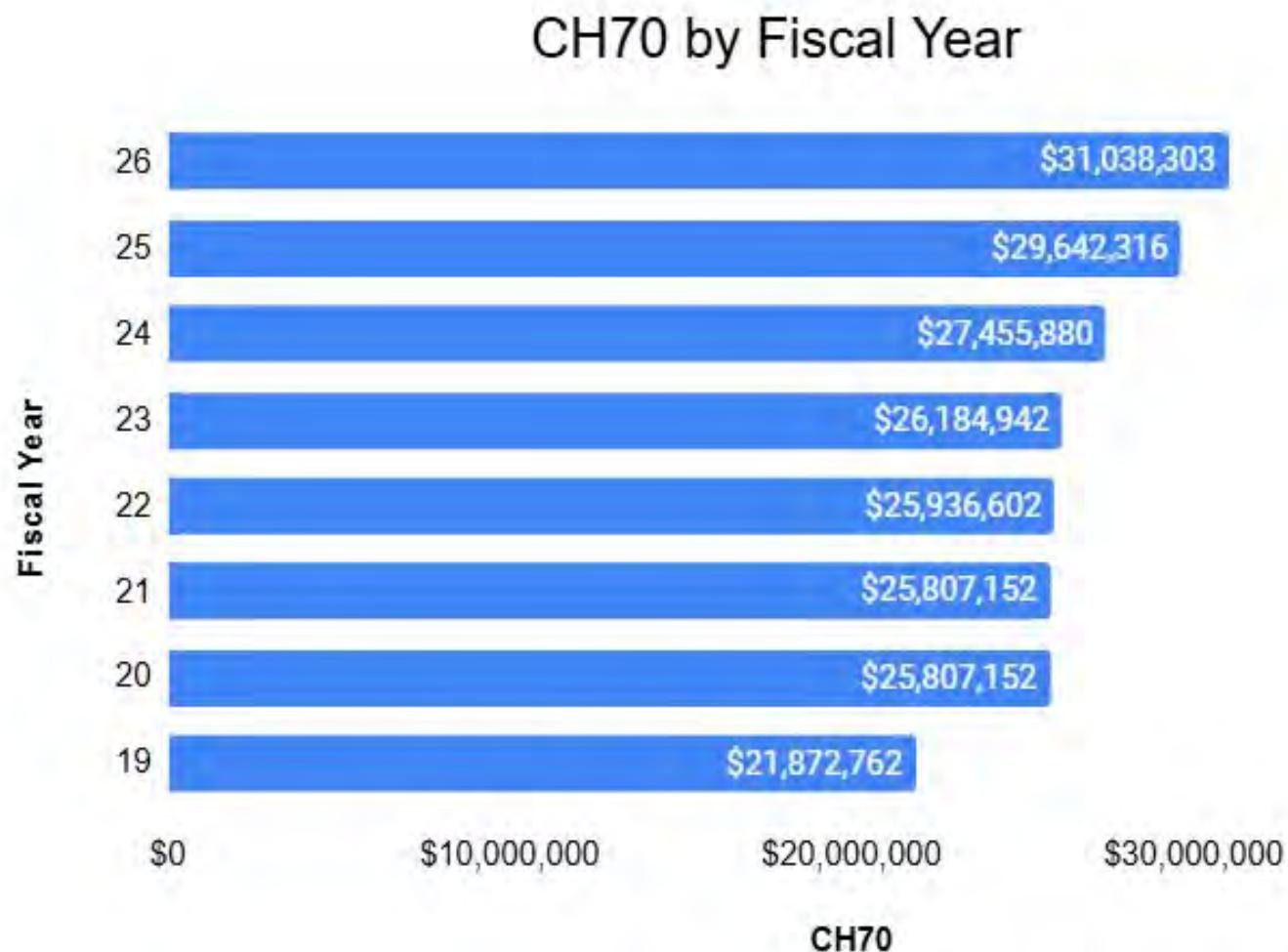
- Maximum local contribution is 82.5%
- For the 26 Gateway cities, target local share ranges from 14.93% (Springfield) to Barnstable & Quincy (82.50%)
- Salem's target local share is 71.46% (185% of the average)
  - 10% decline in target state aid share in the last three years

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
<b>Salem</b>	<b>71.46</b>
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:

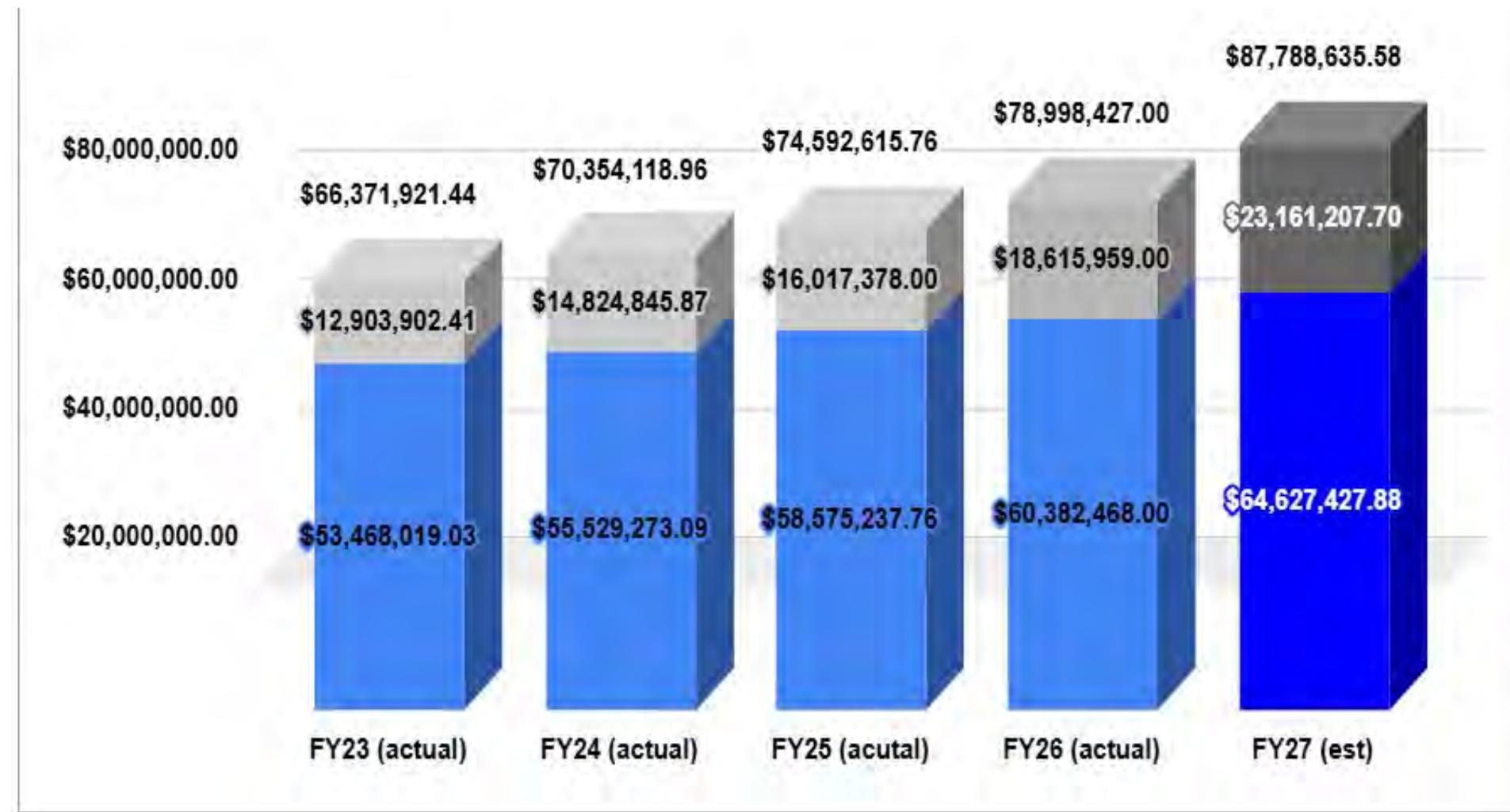
- STU, PSRP, SAA salaries
- 3.5% increases to most non-personnel lines
- Budget increase will be consistent with budget increases in FY25 & FY26

