

Ms. Mary A. Manning
Mr. James M. Fleming
Dr. Kristin Pangallo



Ms. Beth Anne Cornell
Mr. Manny Cruz
Ms. Amanda Campbell

Mayor Kimberley Driscoll, 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”

DATE POSTED: April 21, 2022

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on April 25, 2022 at 7 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/86914196859?pwd=SXBBOWR6dVowaGZnO01aNS9ibUV0UT09>

Passcode: np16UR


I. Call of Meeting to Order

a. Summary of Public Participation Policy (SC 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.*

b. 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**.

c. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the below link to sign up and submit your comment electronically: <https://forms.gle/MS6nDwNVNP2eF5ee8>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Jensen Frost at jfrost@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- a. Approval of [minutes](#) of the Committee of the Whole meeting held on 3/21/22
- b. Approval of [minutes](#) of the Regular School Committee meeting held on 04/04/22
- c. Approval of Warrants: 4/7/2022 - \$574,643.29; 4/14/2022 - \$227,877.65; 4/21/2022 - \$452,956.71

IV. **Public Comment**

Please see above for instructions on participating in public comment.

V. **Superintendent's Report**

- a. FY23 budget presentation
- b. Submission of Statement of Interest to MSBA Core Repair Program for Salem High School renovations
- c. Instructional Technology Memorandum of Understanding (MOU)

VI. **Report from the Student Representative – Hawa Tabayi**

VII. **Action Items: Old Business**

VIII. **Action Items: New Business**

- a. Deliberation and vote to authorize submission of Statement of Interest to Massachusetts School Building Association for Core Repair Program for Salem High School

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

Resolved: Having convened in an open meeting on April 25, 2022, prior to the SOI submission closing date, the School Committee of the City of Salem, Massachusetts, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 2022 for the Salem High School located at 77 Willson Street, Salem, Massachusetts, which describes and explains the following deficiencies and the priority categories for which an application may be submitted to the Massachusetts School Building Authority in the future:

Priority 1. Replacement or renovation of a building in a condition seriously jeopardizing the health and safety of school children. A significant portion of the building's heating and ventilation system components have either failed, exceeded their useful life, and/or are predicted to fail imminently. In addition, the building contains significant amounts of asbestos. As the building ages and requires more repair and maintenance, the likelihood of damage to asbestos containing materials and the release of asbestos into the school environment is expected to increase.

Priority 5. Replacement, renovation, or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs. As noted above, a significant portion of the building's systems (including roofs, windows, boilers, and HVAC systems) have exceeded their useful life. In addition, automated building control systems no longer function properly requiring frequent manual adjustment of mechanical equipment, significantly impeding our ability to manage and control energy use.

Priority 7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements. Over 50% of Salem High School students are currently enrolled in CVTE classes. The demand for programs that are relevant to our community, region, and state employers is growing tremendously. Unfortunately, the building as presently designed and equipped is unable to support the expansion of programs that would meet state requirements for CVTE certification. In addition, the constraints of the building prevent the district from providing a full range of programs in the fine and performing arts, and in the science, technology and engineering areas;

***Ms. Mary A. Manning
Mr. James M. Fleming
Dr. Kristin Pangallo***



***Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell***

Mayor Kimberley Driscoll, Chair

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City of Salem, Massachusetts to filing an application for funding with the Massachusetts School Building Authority

- b. Deliberation and vote to approve IT Memorandum of Understanding
- c. Deliberation and vote to accept \$1600 donation from Toys for Tots Literacy/UPS book drive

IX. Finance & Operations Report

X. Subcommittee Reports

- a. Discussion regarding Policy 3601 Student Transportation Services

XI. School Committee Concerns and Resolutions

XII. Adjournment

Respectfully submitted by,

Mindy Marino

Executive Assistant to the 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.”

**Sra. Mary A. Manning
Sr. James M. Fleming
Dra. Kristin Pangallo**



**Sra. Beth Anne Cornell
Sr. Manny Cruz
Sra. Amanda Campbell**

Alcaldesa Kimberley Driscoll, Preside

“Conozca sus Derechos según la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad 2-2028 hasta 2-2033”

FECHA DE PUBLICACIÓN: 21 de abril de 2022

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem llevará a cabo una **Reunión regular del Comité Escolar el 25 de abril de 2022 a las 7 p.m.** Esta reunión **tendrá lugar en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el siguiente enlace.

Haga clic en el enlace a continuación para unirse a la reunión virtual:

<https://us06web.zoom.us/j/86914196859?pwd= SXBBOWR6dVowaGZnQ01aNS9ibUV0UT09>

Contraseña: np16UR


I. Convocatoria a la Sesión Abierta

a. Resumen de la Política de Participación Pública (SC Política #6409)

Lectura en voz alta: *El Comité Escolar de Salem desea escuchar al público sobre temas que afectan al distrito escolar y que están dentro del alcance de las responsabilidades del Comité. Se ofrecerá interpretación al español para quien lo necesite.*

b. Interpretación al español en vivo

La interpretación al español se provee en todas las reuniones del Consejo Escolar Regular. Para escuchar estas reuniones con la interpretación al español, por favor vea las instrucciones de abajo:

1. Pulse en **Interpretation** .
2. Pulse en **Spanish**
3. (Opcional) Para escuchar la lengua interpretada solamente, pulse **Mute Original Audio**.

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/MS6nDwNVNP2eF5ee8>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Jensen Frost en jfrost@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

- a. Aprobación del [acta](#) de la reunión del Comité Plenario celebrada el 21-mar-22
- b. Aprobación del [acta](#) de la reunión regular del Comité Escolar celebrada el 04-abr-22
- c. Aprobación de las órdenes de pago: 7-abr-2022 - \$574,643.29; 14-abr-2022 - \$227,877.65; 21-abr-2022 - \$452,956.71

IV. Comentario Público

Favor de ver arriba para instrucciones sobre cómo participar en los comentarios públicos.

V. Exhibición del Educador

VI. Reporte del Superintendente

- a. Presentación del presupuesto del año fiscal 23
- b. Presentación de la declaración de interés al Programa de Reparaciones Básicas de la MSBA para las renovaciones de la escuela secundaria de Salem
- c. Memorando de entendimiento de Tecnología Educativa (MOU)

VII. Reporte de la representante estudiantil – Hawa Tabayi

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- a. Deliberación y votación para autorizar la presentación de la Declaración de Interés a la Asociación de Construcción de Escuelas de Massachusetts para el Programa de Reparación del Núcleo de la Escuela Secundaria de Salem
- b. Deliberación y votación para aprobar el Memorando de Entendimiento de Tecnología
- c. Deliberación y votación para aceptar la donación de \$1600 de Toys for Tots Literacy/UPS book drive

X. Reporte de Finanzas y Operaciones

XI. Reportes de los Subcomités

- a. Discusión sobre la Política 3601 Servicios de Transporte para estudiantes

XII. Inquietudes y Resoluciones del Comité Escolar

XIII. Clausura

Sometido respetuosamente por,

Mindy Marino

Asistente Ejecutiva del Superintendente

“Las personas que requieran ayuda auxiliar y servicios para una comunicación eficiente tal como un intérprete de lenguaje de señas, un dispositivo asistente para escuchar, o material impreso en formato digital o una modificación razonable de programas, servicios, políticas, o actividades, puede ponerse en contacto con el Coordinador ADA de la Ciudad de Salem al (978) 619-5630 a la brevedad y no más de 2 días laborales antes de la reunión, programa o evento.”

**Salem School Committee
Committee of the Whole Meeting Minutes
Monday - March 21, 2022**

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Monday, March 21, 2022 at 5:30pm using the Zoom platform.

Members Present: Mayor Kimberley Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Mr. Manny Cruz, Mr. Fleming and Ms. Beth Anne Cornell

Members Absent: Dr. Kristin Pangallo

Others in Attendance: Mary DeLai and Vanessa Fagundes

Call of Meeting to Order

Mayor Driscoll calls the meeting to order at 5:52pm. She notes the public meeting directive from the governor noting the use of Zoom for the meeting and calls the roll.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Ms. Manning	Yes
Mayor Driscoll	Yes

Motion carries 6-0

Discussion on proposed changes to policy 3601 Student Transportation Services

Mayor Driscoll welcomes the Policy Chair to provide an overview to the purpose of reviewing this proposed change. Ms Cornell gives an overview of the process for which the policy had undergone noting the folks who were included in the process to voice challenges the existing policy was creating and the timeline of which the policy took to getting to the COW meeting.

