

Salem Public Schools School Committee

Yamily Byas
Beth Anne Cornell, Vice Chair
AJ Hoffman



Mary A. Manning
Veronica Miranda
Megan Stott

Mayor Dominick Pangallo, Chair

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

REVISED

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on April 27, 2026 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/82328475247?pwd=NRlKhAxe9tKqiOpS56luMu99Yyos9.1>

Passcode: 653175


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 provide a comment, 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 the Regular School Committee Meeting held on April 6, 2026
 2. Approval of Minutes of the FY27 Public Budget Hearing held on April 13, 2026
 3. Approval of Minutes of the Special School Committee Meeting held on April 13, 2026
 4. Approval of FY26 Warrants:
 1. 4/02/2026 - \$228,959.73
 2. 4/09/2026 - \$564,402.92
 3. 4/16/2026 - \$598,034.96
- 5. Student Representative Report**
- 6. Superintendent's Report**
 1. FY27 Proposed Budget Update
 2. Strengthening Belonging: Addressing Inequities in Discipline Practices Follow-Up
 3. Carlton and Saltonstall Merger Update
 4. Massachusetts School Building Authority (MSBA) Update
 5. Finance and Operations Report
 1. Budget Transfers Request
 2. Declare a Food & Nutrition Services Van as Surplus
- 7. Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee
 6. Superintendent Screening Committee
- 8. Motions and Resolutions**
 1. Approval for the Tree Planting at Bentley Academy Innovation School on Arbor Day, May 6th
 2. Adoption of FY27 Proposed Budget
 3. Approval of Job Descriptions for the Elementary and Secondary Associate Principal Positions
 4. Approval of Inclusion of the Elementary and Secondary Associate Principals in the Salem Administrators Association Recognition Clause
 5. Approval of Budget Transfers Request
 6. Declare a Food & Nutrition Services Van as Surplus
 7. Approval of 2026-2027 School Committee Meeting Schedule
- 9. Newsletter Items**
- 10. Announcements**
- 11. Adjournment**

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and Superintendent

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

Escuelas Públicas de Salem Comité Escolar

Yamily Byas
Beth Anne Cornell, Vicepresidenta
A.J. Hoffman



Mary A. Manning
Verónica Miranda
Megan Stott

Alcalde Dominick Pangallo, Presidente

“Conozca sus derechos conforme a la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la Ordenanza Municipal.

REVISADA

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión Ordinaria del Comité Escolar el 27 de abril de 2026 a las 7:00 p.m.** Esta reunión se llevará a cabo presencialmente en 29 Highland Ave., Sala 227, Salem, MA. También puede unirse a través de Zoom usando el enlace a continuación.

Enlace de Zoom para participar:

<https://us06web.zoom.us/j/82328475247?pwd=NRlKhAxe9tKqiOpS56luMu99Yyos9.1>

Código de acceso: 653175


1. Apertura de la sesión

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

Leer en voz alta: *El Comité Escolar de Salem desea escuchar la opinión del público sobre los asuntos que afectan al distrito escolar y que se encuentran dentro del ámbito de las responsabilidades del Comité. Hay interpretación al español disponible para quien la necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes a que sirvan de ejemplo de un diálogo público respetuoso y constructivo para nuestros jóvenes estudiantes.*

2. Interpretación en vivo al español.

Ahora se ofrece interpretación en español para todas las reuniones ordinarias del Comité Escolar. Para escuchar esta reunión con interpretación en español, consulte las instrucciones a continuación:

1. Haga clic en **Interpretación** 
2. Haga clic en **Español**
3. (Opcional) Para escuchar solo el idioma interpretado, haga clic en **Silenciar el audio original**.

2. Aprobación del orden del día

3. Comentarios del público

Si desea hacer un comentario, puede hacerlo ingresando a la reunión de Zoom y haciendo clic en el botón de "levantar la mano". Cuando sea tu turno de hablar, un presentador anunciará tu nombre y activará tu micrófono.

4. Aprobación del orden del día por consentimiento

1. Aprobación del acta de la reunión ordinaria del Comité Escolar celebrada el 6 de abril de 2026.
2. Aprobación del acta de la audiencia pública sobre el presupuesto del año fiscal 2027, celebrada el 13 de abril de 2026.
3. Aprobación del acta de la reunión extraordinaria del Comité Escolar celebrada el 13 de abril de 2026.
4. Aprobación de los warrants del año fiscal 2026:
 1. 02-abr-2026 - \$228.959,73
 2. 09-abr-2026 - \$564.402,92
 3. 16-abr-2026 - \$598.034,96

5. Informe del representante estudiantil

6. Informe del superintendente

1. Actualización del presupuesto propuesto para el año fiscal 2027
2. Fortalecimiento del sentido de pertenencia: Abordaje de las desigualdades en las prácticas disciplinarias (Seguimiento)
3. Actualización sobre la fusión de Carlton y Saltonstall
4. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA).
5. Informe de finanzas y operaciones
 1. Solicitud de transferencias presupuestarias
 2. Declarar una furgoneta de servicios de alimentación y nutrición como excedente

7. Informes de los subcomités

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Currículo
5. Subcomité de Políticas
6. Comité de Selección del Superintendente

8. Mociones y resoluciones

1. Aprobación para la plantación de árboles en la Bentley Academy Innovation School con motivo del Día del Árbol, 6 de mayo
2. Aprobación del presupuesto propuesto para el año fiscal 2027
3. Aprobación de las descripciones de puestos para el subdirector de primaria y secundaria.
4. Aprobación de la inclusión de los subdirectores de primaria y secundaria en el Cláusula de reconocimiento de la Asociación de Administradores de Salem
5. Aprobación de Solicitud de transferencias presupuestarias
6. Declarar una furgoneta de servicios de alimentación y nutrición como excedente

7. Aprobación del calendario de reuniones del Comité Escolar para el ciclo 2026-2027

9. Artículos del boletín informativo

10. Anuncios

11. Aplazamiento

Presentado respetuosamente por,

Shirley Dorai

Asistente ejecutiva del Comité Escolar y del Superintendente

Las personas que requieran ayudas y servicios auxiliares para una comunicación eficaz, como un intérprete de lengua de señas, un dispositivo de asistencia auditiva, material impreso en formato digital o una modificación razonable en programas, servicios, políticas o actividades, pueden comunicarse con el Coordinador de la Ley ADA de la Ciudad de Salem al (978) 619-5630 lo antes posible y con al menos dos días hábiles de anticipación a la reunión, programa o evento.

Escolas Públicas de Salem Comitê Escolar

*Yamily Byas
Beth Anne Cornell, Vice-presidente
A.J. Hoffman*



*Mary A. Manning
Verônica Miranda
Megan Stott*

Prefeito 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”

REVISADO

REUNIÃO ORDINÁRIA DO COMITÊ ESCOLAR

Fica por este meio notificado que o Comitê Escolar de Salem irá realizar uma **Reunião Ordinária do Comitê Escolar em 27 de abril de 2026, às 19h**. Esta reunião será realizada presencialmente no endereço 29 Highland Ave., sala 227, Salem, MA. Você também pode participar via Zoom através do link abaixo.

Link do Zoom para participar:

<https://us06web.zoom.us/j/82328475247?pwd=NRlKhAxe9tKqiOpS56luMu99Yvos9.1>

Senha: 653175

1. Abertura da sessão

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

Ler 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. Há interpretação em espanhol disponível para quem precisar. Os membros do Conselho Escolar gostariam de lembrar ao público que os alunos da rede pública de Salem comparecem regularmente às reuniões do Conselho. Encorajamos todos os participantes a demonstrarem um diálogo público respeitoso e produtivo para nossos jovens alunos.*

2. Interpretação simultânea em espanhol.

Agora, há interpretação em espanhol disponível para todas as reuniões regulares do Conselho Escolar. Para ouvir esta reunião com interpretação em espanhol, consulte as instruções abaixo:

1. Clique **Interpretação** 

2. Clique **Espanhol**

3. (Opcional) Para ouvir apenas a interpretação, clique em **Silenciar Áudio Original**.

2. Aprovação da Pauta

3. Comentário Público

Se desejar fazer um comentário, você pode fazê-lo entrando na reunião do Zoom e clicando no ícone “levantar a mão”. Quando for sua vez de falar, o apresentador anunciará seu nome e ativará o seu microfone.

4. Aprovação da pauta de consenso

1. Aprovação da Ata da Reunião Ordinária do Conselho Escolar realizada em 6 de abril de 2026.
2. Aprovação da ata da Audiência Pública sobre o Orçamento do Ano Fiscal de 2027, realizada em 13 de abril de 2026.
3. Aprovação da Ata da Reunião Especial do Comitê Escolar realizada em 13 de abril de 2026.
4. Aprovação dos Mandatos de Compra do Ano Fiscal de 2026:
 1. 02-abr-2026 - \$ 228.959,73
 2. 09-abr-2026 - \$ 564.402,92
 3. 16-abr-2026 - \$ 598.034,96

5. Relatório do Representante Estudantil

6. Relatório do Superintendente

1. Atualização da proposta orçamentária para o ano fiscal de 2027
2. Fortalecendo o senso de pertencimento: abordando as desigualdades nas práticas disciplinares - Acompanhamento
3. Atualização sobre a fusão entre Carlton e Saltonstall
4. Atualização da Autoridade de Construção Escolar de Massachusetts (MSBA)
5. Relatório de Finanças e Operações
 1. Solicitação de Transferências Orçamentárias
 2. Declarar uma van de serviços de alimentação e nutrição como excedente.

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
6. Comissão de Seleção do Superintendente

8. Moções e resoluções

1. Aprovação para o Plantio de Árvores na Bentley Academy Innovation School, no Dia da Árvore, 6 de maio
2. Aprovação da proposta orçamentária para o ano fiscal de 2027
3. Aprovação das descrições de cargos para o Diretor Adjunto do Ensino fundamental e médio
4. Aprovação da inclusão dos diretores associados do ensino fundamental e médio na cláusula de Reconhecimento da Associação de Administradores de Salem
5. Aprovação de Solicitação de Transferências Orçamentárias
6. Declaração de uma van de serviços de alimentação e nutrição como excedente.
7. Aprovação do calendário de reuniões do Comitê Escolar para 2026-2027

9. Itens da newsletter

10. Anúncios

11. Adiamento

Respeitosamente apresentado por,

Shirley Dorai

Assistente Executivo do Comitê Escolar e do Superintendente

“Pessoas que necessitem de auxílios e serviços auxiliares para uma comunicação eficaz, tais como intérprete de língua gestual, dispositivo de audição assistida ou material impresso em formato digital, ou ainda de uma adaptação razoável em programas, serviços, políticas ou atividades, podem contactar o Coordenador da ADA da Cidade de Salem através do número (978) 619-5630 o mais brevemente possível e, pelo menos, com 2 dias úteis de antecedência da reunião, programa ou evento.”

**Minutes of the Regular Session
of the Salem School Committee
Monday, April 6, 2026
Hybrid Meeting**

Members Present: Mayor Pangallo, Vice Chair Cornell, AJ Hoffman, Veronica Miranda and Meg Stott

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

Members Absent: Yamily Byas and Mary Manning

Call of Meeting to Order

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

Approval of Agenda

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

Public Comment

Jamie Navins, Salem High School (SHS) Educator and Parent

Ms. Navins supported the investment in the new building for SHS but said that the success of SHS depends on more than just a new building as it also depends on strong leadership. Ms. Navins continued that SHS Principal Glenn Burns has dedicated many years to Salem Public Schools (SPS) and has played a central role in positioning SHS as one of the 57 schools of recognition in the state, while also contributing to Salem becoming the number one academically performing public school district among Massachusetts gateway cities. Ms. Navins added that Principal Burns is currently in his second year of a doctoral program in leadership at Vanderbilt University and holds a Superintendent licensure certification. Ms. Navins mentioned that Principal Burns has already received both formal and informal interest from other districts due to the success at SHS. The educator stated that it cannot be assumed that commitment alone will be enough to keep Principal Burns without providing opportunities for growth and leadership. The educator urged the School Committee to carefully consider the impact Principal Burns has had, not only on SHS, but on the district as a whole. The educator also urged the School Committee to consider questions such as what has been done to create measurable positive change; how has leadership decisions improved outcomes for students; evidence of strategies that are effective and sustainable; and how trust and accountability within a district can be built. The educator said that the students, staff and community deserve leadership that delivers real results and this needs to be kept at the center of the School Committee's decision-making process.

Tracy Kapantais, President of AFSCME (American Federation of State, County and Municipal Employees) Local 294

Ms. Kapantais said that AFSCME Local 294 represents bus drivers, monitors, facilities employees, food and nutritional services employees, as well as clerical staff employed by the district. Ms. Kapantais requested that the FY27 budget include custodial staff, especially a senior custodian, head cook, and food service workers for New Liberty Innovation School and Salem Prep High School at the Carlton building. Ms. Kapantais also requested a school year clerk for the Collins Middle School since the school currently has approximately 750 students and there is only one front desk clerk to handle all clerical matters for the school. Ms. Kapantais also pointed out that the meeting agenda for the evening did not indicate that the meeting was also being held in person and there was no address provided.

Approval of Consent Agenda

1. Approval of Minutes of the Regular School Committee Meeting held on March 23, 2026
2. Approval of Minutes of the School Committee Workshop held on April 1, 2026
3. Approval of FY26 Warrants:
 1. 3/19/2026 - \$711,518.55
 2. 3/26/2026 - \$607,041.31

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

Student Representative Report

Student Representative Sula said that the Student Advisory Group had their first monthly meeting with Interim Deputy Superintendent Pauley and Interim Superintendent Carbone. The students worked on the upcoming student elections taking place the following month for a new chair, vice chair, secretary and other positions. They also discussed how to encourage more students to join the Student Advisory Group and possible new projects for the coming year. The project for this year is inclusion of incoming students at SHS. Student Representative Sula also mentioned the SAT, PSAT, S.H.E.L.L. (Salem High Educator Learning Lab) We Talk About It Podcast, senior awards, John and Abigail Adams Scholarship as well as Advanced Placement tests. Vice Chair Cornell mentioned that Student Representative Sula will be participating in the Honors College at UMass Amherst.

Superintendent's Report

Interim Superintendent Carbone thanked principals and executive team members who were present for helping draft the budget proposal. The first round of the registration for next year's early education classes, which includes Preschool, PreK and Kindergarten was completed early last week. Notifications went out on March 31st to families as required by the policy. Interim Superintendent Carbone said that there are 315 new students registered and this is an increase as last year at this time, there were 298 new students, and 221 students the previous year. This signifies an increase in the number of families that are registering early. Of the 315 students, 188 were Kindergarteners, 93 PreK students and 34 Preschoolers. Interim Superintendent Carbone gave a shout out to the strong outreach from the Family Welcome Center. Interim

Superintendent Carbone mentioned the Early Education Expo in January, school tours at each of the elementary schools in March, outreach registration sessions in the community hosted by the Family Welcome Center and the Early Education team's ongoing outreach at community-based child care centers as playing an important role as they created a sense of belonging right from the start.

Interim Superintendent Carbone said that this is the first year where schools were open on Good Friday and that school leaders as well as staff did a really great job readying their school communities to manage complex staffing and coverage scenarios. Families could request to have their students' absence for the religious observance of Good Friday to be considered an excused absence. Interim Superintendent Carbone highlighted student talent demonstrated through district-wide musical showcases.

1. Initial Budget Presentation

Interim Superintendent Carbone and Interim Deputy Superintendent Pauley presented slides on the FY27 preliminary budget.

In response to a comment from Student Representative Sula, Interim Superintendent Carbone said that she is a huge fan of the coaching model, having launched that in the district and that the district will be really thoughtful in how the work of the multilingual coaches will be redistributed. Interim Superintendent Carbone added that the work of the multilingual coaches are a little further from the student experience as it involves coordinating testing and the seal of biliteracy. Interim Superintendent Carbone clarified that at present, not every school has a multilingual coach as the coaches have been shared across the schools for a few years. Interim Deputy Superintendent Pauley mentioned that the district is committed to the coaching model and continues to look for ways to ensure support for all students, embedding the work across all faculty and Central Office.

Member Miranda questioned the per pupil spending and Interim Deputy Superintendent Pauley said that the pupil spending appears in the elementary schools. Interim Deputy Superintendent Pauley added that the non-personnel spending was adjusted using more of a per pupil formula which is being piloted this year but it was not included in the presentation. Interim Deputy Superintendent Pauley added that the information can be provided.

Member Miranda also wanted a better understanding for themselves and for the public on how each school's budget is determined. Interim Deputy Superintendent Pauley said that staffing is based on the students and programs in a building. The non-personnel figures have been mostly a roll forward from the previous year. Interim Deputy Superintendent Pauley added that the district has attempted to pilot a formula this year that accounts for the students in the building in the non-personnel category.

Vice Chair Cornell commented that while personnel is 78% of the budget, it does not take into account the 8% increase in health insurance costs which is borne by the City, and so

the City's appropriation is actually much greater than the 4.5% increase. Vice Chair Cornell inquired about Salem High School's percentage of the \$1.7 million electricity cost. Vice Chair Cornell also inquired if the costs for the Collins Middle School is due to an expected increase in enrollment. Interim Deputy Superintendent Pauley responded that the costs are not based on increased enrollment. The projections are based on rolling forward enrollment assuming zero loss because some students will leave but no attempts have been made to project the number of students who will be enrolled. Interim Deputy Superintendent Pauley commented that 14 positions have been added to serve students. Interim Deputy Superintendent Pauley acknowledged the City's contribution towards employee health insurance and capital request costs.

Mayor Pangallo commented that in addition to the health insurance and capital request costs, the City also makes debt payments for the previous year's capital which is not reflected in the City's contribution figures. In response to a question about the declining enrollment of multilingual learners from Mayor Pangallo, Interim Deputy Superintendent Pauley said that the state has seen a decline in students overall and in low-income students but that it is more mixed in terms of multilingual learners for gateway cities.

Mayor Pangallo requested the cost drivers for transportation as this was not included in the presentation. In response to Mayor Pangallo, Interim Superintendent Carbone said that the transitional kindergarten teacher and paraprofessional positions will be funded through a grant and will be located at the Bates Elementary School.

Member Miranda inquired how the gap left by the loss of family engagement facilitators would be addressed. Interim Deputy Superintendent Pauley said that between FY25 and FY26, the number of family engagement facilitators decreased from eight to five. The schools have had to find a way of doing the tasks of the family engagement facilitators. Interim Deputy Superintendent Pauley continued that the work that family engagement facilitators do should be owned by every educator which is to build strong relationships with families and community. The tasks around attendance and calling families would need to be figured out. Interim Deputy Superintendent Pauley said that the district is trying to minimize reductions of student facing positions given the change made last year and therefore the family engagement facilitators positions were not as student-facing as some of the other positions. The plan going forward is to reduce the family engagement facilitators from five to two who will be at Family Welcome Center. Interim Deputy Superintendent Pauley also mentioned that family engagement facilitators can apply for a potential vacancy in the ParentChild+ program.

Interim Superintendent Carbone said that families want to engage with their child's teacher and the district has built capacity through interpretation and translation services. Interim Superintendent Carbone added that the district would try to find ways for the staff in these positions to find other positions. Conversations with principals around absorbing some of the responsibilities of the family engagement facilitators is on-going especially around school tours. Interim Deputy Superintendent Pauley said that members

of the public can provide comments or feedback through spsbudget@salemk12.org and the public budget hearing.

Vice Chair Cornell said that the district has not had a third party auditor audit Central Office positions in the last four years. Interim Deputy Superintendent Pauley mentioned that on Page 53 of the proposed budget book, it lists the number and percentage of Central Office staff by department. Vice Chair Cornell asked for the breakdown of employees in the Central Office, district-wide and school. In response to Mayor Pangallo, Interim Deputy Superintendent Pauley said that the new positions added are all school based.

2. Massachusetts School Building Authority (MSBA) Update

Interim Superintendent Carbone said that there was an Open House on March 29th at SHS with about 30 people in attendance. Members of the building committee were present to talk about the building project, including information about the current condition of the facility, facts about the projected costs of the project were detailed as were costs related to bringing the building to code which would need to happen if a new building were not built. Interim Superintendent Carbone thanked the building committee and School Committee members who supported the event and the community members who attended. Slides from the presentation can be found on the district's web page through the building project quick link that's on the homepage. Two more follow-up presentations have been scheduled.

Mayor Pangallo added that there are additional public presentations coming up for several neighborhood associations as well. Mayor Pangallo thanked the Salem High School students who led the tours at the Open House and SATV for filming the presentation which will be available on the website. There is a link on the building committee website to submit questions . If you have a question that's not addressed in the presentation, uh you can just click on contact contact us on the salemma.gov/salemhighschool page.

3. Finance and Operations Report

No report at this time.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

No report at this time.

3. Building and Grounds Subcommittee

In response to Member Miranda, Interim Deputy Superintendent Pauley said that the

subcommittee met recently to declare surplus the spaces that the district currently lease or license. The reason for doing this is so that a request for proposal can be done for the spaces occupied at the Collins Middle School, Salem High School and Horace Mann Laboratory School occupied by the Boys and Girls Club, Angela's Preschool and Daycare as well as Pathways. Interim Deputy Superintendent Pauley continued that two out of the three spaces have agreements that have expired. Member Miranda said that the subcommittee would like to recommend that the spaces be declared as surplus.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

No report at this time.

6. Ad-Hoc Superintendent Search Subcommittee

Member Hoffman said that at the last meeting on March 25th, the subcommittee worked on the applications for the applicants to fill out to participate on the Superintendent Screening Committee. The deadline for the application was April 6th. Member Hoffman reminded the community that there's a community survey online at saalemk12.org for input. Member Hoffman added that the Collins Center had informed the subcommittee that this was the first time in 17 years that they'd had a posting that had been translated in other languages. Mayor Pangallo commented that the application for the Superintendent Screening Committee can be extended for a day or two if the link had already stopped working. Member Miranda announced that there is a meeting on April 9th.

Motions and Resolutions

1. Declaring Spaces as Surplus at Collins Middle School, Salem High School and Horace Mann Laboratory School

Member Miranda made a motion to declare spaces as surplus at Collins Middle School, Salem High School and Horace Mann Laboratory School. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

Newsletter Items

Vice Chair Cornell said that the newsletter topics will be addressed at the next regular meeting of the School Committee.

Announcements

Member Miranda encouraged everyone to apply to be on the Superintendent Screening Committee and that the link will be reactivated again with the deadline extended. Member Hoffman said that April 11th is NAGLY's (North Shore Alliance for GLBTQ+ Youth) Red Party which is the biggest fundraiser for the year as it supports LGBTQ youth. Mayor Pangallo invited everyone to get tickets on the school's website for the Collins Middle School production of James and the Giant Peach on April 9-11, 2026. Thursday and Friday evening and Saturday afternoon.

Adjournment

Vice Chair Cornell made a motion to adjourn at 8:32 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

**Minutes of the FY27 Public Budget Hearing
of the Salem School Committee
Monday, April 13, 2026
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, Vice Chair Cornell, Yamily Byas, AJ Hoffman, Veronica Miranda and Meg Stott

Others in Attendance: Interim Superintendent Carbone and Interim Deputy Superintendent Pauley

Members Absent: Mary Manning

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 6:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

Move to Open the Public Hearing on the FY27 Budget

Member Miranda made a motion to open the Public Hearing on the FY27 budget. Vice Chair Cornell seconded and it was so VOTED. Motion passed unanimously.

Public Comments

Ann Berman, Salem Teachers Union (STU) President

Ms. Berman recognized that the district tried to save as many jobs as possible. Ms. Berman was concerned about what would happen to many essential positions which are currently grant funded when the grants expire. Ms. Berman said that proactive planning is needed if the Chapter 70 formula is not fixed next year, as well as taking into account that three unions will begin negotiating soon. Ms. Berman continued that it will take everyone from unions, school committees, families and community members to advocate for revising the formula. Ms. Berman expressed concern about the cutting of the family engagement facilitator positions because they have very specialized skills that educators do not have. Ms. Berman added that the union can support when the budget has to be presented to the City Council and advocate for more funding. Ms. Berman said that the union will be advocating for chapter 70 forums and job actions not against any district but working with the state house to fix the formula.

Arabelis Luciano, Family Engagement Facilitator for Carlton Innovation and Saltonstall Schools

Ms. Luciano handed out some information from the Family Engagement Facilitators to the School Committee members. Ms. Luciano spoke about the proposed budget budget cuts and the impact on Family Engagement Facilitator positions. Ms. Luciano said the role is not an extra position. It is an essential success of students, families, school communities and is directly related to the strategic plan, specifically priority #3 centering belonging and priority #4

strengthening foundation. Ms. Luciano continued that Family Engagement Facilitators serve as a critical bridge between home and school as they not only impact access to students' education but also increase caregiver participation in community events. The role is deeply tied to equity and inclusion. Family Engagement Facilitators are often people of color and bilingual which allows them to connect with families in ways that are culturally responsive and linguistically accessible. Ms. Luciano added that eliminating or reducing this position would not just be a budget decision but it would be a step backwards in our commitment to equity, inclusion, and family participation.

Katherine Jahl, Educator at Collins Middle School

Ms. Jahl, who lives in Salem, spoke on behalf of her multilingual students and families. Ms. Jahl said that because of what is happening in the country, many of her students and their families feel very scared to leave their homes. Ms. Jahl loves that Salem Public Schools in general is very inclusive and cares deeply about families. Ms. Jahl expressed concern that the budget cuts are directly aiming at multilingual educators, students, and family engagement facilitators. Ms. Jahl highlighted that it is unfortunately starting to send an unintended message to a group of people that already feel very ostracized by a country.

Erika Clifford, Parent Teacher Committee (PTC) President at Horace Mann Laboratory School

Ms. Clifford said that the proposed changes will impact the effectiveness of the Family Engagement Facilitator role because what makes this role effective is not just the tasks, but its relationships. Ms. Clifford proceeded to give the example of the impact of the Family Engagement Facilitator at Horace Mann on students and families. Ms. Clifford continued that when these positions are moved out of schools and into the Central Office, we move them from the place where trust is built, where students are, where families are, and where the daily interactions happen. Without proactive personal outreach, access becomes complicated for multilingual families. It becomes easier for families to become disconnected. When vulnerable families cannot come to the school, the Family Engagement Facilitators go to the families. Ms. Clifford added that strong family engagement is a key part of keeping students connected to a school and improves attendance. Ms. Clifford said that if these changes are going to move forward, the district needs to consider how to preserve what makes this role effective.

Move to Close the Public Hearing on the FY27 Budget

Vice Chair Cornell made a motion to close the Public Hearing on the FY27 budget. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Adjournment

Member Cornell made a motion to adjourn at 6:19 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously..

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

**Minutes of the Special Session
of the Salem School Committee
Monday, April 13, 2026
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Vice Chair Cornell, Yamily Byas, AJ Hoffman, Veronica Miranda and Megan Stott

Others in Attendance: Interim Superintendent Carbone and Interim Deputy Superintendent Pauley

Members Absent: Mary Manning

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:30 pm.

Discussion of FY27 Budget Public Hearing

Interim Superintendent Carbone provided a slide presentation. Interim Deputy Superintendent Pauley continued the slide presentation.

In response to Vice Chair Cornell, Interim Deputy Superintendent Pauley said that personnel spending varies depending on the programs in the school and although the personnel figures could be provided, it might not be very useful because some schools may have more senior staff members who have a different salary. Interim Deputy Superintendent Pauley continued that the non-personnel spending across schools was provided because that has felt particularly inequitable and the district wants to ensure that schools had the resources they needed.

Member Miranda queried about the reduction of the multilingual learners budget from the FY26 adopted budget of about \$700,000 to about \$348,000 in the FY27 recommended budget. Interim Deputy Superintendent Pauley said that is the result of the four multilingual coaches coming off the budget because three positions were cut and one is being moved onto a grant. There was clarification that the reduction of multilingual students is greater than 5% because the figures provided previously were based on the October numbers and not March. Member Miranda suggested not taking so much from the cost center. Interim Deputy Superintendent Pauley said that since it is a very small cost center, removing four salaries is significant.

Vice Chair Cornell asked about the decrease in special education positions when the number of special education students is on the rise. Interim Deputy Superintendent Pauley said that in the overall budget, there was a reduction of 5.5 special education positions including 2.5 at the merged school. Interim Deputy Superintendent Pauley noted that 9 positions were added to special education this year and therefore the district has more positions than those that were cut. Interim Deputy Superintendent Pauley acknowledged that every cut especially in a population that is growing, is a serious one. Executive Director of Special Education, Jennifer Doucette-Ly commented that 1.5 Special Education teachers positions were cut from the

merged school based on the number of students of each school. Carlton Innovation School had lower numbers of case loads than Saltonstall School. So with the merger, the case loads for teachers will be in line with the rest of the district. Ms. Doucette-Ly continued that the reduction of the paraprofessional is due to the merged school needing only two paraprofessionals as the students do not need the paraprofessional support for the entire day. Ms. Doucette-Ly added that the change from needing a social skills teacher to a behavior specialist is due to the changing needs of students. The reduction of the 1:1 nurse was because one of the medically fragile student's circumstances changed to not needing a nurse on a daily basis and therefore, the position could be a contract position. Ms. Doucette-Ly said that through efficiencies realized in the workflow at Central Office, one clerk position was not needed anymore.

Member Miranda asked about engagement with the Special Education Parent Advisory Council (SEPAC) about the budget. Interim Deputy Superintendent Pauley said that they met with SEPAC in February and the conversation focused on the district's practice of shifting positions based on student needs. Ms. Doucette-Ly commented that SEPAC has been more vocal and participated more in the process this year as they did send emails as well as ask questions. Ms. Doucette-Ly added that they understood that the population needs is changing and supports have been shifted accordingly. Interim Deputy Superintendent Pauley commented that the Parent Advisory Group had raised their concerns for special education services. Interim Deputy Superintendent Pauley said that the response provided was that positions or classrooms would be added following student needs while maintaining equitability across the district.

In response to Mayor Pangallo, Interim Superintendent Carbone said that one multilingual coach will be at SHS and another at the Bentley Academy Innovation School.

Surplus Curriculum Items from Schools

Interim Superintendent Carbone said that typically, this matter would be brought to the Curriculum Subcommittee but in the interest of time so that the facilities personnel can work on removing these items during the upcoming break, this matter is being brought to the School Committee. Interim Superintendent Carbone provided a brief description of the items to be discarded as listed in the supporting document provided in the packet. Much of the items are from the libraries, outdated materials, as well as broken and damaged supplies. Interim Superintendent Carbone continued that the district has been investing in the libraries with some rollover title one money.

Member Hoffman made a motion to approve the declaration of surplus curriculum items from the schools. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Superintendent Screening Committee Charge

Member Hoffman said that there were over 90 applicants for the Superintendent Screening Committee and that the Ad-Hoc Superintendent Search Subcommittee took a lot of time looking through the applications to make thoughtful, inclusive choices that reflect the community. Mayor Pangallo added that the charge of the Superintendent Screening Committee was provided in the packet.

Vice Chair Cornell made a motion to approve the Superintendent Screening Committee Charge. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Superintendent Screening Committee Membership Approval

Mayor Pangallo said there was an incredible volume of interest in serving on this important committee from across the district and the community. Mayor Pangallo thanked the Ad -Hoc Superintendent Search Subcommittee for putting together the recommended Superintendent Screening Committee member list that was presented.

Member Miranda expressed gratitude to be able to work on the Ad -Hoc Superintendent Search Subcommittee. Member Miranda appreciated Mayor Pangallo's trust in the subcommittee to create an initial list of the Superintendent Screening Committee members. The Ad -Hoc Superintendent Search Subcommittee members combed through approximately 95 applications and made a collaborative effort to determine a membership list that reflected the values of the school community with special emphasis on voices that are often left out of such important decisions. Member Miranda continued that there was a need to prioritize scheduling availability because of the tight timeline for this process. Member Miranda said that the Ad -Hoc Superintendent Search Subcommittee members prioritized staff working most closely with multilingual students, students with higher needs and disabilities. The focus was on those whose voices are often missing from these decisions and whose voices often go unheard. Caregivers and community members who wrote thoughtfully about why they wanted to be a part of the committee were also prioritized. Member Miranda added that it is appropriate to have the teachers union president on the committee as they work extremely closely with the superintendent and is an invaluable leader in the district for all educators whether they are in the union or not. Member Miranda was in favor of adding the Salem Teachers Union (STU) President, Ann Berman, to the list.

Vice Chair Cornell thanked the members of the Ad -Hoc Superintendent Search Subcommittee. Vice Chair Cornell was impressed with the process to choose members who are really reflective of the student population, particularly the most vulnerable and those who are often not heard. Vice Chair Cornell made a recommendation to add Yamilis Cruz, Assistant Principal at the Bentley Academy Innovation School, who is also a member of the Salem Administrators Association.

Member Miranda inquired that going forward if a member or officer of the Salem Administrators Association should also be on the committee as set by the precedent in 2019 where the STU President was part of the committee. Mayor Pangallo was in favor of preserving some degree of flexibility as the circumstances warrant with each occasion. Mayor Pangallo continued that it is important that educators, administrators and the workforce of the district have some important voice to share on this process as do the caregivers. Member Miranda said that the question raised was more about the process. Mayor Pangallo said that in terms of process, a different approach that could be taken is to identify certain categories of stakeholder groups that should be represented. Mayor Pangallo said it could be discussed and it might be helpful to have something in writing. Vice Chair Cornell said she was uncertain whether she

would be in favor of setting up particular policies around hiring because this is the most important thing that a School Committee does and each individual member has to set their own priorities in the same way that this School Committee did. Vice Chair Cornell did not want to get in the way of the priorities of any given committee at any given time. Member Miranda agreed and appreciated the freedom to carry out the responsibility.

Vice Chair Cornell made a motion to accept the recommended Superintendent Screening Committee membership list with the addition of Ann Berman and Yamilis Cruz. Member Byas seconded and it was so VOTED. Motion passed unanimously.

Appointment of Superintendent Screening Committee Chair

Vice Chair Cornell made a motion to appoint Member Hoffman as the Superintendent Screening Committee Chair. Member Stott seconded and it was so VOTED. Motion passed unanimously.

In response to Member Stott, Mayor Pangallo said that the next step is the first meeting of the Superintendent Screening Committee on April 15th. The job application closes on April 16th.

Dissolving Ad-Hoc Superintendent Search Subcommittee

Member Miranda made a motion to dissolve the Ad-Hoc Superintendent Search Subcommittee. Vice Chair Cornell seconded and it was so VOTED. Motion passed unanimously.

Adjournment

Member Miranda made a motion to adjourn at 8:35 pm. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent



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M. Kate Carbone
Interim Superintendent

29 Highland Ave. Salem, MA 01970
978-265-4030
kcarbone@salemk12.org

To: Salem School Committee
From: M. Kate Carbone
Date: April 27, 2026
Re: FY27 Budget update

Since sharing the initial \$81,755,368.00 for fiscal year (FY) 2027 Budget Proposal on April 6, and hosting a public budget hearing on April 13, we have received feedback from community members, parents, and staff. Comments have focused on position reductions for Family Engagement Facilitators, Multilingual Learners, and technology subscriptions and use. Below are some final reflections.

Family Engagement Facilitator position reductions: The FY27 budget reduces the number of Family Engagement Facilitators (FEFs) from five hybrid positions (part time in schools, part time at the Family Welcome Center) to two positions that are full time at the Family Welcome Center, and available to support schools as needed (for example, organizing and leading school tours). We anticipate that the current FEFs will have the opportunity to stay at Salem Public Schools in other roles, and we are actively working with them to explore options.

The recommendation to reduce these positions, while difficult, will cut the budget gap by approximately \$200,000. As we make this change, we will work to strengthen district level systems for welcoming students and engaging families specifically through expanding districtwide opportunities and training the FEFs will help develop and facilitate that aim to build agency and self-advocacy skills.

In making this shift, we acknowledge that the work of partnering with families and supporting robust engagement, belongs to all Salem Public Schools staff and must be built into our daily practice. We recognize that work remains to strengthen the capacity of all educators across the system to utilize tools such as Lionbridge, Parent Square and Salem Public School's own in-house Translation and Interpretation services to enable the ability to directly connect with and support families who speak languages other than English. We will work with principals and department heads to ensure that every educator has a family engagement goal as part of their evaluation in SY2026-27 and that support is provided to attain those goals.

We are committed to monitoring our collective responsibility for family engagement by regularly monitoring and reporting on:

- **Efforts to diversify the workforce** with greater numbers of employees that reflect the cultures and speak the languages of our students and their families;
- **Attendance and chronic absentee rates** and changes to those numbers year over year and in comparison to other Gateway cities;
- **Family participation** in student-led conferences, district advisory committees (including Parent Advisory, Multilingual Learner Advisory, and Special Education Advisory), attendance at the annual Back to School fair and select other activities designed to strengthen family self-advocacy and agency; and,





- **Family sense of belonging** as measured by questions from the districtwide family survey.

Multilingual Learner (ML) position reductions: Our budget proposal included reductions to ML staff, including 3 (of 4) coaching positions, and 2 ML teacher roles (one at the merged school and one at Salem High School). These reductions are based on our enrollment declines, which have resulted in 100 fewer ML students than there were 2 years ago at the same time (March 1). While position reductions are always a challenge, we are confident that we will continue to maintain student to teacher ratios that are well within the accepted limits and provide the same level and quality of service. ML coaches who are among our most experienced teachers will return to the classroom to directly work with students. Our core values of equity, belonging, and opportunity call us to maintain our capacity to serve our students, meet their needs, and support their success, and as always, we will continue to monitor enrollment changes and add back positions if and when needed.

Technology: At the Budget Forum on March 2, and in some of the public comment at and after the April 13 budget hearing, SPS was urged to consider reducing its technology subscriptions and also screen time for students. Several other districts are also considering these questions– the School Committee for Cambridge Public Schools recently voted to reduce or eliminate screen time for its youngest learners.