# What we don't yet know:

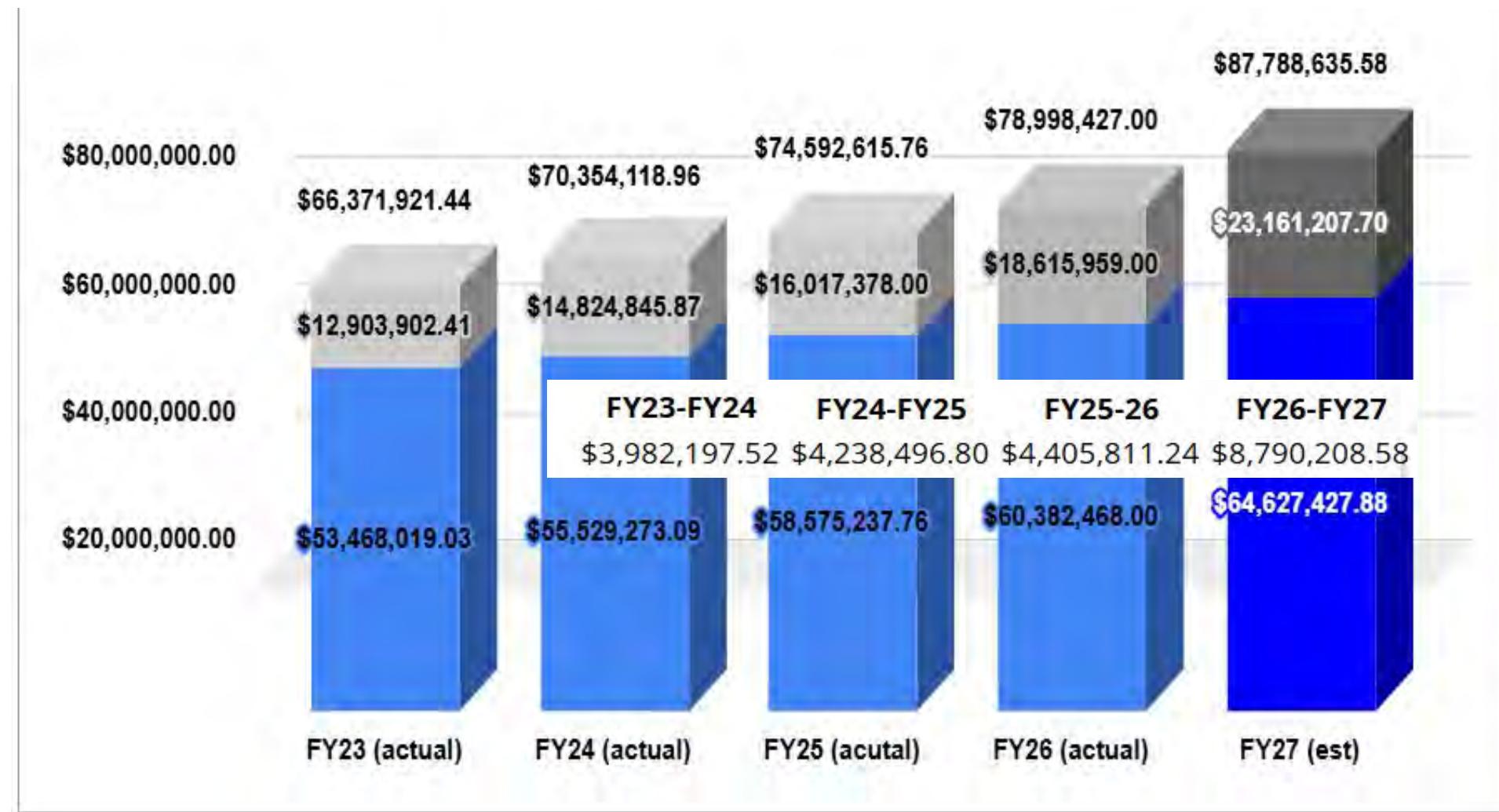
- CH70 for FY27 (January)
- AFSCME salaries (negotiations this year)
- Increases to major cost drivers:
  - Special Education OOD tuition
  - Transportation– Regular Day & Homeless
- What shifts/expansion will be needed for Special Education
- Federal funding changes
- Inflation/cost increases



# 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](mailto:reconfiguration@salemk12.org) and meet with families, staff and community organizations



**Minutes of the Regular Session  
of the Salem School Committee**  
**Monday, December 1, 2025**  
**Rm. 227, 29 Highland Ave.**  
**Hybrid Meeting**

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

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

**Members Absent:** None

**Call of Meeting to Order**

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

**Approval of Agenda**

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

**Public Comment**

Lori Marenda, History Educator at Salem High School (SHS)

Ms. Marenda said she is open with her students about her own experience with mental health so that they know there is someone who understands what they are going through. Ms. Marenda spoke about Mental Makeover, a non-profit organization started by two former Salem High School graduates, committed to fighting stigma surrounding mental health as well as empowering young people to learn and talk about mental health. Ms. Marenda continued to explain the activities and events organized by Mental Makeover including educational boxes as well as the two major fundraisers for Mental Makeover which are “The World Needs You Here Walk” in July and “Polar Plunge” in January. The proceeds fund scholarships for students. Ms. Marenda invited the School Committee members to the 4th Annual Polar Plunge event on January 31st at 10:00 am at Winter Island. More information is available at [mentalmakeover.org](http://mentalmakeover.org).

Jade Bachmann, School Nurse at Horace Mann Laboratory School (HMLS)

Ms. Bachmann, a former Salem Public Schools (SPS) student, spoke about her own experience with school transitions as a student. Ms. Bachmann continued to relate her work experience at SPS and the impact of school reconfiguration on nursing. Ms. Bachmann said that HMLS currently serves about 300 students and adding almost the same number of students doubles the nursing workload in one building. Ms. Bachmann urged the School Committee to maintain full nursing staffing if a merge occurs. Ms. Bachmann said that school nurses do not work over

the summer and therefore the changes must be fully planned before the school year begins as the nurses will be expected to immediately manage new students, systems and clearances.

Melinda Baker, Carlton Innovation School Parent

Ms. Baker said several community members are asking for a delay in the elementary reconfiguration decision because the district seems to be pressure testing different scenarios without considering the emotional turmoil of families. Ms. Baker continued that the district is facing pushback because instead of providing the next logical step to explain and plan for the new school that would be created, the district has provided the speculative cost savings that do not fill the following year's and subsequent years' budget gap. Ms. Baker asked the district to do the work to gain the buy-in from the community.

Alexandra Dietrich, Carlton Innovation School Parent

Ms. Dietrich shared her child's educational experience at Carlton. Ms. Dietrich said that the reconfiguration has a great impact on students.

Tatiana Buchanan, Carlton Innovation School Parent

Ms. Buchanan related her experience in SPS and Salem as well as the challenges she faced. Ms. Buchanan also spoke about her child's experience at Bates and Carlton. Ms. Buchanan said that if schools are going to be merged, there must be a plan for all those who will be affected.

Elizabeth Ide, Carlton Innovation School Parent

Ms. Ide said that researchers found school closures to have profound and lasting negative outcomes for the whole community. Ms. Ide requested everyone to work together as a community to balance the budget by finding somewhere else to save money and protect all of our public schools.

Carlton Innovation School Student

The student spoke about loving Carlton and that if schools were combined, it is not worth it for students as they would be bullied.

Member Manning joined the meeting at 7:40 pm.

#### **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

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

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

### **Student Representative Report**

Superintendent Zrike provided a brief update as Student Representative Sula was unable to attend. Superintendent Zrike said the Student Advisory Group was working on a project to welcome new students to Salem who enroll after the start of the school year. They hosted a luncheon for new students which they felt was not well attended because not enough promotion was done. The Student Advisory group met with Laura Assade and Kethleen Silva from the Family Welcome Center, as well as Ana Gratereaux from the College and Career Center earlier in the day to discuss how to welcome new students. Superintendent Zrike continued that Student Representative Sula wants to update the by-laws. The Student Advisory Group has invited five 9th graders to join as there will be seniors who will be leaving at the end of the year. Superintendent Zrike added that the students tentatively spoke about a Zoom meeting with the School Committee for the following week.

### **Superintendent's Report**

Superintendent Zrike asked for a moment of silence for Ms. Karen Cleary, a longtime Food Service staff member who passed away on November 28, 2025. Ms. Cleary was an invaluable member of the Horace Mann community over the past several years, and her earlier work at Collins Middle School.