Ms. Fagundes provides an overview of the transportation proposal by comparing MGL, current practice, and the proposed changes being presented tonight. A screen share provides context surrounding the updated mileage to mandatory riders including the addition of a mileage provision to add 7th-12th graders as mandatory riders and building a criteria tiered process in accepting non-mandatory riders in an equitable and efficient manner rather than a first-come first-served process which is the current practice.

Ms. Campbell asks if the tiered process provides an opportunity to hold spots for students who move to the district midyear. Ms. Fagundes notes that increasing the mileage for now mandatory riders will hopefully capture most of the district and secure ridership for more students. Ms. Cornell adds the discussion surrounding keeping open seats for newcomers and transfers into the district, which isn't something baked into the policy but a practice Ms. Fagundes follows as children are coming and leaving

the district. The expectation is providing the opportunity for Ms. Fagundes to plan and prepare for seat capacity based on how many seats to hold for future incoming students.

Mayor Driscoll notes the proposed policy prioritizes not leaving students out while effectively assessing the space we have to provide transportation to students meeting the minimum thresholds proposed. Mayor Driscoll asks if there is a number of students that will not be served back on the tiered structure. Ms. Fagundes notes she has this number within her data collection, noting the students who would no longer be eligible for transportation would be students between 6-12 who live between a mile and a mile and a half.

Mr. Cruz mentions Ms. Fagundes' data overview of the students who are labeled as mandatory and take the transportation option offered by the district and then the number of non-mandatory riders and the adjustment to move the non-mandatory riders to mandatory based on the updated criteria. He notes this would be helpful information for the committee to see as the policy subcommittee was provided to be able to see how the criteria and policy suggestions were built out. He mentions some will lose out on transportation based on the recommended policy but based on some of the challenges previously faced with regard to non-mandatory riders and space. He suggests having this information may help provide an understanding for where the policy has evolved from and mentions there may be some tweaks made between readings.

Ms. Cornell notes that there is still a Superintendent discretion if there are exceptional circumstances that arise, but based on Ms. Fagundes' data collection, this policy captures who really needs transportation than who we are currently serving.

Ms. Campbell raises the concern for students who don't meet the tiered criteria, specially noting the unsafe zones and if there was consideration to "tier" these students in addition to non-mandatory riders. She mentions the piece that makes her nervous is that group of students not having access to the tiered service because they're in too short a distance.

Ms. Fagundes returns to the data requested by Mayor Driscoll sharing that students grade 6-12 that live a mile to a mile and a half, being excluded from the policy, would be 526 students. She also notes taking a look at current riders in grades 6-12 that are currently riding between the miles and a mile and half - the number is 215 and it seems like a drastic change but the issue was the first-come, first-served practice over one mile where many families living 1.1, 1.3 miles would be provided transportation and we'd have a waitlist for students living over 2 or 3 miles from school. She presents this information to clarify that although the numbers seem like a change - the data points to the waitlist having students living far beyond the 1-1.5 mile criteria noted.

Ms. Cornell notes the students Ms. Cornell is nervous about currently not being served transportation anyway and perhaps the concern raised would maybe be an opportunity for the superintendent discretion. Ms. Campbell notes the perspective of knowing your child's distance that they'd walk is really unsafe, you might be on the ball and request it every single time, and she agrees 100% with the proposed criteria she would just like to see some type of function where thought the superintendent's consideration is available, something surrounding this concern could exist within the policy. She suggests adding something if you are 1-1.5 miles and meet the 3 criteria, or specifically the unsafe walking criteria - it'll get you into transportation consideration or adding a tier 4 or something.

Mr. Fleming asks when the start date would be if this policy is approved. Ms. Fagundes notes the first of May. Mr. Fleming asks a clarifying question that families will no longer be able to ride if they don't fit the criteria and will receive notice of this on May 1st for the next school year. Ms. Fagundes confirms and also mentions the students who are labeled mandatory riders will automatically be enrolled for transportation. Mr. Fleming asks if there is an appeal process families can go through. Mr. Cruz notes that would fall under the superintendent's discretion.

Ms. Manning mentions the unsafe issue and notes that the policy still has two readings to go through if passed tonight and she would be willing to take another look at that if we can get input from the police fairly quickly. She notes having time to have the city identify these unsafe zones.

Mr. Cruz mentions he would be open to looking at the policy again, hearing from Ms. Manning about the unsafe zone revisit and Mr. Fleming regarding the exclusion this new policy may bring. He does not think that as a committee, looking at the space available for transportation the reality is, we won't be able to serve every student. He does suggest that committee members could take a good look at the proposed policy and if anyone has recommended language or ideas to add to send it over to the policy subcommittee for review and discussion within the next two readings.

Mayor Driscoll thanks the committee for the work put into this policy along with the district team members who have worked tirelessly to help prioritize ridership while maintaining effective use of space and planning.

Adjournment

Mr. Fleming makes a motion to rise and report the policy to the full school committee. Mr. Cruz seconded. A roll call vote was taken.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Ms. Manning	Yes
Mayor Driscoll	Yes
Motion carries 6-0	

The meeting ends at 6:36 p.m.

Respectfully submitted by,

Jensen Frost

Executive Assistant to the Deputy Superintendent

D R A F T
Salem Public Schools
Salem School Committee
Meeting Minutes
April 4, 2022

On April 4, 2022 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

Members Present: Mayor Driscoll, Ms. Mary Manning, Mr. Manny Cruz, Ms. Amanda Campbell, Dr. Kristin Pangallo, Ms. Beth Anne Cornell, and Mr. James Fleming

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Marc LeBlanc, Linda Farinelli, Adam Colantuoni, Susan Carmona, Arabelis Luciano, Laura Fernald, Jayren Gomez Martinez, Nashla Batista Rojas, Glenn Burns, Emily Flores

Call of Meeting to Order

Mayor Driscoll calls the meeting to order at 7:02pm and requests a call of attendance. She explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

Attendance

Mayor Driscoll called the attendance.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Mr. Fleming	Present
Ms. Manning	Not Present
Dr. Pangallo	Present
Mayor Driscoll	Present

Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Ms. Cornell seconded. (Ms. Manning enters the meeting) A roll call vote was taken.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 7-0

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Approval of Consent Agenda

Ms. Manning requested a motion to approve the Consent Agenda. Mr. Fleming motioned and Ms. Cornell seconded. A roll call vote was taken.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 7-0

Public Comments

The School Committee Secretary announced that there were no public comments.

Student Showcase

Dr. Zrike introduces Principal of WHES, Susan Carmona, ML Teacher, Laura Fernald, and Family Engagement Facilitator, Arabelis Luciano. Principal Carmona handed over the presentation to ML Teacher, Ms. Fernald. She mentions working with her students to learn about long ago and now. She shares a presentation about the “Then and Now,” unit. The presentation included pictures of students participating in long ago exploration and an overview of the interactive activity is provided.

Ms. Fernald shares a YouTube video of the students singing a song and acting out various “chores” from “time long ago.” Ms. Fernald notes the students are all beginner ML kindergarten students. Mayor Driscoll asks what the favorite chore they learned about most. Jayren says he enjoyed making the butter. Nashla says she enjoyed churning the butter too.

Mayor Driscoll opens the comments to the rest of the School Committee. Ms. Manning says she enjoyed the variety within the presentation. Ms. Arabelis shares that she is happy to be a part of every bit of learning. Mayor Driscoll thanks the kindergarten students and WHES staff and shares that the meeting will move along and they are welcome to stay or leave if they’d like.