In SPS we have for several years emphasized the need to return to pencil/paper assignments and have seen this shift underway as evidenced during class walkthroughs. As recently as this spring, we have met with elementary principals to begin discussing steps to reduce screen time particularly in Kindergarten and Grade 1 while also not eliminating developmentally appropriate access and usage. Beginning in summer 2026, Classlink, our single sign-on provider, will add an analytics tool to their platform so SPS will be able to quantify and review student screen time. Having this information will allow us to make informed future recommendations about screen time.

SPS routinely reviews its digital subscriptions, specifically usage and effectiveness of its technology subscriptions and will continue to do so. Decisions are made based on the data and in collaboration with principals, instructional coaches and department heads about which digital tools are most critical to supporting students, educators and families and which we are ready to sunset.

After considering these thoughtful comments and other input received throughout our budget process, we have concluded that the district’s initial budget recommendations remain unchanged.

Sincerely,

A handwritten signature in blue ink that reads "M. Kate Carbone".

M. Kate Carbone

Interim Superintendent of Schools



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FISCAL YEAR 2027 PRELIMINARY BUDGET

April 6, 2026

Salem Public Schools Community,

For the 2026-27 school year, Salem Public Schools is proposing a budget of \$81,755,368.00, a 4.6% increase or approximately \$3,582,307 million more than the previous year. We extend our sincere appreciation to the City of Salem for its ongoing collaboration and strong financial support, which makes it possible for us to continue investing in our students and schools.




As we entered the current school year, we anticipated a significant FY27 budget deficit of approximately \$4.7 million. Personnel makes up about 78% of our budget and will increase by almost 6% next year. These increases reflect recently negotiated collective bargaining agreements that have raised pay for teachers, paraprofessionals, and administrators. The district views competitive compensation as essential to attracting, supporting, and retaining the skilled educators our students deserve to have access to in order to thrive.

Early in our budget process, non-personnel costs—which make up approximately 22% of the budget and include transportation, utilities, and curriculum—were projected to increase by 19%. In recent years, utility costs have risen rapidly; this year, they will increase by an estimated 5%, transportation expenses will increase by 18%, which is lower than initially projected. Tuition for out-of-district special education placements will increase by over \$354,570.46, even as SPS continues to expand its own programs to serve more students locally.

These increases, while more modest than in previous years, when paired with known salary commitments, continue to outpace available revenue.

--continued--



Given this context, our budget process began earlier this year with extensive discussions about elementary school reconfiguration. Ultimately, the School Committee voted to merge Carlton and Saltonstall Schools and rename the building the Sarah Parker Remond School. This merger is projected to generate approximately \$1.7 million in savings, contributing significantly to our efforts to present a balanced budget.

Beyond the savings realized from the merger, we were faced with identifying additional efficiencies to balance the budget. We made these decisions in alignment with our values, strategic plan, and a set of priorities developed to guide this year's budget process. These priorities are outlined below:

- Fund programs for high needs student groups that need different supports
- Maintain current elementary class sizes
- Invest in instructional resources and materials that center student ownership and ensure access to meaningful, grade-level content
- Continue to provide high demand core programs and before school, after school, and summer programs this includes PreK, Innovation Schools, dual language, middle school redesign, early college, CTE, and more.
- Invest in programs and building upgrades in the Saltonstall and Bentley buildings

In consideration of these guiding principles, we committed to looking for reductions that are as far from the student experience as possible, and we reduced from among already vacant positions rather than eliminating filled roles.

More specifically, we achieved a balanced budget by:

- Eliminating select centralized and districtwide positions
- Increasing revenue through short- and long-term facility rentals, including a review of existing leases, licenses, and memoranda of agreement
- Reducing positions at the high school level and shifting others onto grants

- Leveraging recurring school choice revenue and circuit breaker funds
- Achieving cost savings by relocating NLIS and Salem Prep from the mall location
- Pre-paying special education tuition
- Reducing transportation costs by exploring MBTA alternatives and operational efficiencies
- Refining initial transportation cost projections

We are sincerely grateful to the educators, families, and community partners who have contributed thoughtful input throughout this process. Not surprisingly, the feedback we have received has consistently centered on the needs of students and families, and that feedback directly informs every decision we make.

You can also share your thoughts at any time by emailing us at spsbudget@salemk12.org. We read every message, and share this input with members of the School Committee.

Thank you for your partnership, your trust, and your continued commitment to the students of Salem.

With gratitude,



M. Kate Carbone
Interim Superintendent
Salem Public Schools

Introduction: About the Salem Public Schools



School Committee



MAYOR DOMINICK
PANGALLO, CHAIRPERSON



BETH ANNE CORNELL,
VICE CHAIRPERSON



MARY MANNING



VERONCA MIRANDA



YAMILY BYAS



MEGAN STOTT



AJ HOFFMAN

*Interim
Superintendent*

M. Kate Carbone

*Executive
Team*

Elizabeth Pauley, Interim Deputy Superintendent
Dan Anderson, Administrator on Special Assignment
Jen Doucette-Ly, Executive Director of Special Education
Ellen Wingard, Executive Director of Student Services
Marc LeBlanc, Executive Director of Instructional Technology
Chris O'Donnell, Director of Communications
Laura Assade, Director of Diversity, Equity, Inclusion & Engagement
Camila Salazar, Director of Financial Operations
Dr. Jill Conrad, Director of Human Resources
Sonia Lowe, Executive Director of Academics
Zissis Alepakis, Director of Buildings and Grounds

*District
Administrators*

Robby Armstrong, Operations Director, Food and Nutrition Services
Joao Barros, Transportation Supervisor
Bridget Connors, Director of Alternative Placements and Services
André Fonseca, Director of Multilingual Learner Education
Lisa Golden, Director of Safety & MSBA Projects
Taylor MacDonald, Director of Extended Academics & Enrichment Services
Jane Morrissey, Director of Nursing and Health Services
Monique Osgood, Assistant Director, Special Education
Michaela Short, Program Director, Food and Nutrition Services
Lauren Venuti, Director of Curriculum, Instruction, Assessment
Elizabeth Yoder, Director of Student Supports
Carlos Arias Reyes, Director of IT Operations

*School
Principals*

Leanne Smith, Early Childhood Center
Susan Faria-Smith, Bates Elementary School
Elizabeth Rogers, Bentley Academy Innovation School
Lauren Weaver, Carlton Innovation School
Jill Tully, Horace Mann Laboratory School
Susan Carmona, Witchcraft Heights Elementary School
Bethann Jellison, Saltonstall Elementary School
Gavin Softic, Collins Middle School
Glenn Burns, Salem High School
Lisa O'Neill, Salem Prep High School
Jamaal Camah, New Liberty Innovation School

Special thanks to Camila Salazar, Dan Anderson, Jensen Frost, Lee Negron, Maura Varney and Marcie Glick for their technical expertise, creative and analytical efforts, and overall assistance in developing the budget and this budget book.

Our 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.

Mission

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.

Vision

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

Equity Statement

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 our students.

About the SPS

Increasing student enrollment

Enrollment is growing. October 1 enrollment was 3889, a 4% increase since 2021

The combined graduation rate of New Liberty, Salem Prep & Salem High School – increased by more than 4.7%, to a cumulative & historically high of 86.3%. The dropout rate – 1.7% – is the lowest since 2014-15

Increasing student success

Completed construction of the Bates PreK playground & refurbished the track at Bertram Field, and installed a new, portable gym floor at Salem High School

Investing in student play spaces

The Salem High School Jazz Band received a gold medal at the Massachusetts Association for Jazz Education (MAJE) Festival state final. and the Boys Basketball team won the state Championship

Showcasing student talent

Strategic Priorities

In June 2026, SPS expects to have a draft of a new Strategic Plan that will begin to map the course for the next 10 years. In the mean time, we continue to work towards these strategic priorities.

[Read about our progress on our website.](#)

Build & maintain a districtwide culture of universally high academic expectations for every learner

Elevate Learning

Make SPS an inclusive district where student-centered, innovative, and highly effective educators want to work, grow, and stay

Empower Educators

Build joyful, welcoming, and supportive school communities

Center Belonging

Develop consistent, reliable systems and structures to disrupt inequities and support the work on the district

Strengthen our Foundation

PORTRAIT OF A GRADUATE

CRITICAL THINKING

Our graduates research, identify, collect and analyze relevant information in order to make sound judgments and decisions based on effective reasoning. They apply systems-thinking processes to examine real-world issues and essential questions.

CREATIVE PROBLEM SOLVING

Our graduates are resilient and flexible innovators who identify and solve problems.

COLLABORATION

Our graduates are empathetic listeners who embrace multiple perspectives and are able to effectively work with a team.

COMMUNICATION

Our graduates confidently express their thoughts and ideas to diverse audiences. They know how to professionally and effectively advocate for themselves and others.

SELF-AWARENESS

Our graduates know themselves and have the drive and the skills to develop and follow an action plan in pursuit of their personal and professional goals.

CULTURAL COMPETENCE

Our graduates value, embrace, and honor diversity. They promote acceptance and inclusion as they engage with all members of the community with dignity.



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Table of Contents

Topic	Page
Section 1: Salem Public Schools and the Budget	15
FY27 Budget Headlines	16
Budget Narrative	17
SPS Software	29
Spotlight: Reconfiguration	31
Future Budget Considerations	32

Topic	Page
Section 2: The Budget Process	33
Budget Priorities	34
Budget Process	35
Budgets Begin with Enrollment	36
Changes to Enrollment: ML Students	37
Changes to Enrollment: Special Education Students	38
Average Class Sizes: FY25, FY26, FY27	39
Chapter 70	40

Topic	Page
Budget Milestones	41
Community Engagement	42
Stakeholder Input: Themes & Questions	43

Topic	Page
Section 3: The FY27 Budget	45
FY27: At a Glance	46
Cost Drivers: Overview	47
FY27: Revenue	48
FY27: Reductions	49
Position Reductions	50
FTEs Reductions by Bargaining Unit	52
About the Central Office	53
FY26 & FY27: Comparison	54
FY27 Recommended Budget	55
Cost Center as a % of the Budget	56

Table of Contents

Topic	Page
FY27 Expense & Personnel	59
FY27 Recommended Personnel Budget	60
Spotlight: Staff Diversity	61
FY27 Recommended Non-Personnel Budget	62

Topic	Page
Section 4: Budget by Cost Center	63
Academics (Regular Day)	64
District Administration	65
Diversity, Equity, Inclusion, Engagement	66
Instructional Technology	67
Multilingual Learners	68
Operations & Maintenance	69
Special Education	71
Student Support Services & Health	73

Topic	Page
Bates Elementary	77
Bentley Academy Innovation School	79
Collins Middle School	81
Salem Early Childhood Center	83
Horace Mann Laboratory School	85
New Liberty Innovation School	88
Salem High School	90
Salem Prep High School	94
Sarah Parker Remond Elementary School	96
Witchcraft Heights Elementary School	98

Topic	Page
Appendices	100
Appendix A: Input	101
Appendix B: Grants	111

Section 1:
Salem Public Schools and the Budget



FY27 Budget Headlines

The pages that follow provide a detailed description of the Salem Public Schools' proposed \$81,755,368.00 budget for fiscal year (FY) 2027.

This preliminary budget proposal represents an increase of 4.6%: an increase similar to that of the previous two years, and larger than the ten-year average budget increase. The Salem Public Schools is grateful to the City of Salem for its generous partnership and continued support for our schools.

Some of the headlines for this budget are:

- The largest expense in next year's budget is personnel, representing 78%. Total personnel costs for the 890 employees will be 6% higher than last year, totaling \$64,053,930.83.
- Non personnel costs will be 22% of the budget; these expenses include costs for curriculum, supplies, utilities, transportation, and out of district tuition costs for students whose educational needs are better met in collaborative or private special education settings. Total non personnel expense costs are expected to be \$17,701,437.17. The increase to non personnel costs was lower than projected in several areas.
- This budget includes 31.8 position reductions, 60% are as a result of merging two elementary schools (19).

Budget Narrative

Creating the Budget

Members of the Salem community will be aware that budget planning began early this year, driven in part by the community conversation about reconfiguring the elementary school portfolio that led to the merger of two schools (Carlton and Saltonstall) into the new Sarah Parker Remond School. Projecting next year's costs was a core component for informing that conversation. For this reason, we made assumptions about non personnel cost increases where the costs were unknown; our personnel costs were largely pre-determined by our collective bargaining agreements.

We began creating FY27 budget projections in October, just after Salem's student enrollment was established. In Massachusetts, the October 1 enrollment data is considered by the Department of Elementary and Secondary Education as the "official" enrollment number and serves as the basis for state funding.

Salem's October 1 enrollment was 3889 and a 1.5% increase (58 students) from the previous year. Like many districts in the state, Salem saw an increase in the numbers of students with disabilities (increased by 6%) and a decrease in the numbers of multilingual students of 4.5%.

Sarah Parker Remond

In FY27, the Carlton Innovation School and the Saltonstall School will merge into the new Sarah Parker Remond School, named for a nineteenth century Salem-born African American lecturer, activist, abolitionist and physician. The school is expecting to enroll approximately 475 students in grades K-5.

More information about Sarah Parker Remond can be found [here](#).

Budget Narrative

Knowing our enrollment allowed us to assume a level of state aid similar to previous years, which accounts for 39% of the total general fund budget for the schools. In January, with the release of the Governor's FY27 budget proposal, we confirmed the FY27 Chapter 70 for Salem will be \$32,898,737, an increase of \$1,951,434 over FY26. While the city of Salem is the largest funder for the schools, state aid is an important part of the overall funding.

Increased state aid positions the city to increase the overall SPS budget at a similar or identical rate as in the previous two years (4.8%). As such, in the fall we began assuming our budget increase would be approximately \$3,700,000 (which is 4.8% of our current budget: \$78,173,061).

We compared our assumed budget total to the projected increased costs for our personnel and non personnel costs.

Between personnel and non personnel increases, in the fall, we projected that our expenses would increase by more than \$8 million.

Chapter 70

Chapter 70 is the primary Massachusetts state aid program for public K-12 education. This funding is meant to establish a minimum funding level for all school districts by determining a "foundation budget" for every school district using a formula that estimates the cost of educating students. The formula considers student enrollment, demographics, and special programs.

Once that is calculated, the state considers a community's ability to fund the cost of its district's foundation budget by estimating the community's wealth. The difference between the foundation budget and a community's ability to pay is the amount of aid that community will receive through CH70.

For Salem, the state estimates that our city is able to contribute 61% of the foundation budget. The state commits to paying 39% of the foundation budget. The \$32 million in aid that the city will receive through CH70 is 39% of the foundation budget.

Budget Narrative

That led us to conclude there would be a budget gap of approximately \$4.7 million. Our assumptions about rising personnel costs proved to be accurate, while some of our non personnel assumed increases in several cases turned out to be higher than actual costs. Updating the assumptions once actual costs were known reduced the projected budget gap somewhat, but did not eliminate it.

The Rising Cost of Doing Business

The ongoing gap between our budget and out expenses has been driven , in part, by significant increases to salaries over the last several years. Personnel costs are always the largest part of the budget and this year's personnel expenses will increase by roughly \$4 million or 6% higher than in FY26.

While a smaller percentage of the overall budget, rapidly rising non personnel costs have contributed to annual budget challenges. In recent years, utilities, transportation, and out-of-district tuition all increased at a rapid rate. In FY27, the increases for all of those costs have slowed.

Non Personnel Costs

Utilities: Electricity is projected to increase by 5% and natural gas is projected to increase by 8%. Overall, utilities are expected to be \$2,344,619.60. These increases are much more modest than we have seen in previous years: between FY25 and FY26 costs for electricity increased by 30%. We believe this year's smaller increase is attributable to a number of factors, including the nearly \$5 million investments in improving our energy efficiency that has been made in partnership with the city over the last several years.

Transportation: Salem's Regular Day pupil transportation contract expires in June 2026. Based on the experience of other school districts, we estimated that transportation costs would increase by 25% in the new contract. However, the increase is lower and the expenses for next year are increasing by 17%. Actual costs may be lower if the district is able to partner with the MBTA to shift high school transportation to MBTA buses.

Budget Narrative

Spotlight: Investing in Educators

In 2024, Salem Public Schools made an intentional decision to increase salaries for teachers and paraprofessionals. At that time, salaries for Salem’s educators were among the lowest in our region. Research and common sense suggest that investing in high quality instructional staff is the most important strategy for improving student achievement, and increasing salaries positioned Salem to retain and compete for talent.

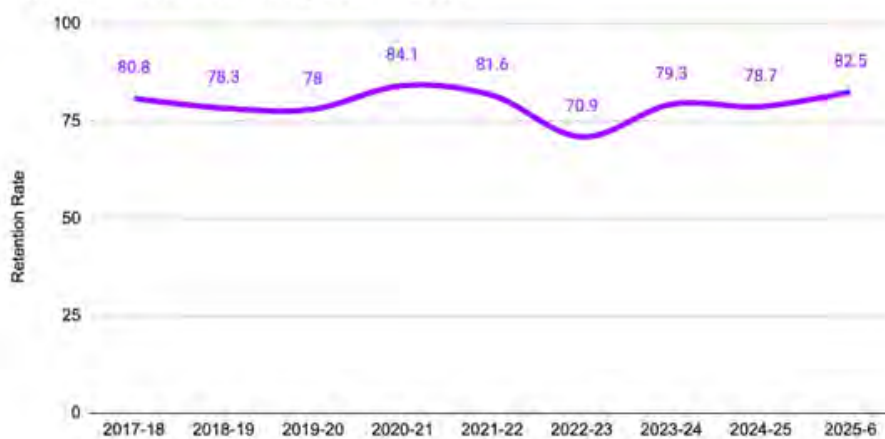
Investing in educators came with a price, as salaries increased faster than the budget. The average salary for teachers next year will be \$95,601, up from \$88,656 in FY26. The average increase for teachers will be 8%, which is a combination of movement up the salary scale and cost of living increases. The most typical increase will be 6%, which 32% of full time teachers will get.

Since the signing of the contract, retention rates for teachers have rebounded, with Salem’s most recent annual teacher retention rate reaching 82.5%.

Concurrently, the district’s students have achieved historically high growth rates, and overall proficiency

rates on the state’s MCAS assessments have also increased. We know that supportive relationships and strong school cultures contribute to teacher retention. We believe increased salary contributes too. Additional analysis will be needed to determine the specific impact of increased salaries on retention rates and student performance. However, anecdotally, it appears as though the School Committee’s strategy of increasing salaries to increase retention and performance is yielding promising results.

Teacher Retention Rate, 2018 - 2025



Budget Narrative

Non Personnel Costs (cont.)

Homeless Transportation: Transportation costs for students who are experiencing homelessness have increased rapidly in the last several years. This was especially true in FY24 and FY25, when Salem hosted an emergency shelter on the Salem State University campus. About 103 families were sheltered, and 80 students enrolled in the Salem Public Schools. The shelter closed at the end of FY25, and families dispersed: some into other shelter units in Salem or surrounding cities, while others were fortunate enough to find housing. Since the closure, Salem has not experienced the same level of growth in homelessness. For the coming year, costs will only increase by 3%, because we have fewer students whose families are experiencing homelessness. This February, there were 61 fewer (a 20% decrease) than last year. This is still up from the baseline in FY23, however, by 23%.

Special Education Out-of-District costs: In FY26 and FY27 the number of students going out of the district has remained steady at 58 students. In 2018, the number of students going out of district was 60% higher than it is today; expanded in-district programming has helped to keep students in the district.

Before prepaying tuition and before applying funds from the Circuit Breaker reimbursement, costs for out of district tuition in FY26 totaled \$7,362,440; this year that number is projected to be \$7,134,184.07, a decrease of \$228,255.93.

In FY26, after applying prepayment of tuition and after applying Circuit Breaker Reimbursement, the budgeted amount for out of district tuition on the general fund was \$3,688,643. In FY27 that number is projected to be \$2,853,063.74, a decrease of \$835,579.26 (which is due to a larger Circuit Breaker reimbursement).

FY27's costs are projected to be above the actual spending for FY26, but below what was originally budgeted. Actual spending in FY26 is projected to total \$6,779,613.61 due to move outs and placement shifts for our out of district students.

Budget Narrative

Non Personnel Costs (cont.)

Assuming the projected budget for FY27 is the actual spending, our costs will increase by \$354,570.46.

In summary, with the Circuit Breaker Reimbursement increases, tuition increases that are growing more modestly than in recent years, and move outs and placement shifts, our spending will be more than in FY26, but less than was budgeted for FY26. This marks a significant change from the previous 2 years when tuition increased between 8-14%.

Other Cost Drivers: Other increasing expenses are coming from a range of cost centers. In Athletics for example, stipends for coaches will increase for a second year in a row as part of the 2024 Collective Bargaining agreement with the STU. (Prior to this increase, stipends for athletics coaches were among the lowest in the region.) In addition, costs for referees and our Athletic Trainer contract will nearly double.

Hardware costs (primarily for replacement chromebooks) are also increasing sharply, but those have been removed from this general fund appropriation and are fully included on our capital budget request.

Custodial supplies costs are projected to increase by more than 5%.

Worker's Compensation and Property and Casualty insurance is projected to increase by 7%.

The path from a budget gap to a balanced budget

To balance this year's budget, we relied on position reductions and offsetting expenses to grants and other sources of recurring revenue. In both cases, we have sought to limit the impact on the student experience, and believe that the choices described below are strategic reductions that will have minimal impact on students.

Budget Narrative

Merging two schools is the most significant strategy for balancing this year's budget and will significantly reduce the projected budget gap for FY27. By concentrating resources, the merged school will reduce 19 positions and reduce costs by \$1.7 million. This includes almost \$340,000 in non personnel savings.

It is important to note that of those 19 position reductions, it is estimated that roughly 9 people may leave the district and the others will assume different roles.

Without question, merging elementary schools and concentrating resources was a critical component to balancing this budget. Had the School Committee not taken that step, the number of position reductions across the district would be significantly higher.

In addition to the position reductions from the merged school, this budget will eliminate an additional 11.8 positions. Approximately 8% of those cuts are from the Central Office, and 25% are from Districtwide staff, which are staff whose work is based in 2 or more locations.

Reconfiguration

Like many communities around the state, Salem will concentrate resources in fewer, larger elementary schools. In Salem, the FY27 enrollment at its 5 elementary schools will be smaller than, or similarly sized to, the average elementary school enrollment in Massachusetts. Because the newly merged Sarah Parker Remond School will be larger than either Carlton or Saltonstall Elementary Schools, the district is committing to provide extra staff for the first two years of the merger. This will help to ensure that even though the merged school is larger than its predecessors, all students will be able to get the "Core+More" support that they need during the critical transition period.

Budget Narrative

Positions	school	district	central	total
total	21.4	8	2.4	31.8
% of total, by location	67%	25%	8%	100%
vacant	1	1	1	3
likely staying	9.4	3	1.4	13.8
likely leaving	11	3	0	14
Net Reductions				
New Positions budgeted for FY27	4	0	0	4
New Positions added in FY26	14			
Net Reductions	3.4	8	2.4	13.8

Central Office cuts include:

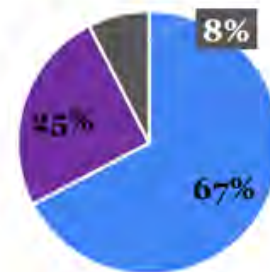
1 Director of 6-12 Student Supports,
 1 Central office Special Education clerk, and
 .4 of the Director of Innovation's position.

Districtwide reductions include:

3 Multilingual Learner Coach roles,
 3 Family Engagement Facilitators,
 1 student nurse, and
 1 districtwide Social Skills teacher (replaced by a new Behavior Specialist role).

FY27 Position Reductions

■ school ■ district ■ central



An additional 8 positions will be shifted to grants. Where possible, we have prioritized reducing vacant positions and planned retirements for cuts.

While most of the position reductions come from the merged school, there are reductions at Salem High School and Districtwide, and Central roles too-- including from the Special Education and Multilingual Learner budgets.

Budget Narrative

Special Education: The merged school will reduce its Special Education staff by 2.5 positions, including 1.5 Special Education teachers and 1 Special Education paraprofessional. These reductions are made to align with projected enrollment at the Sarah Parker Remond and will provide equitable staffing in line with the other elementary schools in Salem. The new school will have 3 inclusion special education teachers and 5 substantially separate classrooms with their own specialized staff.

In addition, a districtwide Special Education teacher position will be swapped for a new Behavior Specialist position to meet the changing needs of students. The Central Office clerk role listed in the Central Office cuts is a Special Education position. This cut is due to improved efficiencies within our IEP management software and internal workflow.

The Special Education department adjusts staffing levels to meet student needs. In FY26, for example, the district opened additional Special Education Classrooms at Horace Mann and Witchcraft with specialized staff and 7 new 1:1 Paraprofessionals.

Multilingual Learners: This budget will reduce 5 multilingual positions. Three of those are Coach positions, which will leave one remaining Multilingual Coach . (It is important to note that one position is vacant, and two of the staff whose positions are being cut will move into teacher roles.) The remaining ML Coach role will support the Dual Language programs at Bentley and Collins.

The support that had been provided by the other ML Coaches will be distributed across the district's Multilingual Director and other school support personnel.

Budget Narrative

Other ML position reductions include two teaching positions: one from the merged school and one at Salem High School. These reductions are being made in response to declining ML enrollment, which – on October 1-- had decreased by 32 students (4.5%) this year when compared to last year. By March, the number of students had decreased by almost 80 students. Caseloads for ML classes across the district are projected to remain well within recommended ratios.

Recurring Revenue Used as Offsets

After the position reductions described above, we applied “offsets” to balance the budget. In other words, we took revenue that comes into the district annually and will use those funds to cover expenses.

Personnel: After reducing positions, our personnel costs were \$64,245,930.83. We are planning to use \$192,000 from tuition and rental revenue to reduce our personnel costs to \$64,053,930.83. (This is in addition to offsets already applied from school choice revenue, to support early childhood teachers and paras.)

Non Personnel: After reducing non personnel expenses in transportation and rent, we will further reduce our expenses by applying the full \$3.5 million Circuit Breaker reimbursement for Special Education and also by prepaying \$500,000 in out of district Special Education tuition.

Additional & New Positions

As in prior years, the FY27 budget includes new positions. In FY27, the Sarah Parker Remond school will maintain two additional math interventionist positions in order to build a strong instructional core and support the merging of two instructional models into one unified new innovation plan. While not new positions, these are positions that no other elementary school has so in terms of equitable staffing they could have been reduced as part of the merger but were not. Instead they were carried forward to support the transition. Sarah Parker Remond will also add the newly created Associate Principal position.

Budget Narrative

New Positions

Two other elementary schools will each add one classroom teacher (in order to maintain class sizes that are consistent with current class sizes).

In addition, the budget adds a Behavior Specialist, and Transitional Kindergarten classroom, with a teacher and a paraprofessional. As needed, we will continue to add 1:1 paraprofessionals and other Special Education staff.

The FY27 budget also maintains positions that have been added as new roles in response to student need during FY26 including:

- 7 1:1 Special Education paraprofessionals;
- 4 other paraprofessionals, including 1 Kindergarten para, and 1 PreK para;
- 2 teaching positions: including 1 Kindergarten, 1 Special Education teacher;
- 1 Hallway monitor.

These roles were added to the general fund in FY26.

Grant funded positions also were added in FY26, including 7 Lunch Paraprofessionals, 4 paraprofessionals hired through the PRISM Early Literacy grant and the Educator Pipeline grant, a Summit Support Specialist to work with youth who require tutoring while unable to attend school, and 1 Pathways Coordinator to help build the educator pipeline.

Community Input

In developing this budget proposal, we considered input from families and staff, as well as data about our staffing and student needs. We hosted three budget forums, and engaged with groups including the English Learner Parent Advisory Council, the Special Education Parent Advisory Council, the Superintendent's Teacher Advisory and Student Advisory groups.

Budget Narrative

Community Input (cont.)

Themes emerging from our community process informed our budget priorities.

- Fund programs for high needs student groups that need different supports;
- Maintain elementary class sizes;
- Invest in instructional resources & materials that center student ownership and ensure access to meaningful, grade-level content;
- Continue to provide high demand programs before school, after school, and in the summer. This includes PreK, Innovation Schools, dual language, middle school redesign, early college, CTE, and more;
- Invest in programs and building upgrades in Saltonstall and Bentley buildings.

In nearly every budget conversation, stakeholders urged the district to conduct analysis and communicate its assessment of the longer term financial picture for the school district. Families expressed that they are eager to be full partners with the district, and they called for more communication about district finances.

More detail on the feedback received during the budget process is available in Appendix A.

Conclusion

It is never easy to reduce positions. The choices reflected here are difficult ones and are recommended only after deliberative discussions with school and district leaders and with considerable input from staff and community stakeholders. We look forward to feedback and engagement on this proposal so that we collectively ensure that the FY27 budget supports our shared values and accelerates success for all of our students.

SPS Software

In several public budget meetings, stakeholders asked about the expense of our software and also the amount of screen time students experience during the school day. Salem Public Schools remains committed to using technology to enhance and not replace high-quality instructional practices. Since the end of the pandemic, we have actively reduced online subscriptions, committed to students having more "pen-to-paper" learning and increased instruction on digital citizenship and technology regulation through our Library & Digital Skills classes.

In the 2026 - 2027 school year, we are investigating ways to further reduce student screen time by moving to a shared cart model in kindergarten and first grades, and eliminating Chromebooks in art and music spaces. We will also be providing guidance to educators as to when technology is appropriate to use and the amount of screen time students should have during a school day using Common Sense Media's research-based recommendations.

We estimate that the cost of all software subscriptions for FY26 is 1% of our budget and is purchased using a combination of grant funds and general funds.

FY26 Infrastructure Software

Name	Function	FY26 Cost
Bark	Web filter and alerting system for student accounts	\$6,825.00
Classlink	Single Sign-on platform	\$17,792.60
GoGuardian	Chromebook tracking and lockdown system	\$15,134.85
Google Workspace	Email and productivity software	\$17,325.00
Incident IQ	IT Ticketing and asset management	\$14,847.20
Jamf	Apple device management software	\$3,973.80
Open Architects	Data analytics and dashboarding	\$66,942.47
Operations Hero	Facilities ticketing and space management	\$9,199.00
Panorama	Climate and culture surveys	\$45,511.00
ParentSquare	Communication software	\$24,305.94
Pear Assessment	Online assessment platform	\$14,817.00
Perform	Evaluation tracking software	\$31,687.50
Raptor Technologies LLC	Visitor Management System	\$17,910.00
RouteFinder	Bus routing and tracking software	\$19,055.00
SchoolCafe	School Nutrition Management system	\$11,506.00
Sophos Endpoint	Virus protection for Windows	\$709.80
TalentEd Applicant Tracking	Applicant and hiring management system	\$9,487.34
TalentEd Records	Digital onboarding software	\$9,761.92
YONDR	Cell phone pouches	\$24,374.00
Zoom	Webinar for school committee meetings	\$1,900.00
		\$363,065.42

SPS: Software

FY26 Special Education Software

Name	Function	FY26 Cost
ACE	Special Education ABA instruction	\$31,149.00
ASEBA	Special Education Evaluation	\$185.00
Crick	Special Education AAC communication	\$3,600.00
Edgenuity	Special Education Credit Recovery software	79.22
Frontline SpecialEducation	Special Education IEP and 504 management	\$42,000.00
Imagine learning	Special Education Instructional Services 14 wks	\$650.00
IXL	Special Education Math remediation	\$419.00
jamf	Special Education Apple device management software	\$222.40
Learning A-Z	Special Education Reading intervention	\$3,722.00
Lesson pix	Special Education PECS communication	\$286.14
Lexia Core 5	Special Education Sub Separate ELA practice	\$9,200.00
Limindex guardian	Special Education Chromebook tracking and lockdown sy	\$126.36
N2Y	Special Education curriculum	\$6,024.90
Pearson Assessments	Special Education Evaluation software	\$22,133.25
Read Naturally	Special Education Specialized reading	\$1,300.00
Read/Write/ EVERWAY	Special Education accommodations software	\$2,274.00
Tobii/boardmaker	Special Education Assistive/augmentive communication	\$199.00
Vector	Special Education Teacher training	\$6,537.50
Writing Revolution	Special Education Writing intervention resources	\$300.00
		\$130,407.77

Other FY26 Instructional Software

Name	Function	FY26 Cost
Adobe	Graphic art software	\$426.00
ALEKS	Accelerated Math	\$4,842.00
Amplify Science	K-8 science curriculum	\$81,382.00
Atlas	curriculum mapping	\$16,513.25
Bridges	K-5 Math curriculum (Bentley)	\$25,539.30
Culturegrams	K-12 social studies	\$2,912.67
Descubre & Galeria	World Language resource	\$39,160.83
Desmos	6-12 math curriculum	\$7,980.00
Destiny	Library Management	\$9,792.96
Edgenuity	Credit Recovery software	30,235.00
Eureka Math	K-5 math curriculum	\$63,042.30
JumpRope	Gradebook software	\$32,400.00
Learning.com	Digital Skills curriculum	\$24,778.15
Lexia English	ML reading practice	\$1,400.00
Math Shelf	Prek math	\$6,600.00
myPerSpective	6-8 ELA curriculum	\$33,774.00
myView	K-5 ELA curriculum	\$36,443.80
NewsELA	K-12 social studies	\$29,528.00
Pear Assessment	Online assessment platform	\$14,817.00
ST Math	K-5 math practice	\$14,000.00
Star	K-8 screener (math and reading)	\$59,602.02
Zearn	Math practice	\$2,500.00
		\$537,669.28

Spotlight: Reconfiguration

In Fall 2025, the Salem School Committee looked at the elementary schools across the district to determine how to strategically reconfigure the system to best concentrate resources for students and make the most of the funding that is available. The Committee voted in December to merge the Carlton and Saltonstall schools, which will together give rise to the new Sarah Parker Remond school.

In addition to establishing one larger elementary school from two very small ones, this change helped decrease the structural deficit of the district. This was accomplished through lowering the number of positions and reducing duplicative costs across schools. The new school will deliver the same level high quality educational experience will lower costs that when the two schools operated separately.

Minimum projected
merger savings

\$1.2m

Estimated actual
merger savings

\$1.7m

Some additional savings have emerged as well: as a result of the Carlton building becoming available, the New Liberty Innovation School and Salem Prep High School are able to move into that space. This serves two purposes, saving Salem Public Schools over \$300,000 in rent for their current space, and moving these programs from space in a commercial mall to a purpose-built school building.

Future Budget Considerations

Over the last few years, Salem has made significant shifts to make the district more financially sustainable. The end of Pandemic era relief funding, the rise in the costs of doing business, and increasing personnel costs have all created serious budget challenges for Salem (and many other school districts in Massachusetts). In the FY26 budget, 56.5 positions were eliminated in order to balance the budget.

This year, the School Committee took on the difficult task of reconfiguring the elementary school portfolio, resulting in the planned merger of the Carlton and Saltonstall schools into the new Sarah Parker Remond school. This change from two smaller schools to one larger elementary school will allow the district to concentrate resources for students, while also reducing the costs of operating more small schools than our population and budget can sustain.

These changes over FY26 & FY27 will go a long way towards stabilizing the budget for our elementary schools, and will help us to maintain the experiences and services that students and families expect and deserve.

Looking ahead, we believe that we will need to consider strategies to maximize our resources at the high school level. As stewards of community resources (including people, time, and money) we need to ensure that our high school staffing levels are sustainable: programmatically and financially. In partnership with the Salem Teachers Union, we look forward to exploring whether there are strategies to adjust the high school schedule that can make planning and budgeting much more smooth, while still delivering a strong academic and career focus for all students.

Section 2: The Budget Process



Budget Priorities



Fund programs for high needs student groups that need different supports.



Maintain current elementary class sizes.



Invest in instructional resources & materials that center student ownership and ensure access to meaningful, grade-level content.

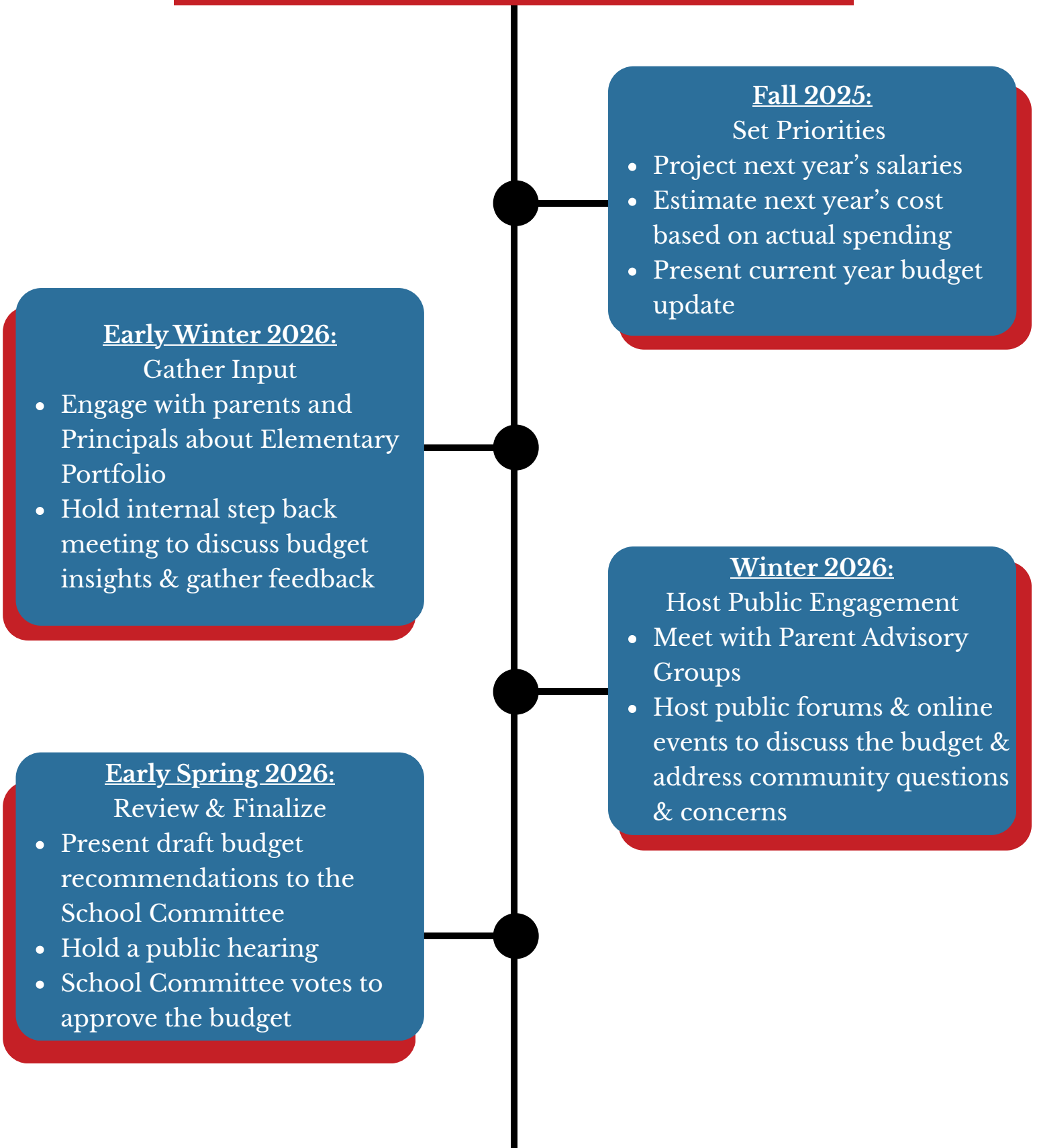


Continue to provide high demand programs before school, before school, afterschool, and in the summer. This includes Prek, Innovation Schools, dual language, middle school redesign, early college, CTE, and more.