Superintendent Zrike said that Lori Marendo was named to the Holocaust Museum Boston Teacher Advisory Council. The museum is projected to be complete by the end of 2026. The role of the Teacher Advisory Council will be to support the Director of Education.

#### **1. Certificate of Academic Excellence**

Superintendent Zrike provided some information about the certificate of academic excellence. The certificates were presented to Jay Thompson from the New Liberty Innovation School and Alexia Coleman of Salem High School.

#### **2. FY26 Budget Update**

Superintendent Zrike said that the budget is very challenging for FY26 and FY27. Assistant Superintendent Pauley presented slides about the status for FY26.

In response to Member Cornell, Assistant Superintendent Pauley said that the personnel costs for this year seems much higher than last year but a more accurate number will be provided once it has been reviewed.

In response to Vice Chair Cruz, Assistant Superintendent Pauley said that there have been twice as many leaves taken by employees. Vice Chair Cruz requested a breakdown of leaves taken since the new bargaining unit contracts took into effect. In response to another question, Assistant Superintendent Pauley said that the grant information is received late and salaries sometimes need to come out of the general fund instead of fully on a grant. As for the budget freeze, Assistant Superintendent Pauley said that based on the last two years, a pause started in January but that the freeze was closer to April. Assistant Superintendent Pauley added that the freeze would probably happen sooner rather than later. Superintendent Zrike added that the district is looking at not filling certain positions that are not critical for student needs, shifting roles and utilizing staff differently. Superintendent Zrike added that the effects of the recent bargaining unit contracts are being felt more now than in the first year. Other factors that impact the budget include increasing enrollment as well as needs of students who have recently moved into the district.

### **3. Elementary Reconfiguration Presentation and Discussion**

Mayor Pangallo thanked everyone who provided feedback. Mayor Pangallo added that these discussions are the outcome of a process that began with the district facility master plan in 2021 continued through multiple retreats and committee meetings looking at the portfolio of facilities in light of budgetary challenges, new models of learning, building needs and declining student enrollment. That process led to a number of important decisions for the community including the decision to pursue a new high school building in 2023. Many other components of the district's trajectory since then have also been shaped by the foundation of that effort including the ongoing review of school assignment policies, transportation plans, capital budgeting priorities and a conversation about Salem's elementary school buildings.

Mayor Pangallo continued that earlier this year, two specialists in the field who are Salem residents and parents were brought in to assist the School Committee in examining the data and the opportunities for action that might help address the financial challenges, minimize the need for staff reductions which would increase class sizes across the district, as well as maintain and expand students access to the most successful programs. In evaluating the options or whether to act at all, the School Committee is centering the same values that have been centered for years, which are equity, elevated learning experiences for every child and financial sustainability.

Mayor Pangallo acknowledged that conversations about changes to schools are emotional and families care about their schools. Mayor Pangallo said a parent asked about the vision of Salem Public Schools at a recent public forum. The vision is for a diverse and welcoming community that promotes each student's academic, social, emotional and physical development through the equitable delivery of challenging, relevant and joyful learning experiences. Mayor Pangallo continued that the strategic plan is centered on elevated learning, empowering educators, centering belonging and strengthening the district's foundations. The reconfiguration discussion is an extension of the vision and strategic plan. It is part of the actions of this committee and preceding

committees, educators and caregivers had been putting into place for years. Mayor Pangallo provided examples of the efforts across the district towards these goals.

School Committee members were invited to comment or ask questions.

Questions included why the option of moving Carlton and Saltonstall to Bentley, and moving Bentley to Saltonstall was not recommended by the consultants when that option seemed to address equity and access issues. The response was that this option would require moving over 700 students. Also, the Bentley building which has not received any significant updates would now be receiving them but the Bentley students would not be able to benefit from it. The equity concern is that the Bentley building is only getting updates when the predominantly Latino students move out.

Another question was about innovation plans in relation to mergers, closures and reconfigurations. The response was that the School Committee and Superintendent can work with the school to amend an innovation plan as it is governed locally.

A question was raised about the timeline for the city contribution to the budget. The response was that Chapter 70 funding is known at the end of January, work proceeds with the budget in February and March, thereafter the draft budget comes before the School Committee in early April. No major changes in the state's allocation is expected based on the trend of the last few years.

The next question was about where in the process would the School Committee advocate to the City Council for increased contribution. The response was that the City Council reviews the budget in May or June as the City Council does not have a role in the development of the budget. The School Committee and city departments work on the budget development. A lot of the constraints for budget development are governed by state law such as those around property tax and excise tax. The city is currently charging the maximum that it is allowed to under the law for hotels and meals excise.

There was a question about the conservative savings projected for the mergers. The response was that there would be no savings from educators as they would all be maintained. The conservative savings projected would allow for any additional transitional supports that may be needed.

Questions also included whether space and availability of bathrooms for various programs and needs were taken into account. The response was that the spaces would be maintained. None of the scenarios involved dismantling any special education programs.

Another question was about implementing recommendations received about improving traffic flow around the high school. The response was that the recommendations could be implemented.

A question was raised about having one calendar instead of two for the elementary schools. The response was that this can be reviewed or adjusted.

The next question was about relocating all PreK programs at Carlton and the issues of not having bathrooms in the classrooms. The response was that there are no requirements to have bathrooms in any classrooms. The question about having a PreK/K center was posed. The response was that most of the feedback favored having a PreK center but not necessarily including Kindergarten.

Another question was about projected budget deficits for subsequent years. The response was that next year the budget gap is estimated to be about \$4.5 - \$5 million gap and that there are a number of unknowns for subsequent years such as new bargaining contracts as well as federal and state grant cuts.

The management and composition of transition committees for school mergers was raised. The response was that it would require a team of administrators, educators, families and students who would meet regularly through the summer and into fall. Meeting with the union and school leaders would also be important.

A comment was made that equity cannot be disentangled from budgetary concerns. The difference between a closure which involves students being dispersed and a merger was emphasized. Research on closures have shown that they disproportionately adversely affect students of color and low income students. Another comment was that delaying a decision could mean changing the working conditions or eliminating positions.

One of the questions was whether there would be a need to hire an administrator or non-classroom staff due to a larger student population in a building. The response was there would not be a need to do so. A follow-up question was whether a relocation can be phased over time. The response was that it would be challenging especially in trying to create a new identity.

There was a question about whether all students come under an innovation plan when there is a merger of an innovation school with another school which does not have an innovation plan. The response was that the innovation model could be slowly expanded to the entire school but that it would also depend on the innovation model itself. The next question was whether the choice to select a school will be provided to students from both the sending and receiving schools. The response was that choice would be afforded to the families and it would be part of the transition plan.

Questions also included whether the Carlton innovation model can work for a larger group of students. The response was that the model can work for a larger number of students. As to the question about the demand for the Carlton innovation program among families, the last three years of kindergarten enrollment data showed that 68% of those who ranked it as their first choice attend Carlton. Carlton was the second least chosen school among families.

Another question was about what has been done to expand the dual language program. The response was that the Massachusetts Department of Elementary and Secondary Education had just accepted the plan to expand the program to the middle school.

Comments included that this should not be a decision to address just a budget shortfall but also to move the vision forward as any delay in a decision might mean that there are no resources to expand innovative programs. Additional comments included whether pieces of programs can be moved around, what other districts in similar situations are doing, the importance of not delaying a decision, and repairs needed at the Bentley building. A response was provided that the Bentley building need not be vacated while repairs are being performed. Another comment was that as long as the building continues to be used for educational purposes, there will be no impact to the funds received from the Massachusetts School Building Authority. A comment was made that if any new scenario or a modified scenario was proposed by any School Committee member, it would need to be discussed before a vote is taken.

Another question raised was about the location of the dual language program. The response was that it is complicated if the dual language program is placed further away from the community it is supposed to serve. A follow-up question was how the dual language program came to be placed at Bentley. The response was that it was an opportunity to hire a dual language principal and not have another school which was in transition.

Mayor Pangallo spoke about additional opportunities for the community to provide feedback. Upon further discussion, the School Committee members agreed that another meeting is needed to review the options.

**4. Massachusetts School Building Authority (MSBA) Update**

Superintendent Zrike provided the MSBA update.

**3. Finance and Operations Report**

Assistant Superintendent Pauley explained the budget transfer requests.

Member Cornell made a motion for a 3-minute recess at 9:51 pm. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Member Miranda left the meeting at 9:52 pm.