Salem High Redesign

Dr. Zrike shares that this presentation will be an update from the work being done at the high school level. Mr. Burns opens the presentation noting some of the details in this presentation correspond to the goals for the School Improvement Plan and that the redesign is based on unifying all three high schools within the district. The presentation with information about supporting 9th graders to “stay on track.” He moves into discussion about a culture of belonging - this surrounding the idea of students graduating and preparing them for college and career in their post-school journey. He also speaks to attendance, drop-out rate, and suspension percentage. He notes the quality of vocational programming for HS students. Culture of Academic and Career Excellence is shared with the committee and Mr. Burns shares how the

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progress in this area is being intertwined between all three high schools. He shares numbers depicting how many students have access to internships and provides an overview of advanced coursework. He provides an overview of the pathway to SSU and NSCC programming. A slide shows the numbers in the form of percentages for students participating in advanced coursework, athletics, and vocational education.

Dr. Flores takes over the presentation noting expectations coming for continued progress with the Redesign Plan. She notes Early College Growth, College Exploration, Summer Learning, College and Career Nights, Upgrades to Vocational work, and the MyCap Program.

Mayor Driscoll opens the floor to comment and questions. Dr. Pangallo mentions the exploratory and early college pathway options noting the comment of letting students make their own informed decisions. She wonders if students have the opportunity to do both to determine their path. Mr. Burns notes consideration for building schedules to allow for students ready to receive a certificate in the vocational program to also be able to take an early college course. He notes freshman level students don't have access to the early college courses but rather recruitment is happening in this year so most students would do exploratory and then come sophomore year would be able to do both vocational classes and early college courses.

Dr. Pangallo also asks about the difference between dual enrollment and early college. Mr. Burns notes the dual enrollment are courses taught at the school and the students receive college credits for the courses per the agreement, whereas the early college courses are part of the pathway with specific programs and prescribed courses based on college partnerships. Discussion about college credits at the HS level and future credit transfers is had.

Mr. Cruz provides context surrounding the state's initiative of Early College opportunities and the intent it has to reach first generation college students within the demographic of students of color, LatinX, and the like. Mr. Cruz wonders if there is an opportunity for the School Committee to visit the Career Fair in respect to the CTE programs and be able to talk and explore the opportunities and availability of CTE resources.

Dr. Zrike notes the work done by SHS with the redesign plan and notes the assets of the high school being significant. He mentions the numbers prove the work being done but also notes there is room for improvement and growth and he knows SHS is working diligently on building the experiences for student growth. He also notes access for ML students and working hard to make sure ML students have access to early college opportunities. He notes conversations surrounding this work are happening and big steps are coming to deliver on the district's promise to the student body.

Mayor Driscoll shares gratitude for the presentation and also notes the work completed in the year to strengthen experiences. She asks if Mr. Burns knows the number of students engaged in a paid versus unpaid internship. Mr. Burns notes he can get accurate numbers and Dr. Flores notes most of the internships are paid internships via Read Trust Grant, through NSMC, and through Co-Op with Talbot Electric.

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Dr. Pangallo notes financial aid workshops with parents and wonders if financial aid is covered with students. Mr. Burns notes the content being delivered in Crew Blocks but mentions it's not as comprehensive as it needs to be. Currently LEAP has workshops and there are some after school workshops available; but he notes more work needs to be done to provide access and information to students. He notes a future opportunity is preparing students ahead of senior year.

Update on SPS logo, core values, and tagline

Dr. Zrike notes the background context leading to tonight's presentation with the process, noting feedback from the school community and consistent themes that helped shape the core values of the district. The core values note: Belonging (rooted in the equity statement), Equity (noting this work is driving the district and noting now social justice and inclusivity, lastly Opportunity (providing students personalized experiences through joyous academic success to curb their post-secondary plans. He continues the presentation to note the next steps are putting the core values to practice and translating these values into the culture of school. With noting the core values, came the need for an updated logo and tagline. After the initial review of the logos presented to the committee, work was completed to better align the logo to the core values.

Ms. Cornell shares gratitude for the process for collecting community input and offering an appropriate responsive approach to the work in finding the right ending.

Mr. Cruz shares that he absolutely loves it and if an endorsement is needed - he's giving it. He notes the tagline shares the values of the district, and the logo update has taken the feedback conversations into consideration to offer a final place for the logo.

Dr. Pangallo concurs with her colleagues and questions about the color choices. Ms. Polay-Wettengel notes this logo is specific to the district and schools will continue to have their school logos. She mentions the red and black are traditional to the Salem culture and the blue is just a contrasting color that worked best with the color options provided during the creation of the logo.

Ms. Manning notes she enjoys the tagline and also had questions about the color. She shares appreciation for the work done on this logo.

Mr. Fleming notes coming a long way from December 20, he notes applause for changing the figures from "stick figures" to more realistic figures.

Memo re: Student Advisory Committee

Dr. Zrike calls attention to the requested information surrounding the Student Advisory Committee and request for information about other districts in respect to scholarship information, along with information about clubs and programs offering scholarships.

Dr. Zrike also notes a previous presentation to the SC from Jim Perroti and notes his return to SPS tomorrow for a training with principals, assistant principals, and directors.

D R A F T

Report from the Student Representative - Hawa Hamidou Tabayi

There is no Student Representative Report.

Old Business

Mayor Driscoll notes a former topic surrounding the return to in-person meetings, hybrid meetings, etc.

Dr. Pangallo notes interest in returning but ensuring access to the public to be able to join virtually as an option.

Mr. Cruz agrees. He wants to be sure the district has access to equipment for a hybrid model.

Ms. Manning notes being in Chambers and mentions hosting an in-person subcommittee meeting ahead of the regular school committee meeting. She notes if schools are back to business in person she is ready to make the transition and return to in-person as well.

Mr. Fleming notes having a hybrid method with the transition of the committee to being in-person.

Ms. Cornell agrees with all the above and Mr. Cruz's decision to make a decision today.

Ms. Campbell notes updating the public participation policy to neaten up the language about public participation. She also notes being more cognizant about staff who would be presenting and having an understanding of not only attendees having the hybrid remote option, but also having school district personnel the opportunity to join virtually as well.

Mr. Cruz agrees with Ms. Campbell having the option for staff and their remote participation. He also notes his personal experience on decision making to return to in purpose was in connection to access to the vaccine as well.

Mayor Driscoll shares an overview of what she hears from the committee, noting the committee agrees to have a hybrid model for participants, panelists, and committee members based on a variety of reasons that may arise.

Plan for 4/25 being a hybrid meeting. Mr. Fleming suggests taking a look at the Open Meeting Law and changes that were suspended during COVID and how that looks in the return.

New Business

Deliberate and vote to accept & support Superintendent's recommendations on SPS core values, logo and tagline. Mayor Driscoll requests a motion. Mr. Fleming makes a motion, Mr. Cruz seconded. A roll call vote is made.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes

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Mr. Fleming Yes
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes
Motion carries 7-0

Finance Report

Mayor Driscoll requests a motion to approve the FY22 Budget Transfer Request for Teaching and Learning. The Teaching and Learning Department requests the following transfer be made from various accounts to Regular Day Instructional Supplies to fund the purchase of core instructional materials.

Mr. Fleming makes a motion and Ms. Manning seconded. Dr. Pangallo notes the large sums being transferred. Ms. Carbone provides a brief overview noting the pandemic has halted some of the spending in various budget lines and the instructional supplies line will now pay for various instructional materials.

A roll call vote was taken.

Ms. Campbell Yes
Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes
Motion carries 7-0

Mayor Driscoll requests a motion to approve the FY22 Budget Transfer Request for The Special Education Department. The Special Education Department requests the following transfer be made from Special Education Tuition-Private to In-District Special Education Transportation to fund in-district special education transportation vendor expenses.

Ms. Manning makes a motion and Mr. Cruz seconded. Ms. DeLai notes the transfers here are moving from transportation salaries to transportation services and this was considered and accounted for at the start of the school year.

A roll call vote was taken.

Ms. Campbell Yes
Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes
Ms. Manning Yes
Dr. Pangallo Yes

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Mayor Driscoll Yes
Motion carries 7-0

Mayor Driscoll requests a motion to approve the FY22 Budget Transfer Request for the Business Office. The Business Office requests the following transfer be made from various accounts to Reg Day Pupil Transportation for Regular Ed transportation costs.