Invest in programs and building upgrades in the Saltonstall and Bentley buildings.

Budget Process



Budgets Begin with Enrollment

Enrollment has grown




2025-2026
3889

2024-2025
3831

2023-2024
3811

2022-2023
3709

Demographics have changed



-5%

Multilingual Learners

681

+6%

Students with Disabilities

1023

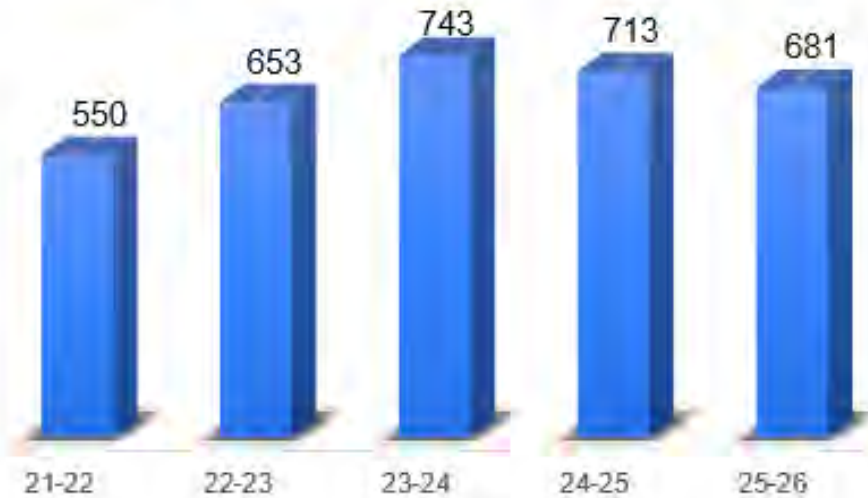
-3%

Low Income Students

2220

Changes to Enrollment: ML students

ML Enrollment over time



In recent years, Salem's Multilingual Learner population has grown significantly, increasing by 35% between FY22 & FY24. FY25 & FY26 enrollment levels have seen declines. While overall enrollment is still above the FY22 enrollment used as a baseline here, enrollment has declined by 9% since FY24's peak.

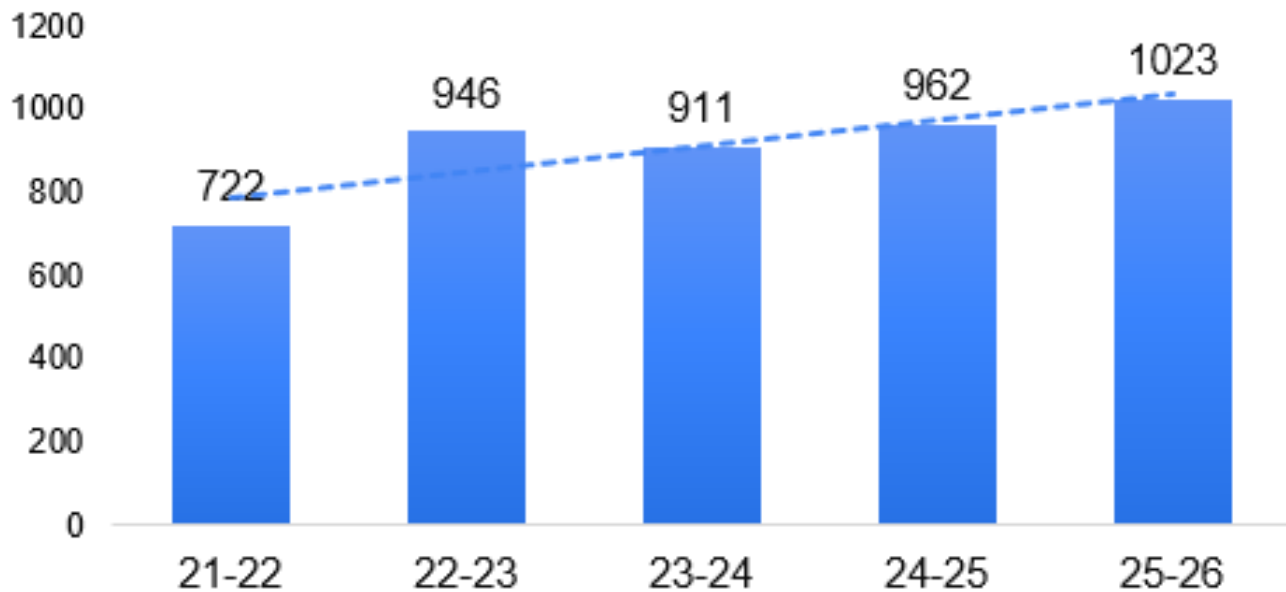
This budget includes reductions to ML staff to adjust to the reduced numbers of ML students while maintaining manageable caseloads. Three ML Coach positions will be eliminated; one of those positions is vacant and the two current coaches will become teachers. The fourth ML Coach will allocate their time to supporting the needs of the Bentley School and the Dual Language program at Collins Middle School

The merged school and Salem High School will each reduce ML positions by one staff person (to adjust to anticipated caseloads).

If the population grows, SPS will increase staff to meet student need.

Changes to Enrollment: Special Education Students

Special Education Enrollment over time



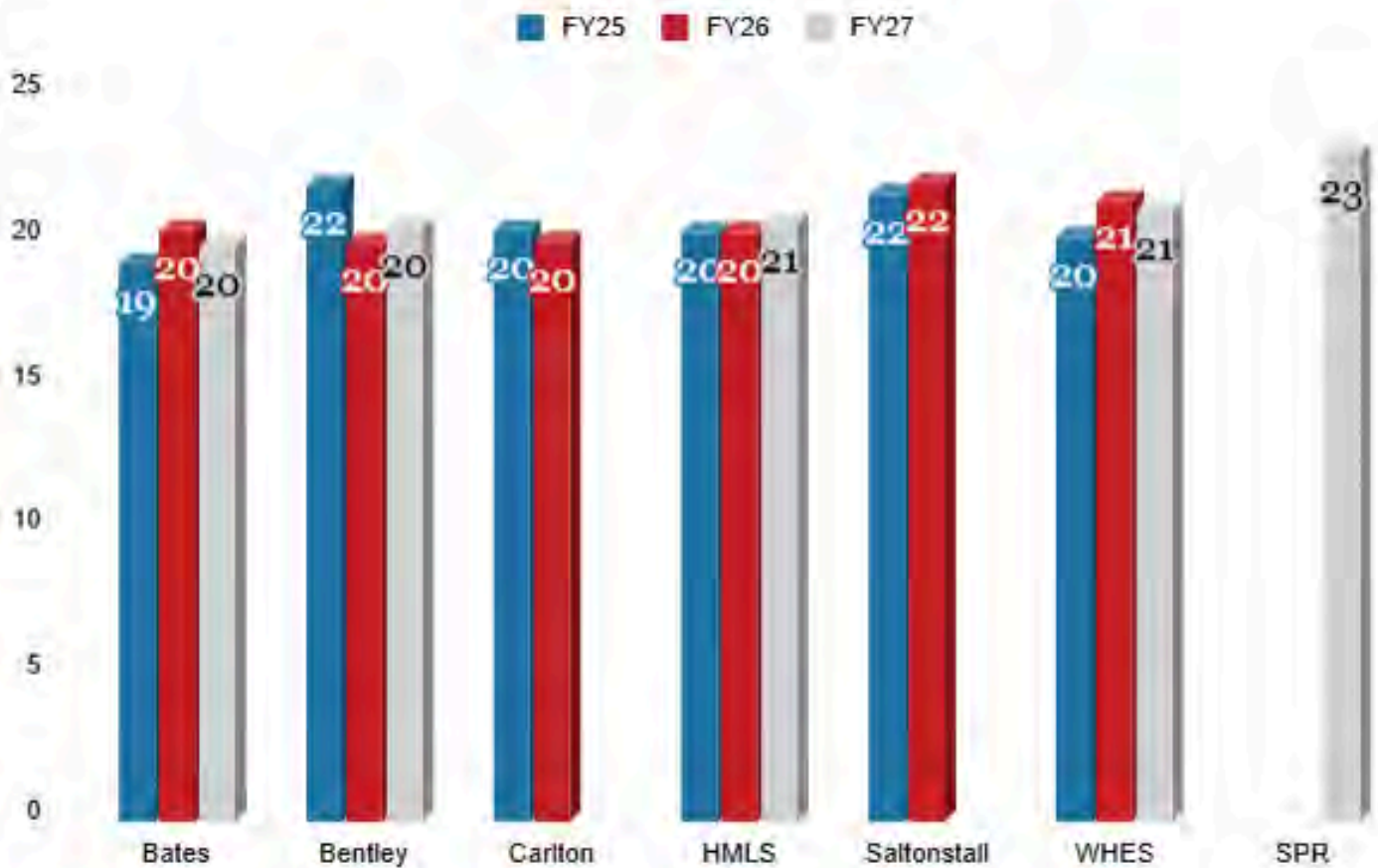
Salem's Special Education population is growing. Salem has opened a new classroom and added 7 one-to-one paraprofessionals to meet student needs in FY26. In FY27, Salem is modestly reducing the number of Special Education staff, primarily through cuts as a result of the merger.; 2.5 staff will be cut from the merged school. However, the Sarah Parker Remond school will have 3 inclusion special education teachers and 5 substantially separate classrooms with their own specialized staff.

Other Special Education reductions include the reduction of a vacant student nurse position, currently filled by a contract nurse (due to student need); the reduction of a Special Education clerk due to efficiencies within the IEP management software and improvements in internal workflow; and the elimination of a district-wide teacher position. A new Behavior Specialist position will be added.

More students move into Salem, or as student needs change, the district will add staff as needed.

The district is looking for ways to increase professional development for Special Educators and to provide substitute coverage in sub-separate classes.

Average Class Sizes: FY25, FY26, FY27



The chart above shows average class sizes in Salem’s elementary schools. In FY25, average elementary class size ranges from 19-22 students per class. In FY27, average elementary class size will range from 20-23. Middle school classes will remain at an average size of 25.

Chapter 70

FY26 Chapter 70: \$31,038,303

\$32M
FY27 CH70

+6%

State Funding:

The state funding formula is based on the number & demographics of enrolled students as of October 1, with increments for special programming. Salem's CH70 is increasing by \$1,860,434 above last year's allocation. The state contributes roughly 39% of the foundation budget.

Local Funds:

The city's portion of the budget ("Target Local Contribution") is 61% of the foundation budget; making the City of Salem is the largest funder of the SPS budget. This year, the city is expected to contribute \$48,856,631. Salem's required contribution has increased steadily since 2019.

In addition to the funding reflected in this budget proposal, the city also funds capital projects and other costs for the Salem Public Schools, including Employee Health insurance. These costs are not reflected here.

Budget Milestones

Timeline

10/01/2025	October 1 enrollment established
12/15/2025	Elementary Reconfiguration vote to merge Carlton & Saltonstall
01/27/2026	Governor Healey's Budget released with FY27 Chapter 70
02/02/2026	1 st School Committee Finance Subcommittee meeting
02/11/2026	Online Budget Forum
02/25/2026	Preliminary conversation with City Finance & Mayor Pangallo to discuss budget increase
02/26/2026	Online Staff Budget Forum
03/02/2026	In Person Budget Forum
04/06/2026	FY26 Draft preliminary budget presented to the School Committee
04/13/2026	Budget Hearing & Incorporate (as needed/as possible) public comment
04/27/2026	School Committee votes on the FY27 Budget
04/29/2026	Recommended Budget is sent to City Hall
05/27/2026	Present Budget to the City Council

Community Engagement

In addition to the public forums, SPS leadership hosted or joined engagement events to hear from stakeholders. Approximately 65 participants joined one or more of these events.

01/13/2026	Principals & Department Heads meeting
01/29/2026	English Learners Parent Advisory Committee
02/05/2026	Principals & Department Heads meeting
02/24/2026	Parent Advisory Group
03/02/2026	Student Advisory Group
03/04/2026	Special Education Parent Advisory Group
03/05/2026	Teacher Advisory Board
03/19/2026	Final Principals & Department Heads meeting

Additional outreach included:
Discussion with STU, AFSCME, and SAA
Finance Subcommittee meetings
Executive team meetings
Emails received at spsbudget@salemk12.org

Stakeholder Input: Themes & Questions

Feedback we've heard



- Concerns about class size & staff in:
 - Elementary & Middle Schools
 - Special Education



- Concerns about losing student facing positions



- Concerns about availability of substitute coverage (especially for paraprofessionals in Special Education)



- Concerns about non personnel spending:
 - Technology (TVs, software, subscriptions & screen time)



- Concerns about funds that are allocated outside of schools & what those fund

Detailed Questions and District responses are included
in Appendix A

Stakeholder Input: Themes & Questions

What is driving the need for repeated cuts?

- This is the third year in a row with position reductions: why are we still in need of cutting/merging a school?
- How will we protect Special Education costs and programming for high needs students?

What kind of long term financial planning is SPS doing?

- How will you protect class sizes and student facing positions?
- Will there be more school closures?
- Are you planning for expenses that are 5 years out?
- What is driving the decline in low income students?

What cost saving measures have you tried to reduce expenses in utilities & technology?

- Has the district looked for ways to reduce heating and cooling costs?
- Has the district taken steps to “green” our energy consumption (consider solar for the new building)?
- How does the district review technology & software subscriptions to save money and reduce screen time for students?

Detailed Questions and District responses are included in
Appendix A

Section 3: The FY27 Budget



FY27: At a Glance

The FY27 appropriation for the Salem Public Schools is \$81,755,368.00 a 4.6% increase above FY26.

\$64,053,930.83
Personnel

78%

Personnel includes staff & stipends. It is 78% of the budget.

Personnel will increase 6% over FY26. 31.8 positions will be reduced; 4 positions will be added in addition to the 13 positions added in FY26 during the year.

\$17,701,437.17
Non Personnel

22%

Non personnel includes: transportation, utilities, tuition, as well as all instructional supplies and anything that is not compensation.

Non Personnel will be 1% less than in FY26.

Cost Drivers: Overview

☑ Personnel costs have risen by 6% over last year, totaling \$64,053,930.83. Personnel is 78% of this budget proposal.

☑ Regular day transportation costs will be \$1,567,400; this includes the contractual increase for 12 buses and a daily late bus. This is a 17% increase, which is less than had been projected.

☑ Homeless transportation is budgeted at \$1,200,000, an increase of 3% (\$35,000) above FY26's costs. This modest growth is attributable to a 23% decline in number of families experiencing homelessness when compared to this time last year. However, the FY27 budget represents an increase of 42% above FY24.

☑ Electricity costs will increase by 5% & natural gas is will increase by 8%. Overall, our utilities are expected to be \$2,344,619.60, which is an increase of \$128,679.60 and an overall increase of 6%.

☑ Tuition for students going out of district (before Circuit Breaker) will total \$7,134,184.07, \$354,570.46 (5%) more than actual spending in FY26, even as the number of students going out of the district is projected to remain steady at 58 students in out of district placements.

☑ Insurance: Property & casualty insurance and workers comp will increase from \$879,150 to an estimated \$940,690, a 7% increase over FY26.

FY27: Revenue

**Ch. 70:
\$32,898,737**



**Local
Contribution:
\$48,856,631**



**Recurring
Revenue:
\$4,568,000**



**Other Offsets:
\$692,000**

Chapter 70 is the state's aid to public elementary and secondary schools. It's designed to ensure that every student in Massachusetts receives a quality education, regardless of how much their local community can afford in taxes.

The Local Contribution is the portion of the school budget that comes directly from City of Salem's local resources.

What is the Recurring Revenue?

- Special Education Circuit Breaker Reimbursement (\$3.8M)
- School Choice (\$768K)

What are the offsets?

- PrePayment of Special Education Tuition (\$500K)
- Revolving Funds (\$192,000 applied to Personnel)
- Maximizing grant revenue

FY27: Reductions

Reductions from
the Merged School



Reductions in
Special Education



Reductions at the
High School



Districtwide &
Central Reductions



Offsets to Grants



Total Reductions
to Personnel &
NonPersonnel

19 Positions & Non Personnel Reductions
\$1,708,469.46

In addition to the position reductions at the merged school (2.5 in Special Education), there are:
1 vacant districtwide student nurse,
1 Central Office clerk,
1 districtwide teacher whose role is being converted into a Behavior Specialist.

High school reductions include:
1 ML teacher and 1 Biology

Districtwide & Central reductions include:
3 Family Engagement Facilitators
3 ML Coaches
.4 Dean of Innovation
1 Director of Student Supports, 6-12

1 teacher at the Sarah Parker Remond
1 ML coach
Adding a Transitional K teacher & paraprofessional
3.6 teachers at Salem High School

\$4,046,963.85

Position Reductions

Positions	school	district	central	total
total	21.4	8	2.4	31.8
% of total, by location	67%	25%	8%	100%
vacant	1	2	1	4
likely staying	9.4	5	1.4	15.8
unknown	11	1	0	12

New Positions				
budgeted for FY27	4	0	0	4
New Positions added				
in FY26	14			
Net Reductions	3.4	8	2.4	13.8

Schools: 21.4 reductions
 19 of those (60%) are a result of the merger between Carlton & Saltonstall.
 School staff make up 86% of the total SPS staff.

Districtwide: 8 positions (25%)
 (positions budgeted to 2+ locations)
 3 Family Engagement Facilitator
 3 ML Coaches
 1 student nurse
 1 Special Education teacher
 Districtwide Staff make up 8% of the total SPS staff

Central Office: 2.4 positions (8%)
 Central Office staff make up 6% of the overall SPS staff.

Merger Reductions

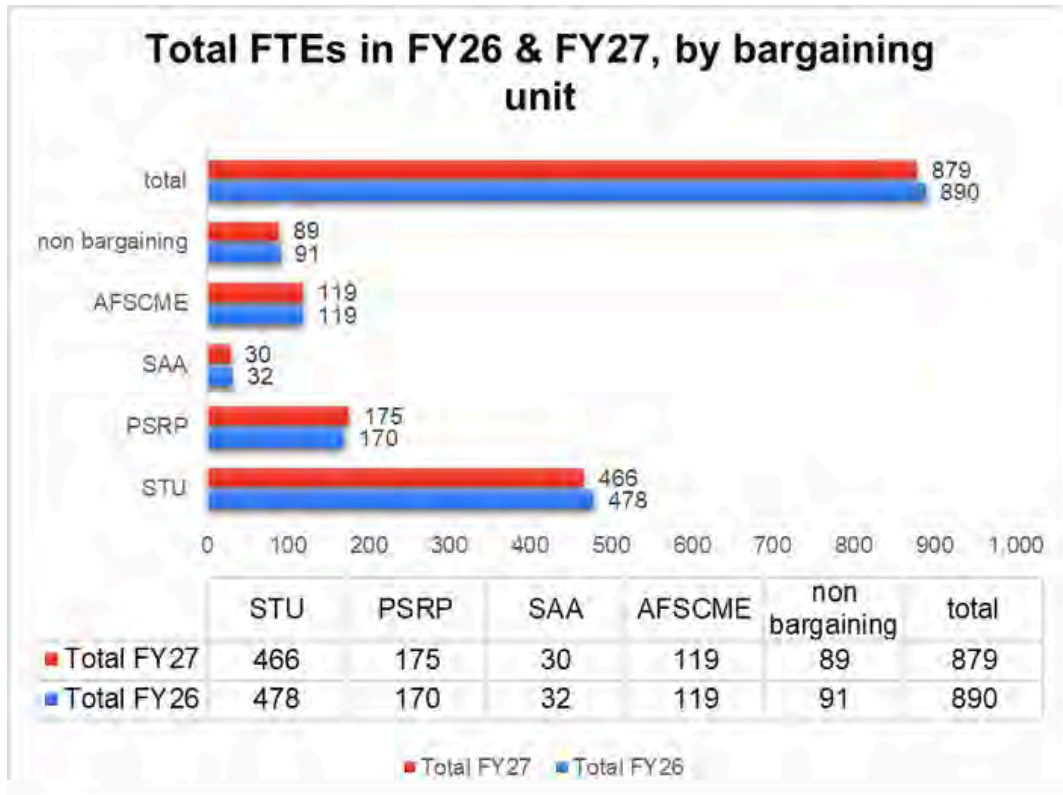
Schools: 19 reductions from the merger between
Carlton & Saltonstall

- 1 Building substitute
- 3 Classroom teachers
- 2.5 Paraprofessionals
 - .5 Instructional para
 - 1 Special Education para
 - 1 Library para
- 1 Multilingual teacher
- 1 Physical Education teacher
- 1 Special Education teacher
- .5 Special Education Reading Specialist
- 1 Nurse
- 1 Student Success Specialist
- 1 City Connects Coordinator
- 1 Clerk
- 1 Custodian
- 2 Assistant Principals
- 1 Art/Intervention teacher
- 1 Literacy Coach

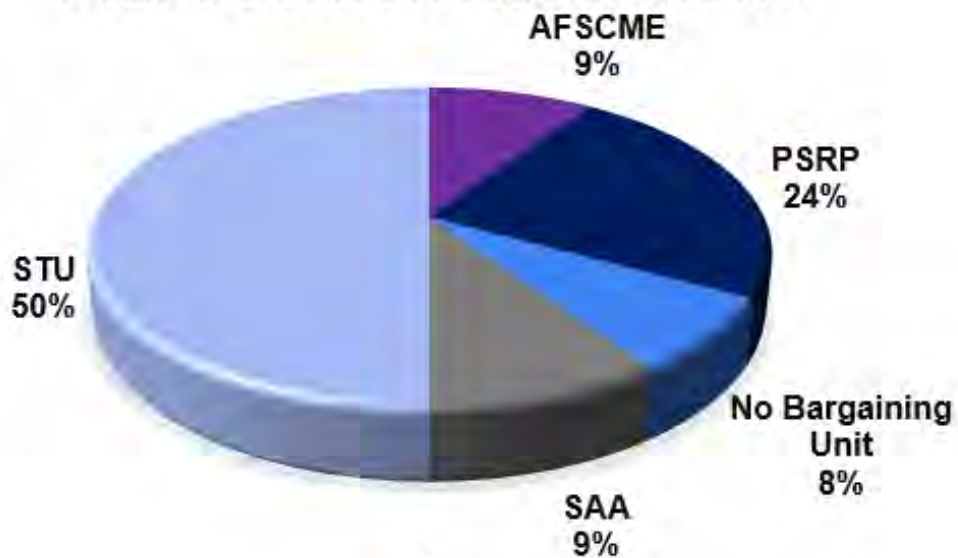
Notes:

- Additional positions: 2 additional math interventionist positions & the newly created Associate Principal role
- Sarah Parker Remond will have 3 inclusion special education teachers and 5 substantially separate classrooms with their own specialized staff.

FTEs & Reductions By Bargaining Unit



FY27 POSITION REDUCTIONS

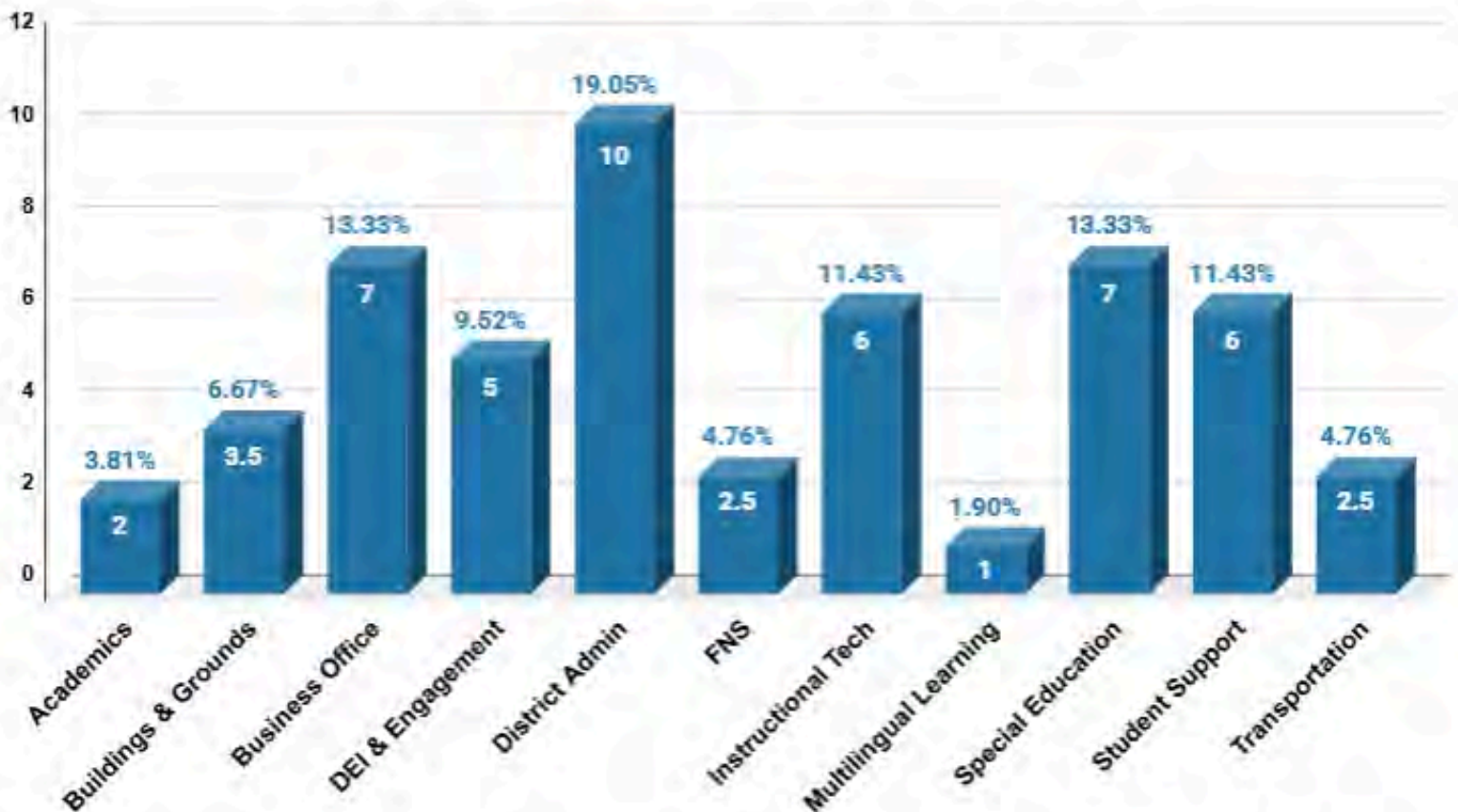


About the Central Office

Central Office positions are defined here as those that exist to support schools & whose staff are either administrative or non-student facing. There are 52.5 staff members classified as Central Office, 43.59 of whom are budgeted to the General Fund. Central Office staff represent 6% of the staff of the Salem Public Schools.

Districtwide staff, staff who are budgeted centrally but who work in one or more schools, (e.g. itinerant music teachers, Special Education Psychologists, Teachers of the Visually Impaired, Teachers of the Deaf and Hard of Hearing, Family Engagement Facilitators) are not included in the number of Central Office staff. In FY26 there are 72.2 Districtwide Staff. Districtwide staff are 8% of the overall SPS staff.

Number & Percent of Central Office Staff, By Department



FY26 & FY27: Comparison

Budget

\$78,173,061
+4.8% over FY25

\$81,755,368.00
+4.6% over FY26

Personnel

\$60,462,704.36
76% of the budget
3% over FY25

\$64,053,930.83
78% of the budget
+6% over FY26

Non Personnel

\$18,615,959
24% of the budget

\$17,701,437.17
22% of the budget

Position Changes

Position Reductions
57 reductions

6 new unbudgeted
positions added in FY25

8 Swapped positions for 5
new positions

Position Reductions
31.8 reductions

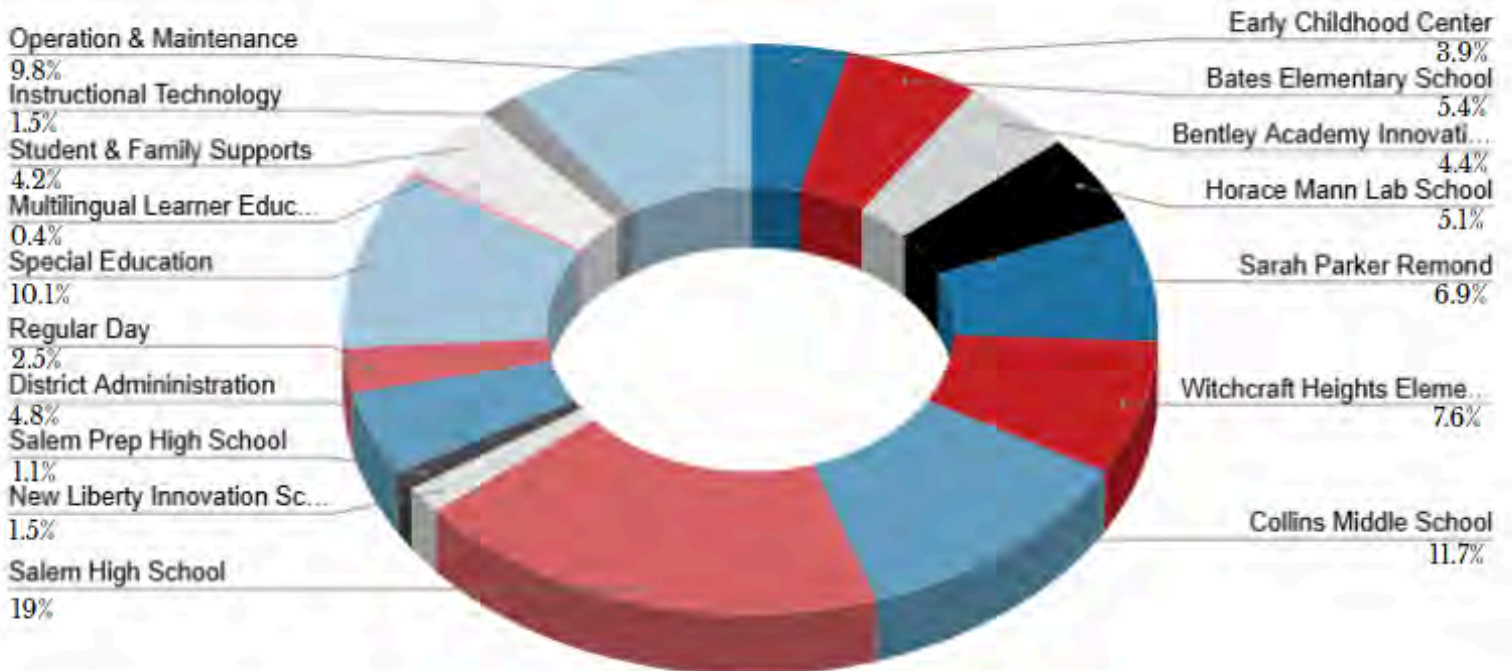
4 positions added to the
general fund

13 new/unbudgeted
positions added in FY26 &
sustained in the FY27
budget

FY27 Recommended Budget

Cost Center		FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027		
					RECOMMENDED	\$ Change	% Change
Early Childhood Center	\$	2,165,991.79	\$ 2,418,268.17	\$ 2,665,862.04	\$ 3,170,510.72	\$ 504,648.68	
Bates Elementary School	\$	3,484,388.02	\$ 3,870,786.92	\$ 4,033,928.93	\$ 4,376,285.28	\$ 342,356.35	
Bentley Academy Innovation Sch	\$	3,457,915.44	\$ 3,478,794.81	\$ 3,444,006.72	\$ 3,580,942.06	\$ 136,935.34	
Carlton Innovation School	\$	3,066,789.51	\$ 3,339,351.00	\$ 3,506,855.20	\$ -	\$ (3,506,855.20)	
Horace Mann Lab School	\$	3,022,107.74	\$ 3,310,070.19	\$ 3,523,662.13	\$ 4,175,120.12	\$ 651,457.99	
Saltonstall School	\$	4,409,181.62	\$ 4,671,774.53	\$ 4,002,761.93	\$ -	\$ (4,002,761.93)	
Sarah Parker Remond	\$	-	\$ -	\$ -	\$ 5,680,104.12	\$ 5,680,104.12	
Witchcraft Heights Elementary Sc	\$	5,071,783.52	\$ 5,223,785.16	\$ 5,430,766.45	\$ 6,250,385.64	\$ 819,619.19	
Collins Middle School	\$	7,169,475.93	\$ 7,341,763.66	\$ 8,248,121.71	\$ 9,557,211.78	\$ 1,309,090.07	
Salem High School	\$	13,468,454.38	\$ 14,103,942.09	\$ 14,491,955.47	\$ 15,550,335.91	\$ 1,058,380.44	
New Liberty Innovation School	\$	1,297,665.49	\$ 1,377,369.08	\$ 1,467,621.86	\$ 1,236,872.30	\$ (230,749.56)	
Salem Prep High School	\$	876,420.55	\$ 675,193.98	\$ 722,407.97	\$ 879,300.62	\$ 156,892.65	
District Administration	\$	3,397,193.74	\$ 3,935,242.00	\$ 3,269,581.25	\$ 3,907,989.63	\$ 638,408.38	
Regular Day	\$	2,193,716.46	\$ 2,088,471.45	\$ 1,741,532.76	\$ 2,084,396.21	\$ 342,863.45	
Special Education	\$	6,110,045.19	\$ 6,708,585.16	\$ 8,765,694.33	\$ 8,226,936.07	\$ (538,758.26)	
Multilingual Learner Education	\$	663,619.95	\$ 616,630.03	\$ 700,380.79	\$ 348,178.58	\$ (352,202.21)	
Student & Family Supports	\$	2,720,989.21	\$ 2,581,576.49	\$ 3,108,519.13	\$ 3,442,609.92	\$ 334,090.79	
Instructional Technology	\$	1,288,638.48	\$ 1,310,396.07	\$ 1,381,807.99	\$ 1,259,522.81	\$ (122,285.18)	
Operation & Maintenance	\$	6,489,741.94	\$ 7,108,367.61	\$ 7,667,594.34	\$ 8,028,666.23	\$ 361,071.89	
	\$	70,354,118.96	\$ 74,160,368.40	\$ 78,173,061.00	\$ 81,755,368.00	\$ 3,582,307.00	5%

FY2027 RECOMMENDED BUDGET BY COST CENTER

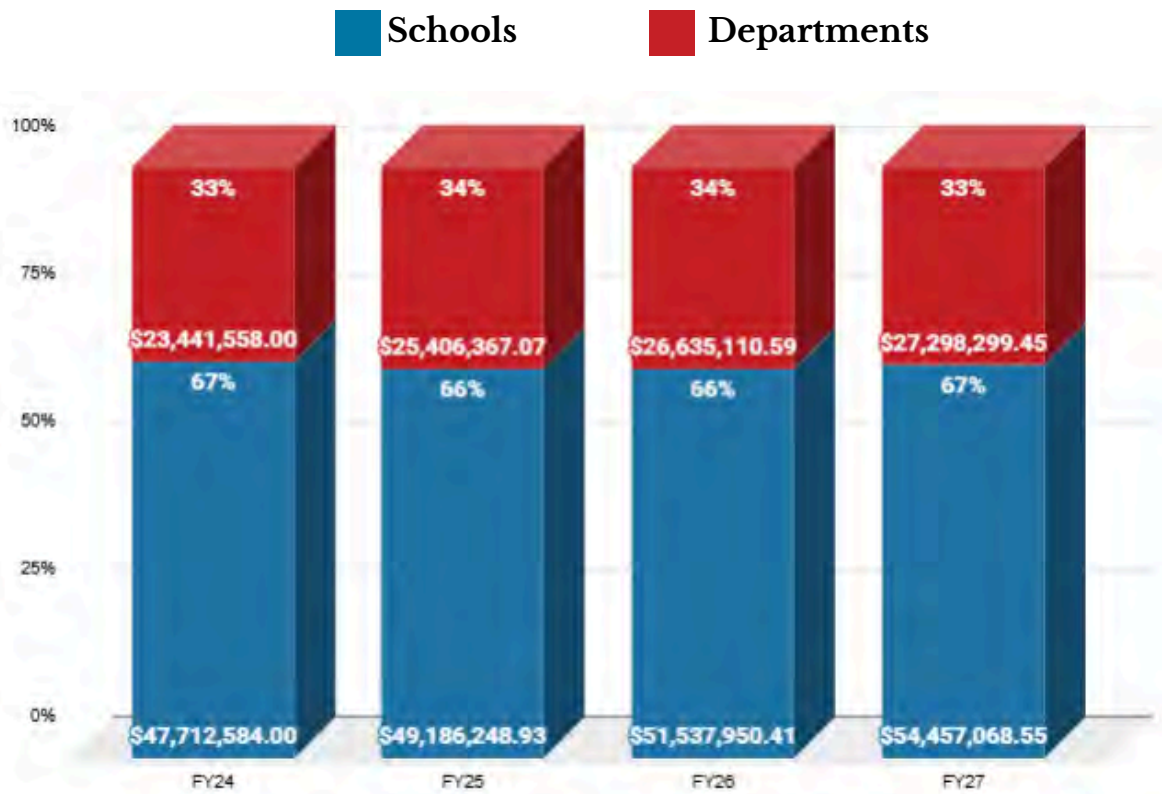


Cost Center as a % of the Budget

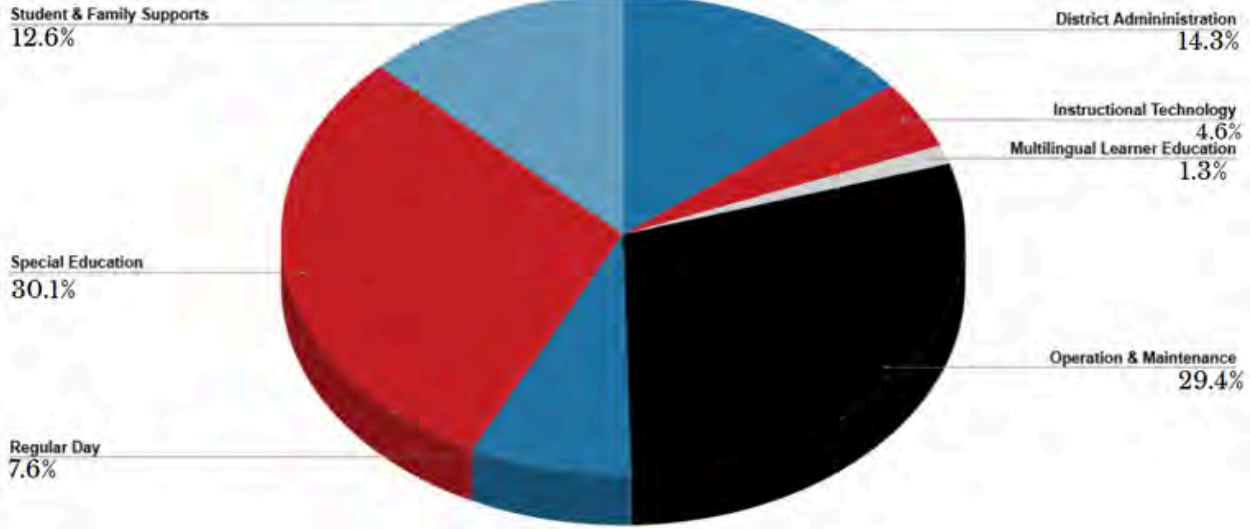
COST CENTER	% OF FY26 BUDGET	% OF FY27 BUDGET
Early Childhood Center	3.0%	3.9%
Bates Elementary School	5.0%	5.4%
Bentley Academy Innovation School	5.0%	4.4%
Carlton Innovation School	4.0%	0.0%
Horace Mann Lab School	4.0%	5.1%
Sarah Parker Remond	0.0%	6.9%
Witchcraft Heights Elementary School	7.0%	7.6%
Collins Middle School	10.0%	11.7%
Salem High School	19.0%	19.0%
Saltonstall School	6.0%	0.0%
New Liberty Innovation School	2.0%	1.5%
Salem Prep High School	1.0%	1.1%
District Administration	5.0%	4.8%
Regular Day	3.0%	2.5%
Special Education	10.0%	10.1%
Multilingual Learner Education	1.0%	0.4%
Student & Family Supports	3.0%	4.2%
Instructional Technology	2.0%	1.5%
Operation & Maintenance	10.0%	9.8%
	100.0%	100.0%

Salem's Budget is organized into 18 Cost Centers. The largest is Salem High School (19%) followed by Special Education (10.1%) and Collins Middle School (11.7%).