The meeting resumed at 9:53 pm.

### **Subcommittee Reports**

**1. Finance Subcommittee**

No report at this time.

**2. Personnel Subcommittee**

No report at this time.

**3. Building and Grounds Subcommittee**

No report at this time.

**4. Curriculum Subcommittee**

No report at this time.

**5. Policy Subcommittee**

No report at this time.

### **Motions and Resolutions**

**1. Budget Transfer Request**

Member Campbell made a motion to approve the budget transfer request. Member Cornell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda ABSENT

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

**2. Policy AA: School District Legal Status - Second Reading**

Member Cornell made a motion to approve Policies AA, AC, AC-R, ACA, ACE and ADC for second reading. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda ABSENT

Mayor Pangallo voted YES  
Motion passed with 6 votes in favor and 1 absent.

3. **Policy AC: Nondiscrimination - Second Reading**  
This matter was addressed in the previous section.
4. **Policy AC-R: Harassment and Violence - Second Reading**  
This matter was addressed in the previous section.
5. **Policy ACA: Nondiscrimination on the Basis of Sex - Second Reading**  
This matter was addressed in the previous section.
6. **Policy ACE: Nondiscrimination on the Basis of Disability - Second Reading**  
This matter was addressed in the previous section.
7. **Policy ADC: Tobacco Products on School Premises Prohibited - Second Reading**  
This matter was addressed in the previous section.

#### Announcements

There were no announcements.

#### Adjournment

Member Cornell made a motion to adjourn at 9:55 pm. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Respectfully submitted by,

*Shirley Doria*

Executive Assistant to the School Committee & Superintendent

**Minutes of the Special Meeting  
of the Salem School Committee  
Saturday, December 6, 2025  
Rm. 227, 29 Highland Ave.  
Hybrid Meeting**

**Members Present:** Mayor Pangallo, Amanda Campbell, Beth Anne Cornell, AJ Hoffman, Mary Manning and Veronica Miranda

**Others in Attendance:** Superintendent Stephen Zrike and Assistant Superintendent Pauley

**Members Absent:** Vice Chair Cruz

**Call of Meeting to Order**

Mayor Pangallo called the meeting to order at 1:10 pm.

**Discussion of Elementary School Reconfiguration and Scenarios**

Mayor Pangallo said that the purpose of the meeting was to continue the discussion regarding the elementary school reconfiguration. Mayor Pangallo read the agenda items and norms.

Member Cornell presented the slides regarding the visioning framework and strategic plan. School Committee members' provided comments about different aspects of the vision, core values and strategic priorities.

Deputy Superintendent Carbone facilitated the next part of the meeting.

The four recommended scenarios, a scenario where nothing is done and a new scenario were discussed.

Scenario 1: Saltonstall & Horace Mann merge at Horace Mann building (Saltonstall building is repurposed rather than closed). The notes included that Saltonstall is central and a good building giving it lots of options for use; there would be no savings; Saltonstall has dealt with a disproportionate amount of change and disruption; across town move is a more difficult ask; it does not broaden the accessibility of high demand programs; and as the building that needs the least amount of work and lowest cost by enrollment and capacity projections, it is better not to close; and could be repurposed as Early Childhood Center, Parent Information Center and other district space. Comments included that Saltonstall has the second largest number of high needs, low-income, students of color and multilingual learners in the district. Another comment was that leases to partner organizations should not be factored into these conversations except for Pathways.

Scenario 4: Carlton & Saltonstall schools merge at Saltonstall building (Carlton building offline or becomes Early Childhood Center). The notes included that the merger would expand equity and access to the Carlton Innovation Plan; least transportation impact; two current school leaders would be able to implement innovation plan; more access to innovation plan for high needs students, students of color, multilingual, low-income and students who move in after the school year begins; Carlton is not big enough to accommodate the Early Childhood Center to grow there; perhaps New Liberty and Salem Prep could move there; what are the savings if Carlton is repurposed to the Early Childhood Center or New Liberty; and whether it is possible to leave Carlton offline for a year to facilitate thoughtful planning. Comments included that it moves the fewest number of students; Carlton cannot accommodate families with multiple children who enroll in the middle of the year due to space constraints; a merger and expansion of the innovation model is possible but will necessitate educator and district planning; there is sufficient space at Carlton for the Early Childhood Center and its expansion; the Carlton building currently lacks a PreK playground; concerns were raised about moving multiple schools at once; and that New Liberty and Salem Prep would be better suited to be at the college campus rather than at Carlton.

Scenario 0: Make no changes to the elementary schools at this time. The notes included cutting programs district-wide in an unstrategic way; anxiety from staff and families; perpetuates a systemic inequity of resources; as well as lengthens the time of uncertainty for all schools and results in staff leaving for more stability. Comments included it is possible that "do nothing" might be better than a proposed scenario that causes more harm; Chapter 70 funding is not going to change in a manner that would solve the structural deficit by 2027; and it could result in cuts across the district and increase classroom sizes at all schools which would negatively impact the most vulnerable students.

Scenario 5: Carlton & Horace Mann merge at Horace Mann building (Carlton building offline or becomes Early Childhood Center). The notes included the potential to expand the innovation model; PreK expansion might be a challenge; geography could be a significant challenge for some Carlton families; colocating special education models; and the opportunity for changing start time. Comments included that families may move their children to Saltonstall or Bates because of proximity; welcoming community at Horace Mann; traffic options; moving the Innovation Plan to Horace Mann may be more difficult than a move to Saltonstall where many school staff are former Carlton innovation teachers; two more buses required at the merged school; and concerns about not being able to bus middle or high school students.

Scenario 2: Saltonstall & Horace Mann merge at Horace Mann AND Bentley moves into Saltonstall building (Bentley/ECC building becomes Early Childhood Center). The notes included that the dual language program will have room to expand; dual language program would be closer to the community it seeks to serve; PreK and Kindergarten could be in one location; Carlton would still have a disproportionately low population raising equity and access issues; Saltonstall would face another major change after already experiencing other changes through the years; more funds required to fix the Bentley building; planning needed for the Y as well as the Boys & Girls Club that provide resources for families; whether Saltonstall families want the dual language program; whether there would be less savings if no building goes offline; and

impact on Pathways. Comments included two more buses would be required; not in favor of moving Bentley and then making upgrades to the building; it might be a good move as the Bentley would be moving to a better building; as well as distance and start times.

New Scenario (Formerly Scenario #3 that the consultants did not recommend): Carlton and Saltonstall merge at Bentley/ECC building AND Bentley moves to Saltonstall AND ECC collocates at Horace Mann. The notes included there might not be enough space at Horace Mann. Comments included that it allows allows programs to expand but it might not be feasible because of the number of moves; moving ECC to Carlton instead of Horace Mann; whether a staggered approach is possible; dual language program is challenging to expand due to staffing needs; too complex to implement many moves at once as it necessitates more facilities personnel; will take a toll on educators; will stretch administrative capacity; project lead would be needed for anything beyond the merger of two schools; support for locating the dual-language program at Saltonstall in the future as part of broader strategic vision (likely several years out); and this scenario most closely reflects the longer term vision for Salem elementary schools.

The School Committee members used green and yellow dots to label their preferred and not-preferred options for reconfiguration.

There was a brief recess at 4:07 pm. The meeting resumed at 4:14 pm.

The unanimously preferred options were Scenario #4: Carlton & Saltonstall schools merge at Saltonstall building (Carlton building offline or becomes early childhood center) and the New Scenario (Formerly Scenario #3 that the consultants did not recommend): Carlton and Saltonstall merge at Bentley/ECC building AND Bentley moves to Saltonstall AND ECC co-locates at Horace Mann or moves to Carlton Building.

The unanimously not-preferred options were Scenario 1: Saltonstall & Horace Mann merge at Horace Mann building (Saltonstall building is repurposed rather than closed); Scenario 5: Carlton & Horace Mann merge at Horace Mann building (Carlton building offline or becomes early childhood center) and Scenario 0: Make no changes to the elementary schools at this time.

Scenario 2: Saltonstall & Horace Mann merge at Horace Mann AND Bentley moves into Saltonstall building (Bentley/ECC building becomes early childhood center) had 1 green dot in favor and 5 yellow dots against.

Mayor Pangallo said that all scenarios will be in front of the School Committee for a vote on December 15th.