Ms. Manning makes a motion, Mr. Fleming seconded. Ms. DeLai notes again, the move in funding is supporting the contracted funding with transportation as we are no longer supporting transportation salaries as we don't have transportation salaries as was the case. Mr. Fleming asks for clarification about the budget transfer and Ms. DeLai explains the original planned funding occurred before the transition of transportation.

A roll call vote was taken.

Ms. Campbell Yes
Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes

Motion carries 7-0

Mayor Driscoll requests a motion to approve the FY22 Budget Transfer Request for The Athletic Department. The Athletic Department requests the following transfer be made from GEN FUND Transportation to Ath/St Act Contracted Service to be used for Athletic transportation expenses.

Mr. Fleming makes a motion, Ms. Manning seconded.

A roll call vote was taken.

Ms. Campbell Yes
Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes

Motion carries 7-0

Subcommittee Reports

Policies for second reading

3601 Student Transportation Services

Ms. Cornell makes a motion, and Ms. Manning seconded. Ms. Cornell notes taking recommendations from colleagues for families to be able to petition for ridership if they don't match the criteria for transportation. She shares suggested language that's been added to the policy since first reading.

A roll call vote was taken.

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Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 7-0

1102 Advertising in the Schools

Ms. Cornell makes a motion and Mr. Cruz seconded. Dr. Pangallo raises concern of a sentence being incomplete and context in question is raised. Mayor Driscoll requested Ms. Cornell to withdraw her motion, review the policy at the subcommittee meeting and return it to the agenda for 2nd reading once cleaned up.

Discussion regarding Policy 6502 Student Advisory Committee

Ms. Cornell turns over the policy discussion to Ms. Campbell for context surrounding the creation of the language of this policy.

Ms. Campbell notes there has been discussion previously and she is hoping to obtain an idea of where colleagues are at to determine if we can move this policy forward.

Mr. Cruz notes by-laws for the Student Advisory Committee in terms of the required work of the students and suggests referencing these by-laws in the policy. He notes talking about this policy at length at a previous meeting and hopes to receive feedback today to be able to move forward with this policy in terms of student feedback and moving the policy along for the appropriate readings.

Ms. Campbell notes having received feedback from students when this suggested language was originally created. Mr. Cruz asks if that conversation included by-laws references. Ms. Campbell provides an overview of the inclusion of by-laws and the conversation that was had. Mr. Cruz notes an after-meeting action to provide by-laws information to the full committee.

Ms. Manning notes confusion surrounding the policy being passed over to the chair of the Equity Subcommittee, and wonders about additional information coming to light from the equity committee without discussion to the Policy Subcommittee meeting. Ms. Manning asks if there was additional information surrounding by-laws worked on after the initial proposal was sent to policy, why haven't they been provided an update?

Mayor Driscoll clarifies the Policy Subcommittee was working on the language based on the creation and discussion with Equity and student work.

Ms. Campbell provides an overview of the Student Advisory Committee and how students receive the roles within the committee and the process of election, and the work completed. She notes four officer positions are elected by the students. Mr. Cruz provides more context surrounding the voting process and also notes that he and Ms. Campbell serve as liaisons

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between the SAC and the School Committee. Ms. Campbell also provides information regarding the difference in scholarship in terms of roles and responsibilities of students serving on the board.

Ms. Manning asks about how students are chosen and why students are chosen to serve as advisors. Mr. Cruz provides clarification about that process starting with advisors showing interest in becoming an advisor. Ms. Manning asks who then appoints the advisor. Mayor Driscoll passes this to Dr. Zrike questioned if the process of choosing an advisor for SAC is the same or different from that of other clubs. Dr. Zrike notes that he could speculate a response but doesn't want to mislead anyone and could report back with that information.

Mr. Fleming notes the advisory committee electing their own officers, but he wants to know who picks the advisory committee. Mr. Cruz notes Ms. Campbell's reference to the by-laws which they have membership designated to specific student groups and within the by-laws they ask for representation from SPHS, NLIS, and they have 4 at-large seats that any student can run for. Some student groups (ex. class officers, etc.) are represented within the group. He notes once these seats are fulfilled they come together to determine how they will select the positions of the officers. Mr. Fleming asks how they get there. Ms. Manning notes the 4 at-large seats and wonders how students get those, she questions if there is a vote.

Ms. Campbell notes a function by which some seats are strongly recommended, noting the reference Mr. Cruz makes to by-laws, and a separate function where any student at all who has interest can be a part of it and just need to attend two meetings to be a part of the club. She notes every seat has potential to be filled by any student of interest. She notes this being similar to art club where anyone could be a part of it and they can then run for officer.

Ms. Manning asks what the 4 at-large seats are. Mr. Cruz clarifies it's the chair, vice chair, secretary, and treasurer. Mr. Cruz revisits the by-laws noting they are not new and were initiated by the first group of students back in 2019 who went to the School Committee looking for Youth Voice. He notes the importance of connecting as a committee with the SAC to better build a relationship. He notes the students aren't hiding their work, there's importance in coming together as a committee to connect with the SAC to see the work and engage with the students in regard to their work.

Mr. Fleming recognizes Dr. Zrike looked at other schools and how they compensate their SAC members and he would like to hear from him. Dr. Zrike shares two other committees provide scholarships to their SAC council, one is Boston Public Schools and the other is Haverhill Public Schools. He doesn't know the amount and mentions he could look into that further. He asks if they are designated chairman, vice chairman, or are they available to all members on the advisory committee. Dr. Zrike believes they are just available to the officers of the advisory committee.

Mayor Driscoll suggests having a COW to further discuss this, perhaps include student voices and get this moving to become a policy.

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Ms. Campbell mentions it's been brought to policy and has been under discussion at policy. She notes at a certain point there won't be any more information to give to support the desire for this policy. She shares that though it may not get a unanimous vote, it's a conversation that keeps happening and at some point it needs to move for first reading.

Mayor Driscoll notes hearing from student voices would be an important piece to the discussion as currently, the only two members who have directly talked with students are Ms. Campbell and Mr. Cruz. Ms. Campbell notes Duncan presenting to the committee in June, the Equity Subcommittee has had students come to the full committee as well, so she notes there's been a lot of conversation around this policy. She recognizes a joint meeting would be great to bridge the gap between the committee and the SAC. Mayor Driscoll notes depending on which subcommittee you sit on, you may not have been informed or engaged in previous conversations so having a COW would be helpful.

Dr. Pangallo concurs with Ms. Campbell, she also notes a joint meeting would be great but shares she isn't sure the influence that meeting would have on taking the policy up given all the reporting that's been done. She mentions wanting to move both items forward. Mayor Driscoll clarifies it would take the policy subcommittee putting something forward at the next meeting. Dr. Pangallo notes understanding that.

Ms. Manning recognizes being on the Policy Subcommittee and not being ready to put something forward for first reading. She notes she doesn't have all the information the folks do. She notes not having information and never having conversations with students about this. She notes there are clearly good things going on; but they're going on between the SAC, their advisors, and the liaisons. She notes the remainder of the committee is being asked to vote but she isn't comfortable without having more information. She notes it's very closely connected and having a meeting with the students is needed.

Dr. Pangallo mentions not being a liaison to the SAC, sitting on the Equity Subcommittee she has discussed it more but hasn't had any additional interactions with the students. She notes the presentation last spring included the anticipation of a scholarship in show of appreciation based on the work they put in. She mentions Duncan put in a lot of work.

Ms. Campbell notes that this already sits with policy and it's been there for three months. She recognizes it's just sitting there but at some point it needs to be referred to. She notes she doesn't want students feeling a burden of building a relationship with the school committee, building a process to connect with the school committee, all while justifying a scholarship that many of us feel is a great representation of the appreciation of their work. She mentions there have been multiple occurrences of bringing documentation to the table without a resolution and at some point, a decision needs to be made.

Mayor Driscoll recognizes the process of a policy moving for first reading and notes it's not where the policy is currently. She notes the use of language surrounding the discussion of this policy and recognizes there are differences in opinion all while every member values students and student work within the district.