Districtwide Supports



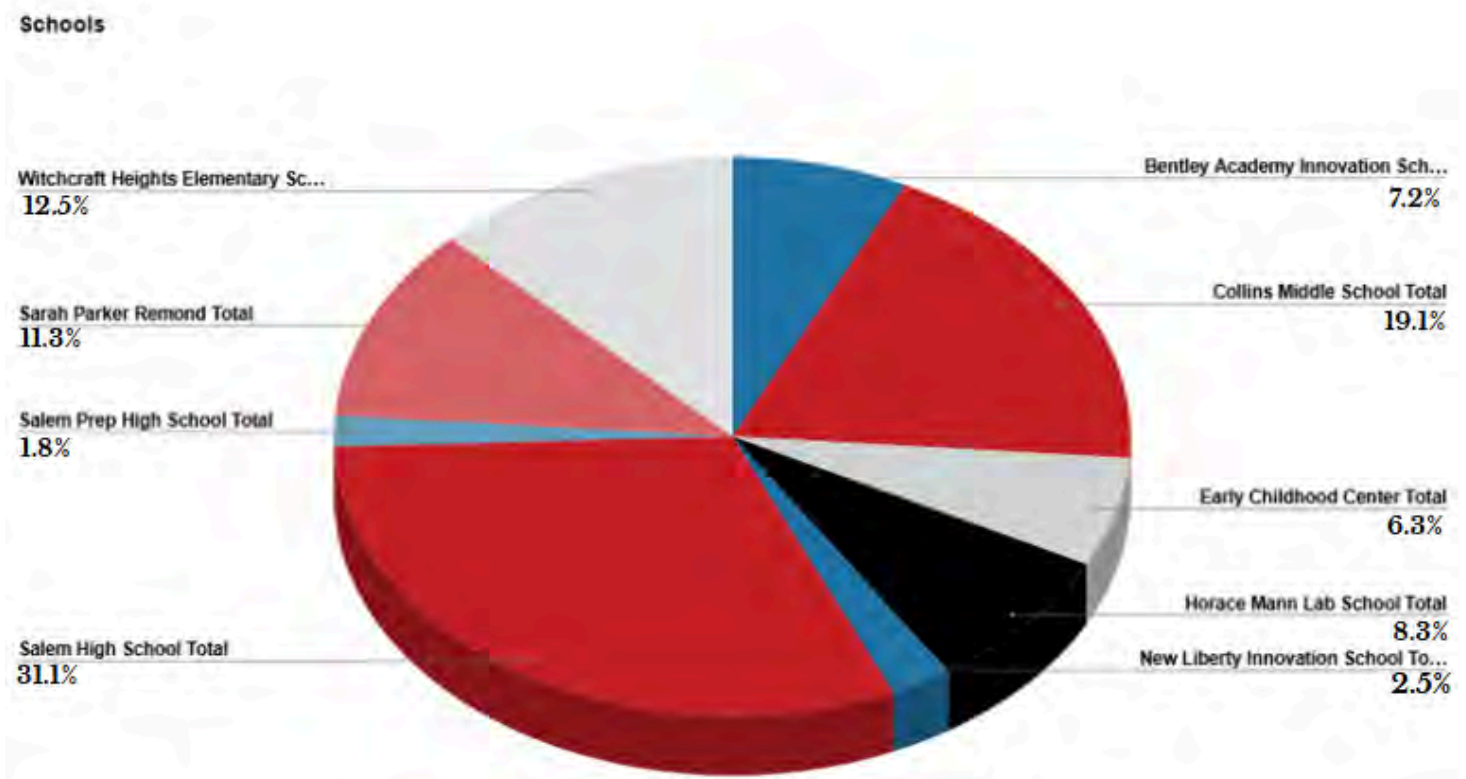
34% of the Budget



Schools

67% of the FY27 budget is budgeted directly to schools. This is slightly higher than in recent years in which 66% of the budget was allocated to the 11 school budgets.

The largest school budget is Salem High School, followed by the Collins Middle School and Witchcraft. The newly merged Sarah Parker Remond school is the next largest school budget.



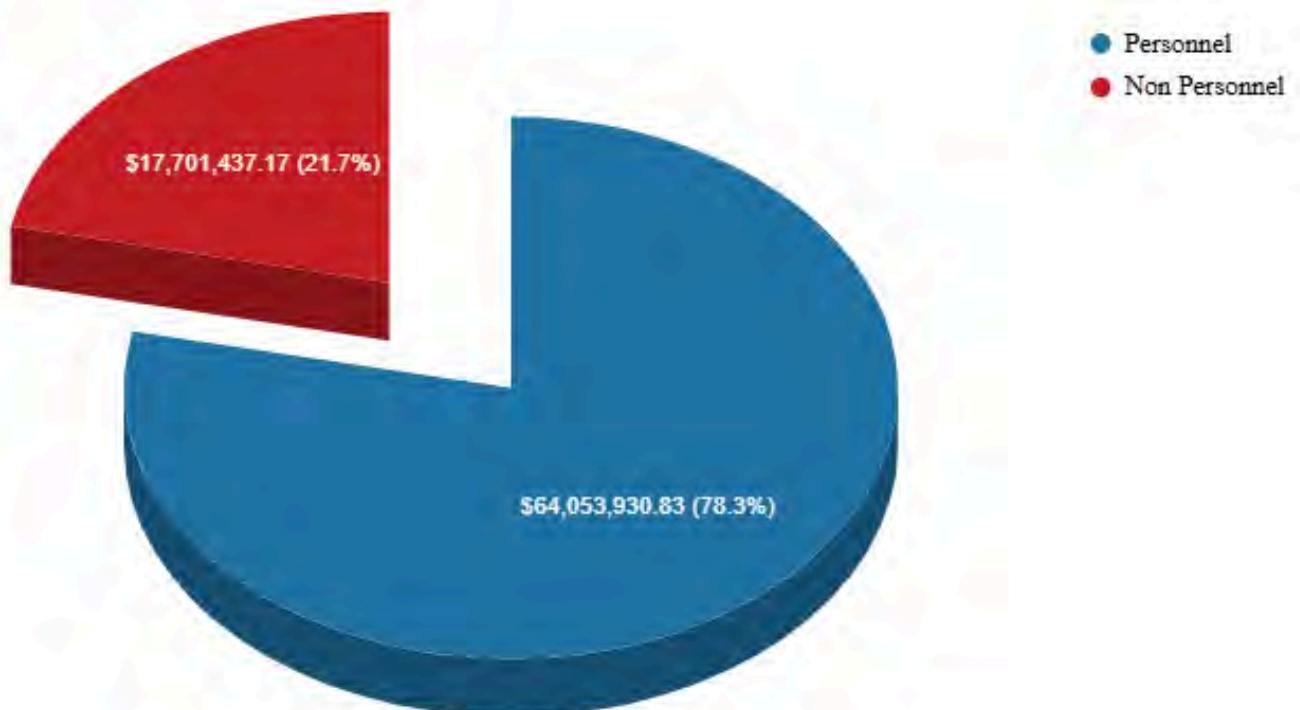
FY27 Expense & Personnel

Expense/Payroll		FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027		% Change
					RECOMMENDED	\$ Change	
Expense	\$	14,805,974.94	\$ 15,182,394.73	\$ 17,915,959.00	\$ 17,701,437.17	\$ (214,521.83)	-1%
Personnel	\$	55,548,144.02	\$ 58,977,973.67	\$ 60,257,102.00	\$ 64,053,930.83	\$ 3,796,828.83	6%
Grand Total	\$	70,354,118.96	\$ 74,160,368.40	\$ 78,173,061.00	\$ 81,755,368.00	\$ 3,582,307.00	5%

FY27 Expense & Personnel

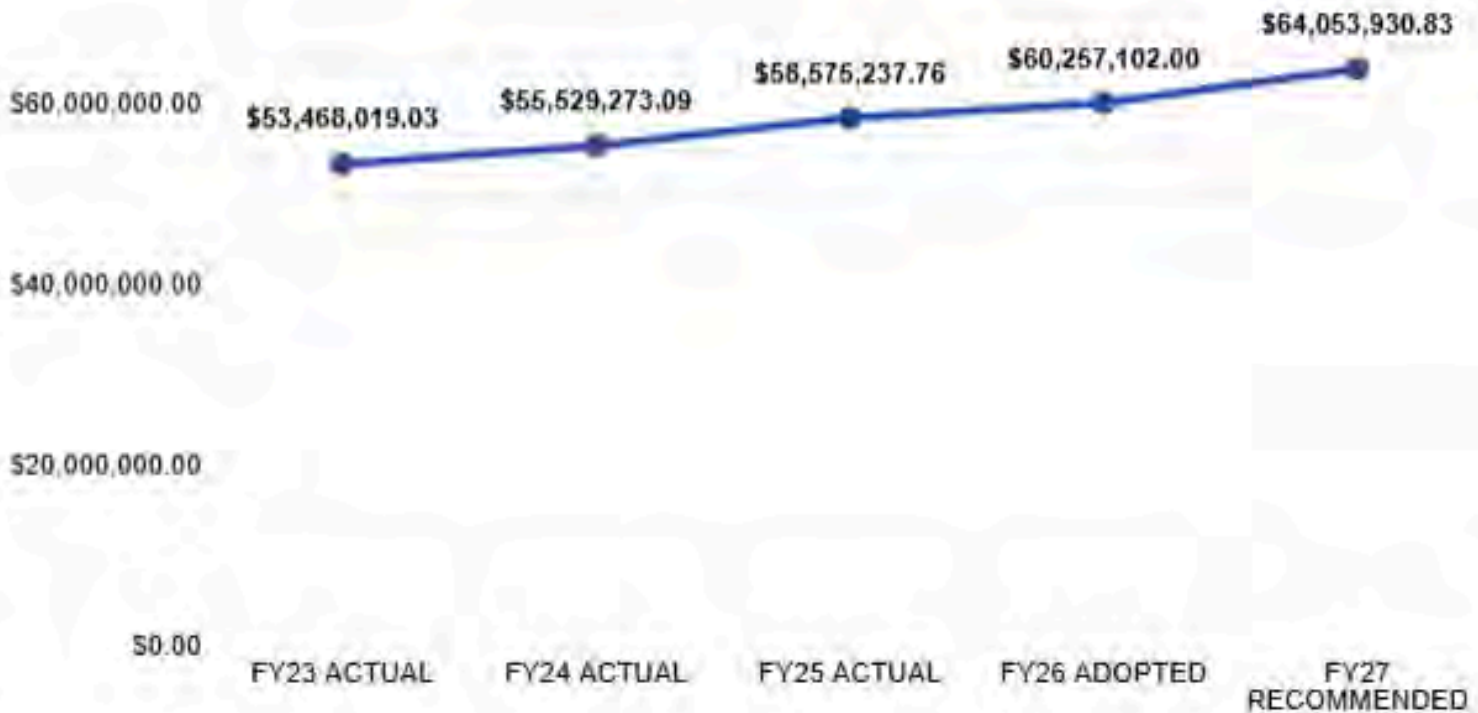
Personnel is the largest part of the SPS budget, typically between 76-80% of the budget. This year Personnel costs represent 78% of the budget.

Non personnel is 22%.



FY27 Recommended Personnel Budget

Cost Center	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027		% Change
				RECOMMENDED	\$ Change	
Early Childhood Center	\$ 2,151,267.85	\$ 2,403,446.68	\$ 2,625,055.04	\$ 3,128,887.58	\$ 503,832.54	
Bates Elementary School	\$ 3,443,418.19	\$ 3,843,946.33	\$ 4,002,428.93	\$ 4,322,895.28	\$ 320,466.35	
Bentley Academy Innovation Scho	\$ 3,384,404.41	\$ 3,422,452.68	\$ 3,370,876.72	\$ 3,510,062.06	\$ 139,185.34	
Carlton Innovation School	\$ 3,022,114.12	\$ 3,296,694.20	\$ 3,460,155.20	\$ -	\$ (3,460,155.20)	
Horace Mann Lab School	\$ 2,987,717.51	\$ 3,287,268.25	\$ 3,489,532.13	\$ 4,131,115.12	\$ 641,582.99	
Saltonstall School	\$ 4,344,702.11	\$ 4,631,862.38	\$ 3,967,761.93	\$ -	\$ (3,967,761.93)	
Sarah Parker Remond	\$ -	\$ -	\$ -	\$ 5,610,800.12	\$ 5,610,800.12	
Witchcraft Heights Elementary Sch	\$ 5,039,953.41	\$ 5,195,014.45	\$ 5,394,666.45	\$ 6,193,740.64	\$ 799,074.19	
Collins Middle School	\$ 7,007,110.64	\$ 7,278,904.93	\$ 8,132,521.71	\$ 9,439,299.78	\$ 1,306,778.07	
Salem High School	\$ 12,634,702.01	\$ 13,198,541.11	\$ 13,519,630.47	\$ 14,474,044.41	\$ 954,413.94	
New Liberty Innovation School	\$ 1,003,721.16	\$ 1,101,129.76	\$ 1,190,781.86	\$ 1,166,900.30	\$ (23,881.56)	
Salem Prep High School	\$ 730,744.33	\$ 531,766.71	\$ 580,247.97	\$ 859,512.62	\$ 279,264.65	
District Administration	\$ 2,009,840.69	\$ 2,528,088.77	\$ 1,841,331.25	\$ 2,345,917.13	\$ 504,585.88	
Regular Day	\$ 1,561,302.52	\$ 1,489,668.71	\$ 1,166,947.76	\$ 1,500,319.51	\$ 333,371.75	
Special Education	\$ 1,118,468.72	\$ 1,450,285.34	\$ 1,789,751.33	\$ 1,799,908.33	\$ 10,157.00	
Multilingual Learner Education	\$ 565,565.88	\$ 535,988.60	\$ 585,986.79	\$ 231,496.70	\$ (354,490.09)	
Student & Family Supports	\$ 1,257,733.11	\$ 1,204,833.56	\$ 1,324,965.13	\$ 1,579,862.86	\$ 254,897.73	
Instructional Technology	\$ 835,001.44	\$ 897,462.48	\$ 861,807.99	\$ 890,122.81	\$ 28,314.82	
Operation & Maintenance	\$ 2,450,375.92	\$ 2,680,618.73	\$ 2,952,653.34	\$ 2,789,045.58	\$ (163,607.76)	
	\$ 55,548,144.02	\$ 58,977,973.67	\$ 60,257,102.00	\$ 63,973,930.83	\$ 3,716,828.83	6%

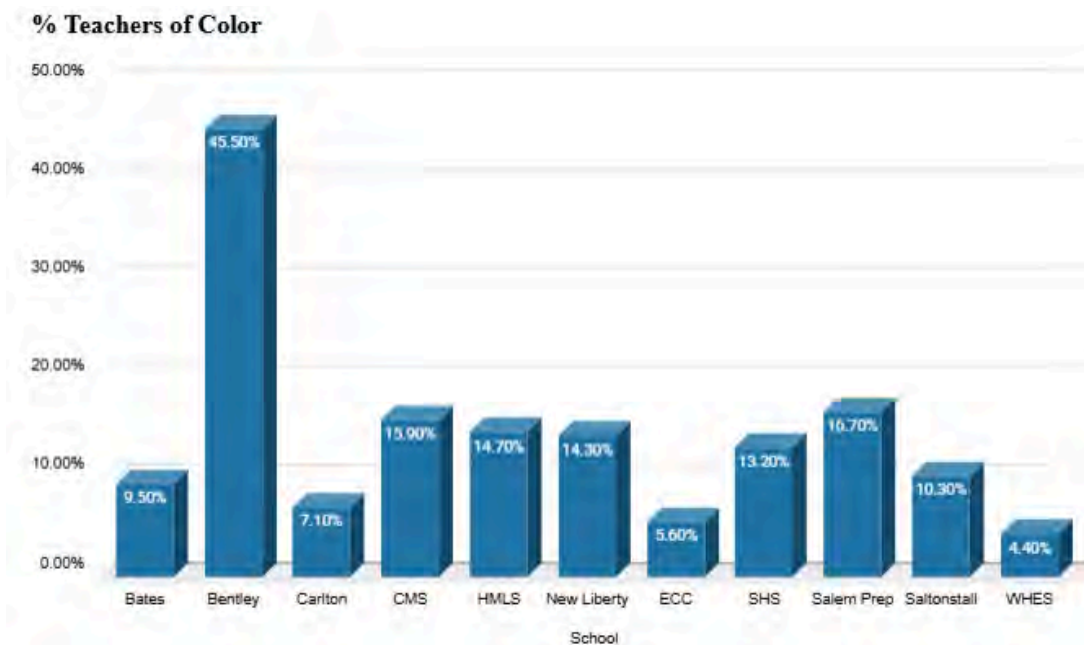


Spotlight: Staff Diversity

Salem Public Schools’ prioritizes the recruitment and retention of a diverse and skilled staff. We know that students respond positively to educators who share their backgrounds, the Strategic Plan includes a target to “*Increase the percentage of educators and staff who represent the racial, ethnic and linguistic diversity of students to 20% for teachers and to 25% for all staff.*”

As of spring 2026, 26% of Salem staff identify as people of color, up from 14% in 2022. For teachers, this rate increased from almost 10% in 2022 to almost 14%. Retention rates (how often staff stay with Salem) for teachers, paraprofessionals, and other staff of color also have dramatically improved, sitting at over 80% for all groups from last year into this year, up from between 50% and 55% a few years ago. While these gains are important, rates vary across schools and there is still much to be done.

Salem will continue to invest further in systematically growing the pipeline of skilled teachers – including teachers of color – for the future. Some of these efforts are not visible in this budget because they are funded by grants. Two such grants supported by the Massachusetts Department of Elementary and Secondary Education in particular are instrumental: The Registered Teacher Apprenticeship Program (RTAP) supports some of our current paraprofessionals to work in our schools while they train for teacher licensure. The Transforming Diverse Educator Pathways (TDEP) grant funds recruitment work, including internationally.



FY27 Recommended Non Personnel Budget

Cost Center	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027		% Change
				RECOMMENDED	\$ Change	
Early Childhood Center	\$ 14,723.94	\$ 14,821.49	\$ 40,807.00	\$ 41,623.14	\$ 816.14	
Bates Elementary School	\$ 40,969.83	\$ 26,840.59	\$ 31,500.00	\$ 53,390.00	\$ 21,890.00	
Bentley Academy Innovation Scho	\$ 73,511.03	\$ 56,342.13	\$ 73,130.00	\$ 70,880.00	\$ (2,250.00)	
Carlton Innovation School	\$ 44,675.39	\$ 42,656.80	\$ 46,700.00	\$ -	\$ (46,700.00)	
Horace Mann Lab School	\$ 34,390.23	\$ 22,801.94	\$ 34,130.00	\$ 44,005.00	\$ 9,875.00	
Saltonstall School	\$ 64,479.51	\$ 39,912.15	\$ 35,000.00	\$ -	\$ (35,000.00)	
Sarah Parker Remond	\$ -	\$ -	\$ -	\$ 69,304.00	\$ 69,304.00	
Witchcraft Heights Elementary Sch	\$ 31,830.11	\$ 28,770.71	\$ 36,100.00	\$ 56,645.00	\$ 20,545.00	
Collins Middle School	\$ 162,365.29	\$ 62,858.73	\$ 115,600.00	\$ 117,912.00	\$ 2,312.00	
Salem High School	\$ 833,752.37	\$ 905,400.98	\$ 972,325.00	\$ 1,076,291.50	\$ 103,966.50	
New Liberty Innovation School	\$ 293,944.33	\$ 276,239.32	\$ 276,840.00	\$ 69,972.00	\$ (206,868.00)	
Salem Prep High School	\$ 145,676.22	\$ 143,427.27	\$ 142,160.00	\$ 19,788.00	\$ (122,372.00)	
District Administration	\$ 1,387,353.05	\$ 1,407,153.23	\$ 1,428,250.00	\$ 1,562,072.50	\$ 133,822.50	
Regular Day	\$ 632,413.94	\$ 598,802.74	\$ 574,585.00	\$ 584,076.70	\$ 9,491.70	
Special Education	\$ 4,991,576.47	\$ 5,258,299.82	\$ 6,975,943.00	\$ 6,427,027.74	\$ (548,915.26)	
Multilingual Learner Education	\$ 98,054.07	\$ 80,641.43	\$ 114,394.00	\$ 116,681.88	\$ 2,287.88	
Student & Family Supports	\$ 1,463,256.10	\$ 1,376,742.93	\$ 1,783,554.00	\$ 1,862,747.06	\$ 79,193.06	
Instructional Technology	\$ 453,637.04	\$ 412,933.59	\$ 520,000.00	\$ 369,400.00	\$ (150,600.00)	
Operation & Maintenance	\$ 4,039,366.02	\$ 4,427,748.88	\$ 4,714,941.00	\$ 5,239,620.65	\$ 524,679.65	
	\$ 14,805,974.94	\$ 15,182,394.73	\$ 17,915,959.00	\$ 17,781,437.17	\$ (134,521.83)	-1%



Section 4:

FY27 Recommended Budget by Cost Center



Academics (Regular Day)

Includes Teaching & Learning, & Districtwide Programs
(including Music)

FY26 Highlight

The Academics Department empowers schools by providing high-quality instructional materials, enriched learning experiences, and targeted professional development that ensure every student has the tools to thrive.

FY27 Budget

	FY2024 ACTUAL		FY2025 ACTUAL		FY2026 ADOPTED		FY2027 RECOMMENDED		\$ Change	% Change
Expense	\$ 632,413.94	\$ 598,802.74	\$ 574,585.00	\$ 584,076.70	\$ 9,491.70	2%				
Contracted Services	\$ 72,004.34	\$ 77,832.68	\$ 8,000.00	\$ 8,160.00	\$ 160.00					
Dues And Sub	\$ 5,106.60	\$ 7,373.20	\$ 3,625.00	\$ 3,697.50	\$ 72.50					
Educational	\$ 32,386.12	\$ 23,652.52	\$ 30,000.00	\$ 30,600.00	\$ 600.00					
Educational Training	\$ 14,289.25	\$ 14,539.10	\$ 20,000.00	\$ 20,400.00	\$ 400.00					
In State Travel/Meetings	\$ 1,246.41	\$ 2,146.80	\$ 3,460.00	\$ 3,529.20	\$ 69.20					
Instructional Supplies	\$ 466,281.11	\$ 398,202.95	\$ 385,000.00	\$ 392,700.00	\$ 7,700.00					
Office Supplies	\$ 2,500.00	\$ 3,315.52	\$ 3,500.00	\$ 3,570.00	\$ 70.00					
Pupil Transportation	\$ 13,775.11	\$ 18,390.35	\$ 21,000.00	\$ 21,420.00	\$ 420.00					
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -					
Tuition	\$ 24,825.00	\$ 53,349.62	\$ 100,000.00	\$ 100,000.00	\$ -					
Personnel	\$ 1,561,302.52	\$ 1,489,668.71	\$ 1,166,947.76	\$ 1,500,319.51	\$ 333,371.75	2%				
Administrative	\$ 142,763.78	\$ 248,232.57	\$ 127,618.03	\$ 132,448.95	\$ 4,830.92					
Dist Wide Teaching	\$ 913,431.15	\$ 671,158.06	\$ 641,329.73	\$ 781,790.56	\$ 140,460.83					
Fringe/Stipends	\$ 107,733.48	\$ 70,856.89	\$ 58,000.00	\$ 58,580.00	\$ 580.00					
Long Term Subs	\$ 132,242.20	\$ 77,678.22	\$ 90,000.00	\$ 150,000.00	\$ 60,000.00					
Substitute Teachers	\$ 246,260.98	\$ 416,470.92	\$ 250,000.00	\$ 337,500.00	\$ 87,500.00					
Tuition Incentive (Paras)	\$ 18,870.93	\$ 5,272.05	\$ -	\$ 40,000.00	\$ 40,000.00					
Grand Total	\$ 2,193,716.46	\$ 2,088,471.45	\$ 1,741,532.76	\$ 2,084,396.21	\$ 342,863.45	2%				

Budget Notes

Non Personnel

- Increase of \$40,000 for Paraprofessional Bachelor's Degree Stipend

Personnel

- Salary increase due to multiple factors, including increasing costs for daily substitute and long term substitutes

Academic's budget appears to decrease because the Out of School Time (OST) budget has been reallocated to the Student Supports Services cost center and 1 FTE (the Parent Child Plus Program Manager) has been reallocated to the DEIE department. The reductions are more reallocation than cuts.

District Administration

FY27 Budget

This cost center (District Admin) includes Human Resources, Communications, Finance & Payroll, Grants, Superintendent's Office, Deputy Superintendent's Office, & School Committee.

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 1,387,353.05	\$ 1,407,153.23	\$ 1,428,250.00	\$ 1,562,072.50	\$ 133,822.50	9%
Advertising	\$ 16,646.72	\$ 3,621.37	\$ 5,000.00	\$ 5,100.00	\$ 100.00	
Advertising/Promotional	\$ 5,458.74	\$ 2,751.94	\$ 4,500.00	\$ 4,590.00	\$ 90.00	
Computer Software	\$ 600.00	\$ -	\$ -	\$ -	\$ -	
Contracted Services	\$ 195,665.19	\$ 220,848.31	\$ 175,850.00	\$ 249,167.00	\$ 73,317.00	
Dues And Sub	\$ 7,972.38	\$ 6,574.33	\$ 10,500.00	\$ 10,710.00	\$ 210.00	
Educational Training	\$ 2,476.63	\$ 326.73	\$ 2,000.00	\$ 2,040.00	\$ 40.00	
Insurance Premiums	\$ 742,800.00	\$ 844,484.00	\$ 879,150.00	\$ 940,690.50	\$ 61,540.50	
Legal Services	\$ 11,943.85	\$ 4,056.82	\$ 25,750.00	\$ 26,265.00	\$ 515.00	
Medicaid Claiming Services	\$ 45,578.49	\$ 36,409.94	\$ 52,000.00	\$ 53,040.00	\$ 1,040.00	
Office Supplies	\$ 20,454.03	\$ 15,986.46	\$ 20,500.00	\$ 20,910.00	\$ 410.00	
Photocopy Machine Lease	\$ 192,616.92	\$ 181,612.31	\$ 185,000.00	\$ 180,200.00	\$ (4,800.00)	
Postage	\$ 29,998.52	\$ 14,998.52	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Printing And Binding	\$ 1,000.00	\$ 2,507.50	\$ 3,000.00	\$ 3,060.00	\$ 60.00	
Professional Serv/Fees	\$ 50,000.00	\$ 72,975.00	\$ 50,000.00	\$ 51,000.00	\$ 1,000.00	
Sc Expense Reimbursement	\$ 64,141.58	\$ -	\$ -	\$ -	\$ -	
Superintendent's Fund	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 2,009,840.69	\$ 2,528,088.77	\$ 1,841,331.25	\$ 2,345,917.13	\$ 504,585.88	27%
Administrative	\$ 1,003,753.77	\$ 1,009,871.84	\$ 964,807.66	\$ 1,007,681.08	\$ 42,873.42	
Clerical	\$ 710,459.65	\$ 702,646.09	\$ 656,995.77	\$ 675,838.33	\$ 18,842.56	
Collective Bargaining Reserve	\$ 243,904.85	\$ 706,790.71	\$ 116,027.82	\$ 555,677.72	\$ 439,649.90	
Fringe/Stipends	\$ 19,499.98	\$ 36,525.78	\$ 29,000.00	\$ 29,290.00	\$ 290.00	
Overtime (General)	\$ 2,493.39	\$ 225.00	\$ 2,500.00	\$ 2,550.00	\$ 50.00	
Paraprofessionals	\$ 29,729.05	\$ 29.35	\$ -	\$ -	\$ -	
Sc Stipends	\$ -	\$ 72,000.00	\$ 72,000.00	\$ 74,880.00	\$ 2,880.00	
Grand Total	\$ 3,397,193.74	\$ 3,935,242.00	\$ 3,269,581.25	\$ 3,907,989.63	\$ 638,408.38	20%

Budget Notes:

Non Personnel

- Insurance premiums (accident insurance, not employee health insurance) are budgeted to increase by 7%
- Contracted Services are budgeted to continue the implementation of international teacher visa sponsorship program
- The Carlton and Saltonstall merger reduced the copier budget

Personnel

- The collective bargaining fund line has been increased due to the FY27 collective bargaining increases being unknown and a number of individual contracts expiring in June 2026

Diversity, Equity, Inclusion, Engagement

FY26 Highlight

Driving enrollment and retention through intentional community outreach and efficient, high-quality translation and interpretation services for our diverse families.

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 206,530.98	\$ 208,246.14	\$ 217,000.00	\$ 221,340.00	\$ 4,340.00	2%
Contract Services	\$ 4,576.63	\$ 5,678.37	\$ 35,000.00	\$ 35,700.00	\$ 700.00	
Contracted Services	\$ 144,966.49	\$ 185,562.90	\$ 165,000.00	\$ 168,300.00	\$ 3,300.00	
Educational Training/Pd	\$ 55,000.00	\$ 15,401.61	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Office Supplies	\$ 1,987.86	\$ 1,603.26	\$ 2,000.00	\$ 2,040.00	\$ 40.00	
Personnel	\$ 385,445.37	\$ 354,313.59	\$ 401,668.34	\$ 638,560.89	\$ 236,892.55	59%
Administrative	\$ 102,000.08	\$ 104,549.91	\$ 107,686.50	\$ 117,000.00	\$ 9,313.50	
Clerical	\$ 31,849.37	\$ 25,017.19	\$ 55,926.00	\$ 58,549.24	\$ 2,623.24	
Family Engagement Facilitator	\$ 59,792.50	\$ 32,957.37	\$ -	\$ 144,362.00	\$ 144,362.00	
Non-Inst Supervisor	\$ 68,265.82	\$ 61,822.57	\$ 76,484.34	\$ 153,731.00	\$ 77,246.66	
Stipends	\$ 54,957.63	\$ 45,916.62	\$ 75,000.00	\$ 75,750.00	\$ 750.00	
Translation Services	\$ 68,579.97	\$ 84,049.93	\$ 86,571.50	\$ 89,168.65	\$ 2,597.15	
Grand Total	\$ 591,976.35	\$ 562,559.73	\$ 618,668.34	\$ 859,900.89	\$ 241,232.55	39%

Budget Notes:

Personnel

Reductions

- 3 Family Engagement Facilitators

Additions

- Parent Child Plus Manager will now be allocated to this cost center. Originally budgeted in Academics (Regular Day).
- 2 Family Engagement Facilitators will now be fully allocated to this cost center. They were previously budgeted to schools.



FY26 Highlight

Expanded Library and Digital Skills programming to guarantee weekly technology and media literacy instruction for all students in grades PreK-8.

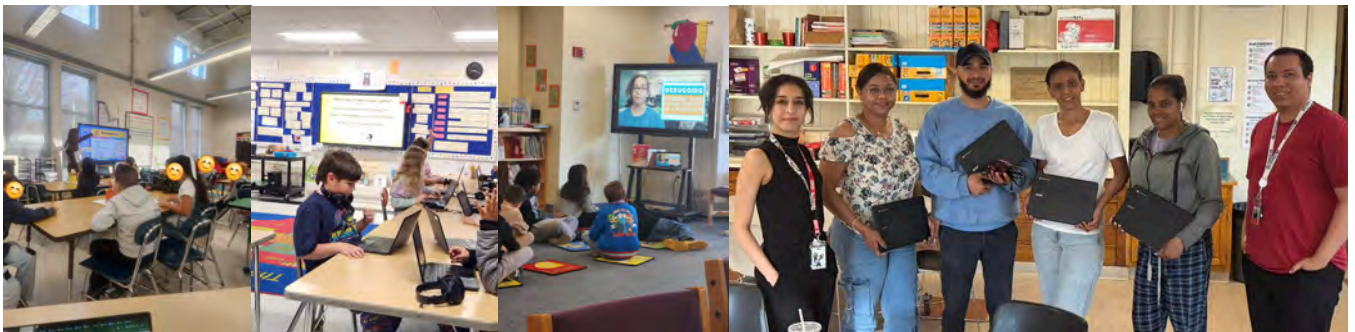
FY27 Budget

		FY2027					
	▼	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	RECOMMENDED	\$ Change	% Change
Expense		\$ 453,637.04	\$ 412,933.59	\$ 520,000.00	\$ 369,400.00	\$ (150,600.00)	-29%
Computer Hardware		\$ -	\$ -	\$ -	\$ -	\$ -	
Computer Software		\$ 193,309.31	\$ 203,472.67	\$ 230,000.00	\$ 245,000.00	\$ 15,000.00	
Contracted Services		\$ 10,818.00	\$ 107,125.80	\$ 77,000.00	\$ 80,540.00	\$ 3,540.00	
Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	
Hardware		\$ 207,934.00	\$ 65,799.00	\$ 170,000.00	\$ -	\$ (170,000.00)	
Misc		\$ -	\$ -	\$ -	\$ -	\$ -	
Prof Def Expense		\$ 4,785.00	\$ 5,000.00	\$ 3,000.00	\$ 3,060.00	\$ 60.00	
Technology Supplies		\$ 36,790.73	\$ 31,536.12	\$ 40,000.00	\$ 40,800.00	\$ 800.00	
Personnel		\$ 835,001.44	\$ 897,462.48	\$ 861,807.99	\$ 890,122.81	\$ 28,314.82	3%
Administrative		\$ 119,939.30	\$ 128,000.08	\$ 131,840.00	\$ 135,795.20	\$ 3,955.20	
Clerical		\$ 527,299.76	\$ 546,714.23	\$ 620,967.48	\$ 638,454.71	\$ 17,487.23	
Dist Wide Teaching		\$ 187,208.70	\$ 214,976.22	\$ 107,000.51	\$ 113,852.90	\$ 6,852.39	
Stipends		\$ 553.68	\$ 7,771.95	\$ 2,000.00	\$ 2,020.00	\$ 20.00	
Grand Total		\$ 1,288,638.48	\$ 1,310,396.07	\$ 1,381,807.99	\$ 1,259,522.81	\$ (122,285.18)	-9%

Budget Notes:

Non Personnel

- Increasing the *Computer Software* line to reflect known price increases
- For FY27, we will be funding the Hardware fund line from the capital budget. This \$170,000 reduction is a reallocation and not a cut.