**Adjournment**

Member Campbell made a motion to adjourn at 4:25 pm. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz ABSENT

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Respectfully submitted by,

*Shirley Doria*

Executive Assistant to the School Committee & Superintendent

# Salem School Committee Visioning Framework



## SPS District Values

### BELONGING

We believe all members of our community are valued and that our relationships are built on empathy and respect.

### EQUITY

We believe in promoting social justice to ensure an inclusive school community where all members are empowered and engaged.

### OPPORTUNITY

We believe all students should receive a personalized experience to achieve academic success, find joy in their learning, and have multiple choices for their post-secondary plans.

## SPS Mission Statement

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

## SPS Vision Statement

All students will be locally connected, globally engaged, equity-minded, and fully prepared to thrive in a diverse and changing world.

# Salem School Committee Visioning Framework



## Equity Statement

We believe that the work to realize our goals as an anti-racist organization and promote justice in every element of our system must be owned and led by every individual. We are committed to establishing workstreams that ensure equitable access, opportunities, and game-changing outcomes for every child who attends the Salem Public Schools. As a result, there is no single priority focused on equity or a single person who is responsible for this work. In collaboration with the SPS School Committee, staff, students, and community members, we have established a strong statement that will serve as the lens through which we examine our strategic efforts. It will ground the decisions that we make and the actions that we take over the course of the next two years. We do not believe that we know all the answers of how to achieve this yet, but we must be determined to identify, iterate, and implement actions, policies, and practices that bring these commitments to life.

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

Valuing equity means that we:

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

# Discussion:

Which parts of our mission and values feel most essential to hold at the center of our work right now and why?

# Salem Public Schools 2023-2026 Strategic Plan: Core Priorities

## Priority 1: Elevate Learning

***Build and maintain a district-wide culture of universally high academic expectations for every learner.***

- 1.1 Accelerate academic achievement for all students.
- 1.2 Integrate social and emotional learning supports across the curriculum and school day.
- 1.3 Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community's early childhood and elementary education programming. (PreK-5).
- 1.4 Enhance, modernize and strengthen the secondary school experience (grades 6-12) to ensure every student has access to rigorous learning aligned to Salem's Portraits of a Middle and High School Graduate.

## Priority 2: Empower Educators

***Make the Salem Public Schools an inclusive district where student-centered, innovative and highly-effective educators want to work, grow and stay.***

- 2.1. Attract, grow and develop excellent, committed educators who reflect the values and diversity of the community.
- 2.2. Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students.
- 2.3. Provide constructive, actionable, formal and informal feedback.
- 2.4. Offer equitable incentives to entice talented educators to choose to stay and grow in the Salem Public Schools.

## Priority 3: Center Belonging

***Build joyful, welcoming and supportive school communities.***

- 3.1. Prioritize and attend to the mental health and wellness of every student.
- 3.2. Cultivate supportive, culturally-sustaining and anti-racist learning environments.
- 3.3. Provide opportunities to celebrate our cultural wealth and inspire all students to explore, learn and grow.
- 3.4. Elevate the voices of students, parents and families to tap into their funds of knowledge

## Priority 4: Strengthen our Foundation

***Develop consistent, reliable, sustainable systems and structures to disrupt inequities and support the work of the district.***

- 4.1. Review and strengthen all of the district's policies and systems with a focus on promoting social justice and equity.
- 4.2. Fully integrate practices and guidelines district-wide to build efficiencies and optimize impact.
- 4.3. Maintain, update and modernize all of the SPS buildings and facilities.

Priority 1: Elevate Learning ●

Priority 2: Empower Educators ●

Priority 3: Center Belonging ○

Priority 4: Strengthen our Foundation ●

B = Belonging

E= Equity

O = Opportunity

## School Committee Strategic Moves

2021-2025

Approved expanded district-wide PreK (E,O) ● ●

Approved wall-to-wall dual language expansion (E,O) ● ● ○ ●

Approved dual language preK classrooms (E,O) ● ● ○ ●

Approved the Middle School Pilot (B,E,O) ● ● ○ ●

Approved adoption of the Middle School Experience model for all 6-8 students (B,E,O) ● ● ○ ●

Approved consolidation of middle schools (B,E,O) ● ○ ●

Approved new 8-9<sup>th</sup> grade Math curriculum (E,O) ● ●

Affirmed K-5 elementary school structure (B,E,O) ● ●

Approved the MSBA process to construct a new SHS (B,E,O) ● ○ ●

Approved expansion of CTE programs (B,E,O) ● ○ ●

Approved a 9-12 high school structure (B,E,O) ● ●

Approved a new SHS curriculum instituting pre-AP coursework and expanded AP opportunities for all students (B,E,O) ● ● ○ ●

Approved uniform school day lengths (E) ●

Reaffirmed equity statements for traditionally underserved student populations (B,E,O) ○ ●

Approved revised transportation policies to promote equity and address budget shortfalls (E,O) ●

Approved historic pay increases for the STU (B,O) ● ● ○ ●

## Future Planning

Establishment of an early childhood center that includes all Preschool and Prekindergarten classes

Expansion of high interest and high demand programs- Carlton continuous progress model, dual language, middle school experience, etc.

Identify and approve a long term space for New Liberty and Salem Prep.

Building a new elementary school in South Salem.

Upgrading the Bentley/ECC building.

Establishing outdoor play spaces to meet the developmental needs of students across schools

Completing renovations at On-Point so that the Welcome Center can be moved there.

Exploring the possibility of alternative learning pathways at the middle school level for students who require a smaller, more supportive and therapeutic environment.

Ensuring increased transparency around how resources are used equitably across schools depending on student needs.

# Reconfiguration:

- How should our core values and strategic priorities inform reconfiguration strategy and future planning?
- What must a successful reconfiguration accomplish?
- What are clear deal breakers?

# **Elementary Reconfiguration**

## ***Committee of the Whole Meeting***

Salem Public Schools | December 6, 2025

# Agenda

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- I. Welcome and Norm-Setting – *10 minutes*
- II. Anchoring in Our Core Values, Mission, Vision and Equity Statement – *20 minutes*
- III. The Strategic Plan and Our Strategic Vision – *20 minutes*
- IV. Reconfiguration: The Why? – *30 minutes*

## *Break*

- V. Assessing Scenarios – *approx. 60 minutes*
- VI. Sorting Activity – *approx. 60 minutes*
- VII. Wrap-up and Next Steps

# Committee of the Whole

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## Goals and Outcomes

- To solicit School Committee input on the different scenarios presented with the purpose of reaching broad consensus or narrowing the scope of scenarios in preparation for December 15th.

## Activity

- We will engage in an activity that guides the Committee through a process of discussing and assessing scenarios relative to the district mission, vision, equity statement and strategic priorities.

# In Summary: Four Scenarios Worthy of Your Consideration

<p>Scenario 1</p> <p><b>Saltonstall &amp; Horace Mann merge at Horace Mann building</b> <i>Saltonstall building is repurposed rather than closed</i></p>	<p>Scenario 4</p> <p><b>Carlton &amp; Saltonstall schools merge at Saltonstall building</b> <i>Carlton building offline or becomes early childhood center</i></p>
<p>Scenario 2</p> <p><b>Saltonstall &amp; Horace Mann merge at Horace Mann</b> <b>AND</b> <b>Bentley moves into Saltonstall building</b> <i>Bentley/ECC building becomes early childhood center</i></p>	<p>Scenario 5</p> <p><b>Carlton &amp; Horace Mann merge at Horace Mann building</b> <i>Carlton building offline or becomes early childhood center</i></p>
<p>Scenario 0</p> <p><b>Make no changes to the elementary schools at this time</b></p>	

# Assessing Scenarios – approximately 60 minutes

*GOAL: To discuss and assess each scenario*

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## Gallery Walk:

- **Step 1:** School Committee members review the posters with the 4 proposed scenarios and the “Make No Changes” option.
- **Step 2:** School Committee members write in/add any additional strengths, challenges, or questions & considerations that are not listed.
- **Step 3:** School Committee members can offer a new scenario on the chart paper with the header “New Scenario”.

## Discussion:

- **Step 4:** School Committee members return to the table and discuss each scenario.
  - **Prompt:** How does each scenario help us or stall us in moving forward as a district toward strategic priorities/goals?

## Members Assess Each Scenario:

- **Step 5:** School Committee members assess each scenario including “Make No Changes” and any new scenario presented.
  - Green dot = **move forward**      Yellow dot = **hold off**
  - Each School Committee member must assess each scenario with either a green or yellow dot.