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Mr. Cruz notes context surrounding the process. He notes a request from the equity subcommittee to the policy subcommittee that there not be any changes made to language so that equity can present the conversation at the COW. He notes the changes in chair and at the last policy subcommittee meeting with the new chair, it was the first time it came before her, she was filled in and discussion about moving it to first reading was had. Ultimately the decision was to bring this to discussion tonight to gauge if a COW would be needed for further discussion or if it could move forward to first reading based on folks wanting information to further support engagement and discussion. He notes at this point, furthering the discussion in a COW would be best and recognizes the process of policy requiring three readings so in scheduling a COW, that should be taken into consideration. He notes hearing the work from the students happens often when the Student Representative attends meetings and provides a report to the committee. He notes moving forward with a COW to include students should be approached delicately as some language could be misconstrued or misinterpreted.

Ms. Cornell notes wanting to put this up for first reading this evening and did not want to move this to a COW coming out of the subcommittee meeting because the policy is already written. She notes if the equity committee wanted to propose a COW to provide further information, then they could, which sounds unnecessary at this point. She mentions in terms of “kicking it back to policy,” isn’t needed as the policy is written and whatever the next step is - if that means a COW to deliberate again - she’s not in favor of this as the chair of Policy. Mayor Driscoll reiterates needing to move the policy for first reading which we don’t have. Ms. Cornell notes her understanding recognizing that Mr. Cruz and Ms. Manning was not in favor of moving it for first reading. She notes being happy to request a motion to move this for first reading at the next policy subcommittee meeting but if it’s going to be held up by a COW, that’s based on the committee’s decision.

Ms. Manning notes there’s plenty of time to get this situated so a COW won’t be a delay. She shares her concern that Hawa reports out; but the report is based on topics, there isn't detailed reporting. She recognizes the students are probably working very hard but she isn’t aware of the actual work happening. She notes this is a big vote as other high school students are not receiving a scholarship for participating in an activity. She mentions it being a major change and she’s not ready to vote because she couldn’t share projects the SAC are working on.

Mr. Cruz clarifies based on Ms. Cornell noted he was opposed to pushing this forward for first reading. He notes making a recommendation based on the conversation at policy, to bring it to the full committee to discuss what the future of this policy looks like. He notes if we wanted to bring this to first reading, she could entertain a motion and we could do that. He notes likely having a split vote but we are at a decision point; and moving it to policy to put for first reading seems like the next step. Mayor Driscoll notes unless there’s a motion for a COW, that would be the course of action.

Ms. Manning makes a motion to schedule a COW for further discuss Policy 6502 Student Advisory Committee with students from SAC, Mr. Fleming seconded.

A roll call vote was taken.

Ms. Campbell No

Ms. Cornell No

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Mr. Cruz Yes
Mr. Fleming Yes
Ms. Manning Yes
Dr. Pangallo No
Mayor Driscoll Yes
Motion carries 4-3

School Committee Concerns and Resolutions

None

Adjournment

Mayor Driscoll requested a motion to adjourn. Mr. Fleming motioned and Ms. Manning seconded. A roll call vote was taken.

Ms. Manning Yes
Mr. Fleming Yes
Mr. Cruz Yes
Dr. Pangallo Yes
Ms. Cornell Yes
Ms. Campbell Yes
Mayor Driscoll Yes

Motion carries 7-0. Meeting adjourned at 9:43pm.

Respectfully submitted by,

Jensen Frost

Executive Administrative Assistant to Assistant Superintendent

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

Resolved: Having convened in an open meeting on **April 25, 2002**, prior to the SOI submission closing date, the **School Committee of the City of Salem, Massachusetts**, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated **April 2022** for the **Salem High School** located at **77 Willson Street, Salem, Massachusetts**, which describes and explains the following deficiencies and the priority categories for which an application may be submitted to the Massachusetts School Building Authority in the future:

Priority 1. Replacement or renovation of a building in a condition seriously jeopardizing the health and safety of school children. A significant portion of the building's heating and ventilation system components have either failed, exceeded their useful life, and/or are predicted to fail imminently. In addition, the building contains significant amounts of asbestos. As the building ages and requires more repair and maintenance, the likelihood of damage to asbestos containing materials and the release of asbestos into the school environment is expected to increase.

Priority 5. Replacement, renovation, or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs. As noted above, a significant portion of the building's systems (including roofs, windows, boilers, and HVAC systems) have exceeded their useful life. In addition, automated building control systems no longer function properly requiring frequent manual adjustment of mechanical equipment, significantly impeding our ability to manage and control energy use.

Priority 7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements. Over 50% of Salem High School students are currently enrolled in CVTE classes. The demand for programs that are relevant to our community, region, and state employers is growing tremendously. Unfortunately, the building as presently designed and equipped is unable to support the expansion of programs

that would meet state requirements for CVTE certification. In addition, the constraints of the building prevent the district from providing a full range of programs in the fine and performing arts, and in the science, technology and engineering areas;

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the **City of Salem, Massachusetts** to filing an application for funding with the Massachusetts School Building Authority.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2022 Statement of Interest

Thank you for submitting an FY 2022 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3.** If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION FOR SOI STATUTORY PRIORITIES #1 AND #3: If a District selects Statutory priority #1 and/or priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects statutory priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects statutory priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Salem

District Contact Mary DeLai TEL: (978) 740-1222

Name of School Salem High

Submission Date 4/21/2022

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If statutory priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer * School Committee Chair Superintendent of Schools

(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Salem

District Contact Mary DeLai TEL: (978) 740-1222

Name of School Salem High

Submission Date 4/21/2022

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA’s vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? Yes

If "YES", Please describe Potential Consolidation that is anticipated at the school.

A comprehensive Educational Facility Master Plan is being completed for Salem Public Schools by Cannon Design. As part of that plan, and under consideration, is the construction of a Jr./Sr. High School campus. This would result in the consolidation of Grades 7 - 12 at one new facility.

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Salem High

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 5/2/2022

Planning Firm: Cannon Design

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

The reconstruction of Salem High School is central to the 2021-22 Salem School Facility Master Plan (SFMP) developed by third-party experts in partnership with district and community stakeholders. This data-driven facilities roadmap addresses numerous challenges and enables SPS to implement strategic operational improvements that result in more equitable and efficient allocation of limited resources and improved outcomes for students.

Since 2000, SPS enrollment has decreased from over 5000 to less than 3600 (28%), and projections indicate continued decline, particularly in grades 6-12 with many Salem families selecting out-of-district middle and high school options. Salem's six elementary schools operate at a reasonable 86% of capacity, but Collins MS and Salem HS are projected to be utilized at 50% and 42% of capacity respectively by SY26-27, with a combined surplus of more than 1734 seats. Inefficiently operating such extensive excess capacity dilutes resources otherwise invested in the educational program.

SPS buildings average 63 years old by square foot and require significant deferred maintenance reduction and upcoming system renewal. Designed for an outdated instructional model, they have insufficient space for collaborative project-based instruction, especially Salem HS which also has inadequate facilities for STEM, CTE, special education, and the arts.

Salem students come from diverse backgrounds requiring SPS schools to provide more academic, social, and health support than ever before. Sixty-three percent of students are from households of poverty, and a growing number of SPS students face the challenge of homelessness and physical/emotional trauma. Language learners comprise 15% of the student population, and 20% of SPS students receive special education services. SPS also aspires to expand pre-kindergarten, requiring capital and operational investments.

PROCESS:

City and District leaders launched the SFMP to review all buildings comprehensively in terms of condition, adequacy, and capacity while engaging the community under a transparent, data-driven planning process featuring a sequence of design workshops in which stakeholders contributed to the development and vetting of draft options with consideration of student, facility, transportation, and climate data. In addition to facility outcomes such as new construction and renovations, alternative operational grade configuration solutions were considered with careful consideration of community priorities and available resources.

PROJECT CONTEXT:

The replacement of Salem HS is central to the SMFP's recommendations for phased capital projects to enable a districtwide reorganization and relocation of programs, yielding educational and financial benefits as outlined below.