Multilingual Learners

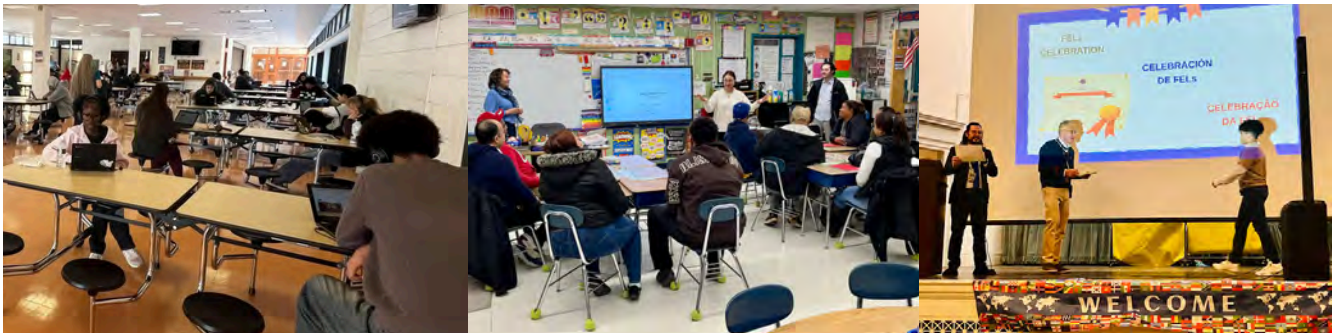
FY27 Budget

		FY2027						
	▼	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	RECOMMENDED	\$ Change	% Change	
Expense		\$ 98,054.07	\$ 80,641.43	\$ 114,394.00	\$ 116,681.88	\$ 2,287.88	2%	
Contracted Services		\$ 62,762.34	\$ 54,581.01	\$ 32,000.00	\$ 32,640.00	\$ 640.00		
Instructional Supplies		\$ 35,291.73	\$ 26,060.42	\$ 82,394.00	\$ 84,041.88	\$ 1,647.88		
Personnel		\$ 565,565.88	\$ 535,988.60	\$ 585,986.79	\$ 231,496.70	\$ (354,490.09)	-60%	
Administrative		\$ 121,846.62	\$ 126,863.52	\$ 130,646.96	\$ 136,181.81	\$ 5,534.85		
Dist Wide Teaching		\$ 210,432.49	\$ 168,390.42	\$ 214,005.00	\$ -	\$ (214,005.00)		
Elementary		\$ 86,069.56	\$ 89,286.00	\$ 96,231.35	\$ -	\$ (96,231.35)		
Fringe/Stipends		\$ 28,548.44	\$ 30,797.50	\$ 11,000.00	\$ 11,110.00	\$ 110.00		
Paraprofessionals		\$ -	\$ -	\$ -	\$ -	\$ -		
Tutors/Translators		\$ 118,668.77	\$ 120,651.16	\$ 134,103.48	\$ 84,204.89	\$ (49,898.59)		
Grand Total		\$ 663,619.95	\$ 616,630.03	\$ 700,380.79	\$ 348,178.58	\$ (352,202.21)	-50%	

Budget Notes:

Personnel:

- Reducing 3 ML Coaches and moving the 4th to a grant
- In FY 26 did not fill 1 vacant teacher and a .5 Language Evaluator after staff retirements



Operations & Maintenance

FY26 Highlight

More than just buildings: We manage the environments where Salem's future happens, prioritizing safety, sustainability, and student well-being.

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Buildings and Grounds	\$ 4,949,683.49	\$ 5,496,329.87	\$ 6,083,270.49	\$ 6,200,106.46	\$ 116,835.97	2%
Expense	\$ 2,704,522.21	\$ 3,017,455.61	\$ 3,329,941.00	\$ 3,626,320.65	\$ 296,379.65	9%
Building Maintenance	\$ 237,611.47	\$ 225,243.61	\$ 206,451.00	\$ 216,773.55	\$ 10,322.55	
Contracted Services	\$ 108,608.08	\$ 107,837.50	\$ 268,500.00	\$ 361,925.00	\$ 93,425.00	
Custodial Supplies	\$ 88,750.65	\$ 88,275.27	\$ 90,000.00	\$ 94,500.00	\$ 4,500.00	
Electricity	\$ 1,066,903.25	\$ 1,398,248.30	\$ 1,645,352.00	\$ 1,727,619.60	\$ 82,267.60	
Equip Maintenance	\$ 4,886.50	\$ 4,226.16	\$ 5,250.00	\$ 5,512.50	\$ 262.50	
Ground Maintenance	\$ 80,776.04	\$ 69,838.83	\$ 93,000.00	\$ 97,650.00	\$ 4,650.00	
Groundskeeping						
Supplies	\$ 19,940.88	\$ 14,873.65	\$ 21,000.00	\$ 22,050.00	\$ 1,050.00	
Inspections And Testing	\$ 112,004.66	\$ 146,045.94	\$ -	\$ -	\$ -	
Maintenance Supplies	\$ 50,665.47	\$ 59,666.45	\$ 60,000.00	\$ 63,000.00	\$ 3,000.00	
Natural Gas	\$ 478,220.19	\$ 548,549.72	\$ 570,588.00	\$ 617,000.00	\$ 46,412.00	
New Equipment	\$ 8,447.77	\$ 20,369.89	\$ 6,000.00	\$ 6,300.00	\$ 300.00	
Office Supplies	\$ 750.00	\$ 286.32	\$ 750.00	\$ 787.50	\$ 37.50	
Other Expenses	\$ 27,403.02	\$ 27,565.11	\$ 30,000.00	\$ 66,500.00	\$ 36,500.00	
Preventative						
Maintenance	\$ 235,139.76	\$ 135,828.68	\$ 148,000.00	\$ 155,400.00	\$ 7,400.00	
Rental & Lease	\$ 5,943.49	\$ 3,796.03	\$ 5,000.00	\$ 5,250.00	\$ 250.00	
Security	\$ 41,925.04	\$ 38,361.39	\$ 37,800.00	\$ 54,690.00	\$ 16,890.00	
Snow Removal	\$ 7,403.76	\$ 7,069.07	\$ 10,000.00	\$ 10,500.00	\$ 500.00	
Telephone	\$ 129,142.18	\$ 121,373.69	\$ 132,250.00	\$ 120,862.50	\$ (11,387.50)	
Personnel	\$ 2,245,161.28	\$ 2,478,874.26	\$ 2,753,329.49	\$ 2,573,785.81	\$ (179,543.68)	-7%
Administrative	\$ -	\$ -	\$ -	\$ -	\$ -	
Clerical	\$ 60,610.80	\$ 65,816.91	\$ 34,474.00	\$ 38,294.96	\$ 3,820.96	
Custodial	\$ 1,686,686.41	\$ 1,763,161.63	\$ 1,873,847.48	\$ 1,863,167.07	\$ (10,680.41)	
Custodial Detail	\$ 26,181.77	\$ 30,000.00	\$ 30,000.00	\$ 30,600.00	\$ 600.00	
Maintenance	\$ 235,120.31	\$ 264,791.45	\$ 415,892.30	\$ 326,691.97	\$ (89,200.33)	
Non-Inst Supervisor	\$ 124,999.94	\$ 222,534.76	\$ 264,115.71	\$ 279,681.81	\$ 15,566.10	
Overtime (General)	\$ 102,784.08	\$ 100,578.44	\$ 100,000.00	\$ -	\$ (100,000.00)	
Seasonal Staff	\$ 8,777.97	\$ 31,991.07	\$ 35,000.00	\$ 35,350.00	\$ 350.00	
Transportation	\$ 1,540,058.45	\$ 1,612,037.74	\$ 1,584,323.85	\$ 1,828,559.77	\$ 244,235.92	15%
Expense	\$ 1,334,843.81	\$ 1,410,293.27	\$ 1,385,000.00	\$ 1,613,300.00	\$ 228,300.00	16%
Contracted Services	\$ 47,566.66	\$ 35,019.79	\$ 42,000.00	\$ 42,840.00	\$ 840.00	
Office Supplies	\$ 2,500.00	\$ 1,814.06	\$ 3,000.00	\$ 3,060.00	\$ 60.00	
Pupil Transportation	\$ 1,143,558.00	\$ 1,373,459.42	\$ 1,340,000.00	\$ 1,567,400.00	\$ 227,400.00	
Salaries-Part Time	\$ 109,616.09	\$ -	\$ -	\$ -	\$ -	
Vehicle Repair And						
Maintenance	\$ 31,603.06	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 205,214.64	\$ 201,744.47	\$ 199,323.85	\$ 215,259.77	\$ 15,935.92	8%
Clerical	\$ 57,333.60	\$ 92,828.62	\$ 87,773.85	\$ 100,603.27	\$ 12,829.42	
Non-Inst Supervisor	\$ 82,000.10	\$ 90,653.98	\$ 87,550.00	\$ 90,176.50	\$ 2,626.50	
Overtime (General)	\$ 4,050.22	\$ 18,146.98	\$ 24,000.00	\$ 24,480.00	\$ 480.00	
Stipends-New Line	\$ -	\$ -	\$ -	\$ -	\$ -	
Transportation	\$ 61,830.72	\$ 114.89	\$ -	\$ -	\$ -	
Grand Total	\$ 6,489,741.94	\$ 7,108,367.61	\$ 7,667,594.34	\$ 8,028,666.23	\$ 361,071.89	5%

Operations & Maintenance

Budget Notes:

Non Personnel:

- Buildings & Grounds: City and District switching to a new phone system will reduce this expense
- Cost of Custodial Supplies is increasing
- Transportation: New contract prices for FY27

Personnel

- Using revolving fund to fund overtime line
- Custodial Salary is decreasing due to offsetting 1 position to grants and a portion to Food Services



Special Education

FY26 Highlight

Upholding our commitment to every learner by maintaining rigorous standards for legally mandated services and specialized programming that meets the unique needs of our diverse student body.

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 4,991,576.47	\$ 5,258,299.82	\$ 6,975,943.00	\$ 6,427,027.74	\$ (548,915.26)	-8%
Computer Software	\$ 3,000.00	\$ 3,733.24	\$ 4,000.00	\$ 4,160.00	\$ 160.00	
Contracted Services	\$ 382,833.60	\$ 314,887.89	\$ 425,000.00	\$ 482,000.00	\$ 57,000.00	
Education Evaluation	\$ 33,022.53	\$ 36,349.45	\$ 40,000.00	\$ 41,600.00	\$ 1,600.00	
Educational Training	\$ 19,975.00	\$ 33,200.77	\$ 40,000.00	\$ 41,600.00	\$ 1,600.00	
Equipment	\$ 21,691.12	\$ 30,397.99	\$ 77,500.00	\$ 80,600.00	\$ 3,100.00	
In-District Special Ed Transportation	\$ 654,343.73	\$ 760,203.54	\$ 1,060,000.00	\$ 1,169,572.00	\$ 109,572.00	
Instructional Supplies	\$ 29,600.50	\$ 38,519.80	\$ 40,000.00	\$ 41,600.00	\$ 1,600.00	
Medical Contractual	\$ 239,781.25	\$ 183,543.15	\$ 295,000.00	\$ 306,800.00	\$ 11,800.00	
Office Supplies	\$ 5,176.11	\$ 3,382.69	\$ 4,200.00	\$ 4,368.00	\$ 168.00	
Ood Special Ed Transportation	\$ 1,019,844.30	\$ 1,072,976.18	\$ 1,300,000.00	\$ 1,400,000.00	\$ 100,000.00	
Other Expenses	\$ 958.89	\$ 1,001.22	\$ 1,600.00	\$ 1,664.00	\$ 64.00	
Tuition-Collaborative	\$ 571,221.19	\$ 1,131,002.78	\$ 1,303,607.00	\$ 781,823.42	\$ (521,783.58)	
Tuition-Private	\$ 2,010,128.25	\$ 1,649,101.12	\$ 2,385,036.00	\$ 2,071,240.32	\$ (313,795.68)	
Personnel	\$ 1,118,468.72	\$ 1,450,285.34	\$ 1,789,751.33	\$ 1,799,908.33	\$ 10,157.00	1%
Administrative	\$ 269,351.54	\$ 276,234.77	\$ 284,640.28	\$ 289,300.37	\$ 4,660.09	
Clerical	\$ 114,120.79	\$ 103,819.20	\$ 119,782.77	\$ 123,754.11	\$ 3,971.34	
Dist Wide Teaching	\$ 332,601.86	\$ 569,076.98	\$ 889,060.16	\$ 670,156.36	\$ (218,903.80)	
Extended Year Salary	\$ 253,096.60	\$ 266,609.89	\$ 257,500.00	\$ 262,650.00	\$ 5,150.00	
Fringe/Stipends	\$ 17,990.56	\$ 9,147.48	\$ 25,000.00	\$ 25,250.00	\$ 250.00	
Nurses	\$ -	\$ 67,301.56	\$ 62,032.92	\$ 117,443.59	\$ 55,410.67	
Paraprofessionals	\$ -	\$ -	\$ -	\$ 137,916.76	\$ 137,916.76	
Psychologist	\$ -	\$ -	\$ -	\$ -	\$ -	
Substitute Teachers	\$ 65,624.57	\$ 97,202.73	\$ 80,000.00	\$ 100,000.00	\$ 20,000.00	
Transportation	\$ 52,350.15	\$ 49,869.35	\$ 46,735.20	\$ 48,437.14	\$ 1,701.94	
Tutors	\$ 13,332.65	\$ 11,023.38	\$ 25,000.00	\$ 25,000.00	\$ -	
Grand Total	\$ 6,110,045.19	\$ 6,708,585.16	\$ 8,765,694.33	\$ 8,226,936.07	\$ (538,758.26)	-6%

Special Education

Budget Notes:

Non Personnel

- Increasing *Contracted Service* to reflect known price increases
- *Transportation* is increasing 10% for *In-district* transportation (\$109,572) due needing more vehicles, and 8% (\$100,000) for *Out of District* transportation
- The *Collaborative Tuition* and *Private Tuition* is decreasing due to smaller tuition increases and an increased in funds from the state's Circuit Breaker Special Education reimbursement. In addition, an analysis of the FY26 students going out of district reflected several high-cost program exits and service reductions. - *See Budget Summary for addition breakdown*

Personnel

- *Districtwide* reduction reflects staff being allocated to school budget lines
- *Nurses* line reflects staffing change
- *Paraprofessional* line now reflects costs previously budgeted in other lines (e.g. afterschool Paraprofessional Professional Development)
- The *Substitute* line's increase reflects additional substitute costs and increased rates for coverage

Student Support Services & Health

FY26 Highlight

Our school nursing staff managed over 23,000 clinic visits last year, ensuring 3,500+ students stayed healthy and ready to learn.

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
DEI	\$ 591,976.35	\$ 562,559.73	\$ 618,668.34	\$ 859,900.89	\$ 241,232.55	39%
Expense	\$ 206,530.98	\$ 208,246.14	\$ 217,000.00	\$ 221,340.00	\$ 4,340.00	2%
Contract Services	\$ 4,576.63	\$ 5,678.37	\$ 35,000.00	\$ 35,700.00	\$ 700.00	
Contracted Services	\$ 144,966.49	\$ 185,562.90	\$ 165,000.00	\$ 168,300.00	\$ 3,300.00	
Educational Training/Pd	\$ 55,000.00	\$ 15,401.61	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Office Supplies	\$ 1,987.86	\$ 1,603.26	\$ 2,000.00	\$ 2,040.00	\$ 40.00	
Personnel	\$ 385,445.37	\$ 354,313.59	\$ 401,668.34	\$ 638,560.89	\$ 236,892.55	59%
Administrative	\$ 102,000.08	\$ 104,549.91	\$ 107,686.50	\$ 117,000.00	\$ 9,313.50	
Clerical	\$ 31,849.37	\$ 25,017.19	\$ 55,926.00	\$ 274,242.24	\$ 218,316.24	
Family Engagement Facilitator	\$ 59,792.50	\$ 32,957.37	\$ -	\$ -	\$ -	
Non-Inst Supervisor	\$ 68,265.82	\$ 61,822.57	\$ 76,484.34	\$ 82,400.00	\$ 5,915.66	
Stipends	\$ 54,957.63	\$ 45,916.62	\$ 75,000.00	\$ 75,750.00	\$ 750.00	
Translation Services	\$ 68,579.97	\$ 84,049.93	\$ 86,571.50	\$ 89,168.65	\$ 2,597.15	
Health Services	\$ 291,130.24	\$ 362,844.55	\$ 367,513.62	\$ 414,031.09	\$ 46,517.47	13%
Expense	\$ 44,951.34	\$ 53,441.67	\$ 45,250.00	\$ 46,155.00	\$ 905.00	2%
Contracted Services	\$ 11,072.24	\$ 34,036.23	\$ 26,750.00	\$ 27,285.00	\$ 535.00	
Equipment	\$ 3,000.00	\$ 3,000.00	\$ 2,000.00	\$ 2,040.00	\$ 40.00	
Instructional Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
Med & Surgical Supplies	\$ 22,628.46	\$ 14,714.62	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Office Supplies	\$ 1,700.00	\$ 774.95	\$ 500.00	\$ 510.00	\$ 10.00	
Other Expenses	\$ 5,069.69	\$ 915.87	\$ 1,000.00	\$ 1,020.00	\$ 20.00	
Professional Development	\$ 1,480.95	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 246,178.90	\$ 309,402.88	\$ 322,263.62	\$ 367,876.09	\$ 45,612.47	14%
Administrative	\$ 120,601.48	\$ 123,909.72	\$ 127,618.03	\$ 132,748.95	\$ 5,130.92	
Nurses	\$ 119,264.65	\$ 175,945.97	\$ 185,645.59	\$ 225,957.14	\$ 40,311.55	
Salaries-Full Time	\$ -	\$ -	\$ -	\$ -	\$ -	
Stipends	\$ 315.00	\$ 540.00	\$ 1,000.00	\$ 1,010.00	\$ 10.00	
Substitutes Nurse	\$ 5,997.77	\$ 9,007.19	\$ 8,000.00	\$ 8,160.00	\$ 160.00	

Student Support Services & Health

FY26 Highlight

Salem Public Schools is on track to meet or exceed our strategic goal of reducing chronic absenteeism to 18% or lower.

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Student & Family Supports	\$ 1,551,407.99	\$ 1,402,060.08	\$ 1,828,014.26	\$ 1,811,340.94	\$ (16,673.32)	-1%
Expense	\$ 1,004,530.30	\$ 936,969.24	\$ 1,326,804.00	\$ 1,396,910.00	\$ 70,106.00	5%
Contract Services	\$ 127,287.09	\$ 156,740.22	\$ 160,804.00	\$ 195,210.00	\$ 34,406.00	
Dare/Juvenile	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Training/Pd	\$ 28,321.31	\$ 8,861.90	\$ -	\$ 1,200.00	\$ 1,200.00	
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	
Homeless Transportation	\$ 844,668.16	\$ 757,697.93	\$ 1,165,000.00	\$ 1,200,000.00	\$ 35,000.00	
Instructional Supplies	\$ 1,296.00	\$ 12,895.52	\$ -	\$ -	\$ -	
Office Supplies	\$ 2,000.00	\$ 773.67	\$ 1,000.00	\$ 500.00	\$ (500.00)	
Text/Instructional Materials	\$ 957.74	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 546,877.69	\$ 465,090.84	\$ 501,210.26	\$ 414,430.94	\$ (86,779.32)	-17%
Administrative	\$ 370,420.44	\$ 361,420.16	\$ 395,478.91	\$ 277,571.81	\$ (117,907.10)	
Clerical	\$ 2,394.90	\$ -	\$ -	\$ -	\$ -	
Dist Wide Teaching	\$ 91,226.58	\$ -	\$ -	\$ -	\$ -	
Family Engagement Facilitator	\$ 2,391.70	\$ -	\$ -	\$ -	\$ -	
Non-Inst Supervisor	\$ 4,179.54	\$ -	\$ -	\$ -	\$ -	
Salaries-Full Time	\$ 63,142.80	\$ -	\$ -	\$ -	\$ -	
Stipends	\$ 10,554.47	\$ 12,000.00	\$ 7,000.00	\$ 31,920.00	\$ 24,920.00	
Translation Services	\$ 2,567.26	\$ 91,670.68	\$ 98,731.35	\$ 104,939.13	\$ 6,207.78	
OST	\$ 286,474.63	\$ 254,112.13	\$ 294,322.91	\$ 357,337.00	\$ 63,014.09	21%
Expense	\$ 207,243.48	\$ 178,085.88	\$ 194,500.00	\$ 198,342.06	\$ 3,842.06	2%
Contracted Services	\$ 165,654.02	\$ 144,753.92	\$ 150,000.00	\$ 146,419.98	\$ (3,580.02)	
General Supplies	\$ 4,482.46	\$ 4,037.98	\$ 4,500.00	\$ 2,550.00	\$ (1,950.00)	
Pupil Transportation	\$ 37,107.00	\$ 29,293.98	\$ 40,000.00	\$ 49,372.08	\$ 9,372.08	
Personnel	\$ 79,231.15	\$ 76,026.25	\$ 99,822.91	\$ 158,994.94	\$ 59,172.03	59%
Administrative	\$ 79,231.15	\$ 76,026.25	\$ 99,822.91	\$ 117,794.94	\$ 17,972.03	
Fringe/Stipends	\$ -	\$ -	\$ -	\$ 41,200.00	\$ 41,200.00	
Grand Total	\$ 2,720,989.21	\$ 2,581,576.49	\$ 3,108,519.13	\$ 3,442,609.92	\$ 334,090.79	11%

Student Support Services & Health

FY26 Highlight

Expanding the learning day: Salem Public Schools served 950+ students through comprehensive Out-of-School Time programming during the 2025-26 school year.

Budget Notes:

DEIE is included within this cost center, although we also show the DEIE budget as a stand alone budget.

Pivot tables includes DEIE, Health Services, Student & Family Supports and OST.

Non Personnel

- Student & Family Supports increase in *Contracted Services* due to known increases
- Homeless Transportation costs are increasing by 3%
- OST reallocating funds from *Contracted Services* and *General Supplies* to *Pupil Transportation*

Personnel

- Health Services increase in *Distirct-wide Nurses* due to adding a percentage of Case Coordinator to the general fund - historically covered by a grant
- Student & Family Supports reduction of 1 FTE - Director of Student Supports, 6-12
- Student & Family Supports increase of *Stipends* for Safety Care
- OST high percentage of the *Administrative* fund line was covered by grants last year.
- OST added Stipend line to fund vacation academies







BATES ELEMENTARY

BELIEVE. BE YOU. BELONG.

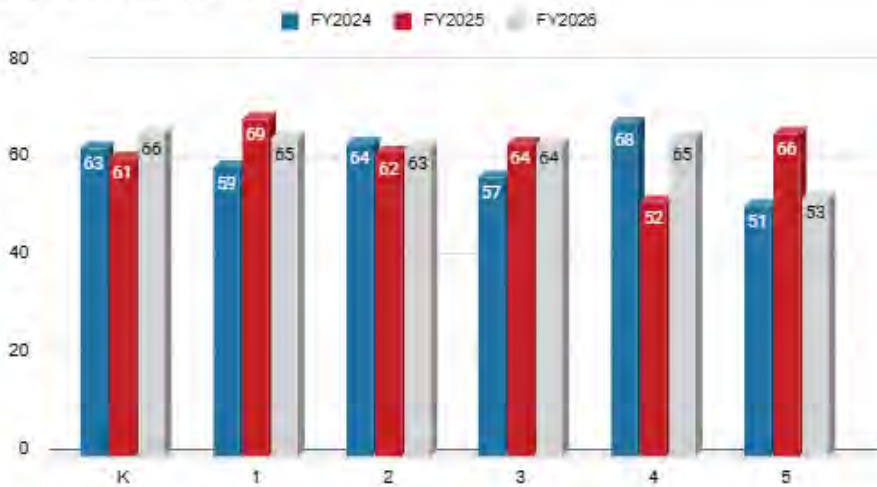
Principal:
Susan Faria-Smith
Assistant Principal:
Craig Macarelli

Grades PreK-5
spsbates.salemk12.org

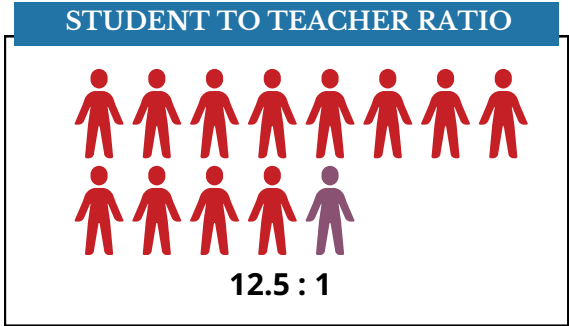
FY26 Highlight

Bates School remains dedicated to the 'whole child' through daily SEL-focused morning meetings that develop invested, empathetic, and proactive problem-solvers.

ENROLLMENT BY GRADE



Total FY26 Enrollment: 415



Bates Elementary

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 40,969.83	\$ 26,840.59	\$ 31,500.00	\$ 53,390.00	\$ 21,890.00	69%
Books-Library	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	
Contracted Services	\$ 13,469.83	\$ 3,656.49	\$ 8,000.00	\$ 20,200.00	\$ 12,200.00	
Dues And Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Training	\$ 500.00	\$ 1,500.00	\$ 2,000.00	\$ -	\$ (2,000.00)	
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Supplies	\$ 18,500.00	\$ 14,997.99	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Office Supplies	\$ 4,000.00	\$ 2,495.81	\$ 2,500.00	\$ 8,810.00	\$ 6,310.00	
School Leadership Expense	\$ 4,000.00	\$ 370.29	\$ 4,000.00	\$ 4,080.00	\$ 80.00	
Staff/Student Devices	\$ -	\$ -	\$ -	\$ -	\$ -	
Technology Equipment	\$ 500.00	\$ 3,820.01	\$ -	\$ -	\$ -	
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 3,443,418.19	\$ 3,843,946.33	\$ 4,002,428.93	\$ 4,322,895.28	\$ 320,466.35	8%
Adjustment Counselor	\$ 161,760.16	\$ 175,772.82	\$ 195,197.88	\$ 210,086.73	\$ 14,888.85	
Administrative	\$ 225,856.78	\$ 239,177.85	\$ 248,840.16	\$ 263,000.74	\$ 14,160.58	
Behavior Specialists	\$ 35,559.03	\$ 43,616.60	\$ 106,556.14	\$ 100,049.00	\$ (6,507.14)	
Building Sub	\$ -	\$ 24,706.27	\$ 28,252.65	\$ 37,140.38	\$ 8,887.73	
Clerical	\$ 45,602.16	\$ 55,501.90	\$ 57,135.00	\$ 60,734.21	\$ 3,599.21	
Dist Wide Teaching	\$ 302,514.10	\$ 348,211.13	\$ 328,668.45	\$ 315,243.49	\$ (13,424.96)	
ELEMENTARY	\$ 2,132,751.38	\$ 2,278,066.29	\$ 2,378,212.51	\$ 2,609,126.23	\$ 230,913.72	
Family Engagement Facilitator	\$ 55,717.70	\$ 60,297.60	\$ 71,461.50	\$ -	\$ (71,461.50)	
Fringe/Stipends	\$ 18,005.78	\$ 19,999.85	\$ 20,050.00	\$ 20,451.00	\$ 401.00	
Library & Digital Learning Specialist	\$ -	\$ 62,718.52	\$ 77,285.15	\$ 86,249.31	\$ 8,964.16	
Nurses	\$ 88,069.44	\$ 81,131.08	\$ 95,131.35	\$ 104,739.13	\$ 9,607.78	
Paraprofessionals	\$ 247,328.21	\$ 277,351.36	\$ 238,374.35	\$ 335,444.24	\$ 97,069.89	
Psychologist	\$ 130,253.45	\$ 143,978.24	\$ 157,263.79	\$ 180,630.82	\$ 23,367.03	
Tutors	\$ -	\$ 33,416.82	\$ -	\$ -	\$ -	
Grand Total	\$ 3,484,388.02	\$ 3,870,786.92	\$ 4,033,928.93	\$ 4,376,285.28	\$ 342,356.35	8%

Budget Notes:

Non Personnel

- FY27's budget pilots an equitable funding formula for elementary schools' non personnel expenses which considers enrollment & student demographics. Bates non personnel budget increases by 69%
- Added a *Library* fund line

Personnel Addition

- Behavior Specialist fund line was budgeted at a higher rate in FY26
- Speech Language Assistant out of *Dist Wide Teaching* has transitioned to be a vendor being funded from *Special Education Contracted Services*
- Family Engagement Facilitator funding has been moved to *DEIE Cost Center*
- Paraprofessionals - moving 1 FTE Para from IDEA to the general fund and 1 FTE Pre K paraprofessional added
- Reallocating 1 FTE Teacher from Bentley to Bates, in order to maintain class sizes



BENTLEY ACADEMY INNOVATION SCHOOL

Principal:
Elizabeth Rogers
Assistant Principal:
Yamilis Cruz

Grades PreK-5
spsbentley.salemk12.org

FY26 Highlight

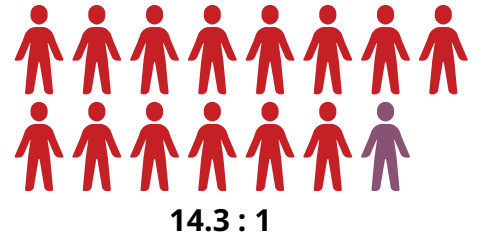
Fully implemented Dual Language in 5th grade making the school a “wall to wall” Dual Language school.

ENROLLMENT BY GRADE



Total FY25 Enrollment: 277

STUDENT TO TEACHER RATIO



Bentley Academy

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 73,511.03	\$ 56,342.13	\$ 73,130.00	\$ 70,880.00	\$ (2,250.00)	-3%
Books-Library	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	
Contracted Services	\$ 34,897.38	\$ 20,358.87	\$ 36,130.00	\$ 22,750.00	\$ (13,380.00)	
Educational Training	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Supplies	\$ 36,684.83	\$ 34,247.43	\$ 35,000.00	\$ 40,130.00	\$ 5,130.00	
Office Supplies	\$ 1,928.82	\$ 1,735.83	\$ 2,000.00	\$ 3,000.00	\$ 1,000.00	
School Leadership	\$ -	\$ -	\$ -	\$ -	\$ -	
Staff/Student Devices	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 3,384,404.41	\$ 3,422,452.68	\$ 3,370,876.72	\$ 3,510,062.06	\$ 139,185.34	4%
Adjustment Counselor	\$ 192,526.27	\$ 209,301.56	\$ 218,074.92	\$ 221,755.07	\$ 3,680.15	
Administrative	\$ 304,926.70	\$ 344,608.40	\$ 305,043.55	\$ 319,642.27	\$ 14,598.72	
Behavior Specialists	\$ -	\$ 39,905.62	\$ 52,154.88	\$ 48,486.57	\$ (3,668.31)	
Clerical	\$ 57,193.27	\$ 60,807.15	\$ 62,458.40	\$ 64,436.73	\$ 1,978.33	
Dist Wide Teaching	\$ 141,070.66	\$ 159,228.21	\$ 112,819.14	\$ 136,676.08	\$ 23,856.94	
ELEMENTARY	\$ 2,199,879.33	\$ 2,111,554.58	\$ 2,114,146.74	\$ 2,184,072.00	\$ 69,925.26	
Family Engagement Facilitator	\$ 43,242.47	\$ 60,611.57	\$ 63,531.00	\$ -	\$ (63,531.00)	
Fringe/Stipends	\$ 20,339.20	\$ 17,045.15	\$ 9,000.00	\$ 14,280.00	\$ 5,280.00	
Library & Digital Learning Specialist				\$ 79,851.23	\$ 79,851.23	
Nurses	\$ 91,565.92	\$ 100,364.80	\$ 100,745.47	\$ 104,839.13	\$ 4,093.66	
Paraprofessionals	\$ 288,575.91	\$ 198,638.78	\$ 177,660.00	\$ 196,503.60	\$ 18,843.60	
Psychologist	\$ 45,084.68	\$ 49,115.93	\$ 51,857.80	\$ 21,080.44	\$ (30,777.36)	
Substitute Teachers	\$ -	\$ 1,960.00	\$ 29,000.00	\$ 35,290.38	\$ 6,290.38	
Tutors	\$ -	\$ 69,310.93	\$ 74,384.82	\$ 83,148.56	\$ 8,763.74	
Grand Total	\$ 3,457,915.44	\$ 3,478,794.81	\$ 3,444,006.72	\$ 3,580,942.06	\$ 136,935.34	4%

Budget Notes

Non Personnel

- Added a *Library* fund line
- Reallocated \$5,130 from *Contracted Services* to *Instructional Supplies*
- Reallocated \$5,000 from *Contracted Services* to *Stipends*

Personnel

- Family Engagement Facilitator funding has been moved to *DEIE Cost Center*
- Library & Digital Learning Specialist teacher role was budgeted under Elementary line in FY26
- Reallocation of Psychologist FTE (from .5 to .2) due to student needs



COLLINS MIDDLE SCHOOL

Principal:
Gavin Softic
Assistant Principals:
Eliza Casella
Terrell Greene
Kylie Felix

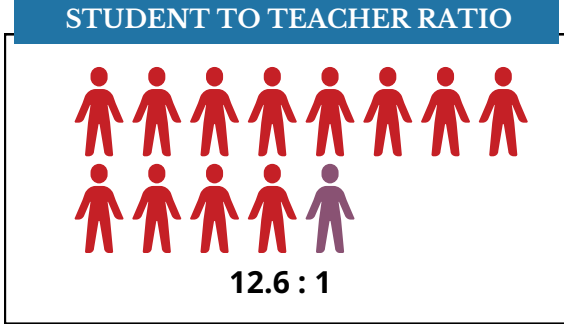
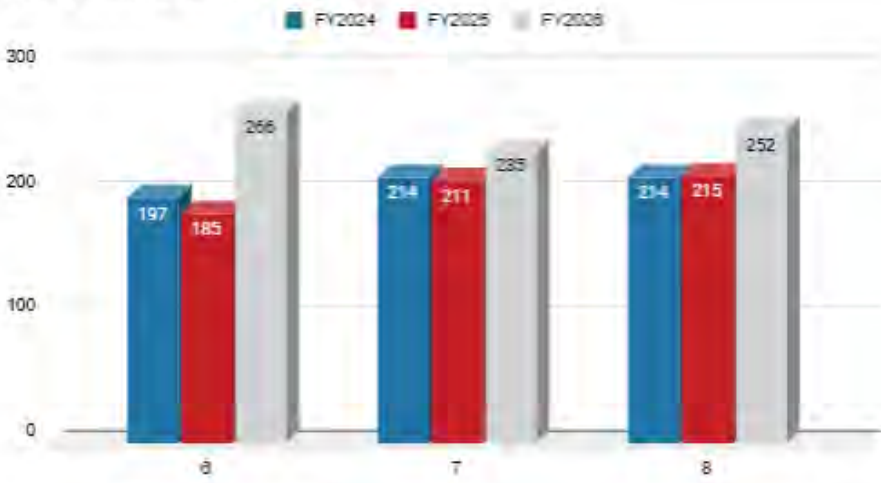
FY26 Highlight

Planning to launch the Collins Middle School Dual Language Program to foster bilingualism, biliteracy, and cross-cultural competency.