# Assessing Scenarios – approximately 60 minutes

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  - Each School Committee member must assess each scenario with either a green or yellow dot.

## Sorting Activity – approximately 60 minutes

*GOAL: To deliberate and seek consensus on narrowing scenarios*

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### Step Back & Sort:

- **Step 1:** After **School Committee** members assess each scenario, they will stepback and review where assessments landed.
- **Step 2:** Ask if any in the minority wants to argue their point of view.
- **Step 3:** Discuss
- **Step 4:** Strive for agreement to keep or let go of that scenario.
  - If the Committee agrees, note and move on to next scenario
  - If the Committee does not come to a consensus, note and move on to next scenario
- **Step 5:** Repeat process for all remaining scenarios.

## Scenario 1

### Details

- Students: Will require 218 current students moving
- Start Times: (Differ) HMLS 7:40 vs. Saltonstall 8:30

## Saltonstall & Horace Mann merge at Horace Mann building

(Saltonstall building is repurposed rather than closed)

Strengths	Challenges	Considerations & Questions
<ul style="list-style-type: none"><li>→ School merger provides annual savings</li><li>→ 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</li></ul>	<ul style="list-style-type: none"><li>→ There would be no savings from moving a building offline (unless this is modified to close Saltonstall building)</li><li>→ Would require 2 more buses</li></ul>	<ul style="list-style-type: none"><li>→ As the building needing the least work and lowest cost by enrollment and capacity projections, better to use than close</li><li>→ Could be repurposed as expanded Early Childhood Center, parent information center, and/or other district swing space</li><li>→ Could impact contract with Boys &amp; Girls Club (at Saltonstall building)</li></ul>

## Scenario 2

### Details

- Students: Will require 501 current students moving
- Start Times: (Differ) HMLS 7:40 vs. Saltonstall 8:30

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

Strengths	Challenges	Considerations & Questions
<ul style="list-style-type: none"><li>→ School merger provides annual savings</li><li>→ Fully maximizes an otherwise very empty/expensive building</li><li>→ Preserves large elementary site that is centrally located</li></ul>	<ul style="list-style-type: none"><li>→ Might be too tight, even with Pathways gone, to have 3 schools combine at the Horace Mann site</li><li>→ Will require 2 more buses until right-sized</li><li>→ This likely would not allow for Bates Pre-K to join the ECC and HM Pre-K, nor for the ECC to expand</li></ul>	<ul style="list-style-type: none"><li>→ Could intentionally have fewer Pre-K or K classes enroll next year to manage capacity</li><li>→ Could impact contract or services with Boys &amp; Girls Club (at Saltonstall) or YMCA (at Bentley/ECC building)</li></ul>

## Scenario 4

### Details

- Students: Will require 208 current students moving
- Start Times: (Similar) Carlton 8:35 vs Saltonstall 8:30

## Carlton & Saltonstall schools merge at Saltonstall building

(Carlton building offline or becomes early childhood center)

Strengths	Challenges	Considerations & Questions
<ul style="list-style-type: none"><li>→ Merges two small schools to move to the preferred 3 strands</li><li>→ Merges schools whose special education programs have related features</li><li>→ There are advantages to either closing Carlton building (cost savings) or repurposing it as swing space or an early childhood center.</li><li>→ School merger provides annual savings</li><li>→ Merges two smaller school communities near each other</li></ul>	<ul style="list-style-type: none"><li>→ 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</li><li>→ Would need an additional bus until right-sized as a 3-4 strand</li></ul>	<ul style="list-style-type: none"><li>→ Which educational model will be used in the merged school?</li><li>→ Could impact contract with YMCA (at Carlton)</li><li>→ Of the options that involve Carlton, this is closer to current location than Horace Mann (scenario 5)</li><li>→ Of the options that involve Saltonstall, this is possibly preferable (stays in same location)</li></ul>

## Scenario 5

### Details

- Students: Will require 208 current students moving
- Start Times: (Differ) Carlton 8:35 vs Horace Mann 7:40

## Carlton & Horace Mann merge at Horace Mann building

(Carlton building offline or becomes early childhood center)

Strengths	Challenges	Considerations & Questions
<ul style="list-style-type: none"><li>→ 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</li><li>→ School merger provides annual savings</li><li>→ Merges two smaller school communities</li></ul>	<ul style="list-style-type: none"><li>→ 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.</li><li>→ Would need to likely add two more buses.</li></ul>	<ul style="list-style-type: none"><li>→ Special education programs are not entirely similar, but there would be room for both</li><li>→ Which educational model will be used in the merged school?</li><li>→ Could impact contract with YMCA (at Carlton).</li><li>→ If ECC joined OR Pathways stayed, would likely be very tight. Reducing a K or moving sub-sep would help</li><li>→ Of the options that involve Carlton, this is a further move geographically</li></ul>

## Scenario 0

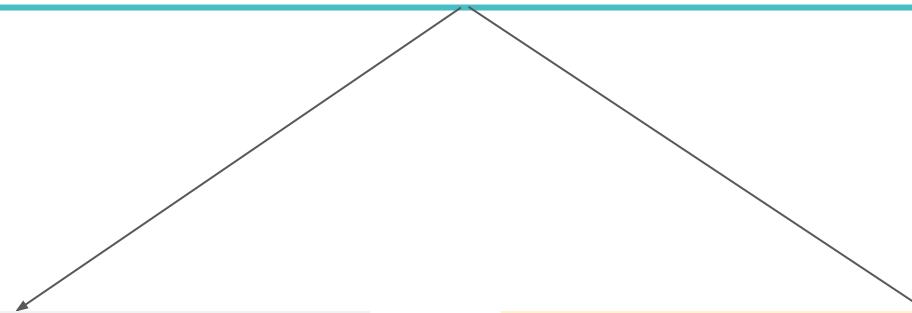
Details	<ul style="list-style-type: none"><li>- Students: Will require 0 current students moving</li><li>- Start Times: NA</li></ul>
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### Make no changes to the elementary schools at this time

Strengths	Challenges	Considerations & Questions
<ul style="list-style-type: none"><li>→ No students or families experience a move or change</li><li>→ School communities remain as they are</li></ul>	<ul style="list-style-type: none"><li>→ No savings from school merger or building closure to offset budget deficit</li><li>→ No path to growing Early Childhood Center</li><li>→ No path to growing either innovation program</li><li>→ Continue dispersing resources and support staff time across high number of buildings at the same time that would likely have to cut more central office supports to offset the larger deficit</li></ul>	<ul style="list-style-type: none"><li>→ If the message is that something will happen next year, while this lengthens the lead time, it will dramatically lengthen the period of uncertainty for all schools, which may yield issues such as teachers leaving these schools for higher perceived stability</li></ul>

# Full Scenario Details

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



Close Saltonstall building

Saltonstall building is repurposed

# Detail Areas

## Scenario 1

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

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)

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%

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

# Financial Implications (2025 dollars)

Scenario 1

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

Close Saltonstall building

Saltonstall building is repurposed

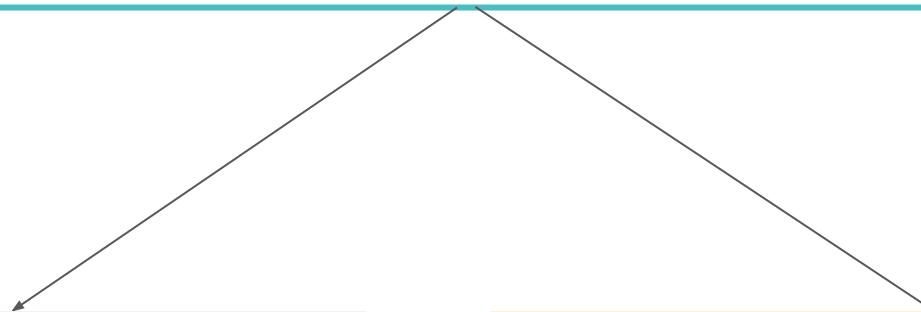
Timing	Area	Projected Change
One-time	Capital improvement cost avoidance*	\$250,000+
	Move and preparation costs	\$50,000
	<b><i>Total one-time savings</i></b>	<b><i>\$200,000+</i></b>
Annual	School Merger Staff savings	\$1,293,070.85
	Facilities related savings	\$228,701.90
	Bus related savings	-\$200,000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