1. Rebuilt 7-12 Jr/Sr High School at current Salem High School campus
 - Enhanced student opportunities with shared faculty and state-of-the-art 21st century facilities that support best practices in teaching pedagogy for all students from grades 7-12.
 - Social-emotional safeguards with intentional separation of younger from older students.
 - Expanded CTE offerings including potential early-childhood CTE learning laboratory program at adjacent Horace Mann campus (see PK center below).
 - Over \$100M in avoided repair costs by replacing old/outdated building.
 - Millions in reduced annual operational costs operating a right-sized and energy-efficient building.
2. Districtwide grade reconfiguration to P-K, K-6, 7-12, supported by prioritized renovations at all schools.

- Proactive repairs for improved facility stewardship and educational enhancements at all grade levels.
- Equity supports such as facilities for homeless students, family health and counseling spaces, and resource rooms for language and academic interventions.
- Resolves programming-scale challenges at Saltonstall K-8, and opens up more seats for students in high-density walkable neighborhoods.

3. New districtwide Pre-K or PK-K center, potentially at an existing elementary school such as the underutilized Horace Mann School, adjacent to SHS.

- Improved staff collaboration and student skills development by concentrating integrated early childhood resources on one site.

4. Relocated alternative high school programs from leased to City-owned facilities, such as current Collins MS

- Moves at-risk students from current negative environment.
- Redirects \$300k+ in annual lease costs into educational programs.

5. Districtwide energy efficiency projects funded by alternative performance-based/public-private contracts.

- Reduced operational costs with low/no upfront capital outlay
- Reduced carbon footprint
- Student sustainability educational program opportunity

6. Further study of attendance choice policy

- Potential transportation cost savings
- Lower student commute time and area traffic
- Reduced carbon footprint
- Continued community outreach

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

Salem Public Schools Strategic Plan: 2017 to 2022, Superintendent Margarita Ruiz, 2017 Salem Public Schools Strategic Plan Update: 2021 to 2023, Superintendent Stephen Zrike, 2021

Is there overcrowding at the school facility? Yes

If "YES", please describe in detail, including specific examples of the overcrowding.

While the facility overall has excess capacity, there are programs whose spaces suffer from overcrowding including many of our CTE programs and science labs.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? Yes

If "YES", how many staff positions were affected? 8

At which schools in the district? Districtwide

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Most of our fixed route transportation was outsourced to a private vendor, resulting in the elimination of bus driver, bus monitor, and clerical positions.

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

There was not impact on district class sizes, curriculum, or program offerings or delivery as a result of these staff reductions.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The City of Salem uses a comprehensive process to develop a five year capital improvement plan that is updated annually during the annual budget process. The City of Salem also can consider capital requests during the fiscal year after the budget has been approved. The annual CIP plan is developed by the Mayor, Finance, and Departments and submitted to City Council in May. The CIP plan requires two passages for authorization, typically done in June. For school capital improvements, those are first approved by the City Council, and then submitted to the City as part of the budget. Any capital project approved after the FY budget requiring bonds will also require 2 Council votes.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Salem High School was originally constructed in 1976. The building was designed with an academic wing and a unified arts wing connected by a multi-story lobby and Instructional Media Center. The Academic wing consists of three stories with 92 classrooms. The Unified Arts wing is two-stories high and includes the Administration Offices, Auditorium, the Gymnasium and the Career Technical Education, Visual Arts, Music, Performing Arts and Consumer Sciences classrooms. In 1990, the 7,500 sq. ft. Salerno Automotive Center was opened to service the growing interest in the Automotive CTE programming available at Salem High.

In the early 2000's, Salem was granted state funding for a High School renovation project under the original SBA program. At the time, Salem was not able to finance a project that would have renovated the entire building and instead settled on a project that would take care of the immediate need to stop the water infiltration problems that had plagued the building since it opened, and to upgrade the classrooms in the academic wing. The renovations included removal of all exterior brick, replacement of wall flashing, and installation of new vapor membrane, rigid insulation, and brick. The roof areas were also stripped down to the original roof, with all new insulation and rubber membrane installed. In addition, all of the existing electric rooftop units were replaced and many interior electric unit vents were replaced with new hydronic units. The interior unit replacement was largely restricted to the academic wing of the school. The classrooms in the academic wing were also updated.

The scope of the renovation work did not include the Unified Arts wing which has gone largely untouched since 1976, with the exception of repairs and maintenance required to keep those areas minimally operating. These areas of the building are serviced by all of the original MEP and life safety equipment including sprinklers, alarms, HVAC units, plumbing, electrical, and technology infrastructure, most of which has exceeded its useful life and system failures are endemic to the building. In addition, there are structural and architectural improvements that would be necessary to meet current building codes in that wing of the building.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

465000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Salem High School site area consists of 16.86 acres, including 6 acres of athletic fields and outdoor facilities (tennis and basketball courts). The site topography has moderately sloped hills and rock outcroppings and is generally uneven. Site drainage and erosion control are good. Advantages of the current site for future construction include acreage, ease of access to crossroads with major thoroughfares and proximity to the geographic center and student population center of the city. There are multiple site entrances on major streets to reduce the impact of construction on school operations, ample contractor staging area, sufficient surplus capacity for swing-space to enable safe and efficient phased construction, and ample developable footprint for a shared Jr./Sr. High School campus concept with responsible separation of younger students from older students.

There are two additional buildings on the site including the Salerno Automotive Education Center and the Horace Mann Lab School (PK-5), which could potentially be incorporated into an innovative expanded Jr./Sr. High School campus.

There are 435 parking spaces on the site, with 10 handicap accessible spaces. The site includes over a mile of

asphalt and concrete sidewalks. In the most recent Facility Condition Assessment (2018), all paving and flatwork with the exception of some concrete sidewalks, were assessed as in "Fair" condition. The slope and condition of the sidewalks make many of them inaccessible. There are no pedestrian ramps on site, and site stairs are cast-in-place concrete that are in fair to poor condition. The asphalt pavement exhibits significant areas of failure and deterioration, such as alligator cracking, transverse cracking, extensive raveling, and localized depressions.

The site is adjacent to a pump station owned by the City of Salem, and a large open space/park owned by the City of Salem. The largest constraints are the easements for the electrical grid and the significant ledge.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

77 Willson Street, Salem, MA 01970

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The building has concrete foundation walls with concrete footings supporting steel columns. The basement and crawl space consist of a concrete slab floor with masonry walls. The building has steel frame construction with concrete-topped metal decks.

The primary finish is brick veneer with concrete banding as a secondary finish. Finishes are in good to fair condition. The building is accented with concrete rainscreen panels which are in fair to poor condition.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 2006

Description of Last Major Repair or Replacement:

As part of the 2006 Renovation to the Academic Wing of the building, all exterior brick was removed, wall flashing was replaced, new air/vapor membrane was installed and all new rigid insulation and new brick were installed. The installation of new wall skin (as well as roof membrane) eliminated the water penetration problems that had plagued the building in earlier years and improved the thermal performance of the overall building.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 465000

**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
EPDM**

Age of Section (number of years since the Roof was installed or replaced) 15

Description of repairs, if applicable, in the last three years. Include year of repair:

Isolated leak repairs as needed

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 0

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Aluminum framed, double glazed, operable windows

Age of Section (number of years since the Windows were installed or replaced) 15

Description of repairs, if applicable, in the last three years. Include year of repair:

Isolated frame repair or glass replacement

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000

characters).

The existing building is provided with heating, ventilation, and air conditioning by a mix of original equipment and equipment replaced in 2006. The system includes 3 gas-fired hot water boilers, air cooled chillers, a 2-pipe dual water distribution piping system, unit ventilators, air handling units, rooftop air conditioning units, air cooled condensing units, exhaust fans and miscellaneous terminal equipment. The most recent facility assessment (2018) noted the HVAC system does not appear to be adequate to meet building or space demand. Additionally, the assessment notes that the chilled water system lacks redundancy such that if the single chiller fails, portions of the facility would be without central cooling. Three standard efficiency boilers, Burnham V1119 rated for 3,251 MBH net output capacity, are located in the mechanical room. The chilled water system consists of a 300-ton air cooled chiller located on the roof. The chilled water is provided to the building through the dual water pumps. There are 2 sets of ATC systems in the building, Johnson and ENE. The original Johnson system does not communicate with the newer ENE system and has significant operating issues. The original building controls are pneumatic/electric.