Grades 6-8
spscollins.salemk12.org

Total FY26 Enrollment: 753

ENROLLMENT BY GRADE



Collins Middle School

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 162,365.29	\$ 62,858.73	\$ 115,600.00	\$ 117,912.00	\$ 2,312.00	2%
Books-Library	\$ 8,298.72	\$ 5,335.65	\$ 8,300.00	\$ 8,466.00	\$ 166.00	
Contracted Services	\$ 104,253.22	\$ 14,069.45	\$ 20,000.00	\$ 20,400.00	\$ 400.00	
Dues And Sub	\$ 882.00	\$ 385.00	\$ 2,500.00	\$ 2,550.00	\$ 50.00	
Educational Training	\$ -	\$ -	\$ -	\$ -	\$ -	
Equipment	\$ 8,147.79	\$ 10,000.00	\$ 19,800.00	\$ 20,196.00	\$ 396.00	
Instructional Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Software	\$ 5,000.00	\$ 5,000.00	\$ 7,500.00	\$ 7,650.00	\$ 150.00	
Instructional Supplies	\$ 20,269.00	\$ 14,090.07	\$ 40,000.00	\$ 40,800.00	\$ 800.00	
Misc Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	
Office Supplies	\$ 15,514.56	\$ 13,978.56	\$ 17,500.00	\$ 17,850.00	\$ 350.00	
Printing And Binding	\$ -	\$ -	\$ -	\$ -	\$ -	
School Leadership Expense	\$ -	\$ -	\$ -	\$ -	\$ -	
Staff/Student Devices	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 7,007,110.64	\$ 7,278,904.93	\$ 8,132,521.71	\$ 9,439,299.78	\$ 1,306,778.07	16%
Adjustment Counselor	\$ 416,685.46	\$ 448,201.33	\$ 500,961.76	\$ 538,039.31	\$ 37,077.55	
Administrative	\$ 566,205.99	\$ 542,840.64	\$ 584,066.43	\$ 730,863.38	\$ 146,796.95	
Behavior Specialists	\$ 83,658.93	\$ 210,788.61	\$ 236,310.21	\$ 373,081.58	\$ 136,771.37	
Clerical	\$ 50,579.91	\$ 56,763.08	\$ 58,539.00	\$ 62,655.03	\$ 4,116.03	
Co-Curric/Athletic Stipends	\$ 14,750.00	\$ 11,497.50	\$ 21,411.00	\$ 21,625.11	\$ 214.11	
Dist Wide Teaching	\$ 299,084.41	\$ 207,860.16	\$ 308,698.38	\$ 300,120.28	\$ (8,578.10)	
Family Engagement Facilitator	\$ 56,900.65	\$ 51,656.22	\$ 53,268.30	\$ -	\$ (53,268.30)	
Fringe/Stipends	\$ 30,409.62	\$ 44,279.21	\$ 40,000.00	\$ 40,800.00	\$ 800.00	
Middle School	\$ 4,636,788.28	\$ 4,782,476.90	\$ 5,377,453.52	\$ 5,998,494.52	\$ 621,041.00	
Nurses	\$ 132,845.77	\$ 156,537.07	\$ 175,487.61	\$ 191,079.71	\$ 15,592.10	
Paraprofessionals	\$ 485,632.31	\$ 495,210.45	\$ 542,054.05	\$ 902,676.94	\$ 360,622.89	
Psychologist	\$ 212,126.94	\$ 147,254.15	\$ 98,631.35	\$ 207,171.40	\$ 108,540.05	
Salaries-Full Time	\$ -	\$ 28,810.38	\$ 37,553.95	\$ -	\$ (37,553.95)	
Substitute Teachers	\$ -	\$ 57,484.71	\$ 57,938.90	\$ 72,692.52	\$ 14,753.62	
Tutors	\$ 21,442.37	\$ 37,244.52	\$ 40,147.25	\$ -	\$ (40,147.25)	
Grand Total	\$ 7,169,475.93	\$ 7,341,763.66	\$ 8,248,121.71	\$ 9,557,211.78	\$ 1,309,090.07	16%

Budget Notes

Personnel

- Dean of Students and School Culture position under *Salaries-Full Time* converted to Assistant Principal under line *Administrative*
- Hawthorne Tutor under *Tutors* and Restorative Justice Specialist under *Middle School* converted to 2 Student Success Advisors under *Behavior Specialists* line
- Psychologist budgeted under *Dist Wide Teaching* was reallocated to *Psychologist* line and had an increase in FTE percent
- Reallocation increased Psychologist by .3 FTE
- Family Engagement Facilitator funding has been moved to *DEIE Cost Center*
- FTEs accurately reflected from the Collins/Saltonstall Middle School move
- Converting a district Special Education Teacher to a Behavior Specialist at Witchcraft Heights



SALEM EARLY CHILDHOOD CENTER

Principal:
Leanne Smith

Preschool-PreK
spsecc.salemk12.org

FY26 Highlight

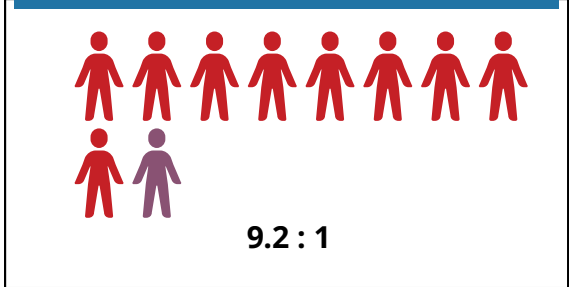
The ECC provides a model of integrated, developmentally appropriate instruction designed to meet the diverse needs of our youngest learners.

Total FY26 Enrollment: 107

ENROLLMENT BY GRADE



STUDENT TO TEACHER RATIO



Early Childhood Center

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 14,723.94	\$ 14,821.49	\$ 40,807.00	\$ 41,623.14	\$ 816.14	2%
Contracted Services	\$ 165.00	\$ 113.00	\$ 26,036.00	\$ 24,516.72	\$ (1,519.28)	
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Supplies	\$ 9,846.09	\$ 9,987.14	\$ 10,000.00	\$ 12,240.00	\$ 2,240.00	
Office Supplies	\$ 3,262.86	\$ 3,239.30	\$ 3,271.00	\$ 3,336.42	\$ 65.42	
Other Expenses	\$ 1,449.99	\$ 1,482.05	\$ 1,500.00	\$ 1,530.00	\$ 30.00	
Printing And Binding	\$ -	\$ -	\$ -	\$ -	\$ -	
School Leadership Expense	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 2,151,267.85	\$ 2,403,446.68	\$ 2,625,055.04	\$ 3,128,887.58	\$ 503,832.54	19%
Administrative	\$ 187,043.07	\$ 192,420.06	\$ 173,903.73	\$ 207,779.63	\$ 33,875.90	
Behavior Specialists	\$ -	\$ 26,425.28	\$ 42,086.85	\$ 53,235.52	\$ 11,148.67	
Clerical	\$ 54,774.07	\$ 61,119.02	\$ 62,207.50	\$ 64,536.73	\$ 2,329.23	
Dist Wide Teaching	\$ 303,723.92	\$ 306,043.65	\$ 321,975.25	\$ 371,987.66	\$ 50,012.41	
Early Childhood Teaching	\$ 808,394.57	\$ 930,120.80	\$ 986,084.62	\$ 1,053,245.62	\$ 67,161.00	
Family Engagement Facilitator	\$ -	\$ -	\$ -	\$ -	\$ -	
Fringe/Stipends	\$ 8,794.86	\$ 8,326.56	\$ 9,000.00	\$ 9,180.00	\$ 180.00	
Nurses	\$ 191,880.56	\$ 112,052.85	\$ 98,731.35	\$ 104,839.13	\$ 6,107.78	
Paraprofessionals	\$ 459,965.90	\$ 626,152.32	\$ 771,978.23	\$ 1,064,028.65	\$ 292,050.42	
Psychologist	\$ 136,690.90	\$ 140,786.14	\$ 159,087.51	\$ 200,054.64	\$ 40,967.13	
Grand Total	\$ 2,165,991.79	\$ 2,418,268.17	\$ 2,665,862.04	\$ 3,170,510.72	\$ 504,648.68	19%

Budget Notes:

Non-Personnel:

- Reallocating \$2,000 from *Contracted Services* to *Instructional Supplies*

Personnel:

- Reduction in Grant allocation for *Administrative* fund line, which increases General Fund allocation for admin salaries
- Added .2 of Speech and Language Therapist under *Dist Wide Teaching*
- Added 2 Paraprofessionals in FY26
- Reallocation increased Psychologist FTE (from .5 to .8)



HORACE MANN LABORATORY SCHOOL

Principal:
Jill Tully
Assistant Principal:
Meghann McCarthy

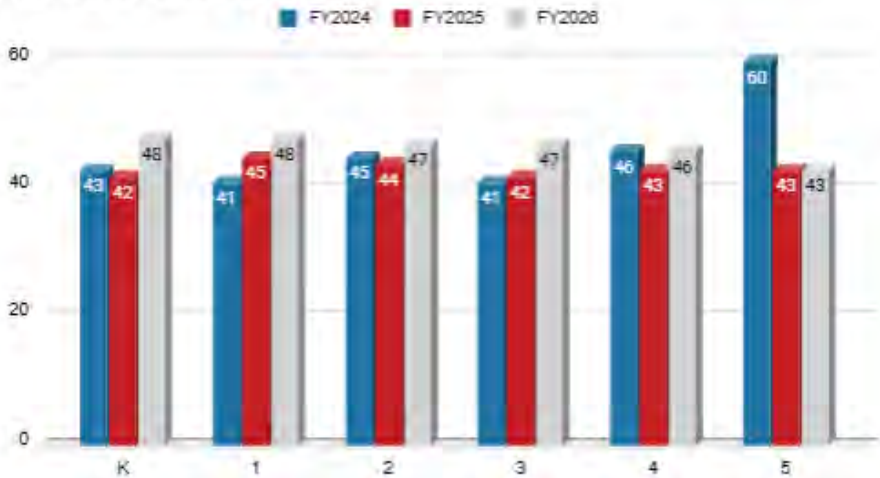
Grades PreK-5
spshmann.salemk12.org

FY26 Highlight

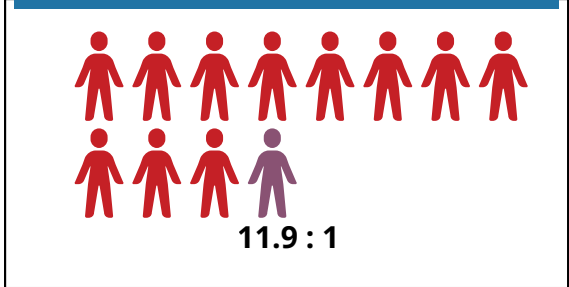
School leadership and the growing coaching team has quickly established a strong partnership that collaboratively supports teachers. Together the leadership embodies and advances the HMLS mindset & values.

Total FY26 Enrollment: 320

ENROLLMENT BY GRADE



STUDENT TO TEACHER RATIO



Horace Mann

FY27 Budget

				FY2026	FY2027		%				
				ADOPTED	RECOMMENDED	\$ Change	Change				
⊖ Expense	\$	34,390.23	\$	22,801.94	\$	34,130.00	\$	44,005.00	\$	9,875.00	29%
Books-Library	\$	-	\$	-	\$	-	\$	5,000.00	\$	5,000.00	
Contracted Services	\$	13,051.60	\$	13,524.62	\$	19,000.00	\$	16,280.00	\$	(2,720.00)	
Dues And Memberships	\$	-	\$	-	\$	-	\$	-	\$	-	
Educational Training	\$	3,000.00	\$	-	\$	-	\$	-	\$	-	
Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	
Instructional Software	\$	-	\$	-	\$	-	\$	-	\$	-	
Instructional Supplies	\$	14,820.78	\$	6,274.26	\$	10,000.00	\$	15,300.00	\$	5,300.00	
Office Supplies	\$	3,517.85	\$	3,003.06	\$	5,130.00	\$	7,425.00	\$	2,295.00	
School Leadership Expense	\$	-	\$	-	\$	-	\$	-	\$	-	
Staff/Student Devices	\$	-	\$	-	\$	-	\$	-	\$	-	
Technology Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	
Textbooks	\$	-	\$	-	\$	-	\$	-	\$	-	
⊖ Personnel	\$	2,987,717.51	\$	3,287,268.25	\$	3,489,532.13	\$	4,131,115.12	\$	641,582.99	18%
Adjustment Counselor	\$	154,543.25	\$	169,436.96	\$	188,635.60	\$	185,564.06	\$	(3,071.54)	
Administrative	\$	156,581.84	\$	170,538.90	\$	171,868.66	\$	207,520.95	\$	35,652.29	
Behavior Specialists	\$	44,766.90	\$	45,306.10	\$	52,154.88	\$	53,890.73	\$	1,735.85	
Clerical	\$	49,672.10	\$	53,963.21	\$	55,176.50	\$	64,436.73	\$	9,260.23	
Dist Wide Teaching	\$	288,604.29	\$	320,002.09	\$	296,717.42	\$	412,336.37	\$	115,618.95	
ELEMENTARY	\$	1,772,635.84	\$	1,826,080.52	\$	1,951,939.98	\$	2,236,565.13	\$	284,625.15	
Family Engagement Facilitator	\$	48,348.14	\$	29,171.97	\$	-	\$	-	\$	-	
Fringe/Stipends	\$	34,596.79	\$	46,471.48	\$	43,500.00	\$	44,370.00	\$	870.00	
Library and Digital Learning Specialist	\$	-	\$	42,798.00	\$	98,515.59	\$	74,214.08	\$	(24,301.51)	
Nurses	\$	68,418.04	\$	76,096.09	\$	91,264.11	\$	101,902.61	\$	10,638.50	
Paraprofessionals	\$	326,525.14	\$	459,811.50	\$	461,511.95	\$	661,985.20	\$	200,473.25	
Psychologist	\$	43,025.18	\$	47,591.43	\$	48,737.44	\$	53,038.88	\$	4,301.44	
Substitute Teachers	\$	-	\$	-	\$	29,510.00	\$	35,290.38	\$	5,780.38	
Tutors	\$	-	\$	-	\$	-	\$	-	\$	-	
Grand Total	\$	3,022,107.74	\$	3,310,070.19	\$	3,523,662.13	\$	4,175,120.12	\$	651,457.99	18%

Horace Mann

Budget Notes:

Non Personnel

- FY27's budget pilots an equitable funding formula for elementary schools' non personnel expenses which considers enrollment & student demographics.
- Horace Mann's non personnel budget increases by 29%
- Added a *Library* fund line

Personnel

- *Adjustment Counselor* fund line had changes in salary
- Reduction in Grant allocation for *Administrative* fund line, which increases General Fund allocation for admin salaries
- Coach position under *Dist Wide Teaching* was underbudgeted in FY26 & Occupational Therapist shifted from Special Ed district wide to Horace Mann cost center
- Added Kindergarten Teacher under *Elementary* fund line
- Library and Digital Learning Specialist had changes in salary
- Added 2 1:1 Paraprofessionals and Kindergarten Para



NEW LIBERTY INNOVATION SCHOOL

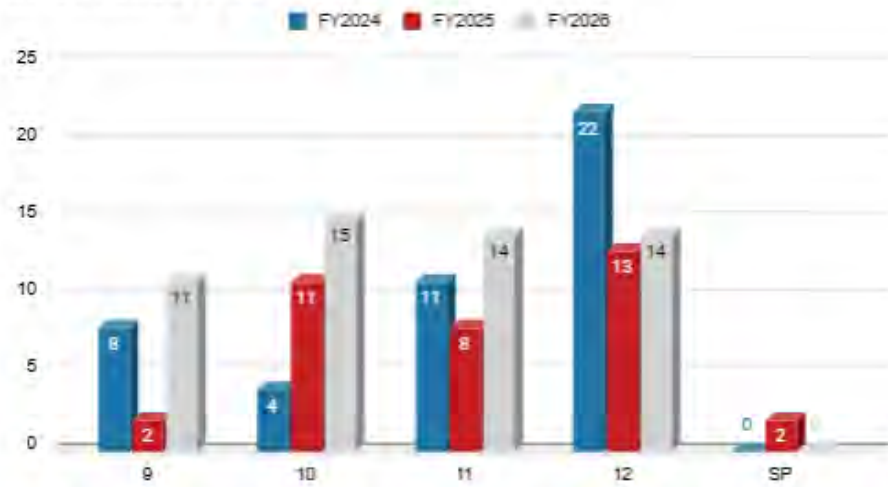
Principal:
Jamaal Camah

Grades 9-12
nlis.salemk12.org

FY26 Highlight

Living our mission of real-world learning by cultivating strategic community partnerships that bridge the gap between the classroom and the professional world, providing students with authentic, hands-on experiences.

ENROLLMENT BY GRADE



Total FY26 Enrollment: 54

STUDENT TO TEACHER RATIO



8.1 : 1



New Liberty

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 293,944.33	\$ 276,239.32	\$ 276,840.00	\$ 69,972.00	\$ (206,868.00)	-75%
Contracted Services	\$ 46,921.79	\$ 43,597.24	\$ 56,000.00	\$ 57,120.00	\$ 1,120.00	
Instructional Supplies	\$ 2,921.82	\$ 7,417.71	\$ 8,000.00	\$ 8,160.00	\$ 160.00	
Office Supplies	\$ 3,747.42	\$ 3,746.13	\$ 4,000.00	\$ 4,080.00	\$ 80.00	
Photocopy Machine Lease	\$ -	\$ -	\$ -	\$ -	\$ -	
Printing And Binding	\$ 499.88	\$ 500.00	\$ 600.00	\$ 612.00	\$ 12.00	
Rental & Lease	\$ 239,853.42	\$ 220,978.24	\$ 208,240.00	\$ -	\$ (208,240.00)	
Personnel	\$ 1,003,721.16	\$ 1,101,129.76	\$ 1,190,781.86	\$ 1,166,900.30	\$ (23,881.56)	-2%
Adjustment Counselor	\$ 88,169.44	\$ 94,051.00	\$ 102,215.59	\$ 108,002.18	\$ 5,786.59	
Administrative	\$ 144,118.42	\$ 149,118.59	\$ 153,993.40	\$ 144,200.00	\$ (9,793.40)	
Clerical	\$ 158,124.83	\$ 171,058.74	\$ 186,526.88	\$ 183,435.30	\$ (3,091.58)	
Dist Wide Teaching	\$ -	\$ -	\$ 16,911.00	\$ -	\$ (16,911.00)	
ELEMENTARY	\$ -	\$ 8,413.50	\$ 10,000.00	\$ -	\$ (10,000.00)	
Fringe/Stipends	\$ 18,905.00	\$ 25,014.05	\$ 18,500.00	\$ 28,870.00	\$ 10,370.00	
Nurses	\$ 41,743.22	\$ 33,038.39	\$ 45,997.80	\$ 52,419.57	\$ 6,421.77	
Paraprofessionals	\$ 25,966.97	\$ 27,661.46	\$ 30,617.32	\$ 40,069.89	\$ 9,452.57	
Psychologist	\$ 15,637.46	\$ 18,179.27	\$ 20,133.12	\$ -	\$ (20,133.12)	
Special Education Teacher	\$ -	\$ -	\$ 93,529.71	\$ 62,405.70	\$ (31,124.01)	
Teaching	\$ 511,055.82	\$ 574,594.76	\$ 512,357.04	\$ 547,497.66	\$ 35,140.62	
Grand Total	\$ 1,297,665.49	\$ 1,377,369.08	\$ 1,467,621.86	\$ 1,236,872.30	\$ (230,749.56)	-16%

Budget Notes:

Non Personnel

- Due to the elementary merger, NLIS will move to the Carlton building & *Rental & Lease* line will be a cut

Personnel

- Special Education Team Chair shifted to Special district wide under *Administrative* fund line
- Clerk position slightly over budgeted in FY26
- Vacant .2 Speech and Language position reallocated to Collins due to caseload
- .5 ML teacher was labeled as an *Elementary Teaching* role, has been shifted to *Stipends* fund line
- Psychologist reallocated to Special district wide under *Psychologist* line
- Special Education Teacher had changes in salary



Salem High School

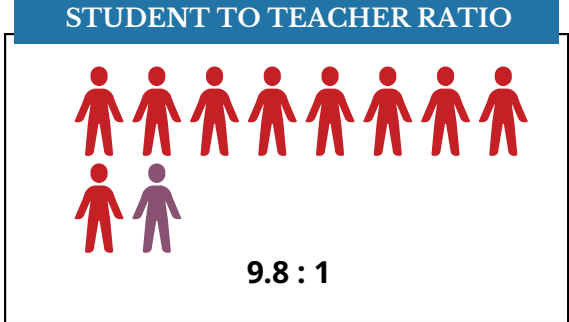
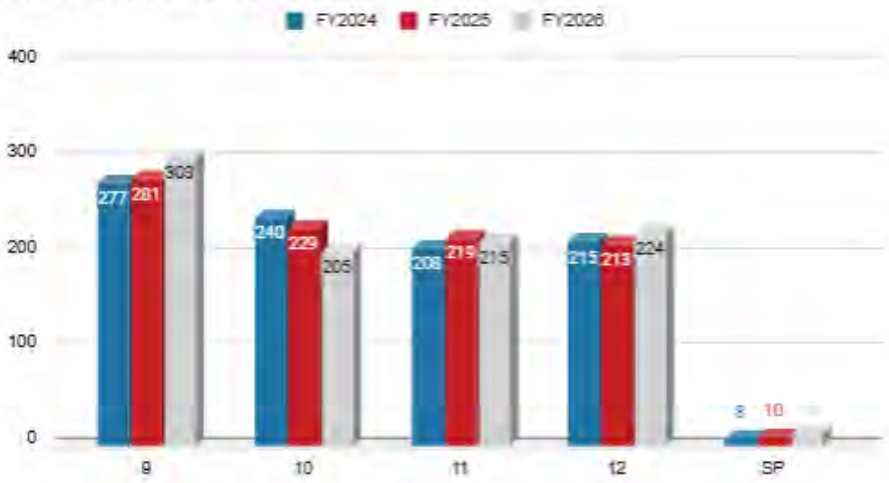
Principal:
Glenn Burns
Assistant Principals:
Lynne Mullen
Shamus Mruk
Andrew Bub

FY26 Highlight
Expanding access to rigorous academics, with over 90% of 11th and 12th-grade students now enrolled in advanced coursework.

Grades 9-12
spssalemhs.salemk12.org

Total FY26 Enrollment: 960

ENROLLMENT BY GRADE



Salem High School

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 833,752.37	\$ 905,400.98	\$ 972,325.00	\$ 1,076,291.50	\$ 103,966.50	11%
Athletic Equipment	\$ 79,940.25	\$ 108,661.30	\$ 110,000.00	\$ 112,200.00	\$ 2,200.00	
Books-Library	\$ 16,840.49	\$ 15,145.25	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Contracted Services	\$ 286,310.50	\$ 258,520.95	\$ 291,000.00	\$ 351,820.00	\$ 60,820.00	
Dues And Sub	\$ 24,284.49	\$ 19,276.27	\$ 25,000.00	\$ 25,500.00	\$ 500.00	
Educational Training	\$ 6,800.00	\$ 2,419.00	\$ 4,000.00	\$ 4,080.00	\$ 80.00	
Equipment	\$ 4,163.85	\$ 10,559.99	\$ 7,000.00	\$ 7,140.00	\$ 140.00	
Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Software	\$ 59,830.10	\$ 74,314.81	\$ 75,000.00	\$ 76,500.00	\$ 1,500.00	
Instructional Supplies	\$ 147,923.47	\$ 140,320.03	\$ 147,500.00	\$ 150,450.00	\$ 2,950.00	
Instructional/Educational Test	\$ 31,610.04	\$ 27,581.04	\$ 40,000.00	\$ 60,800.00	\$ 20,800.00	
Insurance-Athletic	\$ 11,558.00	\$ 11,558.00	\$ 12,600.00	\$ 12,852.00	\$ 252.00	
Office Supplies	\$ 19,191.47	\$ 20,028.96	\$ 20,225.00	\$ 20,629.50	\$ 404.50	
Other Expenses	\$ 17,310.77	\$ 29,849.00	\$ 30,000.00	\$ 32,600.00	\$ 2,600.00	
Printing And Binding	\$ 395.00	\$ 2,494.10	\$ 4,000.00	\$ 4,080.00	\$ 80.00	
Rental & Lease	\$ 16,499.00	\$ 27,025.00	\$ 20,000.00	\$ 20,400.00	\$ 400.00	
School Leadership	\$ 13,238.07	\$ 9,818.98	\$ 7,000.00	\$ 7,140.00	\$ 140.00	
Security	\$ 10,925.75	\$ 8,988.66	\$ 9,000.00	\$ 15,000.00	\$ 6,000.00	
Staff/Student Devices	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	
Transportation	\$ 44,937.78	\$ 90,837.94	\$ 115,000.00	\$ 119,000.00	\$ 4,000.00	
Tuition	\$ 41,993.34	\$ 48,001.70	\$ 40,000.00	\$ 40,800.00	\$ 800.00	
Personnel	\$ 12,634,702.01	\$ 13,198,541.11	\$ 13,519,630.47	\$ 14,474,044.41	\$ 954,413.94	7%
Adjustment Counselor	\$ 333,930.72	\$ 356,577.23	\$ 302,667.13	\$ 417,379.62	\$ 114,712.49	
Administrative	\$ 1,084,581.36	\$ 1,098,831.02	\$ 1,163,129.22	\$ 1,186,157.79	\$ 23,028.57	
Behavior Specialists	\$ -	\$ -	\$ -	\$ 55,938.25	\$ 55,938.25	
Clerical	\$ 323,100.87	\$ 321,700.63	\$ 352,888.14	\$ 301,748.41	\$ (51,139.73)	
Co-Curric/Athletic	\$ 299,141.63	\$ 311,480.36	\$ 390,000.00	\$ 460,650.00	\$ 70,650.00	
Dist Wide Teaching	\$ 866,831.53	\$ 769,065.90	\$ 568,185.60	\$ 756,827.31	\$ 188,641.71	
Family Engagement Facilitator	\$ 52,784.62	\$ 59,770.53	\$ 70,861.50	\$ -	\$ (70,861.50)	
Fringe/Stipends	\$ 151,377.68	\$ 169,642.79	\$ 136,000.00	\$ 116,040.00	\$ (19,960.00)	
High School	\$ 6,491,613.43	\$ 7,014,029.43	\$ 7,020,902.88	\$ 7,343,999.21	\$ 323,096.33	
Nurses	\$ 163,860.69	\$ 177,180.20	\$ 194,326.58	\$ 209,678.26	\$ 15,351.68	
Overtime (General)	\$ -	\$ -	\$ -	\$ -	\$ -	
Paraprofessional	\$ 638,059.64	\$ 609,724.60	\$ 819,393.00	\$ 898,054.01	\$ 78,661.01	
Paraprofessionals	\$ 141,338.63	\$ 138,848.15	\$ 128,887.40	\$ 123,843.54	\$ (5,043.86)	
Psychologist	\$ 166,211.10	\$ 170,491.21	\$ 197,030.86	\$ 114,252.90	\$ (82,777.96)	
Sped High Schl-Psnl	\$ 1,341,897.75	\$ 1,436,192.88	\$ 1,603,754.26	\$ 1,815,405.75	\$ 211,651.49	
Substitute Teachers	\$ -	\$ 10,362.88	\$ 51,312.79	\$ 72,631.20	\$ 21,318.41	
Teaching	\$ 411,991.84	\$ 379,822.71	\$ 426,770.22	\$ 458,196.33	\$ 31,426.11	
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	
Tutors	\$ 167,980.52	\$ 174,820.59	\$ 93,520.89	\$ 143,241.83	\$ 49,720.94	
Grand Total	\$ 13,468,454.38	\$ 14,103,942.09	\$ 14,491,955.47	\$ 15,550,335.91	\$ 1,058,380.44	7%

Budget Notes:

Non-Personnel

- *Contracted Services* increase due to costs for athletics, including referees, video/film/recording, and athletic trainer
- *Instructional/Educational Test* increase reflecting full cost that was previously covered by a grant which has end
- *Security* increase due to known need increased usage

Personnel lines

- 2 teacher roles have been reduced
- Early College Coordinator role being reduced to .6 and shifted onto a grant
- 3 teachers being shifted onto grants
- Paraprofessional shifted to Behavioral Specialist in FY26
- FY26 Swap of 1 clerk for a 1 FTE teacher (Student Activities teacher) correctly budgeted
- Family Engagement Facilitator funding has been moved to DEIE Cost Center
- Reduction in Stipends line due to some of the Community Office work shifting to grant funded 9th period
- Paraprofessional position slightly over budgeted in FY26
- Adjustment Counselor cut from FY26 was budgeted *Psychologist* line and has been corrected

Athletics

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 366,101.23	\$ 462,284.43	\$ 502,325.00	\$ 576,891.50	\$ 74,566.50	15%
Athletic Equipment	\$ 79,940.25	\$ 108,661.30	\$ 110,000.00	\$ 112,200.00	\$ 2,200.00	
Contracted Services	\$ 164,790.52	\$ 168,740.90	\$ 185,000.00	\$ 243,700.00	\$ 58,700.00	
Dues And Sub	\$ 18,770.17	\$ 14,286.27	\$ 18,000.00	\$ 18,360.00	\$ 360.00	
Instructional Supplies	\$ 1,263.70	\$ 2,133.17	\$ 2,500.00	\$ 2,550.00	\$ 50.00	
Insurance-Athletic	\$ 11,558.00	\$ 11,558.00	\$ 12,600.00	\$ 12,852.00	\$ 252.00	
Office Supplies	\$ 105.29	\$ 204.19	\$ 225.00	\$ 229.50	\$ 4.50	
Other Expenses	\$ 17,310.77	\$ 29,849.00	\$ 30,000.00	\$ 32,600.00	\$ 2,600.00	
Rental & Lease	\$ 16,499.00	\$ 27,025.00	\$ 20,000.00	\$ 20,400.00	\$ 400.00	
Security	\$ 10,925.75	\$ 8,988.66	\$ 9,000.00	\$ 15,000.00	\$ 6,000.00	
Transportation	\$ 44,937.78	\$ 90,837.94	\$ 115,000.00	\$ 119,000.00	\$ 4,000.00	
Personnel	\$ 299,141.63	\$ 311,480.36	\$ 390,000.00	\$ 460,650.00	\$ 70,650.00	18%
Co-Curric/Athletic	\$ 299,141.63	\$ 311,480.36	\$ 390,000.00	\$ 460,650.00	\$ 70,650.00	
Overtime (General)	\$ -	\$ -	\$ -	\$ -	\$ -	
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total	\$ 665,242.86	\$ 773,764.79	\$ 892,325.00	\$ 1,037,541.50	\$ 145,216.50	16%

Budget Notes:

Non Personnel

- *Contracted Services* increase due to costs for referees, video/film/recording, and athletic trainer
- *Security* increase due to planned usage

Personnel

- Increase to *Co-Curric/Athletic* due to known increase of Athletic Coaches stipends



SALEM PREP HIGH SCHOOL

Principal:
Lisa O'Neill

Grades 8-12
spssalemhsprep.salemk12.org

FY26 Highlight

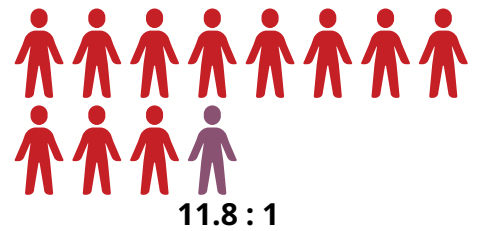
Commitment to Inclusive Excellence: We ensure students with intensive mental health needs have equitable access to high-quality education alongside their peers, fostering a sense of belonging and opportunity within their own community.

ENROLLMENT BY GRADE



Total FY26 Enrollment: 20

STUDENT TO TEACHER RATIO



Salem Prep

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 145,676.22	\$ 143,427.27	\$ 142,160.00	\$ 19,788.00	\$ (122,372.00)	-86%
Contracted Services	\$ 877.00	\$ 10,867.22	\$ 10,000.00	\$ 10,200.00	\$ 200.00	
Educational Training	\$ 250.00	\$ 250.00	\$ 250.00	\$ 255.00	\$ 5.00	
Instructional Hardware	\$ -	\$ 159.92	\$ -	\$ -	\$ -	
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Supplies	\$ 5,970.96	\$ 7,445.16	\$ 7,000.00	\$ 7,140.00	\$ 140.00	
Office Supplies	\$ 1,630.76	\$ 1,199.48	\$ 1,200.00	\$ 1,224.00	\$ 24.00	
Other Expenses	\$ 697.94	\$ 746.03	\$ 950.00	\$ 969.00	\$ 19.00	
Rental & Lease	\$ 136,249.56	\$ 122,759.46	\$ 122,760.00	\$ -	\$ (122,760.00)	
School Leadership	\$ -	\$ -	\$ -	\$ -	\$ -	
Staff/Student Devices	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 730,744.33	\$ 531,766.71	\$ 580,247.97	\$ 859,512.62	\$ 279,264.65	48%
Administrative	\$ 126,709.14	\$ 127,417.52	\$ 133,900.00	\$ 137,917.00	\$ 4,017.00	
Behavior Specialists	\$ 66,180.65	\$ 32,906.50	\$ 39,788.17	\$ 49,298.19	\$ 9,510.02	
Dist Wide Teaching	\$ 15,632.67	\$ 18,173.85	\$ 19,724.30	\$ -	\$ (19,724.30)	
Fringe/Stipends	\$ 6,342.50	\$ 10,452.59	\$ 15,000.00	\$ 15,300.00	\$ 300.00	
Nurses	\$ 41,743.16	\$ 31,399.03	\$ 45,997.80	\$ 52,419.57	\$ 6,421.77	
Paraprofessionals	\$ 25,095.07	\$ 56,358.52	\$ 37,685.44	\$ 46,308.38	\$ 8,622.94	
Psychologist	\$ 132,112.62	\$ 169,965.55	\$ 184,622.55	\$ 203,602.21	\$ 18,979.66	
Teaching	\$ 316,928.52	\$ 85,093.15	\$ 103,529.71	\$ 354,667.27	\$ 251,137.56	
Grand Total	\$ 876,420.55	\$ 675,193.98	\$ 722,407.97	\$ 879,300.62	\$ 156,892.65	22%

Budget Notes:

Non Personnel

- Due to the elementary merger, Salem Prep will move to the Carlton building & Rental & Lease line will be a cut

Personnel

- Psychologist reallocated to Special Education districtwide under *Dist Wide Teaching* line
- 3 Teachers shifted from Revolving revenue to General Fund

Sarah Parker Remond Elementary School

Principal:
Bethann Jellison
Associate Principal:
Lauren Weaver

Grades K-5

Total FY27 Enrollment: ~475



FY26 Highlight

Designing a new innovation plan to build on past successes of the two merging schools, with a program and schedule ensuring every student receives targeted academic support and enrichment daily.

About Sarah Parker Remond

Sarah Parker Remond was born in Salem in 1826 and, along with her sister, was expelled from Salem High School when a group of parents successfully petitioned to separate black and white students. While the petition was backed by Salem's first-ever mayor, Leverett Saltonstall, for whom one of the merging schools is currently named, segregation in Salem Public Schools was overturned in 1844 after 19-year-old law student Robert Morris argued successfully to the School Committee.

Ever motivated, Ms. Remond gave her first anti-slavery speech at age 16 and became a sought-after lecturer, the money from which supported her cause and benefitted freed slaves.

When the Civil War broke, Ms. Remond was in London giving a series of lectures and promoting the Union cause. She attended college in Italy and became a physician, though always maintained her passion for equal rights.

Ms. Remond passed away in 1894.

Sarah Parker Remond

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	0	0	0	\$ 69,304.00	\$ 69,304.00	
BOOKSLIBRARY	0	0	0	\$ 5,000.00	\$ 5,000.00	
Contracted Services	0	0	0	\$ 26,520.00	\$ 26,520.00	
Dues And Memberships	0	0	0	\$ 1,530.00	\$ 1,530.00	
Educational Training	0	0	0	\$ -	\$ -	
INSTRUCTIONAL SUPPLI	0	0	0	\$ 24,320.00	\$ 24,320.00	
OFFICE SUPPLIES (GEN	0	0	0	\$ 9,690.00	\$ 9,690.00	
School Leadership Expense	0	0	0	\$ 2,244.00	\$ 2,244.00	
Staff/Student Devices	0	0	0	\$ -	\$ -	
Technology Equipment	0	0	0	\$ -	\$ -	
Personnel	0	0	0	\$ 5,610,800.12	\$ 5,610,800.12	
Adjustment Counselor	0	0	0	\$ 284,524.66	\$ 284,524.66	
Administrative	0	0	0	\$ 415,472.26	\$ 415,472.26	
Behavior Specialists	0	0	0	\$ 54,490.73	\$ 54,490.73	
Clerical	0	0	0	\$ 64,783.16	\$ 64,783.16	
Dist Wide Teaching	0	0	0	\$ 630,196.58	\$ 630,196.58	
ELEMENTARY	0	0	0	\$ 3,338,763.04	\$ 3,338,763.04	
Fringe/Stipends	0	0	0	\$ 41,820.00	\$ 41,820.00	
Nurses	0	0	0	\$ 104,939.13	\$ 104,939.13	
Paraprofessionals	0	0	0	\$ 543,242.69	\$ 543,242.69	
Psychologist	0	0	0	\$ 97,277.49	\$ 97,277.49	
Substitute Teachers	0	0	0	\$ 35,290.38	\$ 35,290.38	
Grand Total	0	0	0	\$ 5,680,104.12	\$ 5,680,104.12	

Budget Notes:

Non-personnel

- FY27's budget pilots an equitable funding formula for elementary schools' non personnel expenses which considers enrollment & student demographics.
- Added a *Library* fund line

Personnel

- Sarah Parker Remond school will have two additional math interventionist positions for the first 2 years of the merger in order to build a strong instructional core and support the merging of two instructional models into one unified new innovation plan
- Sarah Parker Remond will have 3 inclusion special education teachers, 2 inclusion paraprofessionals and 5 substantially separate classrooms with their own specialized staff
- 19 positions were cut from Saltonstall and Carlton



WITCHCRAFT HEIGHTS ELEMENTARY SCHOOL

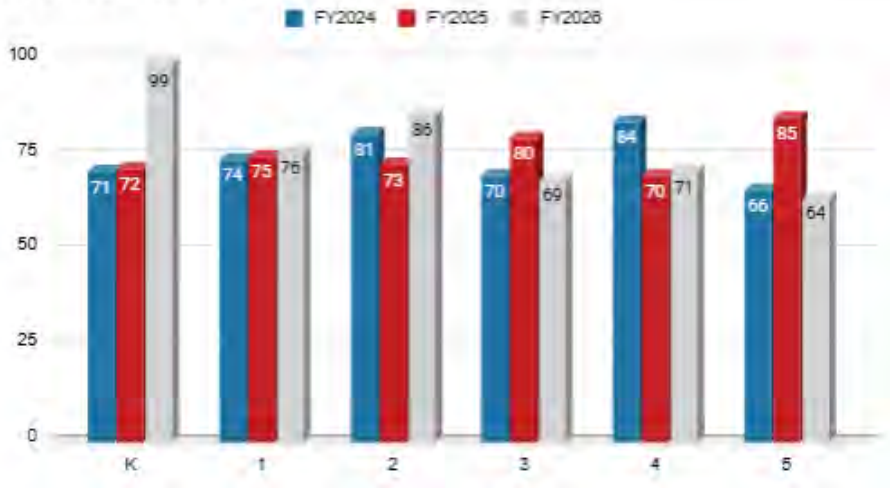
Principal:
Susan Carmona
Assistant Principal:
Nicole Brunelle

Grades K-5
spswhes.salemk12.org

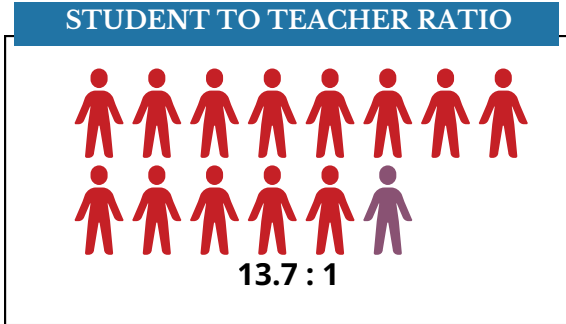
FY26 Highlight

Prioritizing 'Student Ownership of Learning' as our instructional cornerstone, empowering students to take agency in their academic growth.