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

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

<sup>^</sup>for new early childhood bathroom builds and other assorted costs

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

# Detail Areas

## Scenario 2

- 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

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

# Financial Implications (2025 dollars)

Scenario 2

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

AND

Close Bentley building

Bentley/ECC building is repurposed

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

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

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

# Our Assessment: Worthy of Consideration

- 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

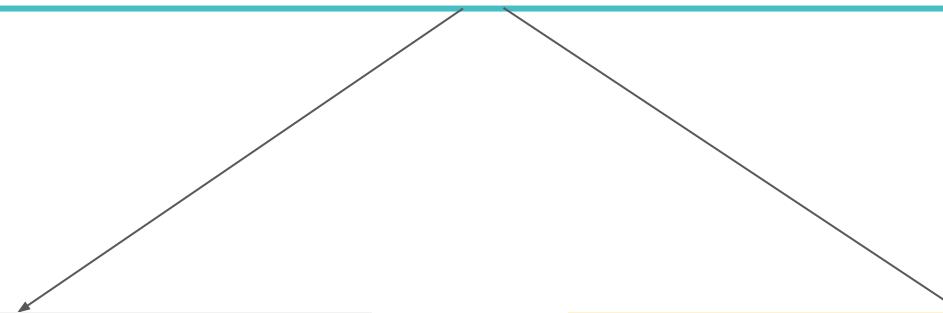
### Concerns :

- 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 Saltonstall building*



Close Carlton building

Carlton building is repurposed

# Detail Areas

- 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

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

# Financial Implications (2025 dollars)

Scenario 4

## Carlton and Saltonstall schools merge at Saltonstall building

Close Carlton building

Carlton building is repurposed

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

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

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

# Our Assessment: Worthy of Consideration

- 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

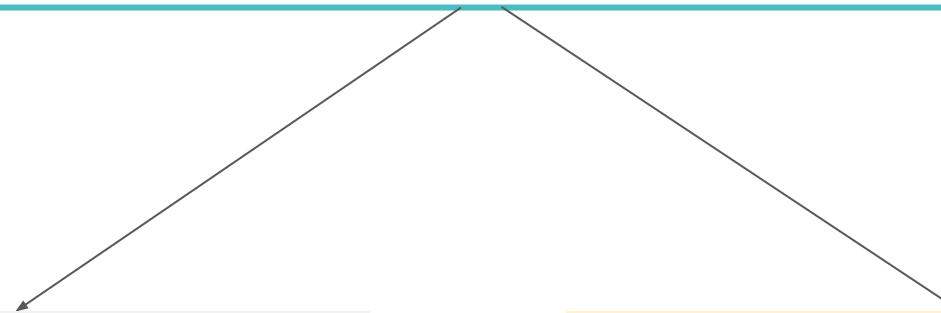
### Concerns :

- 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



Close Carlton building

Carlton building is repurposed

# Detail Areas

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

# Financial Implications (2025 dollars)

Scenario 5

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

Close Carlton building

Carlton building is repurposed

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

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

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

# Our Assessment: Worthy of Consideration

- 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?

# MEMORANDUM

**To:** Dr. Stephen Zrike, Superintendent of Schools  
**From:** Mr. Glenn Burns, Salem High School Principal  
**Date:** November 25, 2026  
**Re:** Harvard Model United Nations, 2026 Conference

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This is to recommend the Salem High School Harvard Model United Nations Delegation be given permission to participate in the four-day conference in Boston, MA. This trip will take place from Thursday January 29 to Sunday February 1, 2026. Advisors/Chaperones, Matthew Gainty and Eric Farley, are both Salem High School teachers.

The delegation will stay at the Sheraton Boston Hotel. Cost of the trip is ~\$425.00/per student (Conference Fees & Hotel), plus the cost of transportation. They will travel by School Bus and the driver will have a CORI. A list of students attending, and most recent itinerary are enclosed. The students have planned and carried out fundraisers to defray the cost, and five students were awarded financial aid packages from Harvard.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

## CONFERENCE INFORMATION

### Tentative Schedule

Please note that this is a **tentative schedule** designed to give delegates and faculty advisors an idea of what to expect at HMUN. All times and dates listed here are subject to change. A more detailed final schedule will be published in the Delegate Handbook, which will be distributed at the start of the conference.

#### Thursday, January 29

10:00am - 3:00pm	Registration
2:15pm - 3:00pm	International Schools Faculty Advisor Reception
2:00pm - 3:30pm	HMUN Academy (Delegate Training)
3:45pm - 4:15pm	Mandatory Faculty Advisor and Head Delegate Welcome
5:00pm - 6:30pm	Opening Ceremonies
7:30pm - 11:15pm	Committee Session I
8:30pm - 9:00pm	Faculty Advisor Meet-and-Greet with the Secretariat
12:30am	Curfew

#### Friday, January 30

8:00am - 11:00am	Harvard Campus Walking Tours
12:00am - 2:00pm	College & Summer Opportunities Fair
2:30pm - 6:15pm	Committee Session II
7:30pm - 11:15pm	Committee Session III

#### Friday, January 30

9:30pm - 10:30pm	Faculty Advisor Feedback Session
12:30am	Curfew
	Saturday, January 31
9:00am - 12:30pm	Committee Session IV
4:00pm - 5:00pm	Faculty Advisor Feedback Session
2:00pm - 6:15pm	Committee Session V
7:45pm - 9:15pm	Cultural Extravaganza
9:30pm - 11:30pm	Movie Night
9:30pm - 11:30pm	Delegate Dance
1:00am	Curfew

#### Sunday, February 1

9:00am - 11:30am	Committee Session VI
12:15pm - 1:30pm	Closing Ceremonies

### Curfew Policy

During HMUN, we will be sharing the Boston Sheraton and Marriott Copley Place Hotels with other guests. Delegate curfews are designed to provide all hotel patrons, including HMUN participants, with a quiet environment at night. On Thursday and Friday, no movement in the hallways will be permitted after 12:30am, even to accept food deliveries. On Saturday, curfew will be set at 1:00am to accommodate delegates who choose to attend the Delegate Dance. HMUN staff will serve as hall monitors each night, and Faculty advisors are asked to assist in the enforcement of curfews by performing room checks nightly.

### Dress Code Policy

In simulation of the United Nations, we at HMUN strive for professionalism in all aspects of the conference. Delegates are expected to follow a dress code during all committee sessions and conference events. At most times, the prevailing dress code will be western business attire, although national attire and religious attire are also permitted. Western business attire requires that delegates dress in a suit jacket, slacks or skirt, dress shirt (with tie if applicable), and dress shoes. Hats and caps are not allowed.

At all times, we ask that delegates and faculty advisors exercise good sense when interpreting the dress code. When casual attire is permitted, basic rules of propriety will still apply. Delegates who are dressed inappropriately for any event may be asked to return to their rooms to change into more appropriate attire.

## Field Trip Request Form - Salem Public Schools

Last Updated: August 2024

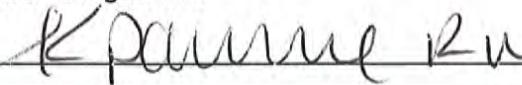
**Directions:** All educators seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight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

I. General Information				
School	Salem High School	Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	Matthew Gainty	9-12	11/12/25	01/29/26-02/01/26
Contact Info	<b>Phone:</b> 603-498-7868		# of Students:	<b>Depart:</b> 01/29/26 <b>Return:</b> 02/01/26 11:45am <small>Thurs</small> 1:30pm <small>Sun</small>
Destination	Name: Sheraton Boston Hotel & Boston Marriott Copley Place			Location and Duration
Destination Address	110 Huntington Ave Boston, MA 02116			<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state – within MA <input type="checkbox"/> Out of state
Funding Source	<b>For Bus:</b> SHS Model Gov. Holiday Fundraiser (Fudge Factory) <b>For other (admissions costs, etc.):</b> SHS Model Gov. Holiday Fundraiser (Fudge Factory)			<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip

## II. Learning and Accessibility

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

## III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<u>School Nurse Signature:</u> 		Date: <u>11/25/25</u>

## IV. Food Services

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

## V. Transportation

Transportation needed:	<input checked="" type="checkbox"/> Bus (must submit a field trip request form by clicking the Tripfinder icon in Classlink at least 2 weeks before the trip. (Click <a href="#">here</a> )	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
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	for Tripfinder tutorial) Only principals, APs, and secretaries have access to submit requests. )	
If traveling by bus:	<b>Pick Up Time:</b> 01/29/26 11:45am	<b>Return Time:</b> 02/01/26 1:30pm

#### VI. Parent Involvement & Background Checks

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

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

School Principal Signature:	Date:
	11-26-25



## FRAMEWORK & PRIORITIES

The School Committee opened the meeting by:

- Grounding itself in the district's three core values -- Belonging, Equity, and Opportunity -- and the four priorities of the District Strategic Plan: 1) Elevate Learning, 2) Empower Educators, 3) Center Belonging, and 4) Strengthen Our Foundation.
- Reviewing the strategic decisions made by the Committee from 2021-2025.
- Reviewing future planning initiatives discussed between 2021-2025.