The original building rooftop equipment (Mammoth), air handling units and multi zone units have long exceeded their useful life, have serious operational issues, replacement part issues and should be replaced with higher efficiency, more sustainable systems. In general, this equipment has failed or is in danger of immediate failure which would endanger the ability of the affected areas to properly heat during the winter months and ventilate/filtrate during the entire school year; replacement should be an immediate priority. The units serving the auditorium are currently not operational rendering the auditorium space nearly unusable for much of the winter season. Areas that are adversely impacted include the integrated media center; CTE spaces; fine, performing and industrial art spaces (including the auditorium); interior classrooms; the field house and adjacent fitness and locker room areas; administrative offices. Supply and return air ductwork extends from the various rooftop units into vertical shafts with each zone terminating in air outlets. However, shaft penetrations do not have fire/smoke dampers as required by current codes. All duct penetrations at floors and shafts must be upgraded with proper fire dampers and smoke/fire dampers as required by applicable codes. The 2006 renovation interconnected heating only terminal equipment to the dual water temperature system which has resulted in significant condensation issues on hot water coils due to thermal migration; a new heating only piping/pumping system should be provided for heating only terminal equipment. The district is unable to use MERV13 filtration in occupied areas due to the age of the existing systems. The higher level of filtration would impair the operation of the existing equipment. The existing ATC are a mix of systems installed in 1972 and 2007; the systems do not interact, the system control is outdated and failing resulting in serious operational issues throughout the original school.

Main electrical service originates from 2 pad-mounted transformers (2500kVA) located at the rear of the building. Two sets of secondary feeders (8-4" conduits) extend underground from the transformers to the building's main electrical room and are terminated at the main switchgears. The wiring is presumed to be in fair-to-poor condition due to the age of the existing switchgear. The existing service consists of two 2000 amp, 277/480 volt, 3-phase, 4-wire services with a tie section and two 1600 Amp main circuit breakers with 8 distribution sections per switchgear. All circuit breakers within the main switchgears are bolted pressure type switches. The switchgear appears original to the building, manufactured by General Electric, and is in fair condition. The service appears to be adequately sized, but has surpassed its expected life and should be replaced. Electrical Distribution Equipment consists of 480 volt distribution panelboards located throughout the facility fed from the building's main switchgear for general lighting, mechanical equipment, elevators and dry type transformers have been installed to provide 120/208 volt distribution panelboards where required for general power. The majority of the equipment appears to be in fair condition, but has surpassed its expected life and should be replaced. Equipment located in the renovated sections of the building are in good condition and could be utilized for any proposed renovations.

Fire alarms are not addressable at all locations. The unified arts wing of the building is not fully protected by fire suppression with sprinkler heads currently limited to just the academic wing of the building and the main hallway of the unified arts wing.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 75

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 16**Description of repairs, if applicable, in the last three years. Include year of repair:**

Preventative maintenance and regular maintenance have been performed as required.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES**Year of Last Major Repair or Replacement:(YYYY)** 2006**Description of Last Major Repair or Replacement:**

The majority of the central plant and terminal HVAC equipment (in the academic wing) was replaced in 2006, including current gas-fired boilers. The school was originally heated with all electric heat units. The 2006-09 construction project included the replacement of existing electric rooftop units and the replacement of many interior electric unit vents with new hydronic based unit ventilators. The interior unit replacement was largely restricted to the academic wing of the building and to spaces on the periphery of the building. Many interior classrooms and much of the unified arts wing of the building is provided with heating, ventilating and air conditioning from original equipment, most of which has exceeded its useful life and is failing or in imminent danger of failing.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO**Year of Last Major Repair or Replacement:(YYYY)** 1976**Description of Last Major Repair or Replacement:**

Electrical services and distribution systems are original to the building.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Interior spaces include approximately 92 classrooms, a field house, an auditorium, library, cafeterias, hallways, lobbies, staff offices, stairwells, and locker rooms. Supporting areas include administrative offices, restrooms, employee break rooms, mechanical rooms, utility closets, and back-of-the house areas.

Floor finishes include vinyl asbestos tile (classrooms, hallways, offices), carpeting (library, auditorium, limited office areas), ceramic tile (restrooms), wood flooring (auditorium), sheet vinyl (main kitchen, science classrooms), and concrete (storage areas, mechanical rooms). The general condition of all flooring systems is fair to poor.

Wall finishes are painted CMU throughout most of the building with painted drywall in some classrooms and offices. The wall finishes are in fair condition.

Ceiling finishes consist primarily of suspended T-bar acoustic tiles. The original existing finishes in the unified arts section of the building are not comparable to the areas renovated in 2006. The ceiling tiles in the unified arts wing are of the spline type, which makes access above the ceiling very difficult, with many of the tiles stained from prior roof leaks, wall leaks, or piping condensation.

Lighting fixtures throughout most of the facility utilize older, inefficient T-8 lamps.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Salem High is a comprehensive 9-12 high school in a Gateway community offering a variety of college and career pathways for students, 55 percent of whom are students of color, and 60 percent low income. Salem High School has experienced tremendous growth in student interest in CTE programs; this year nearly 60% of Salem High students were enrolled in a vocational-technical class. Salem's existing CTE spaces, most of which exist in the non-renovated section of the building, are woefully inadequate to meet the demands of a modern day CTE program.

The current space used for carpentry retains its 1970's vintage industrial arts wood shop appearance and function, with much of the equipment original to the building. Within that area, separate smaller spaces have been built out to accommodate our increasingly popular building and property maintenance and electrical programs. These spaces are woefully undersized and lack the necessary equipment for effective hands-on instruction.

While the culinary arts kitchen recently received a face lift and an injection of new equipment thanks to skills grant funding, interest in the program has almost doubled rendering the space inadequate to meet current interest levels. Often, the old "home economics" classroom (which was repurposed to accommodate our medical assisting program - also growing in popularity) is used for culinary arts instruction as the space is still outfitted with cooking appliances. That room is also used at times to provide students with instruction in life skills. The lack of physical separation between the old kitchen area and the new medical assisting area presents operational challenges.

The medical assisting space, approximately 4,000 square feet in size, was recently subdivided with a partial wall constructed of metal studs and drywall terminating approximately three feet from the ceiling. One of the challenges in the space is the insufficiency of electrical outlets necessary for all of the medical assisting equipment used for instruction. Lighting is also inadequate in the space.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Educational spaces at Salem High School include classrooms, a library, art room, auditorium, and vocational classroom spaces. There are approximately 92 general education classrooms ranging in size from 720 to 850 square feet. There are also three dedicated special education program classrooms. There are 3 science labs each over 2,000 square feet, five computer labs ranging from 850 to 1127 square feet, one 6,000 square foot art room, and one 4,500 square foot wood shop. There are a number of spaces dedicated to the various CTE program strands available at Salem High School. This includes a culinary arts program kitchen (approximately 2,000 square feet) as well as the Black Cat cafe (approximately 1,000 square feet) where culinary arts students are able to learn front of the house restaurant operations; a suite of spaces that house the building trades including carpentry, electrical, and building and property maintenance; and a two-room medical assisting suite created by subdividing the former home economics space. The automotive program is housed in a separate 7,500 square foot building, the Salerno Auto Center, that is approximately 100 yards from the existing high school.

The library is a three-story space located at the center of the building off of the main lobby. The total area of the library is 10,656 square feet. The third floor houses the college and career center including the offices for all of the guidance counselors and guidance program leadership. The second floor has provided a temporary home to a number of departments, most recently our district's IT department. The second floor also contains sitting areas for student collaboration and study. The first floor contains the majority of the library's book collection, as well as computers that are used for research and study. The rooftop unit that supplies heating, ventilation and air conditioning to the space chronically malfunctions and is unable to be accessed and controlled by the building automation system. The space has suffered from significant mold intrusion in the past.