ENROLLMENT BY GRADE



Total FY25 Enrollment: 465



Witchcraft Heights

FY27 Budget

	FY2024 ACTUAL	FY2025 ACTUAL	FY2026 ADOPTED	FY2027 RECOMMENDED	\$ Change	% Change
Expense	\$ 31,830.11	\$ 28,770.71	\$ 36,100.00	\$ 56,645.00	\$ 20,545.00	57%
Books-Library	\$ 1,500.00	\$ 982.14	\$ 1,000.00	\$ 5,000.00	\$ 4,000.00	
Contracted Services	\$ 113.00	\$ 103.00	\$ 12,600.00	\$ 18,695.00	\$ 6,095.00	
Dues And Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Training	\$ -	\$ -	\$ -	\$ -	\$ -	
Equipment	\$ 1,000.00	\$ 997.24	\$ 500.00	\$ 510.00	\$ 10.00	
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	
Instructional Supplies	\$ 28,017.11	\$ 24,998.66	\$ 20,000.00	\$ 25,400.00	\$ 5,400.00	
Office Supplies	\$ 1,200.00	\$ 1,689.67	\$ 2,000.00	\$ 7,040.00	\$ 5,040.00	
Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	
School Leadership Expense	\$ -	\$ -	\$ -	\$ -	\$ -	
Staff/Student Devices	\$ -	\$ -	\$ -	\$ -	\$ -	
Technology Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	
Personnel	\$ 5,039,953.41	\$ 5,195,014.45	\$ 5,394,666.45	\$ 6,193,740.64	\$ 799,074.19	15%
Adjustment Counselor	\$ 283,406.95	\$ 253,306.06	\$ 280,304.60	\$ 314,719.98	\$ 34,415.38	
Administrative	\$ 393,846.81	\$ 371,282.24	\$ 374,368.97	\$ 408,750.77	\$ 34,381.80	
Behavior Specialists	\$ -	\$ 58,036.14	\$ 60,375.51	\$ 128,312.00	\$ 67,936.49	
Clerical	\$ 55,750.86	\$ 61,077.86	\$ 62,607.50	\$ 64,936.73	\$ 2,329.23	
Dist Wide Teaching	\$ 520,560.56	\$ 470,458.14	\$ 563,636.60	\$ 569,659.99	\$ 6,023.39	
ELEMENTARY	\$ 2,957,952.51	\$ 3,105,093.41	\$ 3,098,939.39	\$ 3,472,442.60	\$ 373,503.21	
Family Engagement Facilitator	\$ 65,672.87	\$ 46,155.05	\$ -	\$ -	\$ -	
Fringe/Stipends	\$ 36,003.36	\$ 31,393.77	\$ 28,600.00	\$ 29,172.00	\$ 572.00	
Nurses	\$ 87,969.44	\$ 93,851.00	\$ 102,015.59	\$ 107,802.18	\$ 5,786.59	
Paraprofessionals	\$ 576,527.78	\$ 610,610.87	\$ 715,526.21	\$ 1,000,562.38	\$ 285,036.17	
Psychologist	\$ 62,262.27	\$ 69,591.71	\$ 80,039.43	\$ 62,091.63	\$ (17,947.80)	
Substitute Teachers	\$ -	\$ 24,158.20	\$ 28,252.65	\$ 35,290.38	\$ 7,037.73	
Tutors	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total	\$ 5,071,783.52	\$ 5,223,785.16	\$ 5,430,766.45	\$ 6,250,385.64	\$ 819,619.19	15%

Budget Notes:

Non-Personnel

- FY27's budget pilots an equitable funding formula for elementary schools' non personnel expenses which considers enrollment & student demographics.
- Witchcraft Heights non personnel budget increases by 57%
- *Library* fund line increased

Personnel

- Adding 1 classroom teacher to maintain class size
- Shifting a district Special Education Teacher from Collins to a new Behavior Specialist role
- 2 New Paraprofessionals added in FY26
- Reallocation decreased in *Psychologist* FTE (from 1 to .7)

Appendices



Appendix A:

Budget Forum Q&A

Below please find the questions captured at the Public Budget forums and answers from District personnel.

Q: Student Enrollment: Low income student enrollment is down by 3% - can you speak to whether that is being driven by incoming kids (fewer being low income) or is it that fewer non-low income kids are leaving the district at grade 6 or 9?

A: Probably both. Deeper analysis is required to fully know for certain, but we do know that enrollment at Collins Middle School and Salem High School has grown over the last several years. Salem High School, for example, enrolled 803 students in school year 2021-2022; this year, there are 960 students enrolled, adding 157 students (representing a nearly 20% increase in the number of students enrolled).

Salem's overall enrollment has grown by 224 students since 2021-2022 (a 6% increase).

Q: Non Personnel: The non personnel expense has almost doubled in the last four years. With an expected increase of 19.62% in just the last year. Can you explain?

A: Non Personnel costs have been rising over the last several years, and in some categories, the increases have been steep. In FY23, non personnel expenses were \$12.9 million; in FY26, non personnel expenses are projected to be \$18.6 million. Some of this is attributable to the way we budget, and whether expenses are charged to the general fund or to a grant. In FY23, for example, some non personnel costs would have been covered by pandemic relief funds (ESSER). So the increase over time reflects more funds being budgeted to the general fund and not grants.

Another example: The costs for transporting for students who are experiencing homelessness has increased dramatically. While Salem hosted a migrant shelter, the numbers of students experiencing homelessness increased rapidly and the Salem Public Schools received supplemental funds from the Commonwealth for each student sheltered there. So even though the numbers of students and the costs of transporting them both increased, the supplemental funding allowed SPS to keep the budget lower (in FY24 & FY25) than our actual costs (since those supplemental grant funds were offsetting the expenses. In FY26, with the shelter funds no longer available to SPS, the budget for transporting students experiencing homelessness increased by 46%.

Looking ahead to FY27, the cost for transporting students experiencing homelessness is projected to increase by ~3%. This is lower than was originally projected and that smaller increase is attributable to the fact that the number of families experiencing homelessness is stabilizing and/or decreasing, and we have secured new vendors to provide this transportation at what is expected to be a more favorable rate.

Appendix A:

Budget Forum Q&A

Q: Carlton Move: Can you speak to the costs of moving the Carlton kids and staff to Lafayette Street (moving expenses, etc) and also whether there will be any immediately recognized (this year) cost savings from vacating that building?

A: We are planning for the following move related costs: moving supplies (boxes, labels, tape, dumpsters); paid packing time for staff; and the costs of movers for the furniture and technology. We anticipate those costs will be roughly \$35,000. The packing supplies and staff time will be paid from the current fiscal year's budget. The cost of the movers will be a cost for FY27.

We expect to realize savings by moving New Liberty Innovation School and Salem Prep into the Carlton building. This means we will not have to pay over \$300,000 in rent to house those schools at the Witch City Mall.

In addition, merging two schools will allow us to concentrate resources and reduce the overall number of positions needed to serve all students.

Q: Elementary Reconfiguration: Is there an estimated cost savings from the elementary schools consolidation?

A: The analysis conducted during the elementary school reconfiguration estimated that the savings would be approximately \$1.3 million. As we finalize our budget proposal, the savings appear to be over \$1.6 million, which includes the additional savings realized from moving New Liberty Innovation School and Salem Prep to Carlton.

Q: Position Eliminations: How many vacant positions will be eliminated? How many in schools v. central office?

A: As in previous years, we will prioritize vacant positions in the case of position reductions. There are at least two known position eliminations of vacant positions. Both are centrally budgeted positions that support schools. More information will be made available once the final budget proposal is completed.

Q: When will staff be told that their positions are being eliminated?

A: By the end of March.

Appendix A:

Budget Forum Q&A

Q: Elementary Reconfiguration: What is the thought for the specialty roles for Sarah Parker Remond? Additional student supports, or something else?

A: The Sarah Parker Remond school will have extra instructional core staff. The initial proposal is to add 2 additional math interventionists as well as an Associate Principal position. The Associate Principal role will add a seasoned administrator who has been a Principal to the leadership team.

Q: Long Term Planning: Is there any discussion for more long-term planning / investment that would help reduce non-personnel costs like electricity? For example, a shade structure with solar panels (like the one at Beverly HS) as part of the SHS new building or other schools with sunlit parking?

A: We are working closely with the city to reduce our costs, and our energy consumption. The new high school is expected to be “net zero” and should reduce our utilities costs dramatically, while helping the city of Salem achieve its sustainability goals.

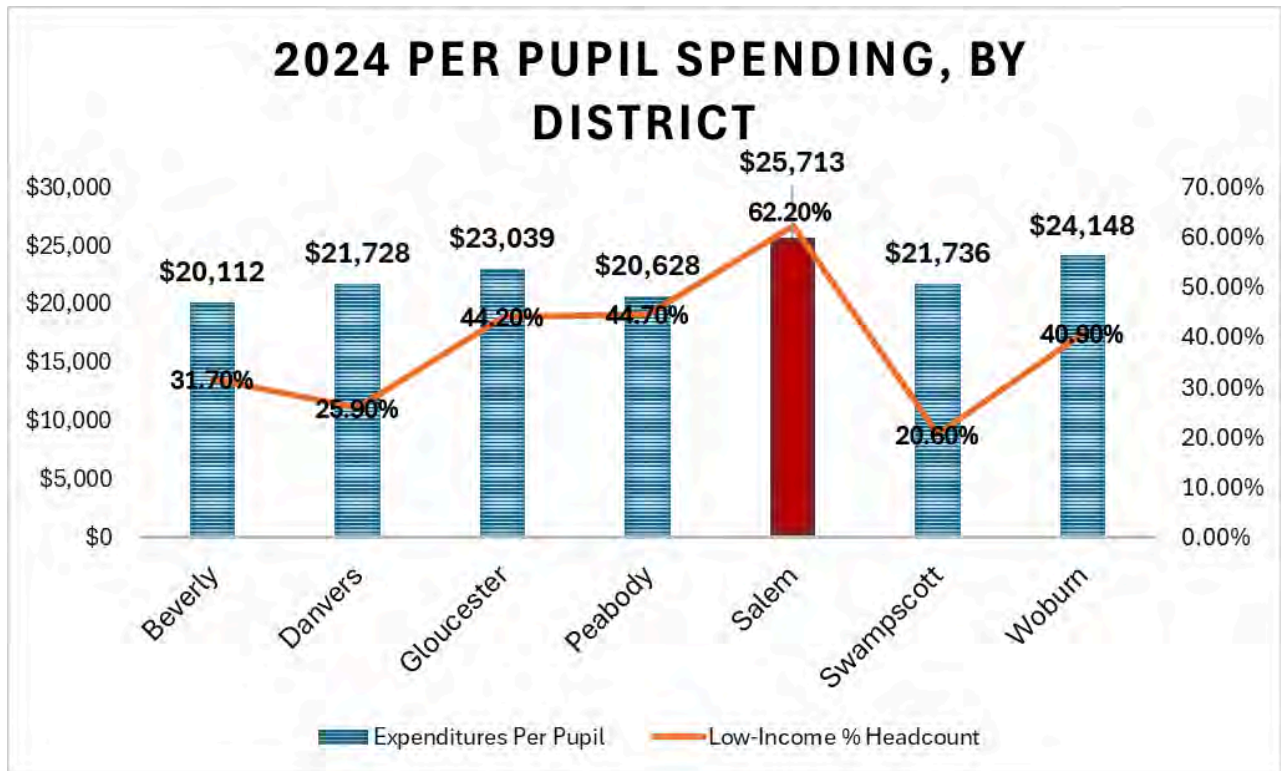
(In terms of this specific example, the new high school is scheduled to get a similar solar canopy as the one from Beverly referenced in the question.)

Appendix A: Budget Forum Q&A

Q: Funding: Not sure if you can answer this, but how does SPS's funding from the city compare to other similar cities/towns? Not in terms of growth, but in terms of the % of the overall city budget.

A: This is a complicated question. A quick look at the municipal budgets and school budgets from neighboring communities shows a wide range in terms of the percentage the schools make up of their city's total budget. However, it isn't an apples-to-apples comparison because different communities include different expenses within their school budget. (For example, it is common for schools to have employee health insurance as part of their budget. In Salem, school employee health insurance is budgeted to the city, and does not appear in the school budget.)

One way to look at this is to compare per pupil spending by school district. Below is a selection of nearby communities and their per pupil spending in 2024 (the most recent year for which comparison data is available). The orange horizontal line represents low income student enrollment, and the vertical bars represent total per pupil spending. Salem (in red) has the highest per pupil spending, and also the highest percentage of low income students.



Appendix A: Budget Forum Q&A

Q: Funding: Not sure if you can answer this, but how does SPS's funding from the city compare to other similar cities/towns? Not in terms of growth, but in terms of the % of the overall city budget. (continued)

Another way to look at this question is to consider what percentage of the school budget each community is estimated to be able to contribute according to the Department of Elementary and Secondary Education. See below for a selection of communities whose student enrollment is similar to Salem's. The **Required Local Contribution** is the amount that the Department of Elementary and Secondary Education (DESE) estimates communities can contribute to their school budget, and the **Required Local Contribution as a % of the total budget** shows what percentage of the overall budget DESE estimates each community can pay. Shaded in gray is Salem: DESE estimates that the community is able to directly fund nearly 61% of the district budget.

FY27 Chapter 70 district summary

District	Required Local Contribution	Required Local Contribution as a % of the budget
Beverly	\$53,954,926	80%
Danvers	\$37,812,993	83%
Gloucester	\$41,501,767	79%
Peabody	\$62,683,035	62%
Salem	\$51,401,175	61%
Swampscott	\$23,020,797	79%
Woburn	\$62,326,740	83%

Appendix A:

Budget Forum Q&A

Q: Long Term Financial picture: Are you able to speak to the longer term financial picture for the district? We often hear about structural defects and it's not clear how sustainable this year's budget solves will be. Many families have concerns about further mergers / cuts in the future and it would be helpful to understand your assessment of the longer term (next ~5 years) financial picture and strategy

A: At this time, we have not conducted 5 year financial projections. There are still many unknowns, including:

- **Unknown collective bargaining agreements:** The vast majority of SPS employees are members of a union, and the largest union by far is the Salem Teachers Union (which represents nearly 2/3rds of employees). The STU contracts for both the teacher unit and Paraprofessional & School Related Personnel (PSRP) unit are only current through the end of the next school year. Without a sense of the costs in the next collective bargaining agreement, it is challenging to speculate on the largest cost in our budget.
- **CH70 changes:** Over the last school year, The Department of Elementary and Secondary Education has conducted a listening tour for districts. Many districts have come forward to report that the funding formula does not fully cover the true costs that school districts are facing– especially relating to rising personnel costs, and rising costs for employee insurance, student transportation, and utility costs for heating and cooling. It is hoped that the legislature will address the challenges to the formula so that as Massachusetts' student enrollment changes, municipalities have adequate funding for their school buildings.

While these factors make it challenging to create accurate long term budget predictions, we believe we are taking steps toward financial stability. Merging the two elementary schools will help to consolidate resources.

We hope to do more analysis of this question during the summer of 2026.

Appendix A:

Budget Forum Q&A

Q: Subscriptions: Can you share more details about the costs of subscriptions and length of contracts with the respective vendors? Between Aspen, Parentsquare, Jumprope, Stopfinder, STmath, Raptor, Schoolcafe, and at least a few others, what cost savings could result from simplifying this portfolio?

A: We have software subscriptions for multiple purposes: Human Resources infrastructure, curriculum, staff attendance, Special Education administration, school bus routing, school lunch menu planning, facilities events and work orders, etc. Generally our subscriptions are one year with a few exceptions (e.g. Google, PowerSchool, School Cafe).

Together these subscriptions total \$1 million, which is funded by grants and the general fund. The portion of the software subscriptions on the general fund is less than 1% of the total budget.

Periodically, we review our software subscriptions to ensure it is continuing to meet our needs. When looking for a new software platform, our Instructional Technology team pulls together a diverse committee of stakeholders to participate in vendor demonstrations. We also review pricing and the reviews from other school districts.

When considering whether to drop a software subscription, we review the analytics to see whether the software is being used. (For example, when we analyzed usage of Lexia Power UP– 6-12 ELA practice– we realized we could drop that subscription because it wasn't being used.) We also consider stakeholder input on the effectiveness of the software and whether there is a new software or platform that can more efficiently meet our needs. Whenever we can combine subscriptions to streamline costs and platforms, we seek to do so.

Q: Teacher Engagement: Has the district engaged with teachers and staff - and not just school leadership - to ask their opinions? If so, can anything be shared about what SPS staff are saying/feeling about these questions?

A: On February 26, the district hosted an online forum for staff, which was attended by over 40 attendees. In addition, the Superintendent engaged his Teacher Advisory Group and solicited their feedback.

Q: Technology Selections: When we select and use technology, have we looked at the research on its effectiveness?

A: Yes. We also review the experience of other districts and the pricing.

Appendix A:

Budget Forum Q&A

Q: Tech. Subscriptions: I echo the question before about budget impacts of tech subscriptions. Raptor specifically is the first thing I'd be willing to cut. At a time when federal agencies are targeting immigrant families through digital databases, it feels gross that SPS is asking caregivers to give their personal identifying info to a third party just to enter a building.

A: Thank you for the feedback. We adopted the Raptor system after a comprehensive security audit while working with a security expert who strongly recommended that Salem adopt a visitor management system. Raptor helps us to ensure the safety of students and staff in the building. We do not share information with federal agencies or the Salem Police.

Q: Parent Advocacy I think it would be helpful for the district to have a well organized process to get families to advocate for things that the district needs - CH70 is a really good example. Same if there are other areas of advocacy where caregiver voices could help. I agree with what another parent said about SPS already having a very lean staff and there not being in-school positions to cut without impacts for students. I personally wish I had known about the chapter 70 issue earlier so I had more time to help advocate with other families

A: Thank you for this idea. We are reviewing our communication strategies so that families, residents and all Salem stakeholders have a deep understanding of the district's practices and infrastructure. It's critically important that our partners understand our funding as well as the policies that shape the work that we do.

Appendix A:

Budget Forum Q&A

Q: The High School Building Project: Many buildings in Salem are far older than the high school- famously so, in many cases. It seems odd that a major public investment (built in the 1970s, renovated in the 1990s) is in such dire need of a major overhaul or possible replacement. Is it common for cities to replace high schools of similar age, especially in a budget climate that has prompted decisions to cut staff two years in a row and close an elementary school?

A: Salem High School is not the oldest building in the school district. However, there are compelling reasons the district applied for, and was accepted into the MSBA program. The Heated and Cooling systems do not work in all parts of the building, the electrical system struggles to meet the demands of a 21st century technology infrastructure, and there are leaks in the building that make some parts of the building unusable.

It is not uncommon for school districts to renovate and maintain older, and perhaps sturdier, older buildings. In the years since the high school was last renovated, a number of other schools, including the Collins Middle School have been renovated and are able to provide more spaces that are better suited to modern learning. As part of the high school building project, we explored whether to renovate or rebuild; the size of the high school and the level of renovation that would be needed, made building a new high school a more affordable option.

The public is invited to tour Salem High School on Sunday, March 29 as part of an open house.

Q: Parent Communication: Last piece of feedback: it would be great to let parents newly entering SPS know how/where to learn more about the budget process. I have young kids and didn't know anything about the budget process before elementary reconfig. Maybe there's a way to give some basic info to parents (even on a one page handout) during elementary school orientation or other major transition points

A: We are considering the ways in which we communicate about our budgeting. An idea we heard at a Budget Forum was to think about ways to preview for parents what is happening in the next level of schooling (e.g. help elementary parents learn more about middle school, and middle school parents learn more about high school). We look forward to thinking about ways that we can introduce the process to families before it starts for next year and will be considering all suggestions, like the one-page document idea shared in the question.

Appendix A:

Budget Forum Q&A

Q: School Budgets and Districtwide Supports Your slides show that 66% of the budget typically is budgeted directly to schools, and the other 34% is budgeted to “Districtwide Supports”. What does that mean? What is included in Districtwide Supports?

A: Below, please see the budgets included in “Districtwide Supports”: expenses that support schools but are not budgeted to them. The largest of those budgets is Special Education, whose budget includes the out-of-district tuitions for students who are best served outside of the district. Second to that is the Facilities budget, which includes the cost for all custodians, as well as utilities and maintenance costs. Student Supports includes costs related to students’ healthy development, and a large cost within that cost center is transportation for students experiencing homelessness..

Departments	Personnel	Expenses	TOTAL
Special Ed	\$1,789,751.33	\$6,975,943.00	\$8,765,694.33
IT	\$861,807.99	\$520,000.00	\$1,381,807.99
Public Relations	\$119,575.90	\$26,000.00	\$145,575.90
Human Resources	\$360,066.90	\$33,500.00	\$393,566.90
Health	\$322,263.62	\$45,250.00	\$367,513.62
Student Supports	\$501,210.26	\$1,326,804.00	\$1,828,014.26
DEIE	\$401,668.34	\$217,000.00	\$618,668.34
Multi-Language	\$579,986.79	\$54,394.00	\$634,380.79
Facilities	\$2,753,329.49	\$3,329,941.00	\$6,083,270.49
Asst Sup.	\$275,913.88	\$61,500.00	\$337,413.88
OST	\$99,822.91	\$194,500.00	\$294,322.91
School Com.	\$72,000.00	\$8,500.00	\$80,500.00
Transportation	\$199,323.85	\$1,385,000.00	\$1,584,323.85
Supp	\$302,323.00	\$68,500.00	\$370,823.00
Teaching & Learning	\$1,108,947.76	\$451,085.00	\$1,560,032.76
Business Office	\$556,828.95	\$60,000.00	\$616,828.95
Central Office	\$58,594.80	\$300,600.00	\$359,194.80
Other	\$116,027.82	\$1,031,150.00	\$1,147,177.82

Appendix B: Grants

75

Active
Grants

**Total dollars awarded in FY26
(all grants):
\$12,047,891.54**

30

Federal
Grants

**Total dollars awarded in FY26
(all grants):
\$ 5,318,102.10**

FTEs

**Federal Funds: 28.15 FTEs \$2,496,063.62
State Funds: 7.21 FTEs \$662,606.69
Local: 11.67 FTEs \$1,390,174.01**





SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Strengthening Belonging

Addressing Inequities in Discipline Practices - Additional Data

April 27, 2026

School Incident Data Insights Over Time

Total Report Incidents (As of March 31st)	
SY2026	3314
SY2025	5283
SY2024	5303

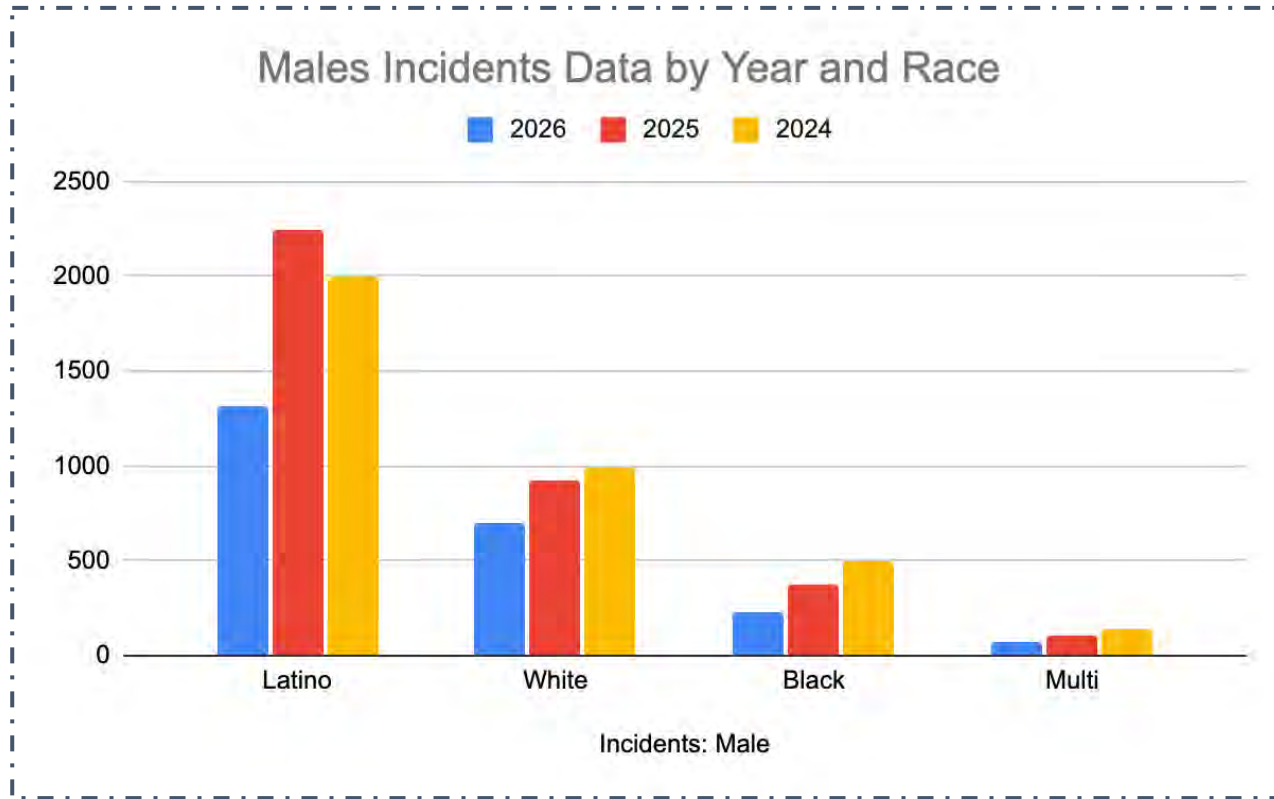
Primary Location and Lead Offense (All 3 School Years)	
Primary Location	1. Classroom
	2. Hallway
Lead Offense	1. Skipping Class
	2 Disorderly Conduct

Incidents by Gender (as of March 31st)	Male	Female	Non-binary
SY2026	2275	987	9
SY2025	3550	1828	3
SY2024	3538	1879	15

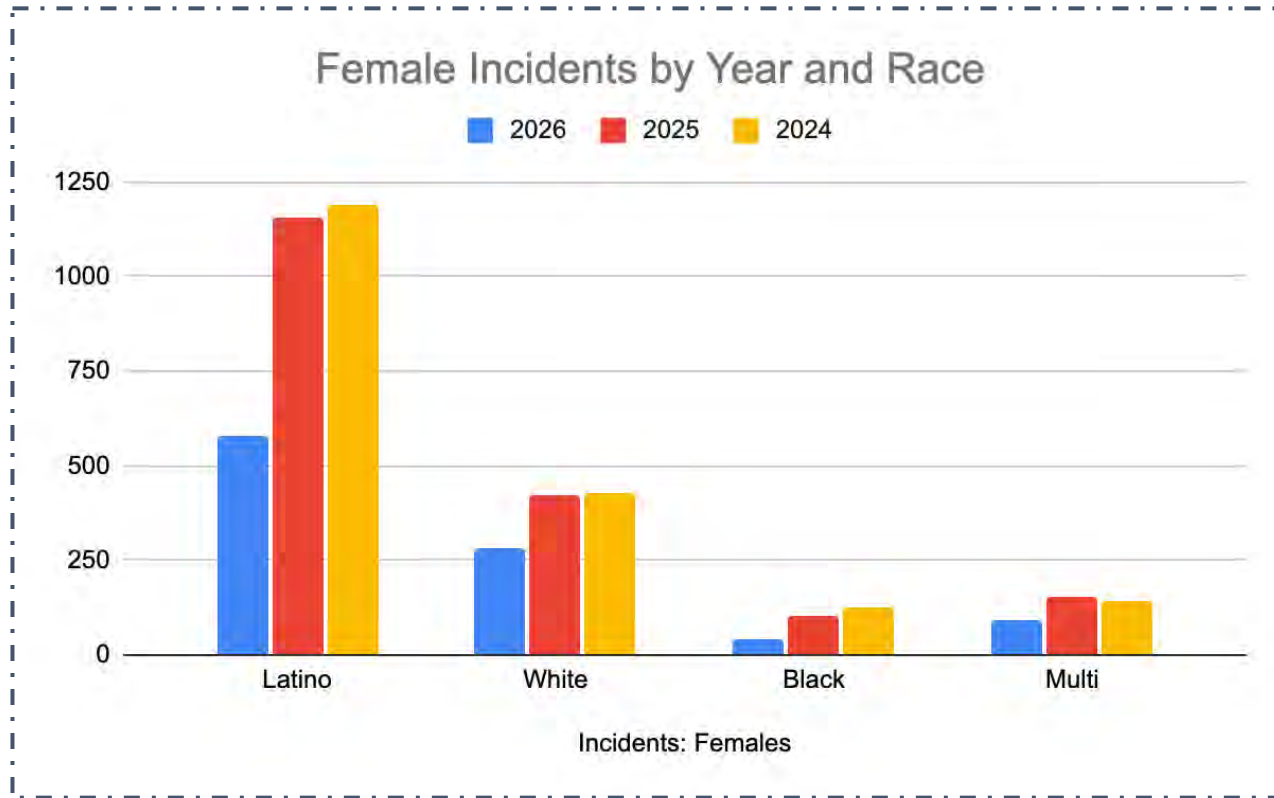
Risk Ratio (As of March 31st)	IEP	Low Income	ML	POC
SY2026	1.87	2.16	1.56	1.42
SY2025	1.35	2.03	1.37	1.63
SY2024	1.38	2.27	0.93	1.42



Incidents by Year and Race - Male



Incidents by Year and Race - Female



Physical Altercation vs. Fighting

- Fighting is generally defined as mutual, intentional physical conflict between two or more students, and is treated as a serious disciplinary infraction.
- Physical Altercation/Aggression is often a broader term covering aggressive physical contact (e.g., pushing, shoving, or single-sided aggression) that may or may not escalate to a "fight." Some lower-level altercations, which stop on verbal command, may not reach the threshold of a reportable fight.



Emergency Removal

Definition: A short-term removal of a student from the school premises for **no more than two (2) school days** following the day of the incident. Unlike a standard suspension, the student is removed *before* a formal hearing occurs because the situation is too volatile to wait for the standard notice period.

A Principal or designee can only use an emergency removal if they determine:

1. The student is charged with a disciplinary offense; **AND**
2. The student's continued presence poses a danger to persons or property **OR** materially and substantially disrupts the order of the school; **AND**
3. There is no alternative available to alleviate the danger or disruption.



Alternatives to Exclusionary Practices and Suspensions



THE 192ND GENERAL COURT OF THE
COMMONWEALTH OF MASSACHUSETTS

[Bills & Laws](#) [Budget](#) [Legislators](#) [Hearings & Events](#)

[Session Laws](#) » [Acts \(2022\)](#) »

CHAPTER 177

[Print Page](#) [< Pre](#)

AN ACT ADDRESSING BARRIERS TO CARE FOR MENTAL HEALTH

Mental Health Law

- Requires alternatives to suspension (restorative practices, collaborative problem solving, mediation, conflict resolution)
- Specific alternatives are documented in the suspension letters
- Examples: de-escalation and co-regulation, restorative conversation, “reset” and reflection with adult, mediation



Guidance on Discipline Referrals/Incidents



- Educators record **office supported** behavior referrals in Aspen Conduct Workflow
- Administrators respond to the referral and resolution goes back to the educator
- Range of incidents - codes align with required DESE reporting
- Some schools more accurate with recording incidents
 - ECC, Salem Prep, and NLIS do not use Aspen Conduct Workflow



Salem's Suspension Rates vs Other Gateway Cities

We are currently unaware of other gateway cities measuring risk ratio for conduct incidents or suspension rates. However, the following charts contain 2024-2025 suspension rates across gateway cities.

Salem	3.1%
Attleboro	4.9%
Barnstable	4.3%
Brockton	10.9%
Chelsea	4.6%
Chicopee	6.4%
Everett	4.2%
Fall River	10.5%
Fitchburg	9.2%

Haverhill	3.9%
Holyoke	12.3%
Lawrence	3.3%
Leominster	6.3%
Lowell	3.6%
Lynn	3.3%
Malden	2.5%
Methuen	5.9%
New Bedford	5.2%

Peabody	3.6%
Pittsfield	17.7%
Quincy	3.3%
Revere	1.8%
Springfield	6.5%
Taunton	7.0%
Westfield	6.0%
Worcester	5.0%



Discipline Data by Immigrant vs Non-Immigrant Status

Key Factors

- We do not ask families to report immigration status
- At point of registration, families are asked to answer the following questions:
 - Place of birth (City, State, Country)
 - Previous country (Country of last residence, Date of entry, # of years)
 - First/native language
 - Home language
- Immigrants and Newcomers are not a designated sub-group for DESE
- Due to coding structures in Aspen, we are unable to cross-reference the information we have from families with disciplinary incidents



Data Currently Unavailable

- Disproportionality in School Suspensions
- School initiated contact with SRO's including how many have resulted in legal action



Questions





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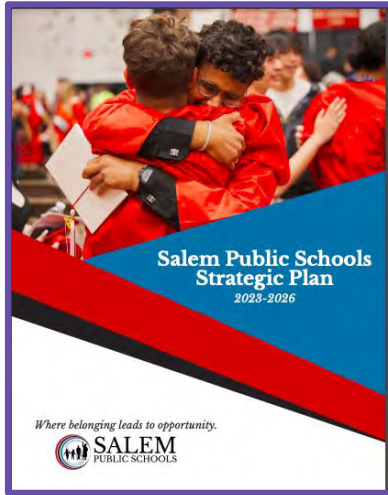
Strengthening Belonging

*Addressing Inequities in
Discipline Practices*

March 23, 2026



CENTER BELONGING



Achieve a risk ratio of no less than **1.2** for students of color and students with disabilities.



Salem Public Schools

Priority 3 Measures of Success

- ✓ Reduce district-wide chronic absenteeism to 18% and reduce dropout rate to 2%.*
- ✓ Increase to 70% the percentage of students in grades 3-12 who report feeling like valued members of their school community.
- ✓ At least 70% of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.
- ✓ Achieve a risk ratio of no less than 1.2 for students of color and students with disabilities.**

* Chronic absenteeism is defined as a student missing 10% or more of the school days in an academic year.

**A risk ratio of 2.0 or greater indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of less than 1.0 indicates possible underrepresentation.

Goals



Disrupt

- Exclusionary measures
- Harm to student's mental and physical health
- School to prison pipeline
- Disproportionality

Improve

- Belonging for ALL
- Student mental health
- Academic achievement
- Post secondary outcomes



Discipline Referrals/Incidents



- Educators record office supported behavior referrals in Aspen Conduct Workflow
- Range of incidents - codes align with required DESE reporting
- Some schools more accurate with recording incidents
- Some special education programs use Aspen to track significant behaviors related to the student's disability



School Incident Data Insights (2025-2026)

Overview of patterns, demographic disparities, and primary locations (Aug 2025 – Mar 2026).

Student Demographics & Risk Ratios

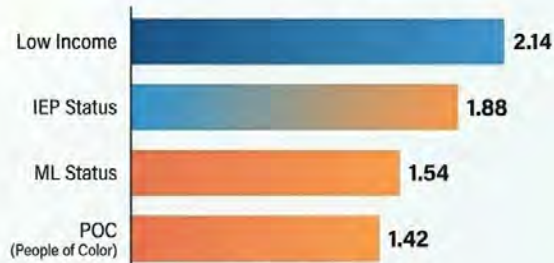
3,299

Total Reported Incidents

Volume recorded across all schools during the 2025-2026 period.

Low-Income Students Face Highest Risk

Risk ratio is the highest across all demographic categories.



High Gender Disparity in Incidents



2,301

Male Students



1,033

Female Students

Male students account for over double the incidents of female students.

Incident Locations & Primary Offenses

Classrooms are the Primary Incident Hub



2,249

Incidents Occurred within Classrooms

Dwarfing all other school locations.

Salem High Reports Highest Volume



1,361

Incidents at Salem High

The most of any school in the data set.

Attendance & Conduct Lead Offenses



Skipping Class

1,008



Disorderly Conduct

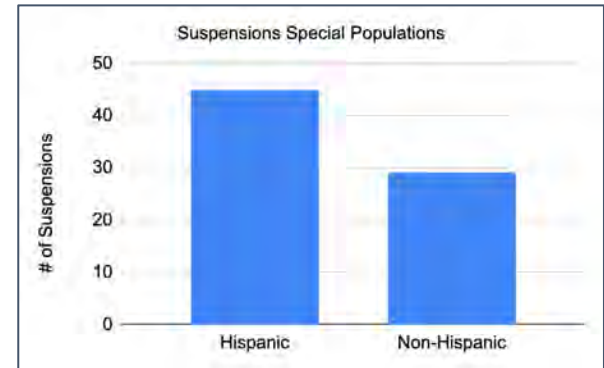
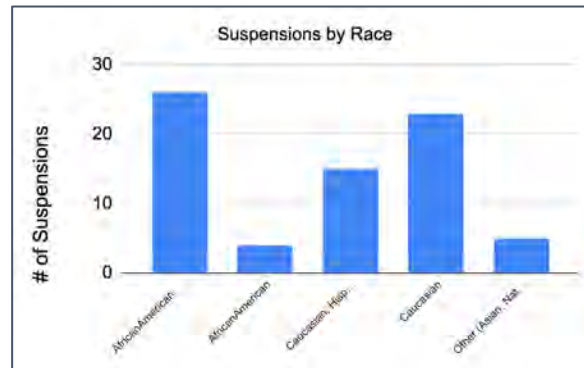
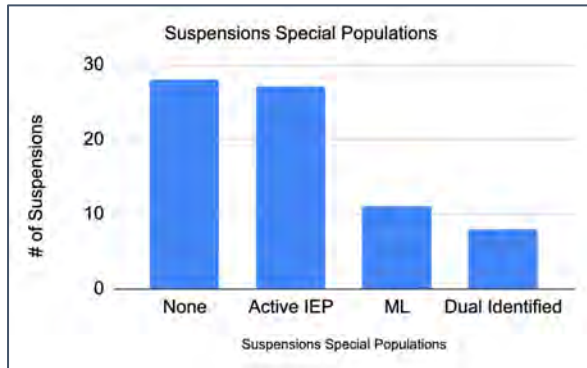
676

Most frequent incident types.