**The Committee committed to locating equity at the center of all decisions regarding reconfiguration by prioritizing the needs of the district's most vulnerable students and focusing on the equitable distribution of resources to schools and programs.**

## RECONFIGURATION ANALYSIS & DISCUSSION

The Committee engaged in a “gallery walk” to review and comment on each of the four recommended options, as well as the option to make no changes or to add an additional scenario.

### **Scenario 1: Saltonstall & Horace Mann merge at Horace Mann building (Saltonstall building is repurposed rather than closed)**

Discussion Notes:

- Saltonstall would face another major change after a difficult few years.
- Does not broaden the accessibility of high demand programs (innovation, pre-k).
- Doesn't obviously support strategic initiatives.

### **Scenario 2: Saltonstall & Horace Mann merge at Horace Mann AND Bentley moves into Saltonstall building (Bentley/ECC building becomes early childhood center)**

Discussion Notes:

- Saltonstall would face another major change after a difficult few years.
- Does not broaden the accessibility of high demand programs (innovation, pre-k).
- There is a benefit to moving the dual language program closer to Spanish speaking families.
- Many moving parts.

## RECONFIGURATION ANALYSIS & DISCUSSION cont.

### **Scenario 4: Carlton & Saltonstall schools merge at Saltonstall building (Carlton building offline or becomes early childhood center):**

#### Discussion Notes:

- Carlton building does not provide space to expand and the low income target is not being adhered to.
- Merge would expand equity and access to Carlton Innovation Plan.
- Carlton building could accommodate all pre-k and ECC classes.
- A merge is possible, but will necessitate educator and district planning.
- Carlton building currently lacks a pre-k playground.
- Would position district to advance longer term vision for elementary schools overall.

### **Scenario 5: Carlton & Horace Mann merge at Horace Mann building (Carlton building offline or becomes early childhood center):**

#### Discussion Notes:

- Geography could be a significant challenge for some Carlton families.
- Moving the Innovation Plan to HMLS may be more difficult than a move to SALTS where many school staff are former Carlton innovation teachers.
- Would not advance longer term vision for Salem's elementary schools.

### **Scenario 0: Make no changes to the elementary schools at this time**

#### Discussion Notes:

- Would perpetuate existing identified inequities.
- Possible that "do nothing" might be better than a proposed scenario that causes more harm.
- Will result in cuts across the district and increase classroom sizes at all schools.
- The most vulnerable students will be disproportionately affected by widespread budget cuts.
- Chapter 70 formula is unlikely to be amended for several years.

### **New Scenario (#3 from the consultants "do not recommend" list) Carlton and Saltonstall merge at Bentley/ECC building AND Bentley moves to Saltonstall AND ECC co-locates at Horace Mann**

#### Discussion Notes:

- ECC to Carlton instead of HMLS.
- Too complex to implement at once: necessitates more facilities personnel; will take a toll on educators; will stretch administrative capacity.
- Support for locating the dual-language program at Saltonstall in the future as part of broader strategic vision (likely several years out).
- This scenario most closely reflects the longer term vision for Salem elementary schools.

## PREFERRED & NOT-PREFERRED OPTIONS

Using green and yellow stickies, each Committee member labeled their preferred and not-preferred options for reconfiguration.

### Unanimously Preferred Options:

- Scenario #4: Carlton & Saltonstall schools merge at Saltonstall building (Carlton building offline or becomes early childhood center)
- New Scenario (#3 from the consultants “to not recommend” list): Carlton and Saltonstall merge at Bentley/ECC building AND Bentley moves to Saltonstall AND ECC co-locates at Horace Mann or moves to Carlton Building

### Unanimously Not-Preferred Options:

- Scenario 1: Saltonstall & Horace Mann merge at Horace Mann building (Saltonstall building is repurposed rather than closed)
- Scenario 5: Carlton & Horace Mann merge at Horace Mann building (Carlton building offline or becomes early childhood center)
- Scenario 0: Make no changes to the elementary schools at this time

### 1 Vote Preferred, 5 Votes Not-Preferred Option:

Scenario 2: Saltonstall & Horace Mann merge at Horace Mann AND Bentley moves into Saltonstall building (Bentley/ECC building becomes early childhood center)

## NEXT STEP

The Superintendent, Mayor, and the reconfiguration consultants will hold an online Q&A on Monday, December 8<sup>th</sup>, 7:30-8:30pm. The link to join can be found at [www.salemk12.org/reconfiguration](http://www.salemk12.org/reconfiguration).

The School Committee will hear additional public comment at their regular meeting on December 15<sup>th</sup> at 7pm. A vote on selecting a scenario will be on the agenda for the December 15<sup>th</sup> meeting.



# SALEM PUBLIC SCHOOLS

*Where belonging leads to opportunity.*

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

Superintendent

29 Highland Ave. Salem, MA 01970

978-740-1212

[szrike@salemk12.org](mailto:szrike@salemk12.org)

December 12, 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 **Wednesday December 3rd**:
  - **The Building Committee:**
    - reviewed the Milestone Schedule,
    - reviewed the Presentation of Draft Construction Estimates
  - **The Design Team** continued to move forward with compiling the contents for the MSBA Schematic Design Submission which is on track for the due date of **December 17th** to the MSBA.
- The School Building Committee met on **Thursday December 11th**:
  - **The Building Committee:**
    - reviewed the Milestone Schedule,
    - reviewed the Presentation of the Schematic Design Submission
    - voted to authorize the consultant team to make the Schematic Design submission to the MSBA on the due date of **December 17, 2025**
- **Upcoming Meetings:**
  - **Thursday, January 29th** from 6-8 pm in the School Committee Chambers
  - **Thursday, February 26th** from 6-8 pm in the School Committee Chambers
  - **Thursday, March 19th** from 6-8 pm in the School Committee Chambers
  - **Thursday, April 16th** 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](http://www.salemk12.org)



@SalemSchoolsk12



@SalemPublicSchools



**To:** Salem School Committee

**CC:** Dr. Stephen Zrike

**From:** Camila Salazar

**Date:** December 12, 2025

**Re:** FY26

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Below please find a series of transfers that are recommended for your consideration. The total amount requested for transfer is \$51,000.00. Because the total of these transfers exceeds the \$15,000 threshold established by School Committee policy, and 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
Witchcraft Heights - Stipends	13570820-5150	\$12,000.00		
		\$12,000.00	Witchcraft Heights - Contracted Services	13570821-5320
<b>To help fund stipends needed throughout the school year.</b>				
OST - Stipends	13582020-5150	\$9,000.00		
		\$7,500.00	OST - Contracted Services	13580121-5320
		\$1,500.00	OST - Office Supplies	13582021-5421
<b>To help fund program stipends throughout the school year.</b>				



<b>Special Ed - Tutor</b>	<b>13640160-5114</b>	<b>\$20,000.00</b>		
		\$20,000.00	Special Ed - Contracted Services	13640161-5320
<b>To fund a tutor who is on payroll and not a contracted vendor.</b>				
<b>Special Ed - Stipends</b>	<b>13640160-5150</b>	<b>\$10,000.00</b>		
		\$10,000.00	Special Ed - Contracted Services	13640161-5320
<b>To help fund safety care stipends.</b>				

*Camila Salazar*

**29 Highland Avenue  
Salem, Massachusetts 01970  
Tel: (978) 740-1222  
csalazar@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.**

## **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

**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**

## **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](http://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](mailto:OCR.Boston@ed.gov)*

SOURCE: Salem Policy 5410/4410

**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](mailto:OCR.Boston@ed.gov); Website: [www.ed.gov/ocr](http://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://malegislation.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**

**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.**

## **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