Suspension Data 3.19.26

Suspension Count as of 3.19.26		Top Reasons for Suspensions	
In school	17	Physical Altercation	22
Out of School	85	Disorderly Conduct	19
Emergency Removals	60	Fighting	12



What's Risk Ratio?

- **Risk ratio in education** refers to the likelihood of specific educational outcomes for different student groups.
- RRs help determine if **racial/ethnic groups experience similar outcomes** or if certain groups face higher risks.
- It measures **disproportionality** by comparing the risk levels between groups based on race, ethnicity, gender, socioeconomic status, or disability.
- A risk ratio of **1.0** indicates equal representation, less than 1.0 means **underrepresentation**, and more than 1.0 signifies **overrepresentation**.

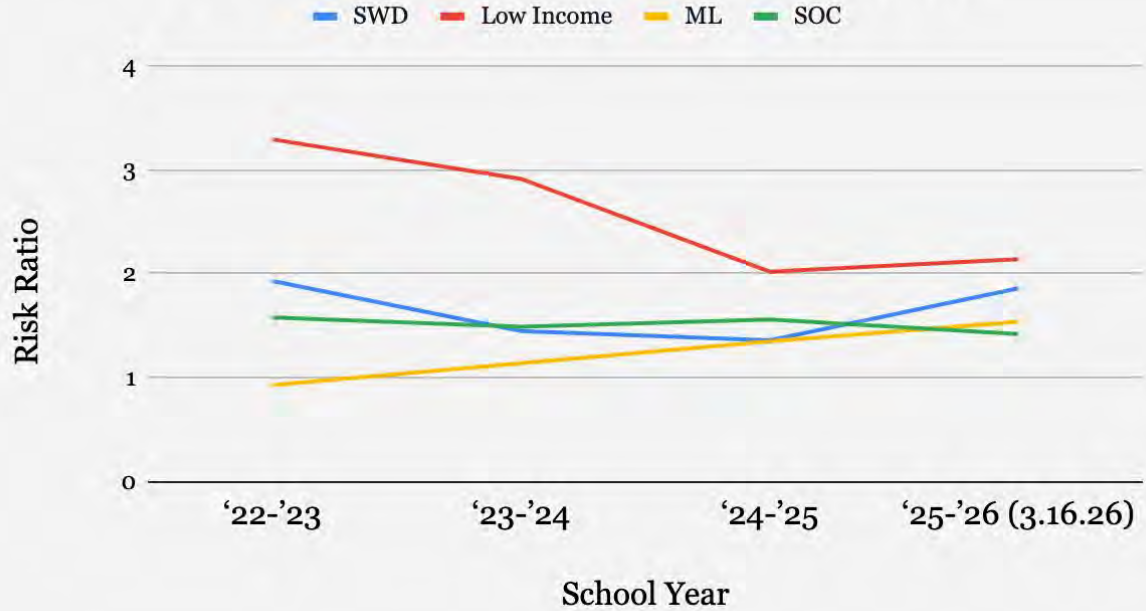


Strategic Plan Goal = <1.2

A risk ratio > 1.0 indicates a risk of overrepresentation in disciplinary referrals.

A risk ratio < 1.0 indicates possible underrepresentation.

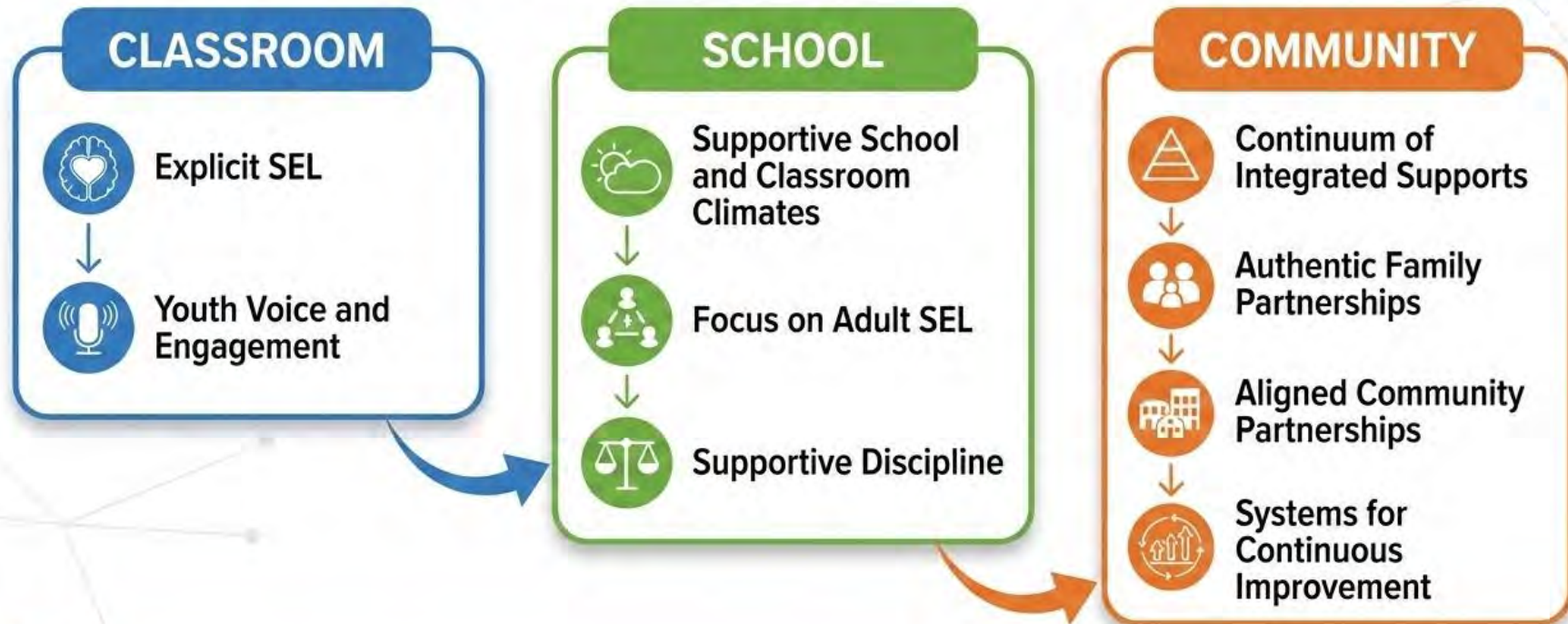
Risk Ratio - Discipline Referrals 2022-2026



School Year	SWD	Low Income	ML	SOC
'22-'23	1.93	3.29	.93	1.58
'23-'24	1.45	2.91	1.14	1.49
'24-'25	1.36	2.02	1.35	1.56
'25-'26	1.86	2.14	1.54	1.42

Prevention: Focus SEL Indicators - 2023-2026

Based on CASEL's Indicators for Schoolwide SEL



Responding to the Data

Student Lens

- SSTs review data
- Seek root cause
- Implement interventions
- Partner with families
- Support educators with trauma informed, culturally sustaining supports



School and Classroom Lens

- Identify trends in schoolwide data
- Ensure coaching and feedback to educators
- Provide professional development
- Set specific SIP Goals



Added Strategies for Reducing SWD Discipline

Proactive (Training/PD)	3. Monthly PD focused on behavior management for high-incident students, facilitated by a BCBA and a sub-separate teacher.	4. Access to asynchronous and synchronous PD around behavior intervention, ASD, and trauma-informed practices.
Responsive (Specialists/Case Review)	1. Added behavior specialists to high incident programs.	2. Clinical Case Review.
	Targeted/Intensive Support (High-incident focus)	System-Wide Capacity (All Staff)



Questions





SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

M. Kate Carbone
Interim Superintendent

29 Highland Ave. Salem, MA 01970
978-265-4030
kcarbone@salemk12.org

To: Salem School Committee
From: M. Kate Carbone
Date: April 27, 2026
Re: Sarah Parker Remond School Updates

As we prepare for the launch of the **Sarah Parker Remond School**, teams across the district continue to make progress to ensure a smooth transition for students, families, and staff. Below is an update on key workstreams related to the merger.

<p>Transition & Community Building – The Transition Team is focused on ensuring the well-being of students, families, and staff while building a unified school culture rooted in inclusion and excellence.</p>	<p>Student Engagement</p> <ul style="list-style-type: none"> • Ongoing pen pal activities between students • Ongoing student research project on Sarah Parker Remond • School tours scheduled for May/June • Joint Field Day scheduled for May 29 <p>Staff Engagement</p> <ul style="list-style-type: none"> • First joint staff meeting held on March 25 • “Morale Pal” initiative launching in May • Staff retreat scheduled for August 17 <p>Family Engagement</p> <ul style="list-style-type: none"> • Dedicated email for questions: merger@salemk12.org • FAQ webpage available for families • Planned community-building events: <ul style="list-style-type: none"> ○ Title I Night – April 16 ○ Pottery Night – April 29 ○ Joint BBQ – June 16 ○ Family event planned for the week of August 17
<p>Innovation Planning – The Innovation Team continues to shape the academic and operational vision for the new school.</p>	<p>The Innovation Prospectus has been completed and approved by the Innovation Steering Committee</p> <ul style="list-style-type: none"> • The team is reviewing a full draft of the Innovation Plan this week • Revisions will be made based on feedback <p>Final Innovation Plan will go before the School Committee in late May</p> <ul style="list-style-type: none"> • The district is exploring a partnership with the Rennie Center for Education Research and Policy to support implementation of innovative practices aligned with the school’s vision





<p>Academic Programming – Teachers are actively designing the instructional program for the new school.</p>	<p>Math Curriculum Review</p> <ul style="list-style-type: none"> ● Reviewed multiple highly rated curriculum options ● Narrowed finalists to: <ul style="list-style-type: none"> ○ i-Ready Classroom Mathematics ○ Imagine Learning
<p>Before & After School Programming The district is working to ensure continued access to enrichment opportunities for students and childcare for families.</p>	<p>After-School Programming – Youth-serving partner organizations will be selected in early May</p> <ul style="list-style-type: none"> ● RFP posted: April 13 ● RFP closes: May 1 ● Proposal review: Week of May 4 ● Final announcements: May 12 ● Programs will provide affordable, school-based childcare
<p>Human Resources & Staffing – Staffing for the new school is taking shape.</p>	<p>Vacancies are identified, posted and the hiring teams are being organized.</p>
<p>Facilities & Moving Logistics – Facilities teams are preparing buildings and coordinating moves.</p>	<p>Getting Ready for Moving</p> <ul style="list-style-type: none"> ● School Committee approved disposal of surplus equipment/materials on April 13 ● Dumpsters were placed at Carlton and Saltonstall during April vacation ● Moving vendors will be selected through quote solicitation <p>Packing Timeline</p> <ul style="list-style-type: none"> ● Staff guidance distributed at end of April ● Packing begins mid-to-late May <p>Move Timeline</p> <ul style="list-style-type: none"> ● NLIS and Salem Prep move complete by June 30 ● Carlton move complete by end of July

Sincerely,

M. Kate Carbone

Interim Superintendent of Schools



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

M. Kate Carbone
Interim Superintendent

29 Highland Ave. Salem, MA 01970
978-265-4030
kcarbone@salemk12.org

April 27, 2026

RE: MSBA Update

School Committee Members,

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

- The School Building Committee met on **Thursday, April 16th** and discussed:
 - Review of the milestone schedule: on track
 - Update from ongoing and upcoming community events to share information about the new high school
 - Update from the Finance Working Group
- The School Building Committee hosted two public online webinars on Monday, April 20th (5:30-7 p.m.) and Sunday, April 26th (5:30-7 p.m.) to discuss the latest developments and answer any questions in regard to the construction of a new Salem High School.
- **May 5, 2026:** Local debt exclusion vote to fund the project
- **Upcoming Meetings:**
 - **Monday, April 27th** from 6-6:45 pm at the Salem High School Library (IMC)
 - **Tuesday, May 12th** from 6-8 pm at Collins Middle School, School Committee Chambers
- Recordings of all meetings and presentations can be found on the [Salem High School Building Committee](#) website.

Sincerely,

M. Kate Carbone
Interim Superintendent of Schools





To: Salem School Committee

CC: Kate Carbone

From: Camila Salazar

Date: April 23, 2026

Re: FY26

Below please find a series of transfers that are recommended for your consideration. The total amount requested for transfer is \$4,076.00. Because these transfers are across cost centers, we are asking for School Committee approval to make these transfers.

The rationale for these transfers is described briefly below.

I recommend approval of these transfers.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Bentley - Stipends	13571520-5150	\$3,141.00		
		\$3,141.00	Bentley - Contracted Services	13571521-5320
To help fund stipends needed for the end of school year.				
ML - Stipends	13700120-5150	\$135.00		
		\$135.00	ML- Instructional Supplies	13702030-5514
To help fund support for family outreach for ML Family Night.				
ECC - Stipends	13641120-5150	\$800.00		
		\$800.00	ECC - Contracted Services	13641120-5320
To fund stipends for Literacy Night and PD.				



Camila Salazar

29 Highland Avenue

Salem, Massachusetts 01970

Tel: (978) 740-1222

csalazar@salemk12.org



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Elizabeth Pauley

Interim Deputy Superintendent

29 Highland Ave. Salem, MA 01970

978-740-1101

epauley@salemk12.org

To: Salem Public Schools School Committee

From: Michaela Short, Program Director, Food & Nutrition Services & Elizabeth Pauley, Interim Deputy Superintendent

CC: M. Kate Carbone, Interim Superintendent of Schools

Re: Request to declare surplus property

Date: April 27, 2026

The district is requesting approval to declare one of its food service vehicles as surplus property. The vehicle is a 2009 non-refrigerated food service van with 75,699 miles. Due to its age and condition, it is no longer considered essential to current operations.

The district plans to leverage grant funding to replace this vehicle with a new, reliable, refrigerated van. This investment will support the safe transportation of perishable food items and help expand year-round child nutrition programs. Our hope will be to include this van as part of the trade-in for the new vehicle.

Approval is requested from the School Committee to designate this van surplus.

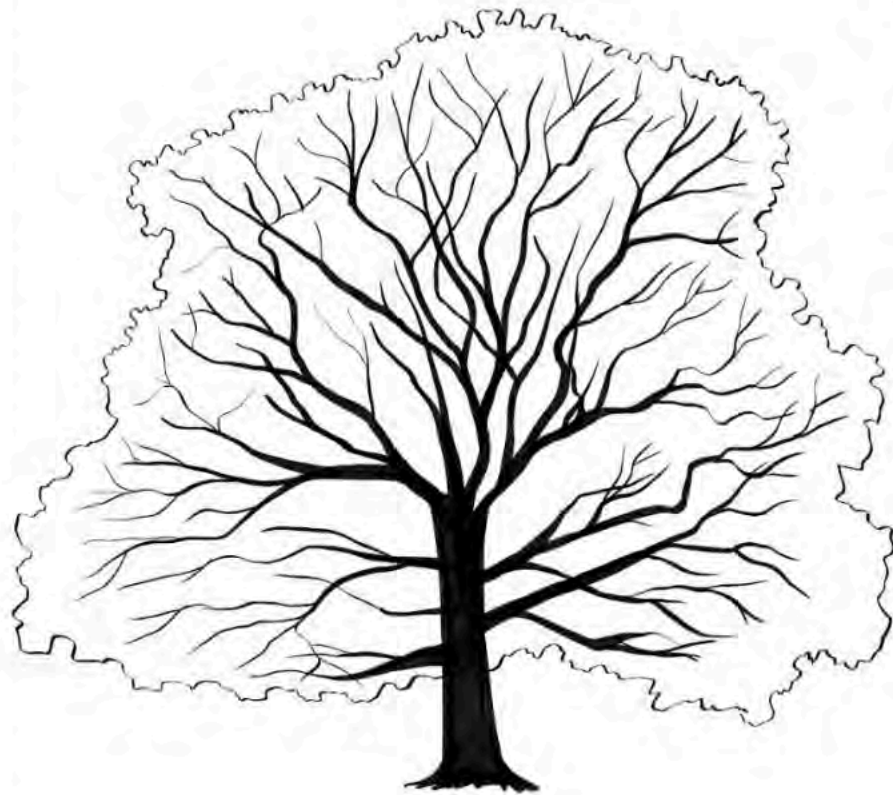






NORTHERN RED OAK

Quercus rubra



ENVIRONMENTAL CONDITIONS

ZONE 4A

SOIL PH ≤ 7.5

LIGHT Full sun

MOISTURE Tolerates prolonged periods of dry soil

CHARACTERISTICS

HEIGHT 60-75'

FLOWER Pale yellow-green catkins

WIDTH 60-75'

FRUIT Acorns

GROWTH Fast

FOLIAGE Dark green turns to variable red in late fall

FORM Rounded with upright spreading branches

BARK Brown to black with fissures and ridges

PLANTING CONSIDERATIONS

PESTS Susceptible to various caterpillars; resistant to anthracnose

CULTIVARS 'Aurea' has golden yellow fall foliage; 'Boltes Gold' has golden leaves in spring, turning from lime green in summer to red and orange in fall, grows 50' x 30'; 'Magic Fire' has yellow fall foliage, grows 30' x 25'

TOLERATES Drought, salt, pollution

TRANSPLANT Difficult BR, B&B recommended

NOTES & LIMITATIONS

Northern Red Oaks perform well in the urban environment, provide abundant shade from their dense canopy, and are valuable to wildlife. However, it is worth considering that they require large planting sites, their acorns can be a litter issue, and they may exhibit chlorosis when growing in alkaline soil.

Quercus rubra,
Northern Red Oak
Summer



Quercus rubra
Northern Red Oak
Autumn



Memorandum of Agreement Regarding Associate Principal Positions
DRAFT for REVIEW

Whereas the Salem School Committee (“Committee”) and the Salem Administrators Association (“Association”), are parties to a Collective Bargaining Agreement covering the period from July 1, 2025 through June 30, 2028 for the Bargaining Unit commonly known as the Administrators Unit;

Whereas the Committee and the Association have agreed to incorporate the following two new positions into the collective bargaining agreement: Elementary Associate Principal and Secondary Associate Principal;

Now, therefore, the Parties agree to the following terms related to these new positions

1. The Parties agree that the following positions of Elementary Associate Principal and Secondary Associate Principal are included in the bargaining unit.
2. Article I(A) Recognition Clause will be revised to reflect “Elementary Associate Principal” and “Secondary Associate Principal.”
3. The Elementary Associate Principal and Secondary Associate Principal positions will be full year positions per the contract.
4. Article VII (C) will be revised to reflect “Elementary Associate Principal” and “Secondary Associate Principal” as categories under reduction in force.
5. The Parties agree to the attached Salary Scale for the Associate Principal positions. See Attachment A.

This agreement is entered into this _____ day of April__, 2026.

For the Committee

For the Association

Associate Principal (Elementary), Salem Public Schools, Salem, MA

About [Salem Public Schools](#), where belonging leads to opportunity.

[Salem](#) is a small, diverse city with a proud maritime and immigrant history. Salem Public Schools is an urban public school district enrolling nearly 4,000 students in 11 schools. Our vision is to ensure that all students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world. We hold dear our [core values](#) of belonging, [equity](#), and opportunity in everything we do. We seek individuals who are passionate about urban education and understand the urgency of improving student achievement for all students, regardless of ability, economic status, gender/gender identity, language, race/ethnicity, sexual orientation, or other backgrounds. We invite you to learn more about our strategic plan and core priorities on our website at <https://salemk12.org/>.

What You'll Do:

The Associate Principal (Elementary) serves as a key instructional and operational leader within the school, working in close partnership with the Principal to ensure high-quality teaching and learning, a culture of belonging, and strong family and community partnerships. This role bridges the responsibilities of Assistant Principal and Principal by assuming schoolwide leadership for instructional improvement, assisting the Principal with staff supervision, equity-focused culture-building, and operational systems. With the merger of the Carlton and Saltonstall Schools, this role is especially important during the next two years of transition. As two schools come together, the Associate Principal (Elementary) will work a year-round schedule and be more frequently onsite (before and after school, as well as on some weekends, evenings, and vacations) to support the many transition activities.

A Salem Public School Associate Principal (Elementary) Must:

- **Put students first.** Students are at the heart of our schools and we look to recruit and select leaders who make decisions in their best interest.
- **Strengthen the culture of teaching and learning.** The Associate Principal (Elementary) of an SPS school will change ideas about how young children learn in the 21st century and will redefine expectations about what young people in America's urban centers are capable of achieving.
- **Demonstrate innovative and entrepreneurial thinking.** The Salem Public Schools value robust approaches to teaching and learning, especially in urban areas where standard practices have not always served young people well. Modeling innovation in other sectors, the Associate Principal (Elementary) will use technology to advance improved teaching and learning practices and implement more robust assessments, support teachers and leaders as innovators, invest early in promising practices, and collect and use data to diagnose problems-of-practice and evaluate effectiveness of initiatives and to course-correct when necessary.
- **Engage families and the community as equal partners in the school improvement process.** The SPS Associate Principal (Elementary) identifies deepening partnerships with parents, students, and the community as a key strategy for improving student learning outcomes. An effective leader is able to conduct this important work with the many diverse populations that we have represented in our district.

- **Receive high levels of support in demand for high levels of accountability.** Because teachers and leaders are innovators, SPS realizes that they need high-touch, meaningful, and job-embedded support. This will be provided through the district's new and innovative network model. In exchange, the district holds instructional staff accountable for student learning, their own professional development, and their contributions to the school learning community.
- **Foster professional environments that value collaboration, data use, and continual improvement.** Teachers must work together to collect and analyze data to sustain cycles of inquiry and improvement. Continual learning and data-driven decision-making are core to developing and supporting highly effective schools.

Major Duties and Responsibilities:

Instructional Leadership

- Co-develop and implement a School Improvement Plan that sets the direction for school improvement efforts
- Collaborate with principal to ensure that all students are ready for their next grade level and/or higher educational options
- Analyze student achievement results to identify areas in greatest need of improvement and to inform school improvement efforts
- Work with the principal to ensure that the learning needs of all students--Special Education, Multilingual Learners, and General Education--are met
- Effectively supervise and evaluate the classroom teams, content-based coaches, reading specialists and other support staff in coordination and/or consultation with the Principal.
- Support and supervise the design of rigorous, standards-based instruction with measurable outcomes
- Institute immediate targeted interventions and monitor their effectiveness
- Conduct daily classroom observations to analyze and evaluate instruction, supervise staff, and provide feedback to ensure continuous improvement in teaching and learning
- Engage in continuous learning and on-going professional development with district leadership as needed
- Facilitates staff meetings to further support SPS' commitment to anti-racism
- Lead and support PLCs, professional development, and coaching cycles

Management and Operations

- Assist with the recruitment and retention of a diverse staff
- As a leadership team, align the use of people, money, and materials to the school's instructional priorities
- Assist with budget alignment to instructional priorities
- Help develop systems for optimal use of time by creating schedules/procedures that maximize instructional time and provide sufficient meeting time for all teams. Deflect activities that prevent staff from focusing on student learning during team time.

- Help with the management of school, facilities, and operations
- Comply with the state and federal laws, policies and collective bargaining agreements
- Assist with the supervision of arrival, dismissal, lunch, recess, and emergency procedures
- Serve as acting principal as needed
- Prepare reports, handbooks and communications
- Support field trips, extracurriculars, and special events

Family and Community Engagement

- Strengthen teacher and staff capacity to cultivate and sustain meaningful partnerships with families of diverse backgrounds and with community members that support student achievement and student well being
- Work with the leadership team to establish two-way communication tools for parents in their respective languages
- Seek and develop strategic partnerships that will provide students with access to extracurricular and out of school time activities that add value and help drive academic success
- Attend, participate in and support PTO/parent advisory groups
- Along with the principal, represent the school with partner agencies, community organizations, and universities

School Culture

- Promote a positive, inclusive, identity-affirming school climate
- Lead or co-lead schoolwide culture systems (ex: houses, recognition programs, restorative practices)
- Help to oversee attendance and student conduct systems focused on relationships and growth
- Oversee restorative practices, peer mediation, and interventions for repeated behavior issues.
- Develop professional development for all staff focused on improving student culture, support and engagement.
- Ensure students and families receive needed supports
- Maintain visibility and accessibility to students, staff, and families

Professional Culture

- Identify key levers that foster accelerated school improvement/turnaround
- Demonstrate high expectations for all students and staff and a commitment to providing the support required to attain them
- Demonstrate cultural competencies and antiracist leadership through behaviors and decision-making
- Establish a collegial environment that honors and encourages staff's continuous learning
- Assist with managing conflicts and foster consensus building
- Foster teacher leadership through delegation, shared leadership and decision-making

Job Requirements:

- Master's Degree Required
- Required [Massachusetts teaching certification/licensure](#) as a School Principal/Assistant Principal (K-8)
- [Sheltered English Immersion \(SEI\) Endorsement](#) (Required within 1-year of start date)
- Minimum of five (5) years of Teaching, Administrative or Assistant Principal experience (urban public school setting preferred)
- Demonstrates a high degree of energy and a genuine interest in students and their success
- Experience working in an urban public school or charter school setting preferred
- Strong desire to work within a turnaround, extended day, urban educational program
- Experience working with students & families of diverse ethnic backgrounds
- A comprehensive knowledge of curriculum, instruction & assessment as they relate to instruction and pedagogy
- Proficiency with technology (blended learning, teacher/family communication suites (Parent Square), Google G-Suite Apps, etc.) desirable
- Bilingual candidates and candidates of color strongly encouraged to apply
- Current authorization to work in the United States

Equal Opportunity Employer

Salem Public School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Work Year: This is a full-time, full-year position. Please [click here](#) to view the 2026-27 district and/or school calendars.

Salary: Associate Principal (Elementary) salaries in the Salem Public Schools are determined by the [Salem Administrators Association collective bargaining agreement](#). Salary information can be found in Appendix A.

Benefits: The City of Salem offers [Group Insurance Commission \(GIC\)](#) benefits to all full-time employees. [Click here](#) for more information about our health benefits.

Associate Principal (Secondary), Salem Public Schools, Salem, MA

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What You'll Do:

The Associate Principal (Secondary) serves as a key instructional and operational leader within the school, working in close partnership with the Principal to ensure high-quality teaching and learning, a culture of belonging, and strong family and community partnerships. This role bridges the responsibilities of Assistant Principal and Principal by assuming schoolwide leadership for instructional improvement, assisting the Principal with staff supervision, equity-focused culture-building, and operational systems. The Associate Principal (Secondary) will build and manage critical systems for student support, academic excellence, positive school climate and safety and may be responsible for additional duties, sometimes after hours attending school activities or involving grant-funded and other school improvement initiatives. The Associate Principal is a full-time, full-year position who will be on-site more frequently (before and after school, as well as on some weekends, evenings, and vacations) to support the many transition activities.

A Salem Public School Associate Principal (Secondary) Must:

- **Put students first.** Students are at the heart of our schools and we look to recruit and select leaders who make decisions in their best interest.
- **Strengthen the culture of teaching and learning.** The Associate Principal (Secondary) of an SPS school will change ideas about how young children learn in the 21st century and will redefine expectations about what young people in America's urban centers are capable of achieving.
- **Demonstrate innovative and entrepreneurial thinking.** The Salem Public Schools value robust approaches to teaching and learning, especially in urban areas where standard practices have not always served young people well. Modeling innovation in other sectors, the Associate Principal (Secondary) will use technology to advance improved teaching and learning practices and implement more robust assessments, support teachers and leaders as innovators, invest early in promising practices, and collect and use data to diagnose problems-of-practice and evaluate effectiveness of initiatives and to course-correct when necessary.
- **Engage families and the community as equal partners in the school improvement process.** The SPS Associate Principal (Secondary) identifies deepening partnerships with parents, students, and the community as a key strategy for improving student learning outcomes. An effective

leader is able to conduct this important work with the many diverse populations that we have represented in our district.

- **Receive high levels of support in demand for high levels of accountability.** Because teachers and leaders are innovators, SPS realizes that they need high-touch, meaningful, and job-embedded support. This will be provided through the district's new and innovative network model. In exchange, the district holds instructional staff accountable for student learning, their own professional development, and their contributions to the school learning community.
- **Foster professional environments that value collaboration, data use, and continual improvement.** Teachers must work together to collect and analyze data to sustain cycles of inquiry and improvement. Continual learning and data-driven decision-making are core to developing and supporting highly effective schools.

Major Duties and Responsibilities:

Schoolwide Leadership, Strategic Oversight, and Instructional Leadership

- Serves as acting principal when the principal is not in the building, making building-level decisions on instruction, safety, and operations
- Co-develop and implement a School Improvement Plan that sets the direction for school improvement efforts (for secondary includes focus areas such as graduation pathways, college readiness, and school culture)
- Collaborate with principal and other members of the school leadership team to ensure that all students leave school ready for the next level whether that is high school, higher education, or career pathways
- Leads and plans middle school to high school transition events - develops outreach materials, coordinates events, organizes Summer Bridge and establishes systems to ensure a smooth transition from 8th to 9th grade
- Oversees after school credit recovery as well as alternative scheduling and the community office
- Carefully monitors on-track indicators: credits earned, attendance, behavior trends, course failures, etc. for students who benefit from these services
- Coordinate standards-based data collection and interventions, reviewing priority standards and addressing reteaching needs across teams
- Analyze student achievement results to identify areas in greatest need of improvement and to inform school improvement efforts
- Work with the principal to ensure that the learning needs of all students--Special Education, Multilingual Learners, and General Education--are met
- Analyze other data such as attendance patterns, graduation projections, early warning indicators, and assessment data and communicates data trends to staff and department heads to improve instructional outcomes
- Effectively supervise the classroom teams, content-based coaches, reading specialists and other support staff
- Support and supervise the design of rigorous, standards-based instruction with measurable outcomes

- Institute immediate targeted interventions and monitor their effectiveness
- Conduct daily classroom observations to analyze instruction, supervise staff, and provide feedback to ensure continuous improvement in teaching and learning
- Engage in continuous learning and on-going professional development with principal cabinet
- Facilitates staff meetings to further support SPS' commitment to anti-racism
- Lead and support PLCs, professional development, and coaching cycles

Management and Operations

- Oversees after school programming including daily supervision of staff member(s) facilitating detention
- Assists with supervision of operations related to athletics, fine arts, clubs, and extracurriculars
- Assist with the recruitment and retention of a diverse staff
- As a leadership team, align the use of people, money, and materials to the school's instructional priorities
- Assist with budget alignment to instructional priorities
- Help develop systems for optimal use of time by creating schedules/procedures that maximize instructional time and provide sufficient meeting time for all teams. Deflect activities that prevent staff from focusing on student learning during team time.
- Help with the management of school, facilities, and operations
- Comply with the state and federal laws, policies and collective bargaining agreements
- Assist with the supervision arrival, dismissal, lunch, recess, and emergency procedures
- Serve as acting principal as needed
- Prepare reports, handbooks and communications
- Support field trips, extracurriculars, and special events

Family and Community Engagement

- Strengthen teacher and staff capacity to cultivate and sustain meaningful partnerships with families of diverse backgrounds and with community members that support student achievement and student well being
- Work with the leadership team to establish two-way communication tools for parents in their respective languages
- Seek and develop strategic partnerships that will provide students with access to extracurricular and out of school time activities that add value and help drive academic success
- Attend, participate in and support PTO/parent advisory groups
- Along with the principal, represent the school with partner agencies, community organizations, and universities

School Culture

- Lead and oversees RISE meetings and RISK review to ensure fidelity to protocols and follow-up to ensure that student needs are met

- Oversees restorative practices, peer mediation, and interventions for repeated behavior issues.
- Promote a positive, inclusive, identity-affirming school climate
- Lead or co-lead schoolwide culture systems (ex: houses, recognition programs, restorative practices)
- Help to oversee attendance and student conduct systems focused on relationships and growth
- Ensure students and families receive needed supports
- Develops professional development for all staff focused on improving student culture, support and engagement.
- Maintain visibility and accessibility to students, staff, and families

Professional Culture

- Identify key levers that foster accelerated school improvement/turnaround
- Demonstrate high expectations for all students and staff and a commitment to providing the support required to attain them
- Demonstrate cultural competencies and antiracist leadership through behaviors and decision-making
- Establish a collegial environment that honors and encourages staff's continuous learning
- Assists with managing conflicts and foster consensus building
- Foster teacher leadership through delegation, shared leadership and decision-making

Job Requirements:

- Master's Degree Required
- Required [Massachusetts teaching certification/licensure](#) as a School Principal/Assistant Principal (5-12)
- [Sheltered English Immersion \(SEI\) Endorsement](#) (Required within 1-year of start date)
- Minimum of five (5) years of Teaching, Administrative or Assistant Principal experience (urban public school setting preferred)
- Demonstrates a high degree of energy and a genuine interest in students and their success
- Experience working in an urban public school or charter school setting preferred
- Strong desire to work within a turnaround, extended day, urban educational program
- Experience working with students & families of diverse ethnic backgrounds
- A comprehensive knowledge of curriculum, instruction & assessment as they relate to instruction and pedagogy
- Proficiency with technology (blended learning, teacher/family communication suites (Parent Square), Google G-Suite Apps, etc.) desirable
- Bilingual candidates and candidates of color strongly encouraged to apply
- Current authorization to work in the United States

Work Year: This is a full-time, full-year position. Please [click here](#) to view the 2026-27 district and/or school calendars.

Salary: Associate Principal (Elementary) salaries in the Salem Public Schools are determined by the [Salem Administrators Association collective bargaining agreement](#). Salary information can be found in Appendix A.

Benefits: The City of Salem offers [Group Insurance Commission \(GIC\)](#) benefits to all full-time employees. [Click here](#) for more information about our health benefits.

Equal Opportunity Employer

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Salary Schedule - Associate Principal (Elementary) draft 3/13/26						Salary Schedule - Associate Principal (Secondary) draft 3/13/26					
Full-Year											
	Step	BA or MA	MA+30	CAGS or +60	Ed.D/Ph.D/other		Step	BA or MA	MA+30	CAGS or +60	Ed.D/Ph.D/other
2025-2026	1	\$120,000	\$123,000	\$128,000	\$129,000	2025-2026	1	\$126,000	\$129,000	\$134,000	\$135,000
	2	\$122,000	\$125,000	\$130,000	\$131,000		2	\$128,000	\$131,000	\$136,000	\$137,000
	3	\$126,000	\$128,000	\$132,000	\$133,000		3	\$129,000	\$133,000	\$138,000	\$139,000
	4	\$127,000	\$129,000	\$134,000	\$135,000		4	\$132,000	\$135,000	\$140,000	\$142,000
	5	\$128,000	\$131,000	\$136,000	\$137,000		5	\$134,000	\$137,000	\$143,000	\$144,000
	6	\$130,000	\$133,000	\$138,000	\$139,000		6	\$136,000	\$139,000	\$146,000	\$148,000
	Step	BA or MA	MA+30	CAGS or +60	Ed.D/Ph.D/other		Step	BA or MA	MA+30	CAGS or +60	Ed.D/Ph.D/other
2026-2027	1	\$123,600	\$126,690	\$131,840	\$132,870	2026-2027	1	\$129,780	\$132,870	\$138,020	\$139,050
3.00%	2	\$125,660	\$128,750	\$133,900	\$134,930	3.00%	2	\$131,840	\$134,930	\$140,080	\$141,110
	3	\$129,780	\$131,840	\$135,960	\$136,990		3	\$132,870	\$136,990	\$142,140	\$143,170
	4	\$130,810	\$132,870	\$138,020	\$139,050		4	\$135,960	\$139,050	\$144,200	\$146,260
	5	\$131,840	\$134,930	\$140,080	\$141,110		5	\$138,020	\$141,110	\$147,290	\$148,320
	6	\$133,900	\$136,990	\$142,140	\$143,170		6	\$140,080	\$143,170	\$150,380	\$152,440
	Step	BA or MA	MA+30	CAGS or +60	Ed.D/Ph.D/other		Step	BA or MA	MA+30	CAGS or +60	Ed.D/Ph.D/other
2027-2028	1	\$127,308	\$130,491	\$135,795	\$136,856	2027-2028	1	\$133,673	\$136,856	\$142,161	\$143,222
3.00%	2	\$129,430	\$132,613	\$137,917	\$138,978	3.00%	2	\$135,795	\$138,978	\$144,282	\$145,343
	3	\$133,673	\$135,795	\$140,039	\$141,100		3	\$136,856	\$141,100	\$146,404	\$147,465
	4	\$134,734	\$136,856	\$142,161	\$143,222		4	\$140,039	\$143,222	\$148,526	\$150,648
	5	\$135,795	\$138,978	\$144,282	\$145,343		5	\$142,161	\$145,343	\$151,709	\$152,770
	6	\$137,917	\$141,100	\$146,404	\$147,465		6	\$144,282	\$147,465	\$154,891	\$157,013

School Committee Meeting Schedule 2026-2027

- 1) Monday, July 27, 2026
- 2) Monday, August 24, 2026
- 3) Tuesday, September 8, 2026
- 4) Tuesday, September 22, 2026
- 5) Monday, October 5, 2026
- 6) Monday, October 19, 2026
- 7) Monday, November 9, 2026
- 8) Monday, November 23, 2026
- 9) Monday, December 7, 2026
- 10) Monday, December 21, 2026
- 11) Monday, January 4, 2027
- 12) Tuesday, January 19, 2027
- 13) Monday, February 8, 2027
- 14) Monday, March 1, 2027
- 15) Monday, March 15, 2027
- 16) Monday, April 5, 2027
- 17) Monday, April 26, 2027
- 18) Monday, May 10, 2027
- 19) Monday, May 24, 2027
- 20) Monday, June 7, 2027
- 21) Monday, June 21, 2027