The field house is 19,596 square feet and includes a 6,486 square foot gymnasium. The gymnasium floor finish is rubberized sport flooring and has been significantly damaged due to years of use. The floor has numerous slices, divots, and other inconsistencies and irregularities that adversely impact the safe use of the gymnasium. There have been occasions when Salem High could not be home to state tournament games because the floor is unable to meet the minimum specifications established by the MIAA.

The auditorium is 10,800 square feet and includes a stage platform that is 1,800 square feet and a stagecraft area that is 1,180 square feet. The stage platform and the theater seating are separated by an area of over 1,000 square feet with wood flooring. It is unclear the rationale behind the area between the stage and the seats but this design does not lend itself well to the kinds of theater production that the school would like to offer. In addition, the

HVAC units servicing this space are currently non operational.

The cafeteria space actually consists of three 2,200 square foot cafeterias on each of the first three levels of the academic wing of the building. The kitchen that services the three cafeteria spaces is located on the basement level. Food that is prepared in the kitchen must be transported each day to each of the floors using an inadequately sized service elevator. The layout of the cafeteria results in staffing levels that are approximately three times greater than what we would expect in a single level cafeteria with adjacent kitchen space.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The building was originally designed for 1,500 students. As of October 1, 2021, there were 803 students enrolled at Salem High School. Current utilization is 54%, when comparing enrollment to design enrollment. However, the majority of the academic spaces are fully utilized during the school day. Special education programs, ROTC instruction, and other elective courses utilize spaces formerly used as general education classrooms. While overall the building is not overcrowded, there are areas of micro-overcrowding, particularly in our CTE instructional spaces.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The district currently employs a Director of School Buildings and Grounds as well as an Daily Operations Manager who are responsible for the repair and maintenance of our school facilities. The department currently uses the SchoolDude platform to record and track work orders submitted by school and district administrators, senior custodians, and maintenance workers. The department has a general maintenance worker and one licensed HVAC technician, added during the COVID pandemic. While many of the work orders are handled by the district's maintenance and custodial staff, a significant portion are contracted to outside vendors.

Routine maintenance tasks (equipment cleaning, filter changes, lamp replacements) are handled mostly in-house and completed at least bi-annually. All equipment is inspected and tested by appropriate vendors as required by local, state and federal regulations.

With the onset of COVID and the desire to return to in-person instruction for the fall of 2020, significant investments were made across the district in upgrading our HVAC systems to provide adequate ventilation levels as recommended by the CDC. These investments included the repair (and in some cases replacement) of exhaust fans, terminal end unit components, and motors. In a number of cases, the issues are caused by the inability of the outdated building automation systems to communicate with rooftop or other equipment, and presently remain unresolved.

The City of Salem engages in a comprehensive 5-year capital improvement planning process each year, which includes the assets of the Salem Public Schools. Over the past several years, a number of capital improvement projects have been completed at Salem High including, a transformer replacement in 2015, the buildout of the Medical Assisting CTE space in 2019, a remodel of the library space in 2020 which included replacement of carpet and upgraded furnishings and technology. In 2021 and 2022, capital investments have included the installation of electronic card readers for secure access control, additional security cameras and door monitoring system, bathroom upgrades, and the installation of vape detectors.

Priority 1

Question 1: Please provide a detailed description of the perceived health and safety problem(s) below. Attach copies of orders or citations from state and/or local building and/or health officials.

Critical HVAC system components have failed or are expected to fail imminently which would prevent the use and occupancy of the building until repaired or replaced. Currently, the auditorium is unoccupable at times during the winter due to equipment failures that cannot be repaired as a result of the age of the equipment and the lack of availability of replacement parts.

According to the most recent engineering report performed by BLW Engineers in March of 2022, the original building rooftop equipment and the original air handling units and multizone units have, "long exceeded their useful life, have serious operational issues, have replacement part issues." The report goes on to say, "In general, this equipment has failed or is in danger of immediate failure which would endanger the ability of the affected areas to properly heat during the winter months and ventilate/filtrate during the entire school year; replacement should be an immediate priority."

In addition to HVAC equipment failure, controlling the temperature and ventilation is nearly impossible in a significant portion of the building. The existing automatic temperature control systems are a mix of systems installed in 1972 and 2007; the systems do not interact, the system control is outdated and the 1972 system is failing resulting in serious operational issues throughout the school. These failures lead to temporary periods where spaces are unable to be occupied and classes must be shifted to other less appropriate spaces.

There are several significant fire safety issues including portions of buildings A, B, C that do not currently have sprinkler coverage, an obsolete fire pump that is original to the building, and the lack of fire/smoke dampers at shaft penetrations throughout the building.

The other serious health issue is the pervasive presence of asbestos containing material throughout the pre-renovation portion of the building. Due to the age of the building, we are seeing an increase in the number of damaged tiles and a greater risk of friable asbestos. Modifications to classrooms, such as the addition of electrical outlets or technology infrastructure enhancements are not always possible due to the presence of asbestos.

In an April 2022 Pre-Renovation Asbestos Survey report, EFI Global notes the significant presence of materials confirmed or assumed to be ACM. These included: 12" x 12" floor tile and associated mastic, Red duct sealant, Building expansion joint caulk, Masonry caulk between metal/CMU Block, Curtain wall caulking, CMU wall to spandrel caulk, Interior partition window glazing, Interior door/partition window caulk, Joint compound and associated contaminated gypsum wallboard, Caulk on air handler units, Sink undercoat, Tectam ceiling panels (assumed), Rubber flooring adhesive (assumed), Pipe insulation (assumed), Fire doors (assumed), Rubber stair tread adhesive (assumed), Black flashing at base of brick wall and foundation (Salerno Automotive Center). Any renovation or major repair work to those areas of the building requires removing and disposing of the ACM in accordance with state and federal regulations.

Priority 1

Question 2: Please describe the measures the district has taken to mitigate the problem(s) described above.

The district has accelerated its efforts to contract with a firm to perform an investment grade energy audit to inform a future large scale energy efficiency project under Chapter 25A. Such a project would help us to finance the replacement of the original HVAC equipment and the building automation system throughout the entire building. We believe that the timing for funding a core project for Salem High is ideal as the City seeks to leverage energy savings, as well as possibly federal ARPA and infrastructure funding to offset the City share of any future project.

The district retained the services of an MEP expert who has been working with the Facilities team since the reopening of schools in August of 2020. We have been able to identify working and non-working equipment and to isolate many of the issues. But we have been unable to find parts for much of the original equipment. During the return from the pandemic, Salem High School was the last to return to in-person instruction due primarily to our inability to provide ventilation rates consistent with CDC guidelines. Even when the school reopened, many of the CTE and fine and performing arts classes had to be relocated to the renovated academic wing of the building. While ventilation rates have improved in the unified arts wing of the building, they are not consistently and continuously at the recommended levels.

Priority 1

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

During the pandemic, the shortfalls of a failing HVAC system and an outdated control system had a direct impact on the ability of the High School to offer educational programming to students. The portion of the building that housed CTE programming, as well as fine, performing, and industrial arts and athletics, could not be occupied for extended periods of time due to insufficient ventilation or heating. The district is unable to consistently provide proper ventilation, air filtration, heating, and cooling to Salem High students as a result of failing or failed equipment. Last year, many CTE classrooms could not be utilized and students had to be moved to traditional classrooms that lacked the equipment and infrastructure necessary for effective instruction. Similar situations occurred with art, music, and physical education classes. In the future, as other health concerns emerge that require enhanced ventilation standards as a mitigation strategy, Salem High School would likely be unable to consistently meet those standards and requiring a school closure which would be extremely disruptive to educational programming.

Please also provide the following:

In the space below, please tell us about the report from an independent source that is not under the direct control of the school district or the city/town, stating that the facility is structurally unsound or jeopardizes the health and safety of the students. The entirety of this report should be submitted in hard copy.

Please note that the MSBA will accept an official report from a city or town department/employee, if the person preparing the report is a licensed building inspector, architect, or engineer. For example, a report from the district, city, or town maintenance or janitorial department would not meet this requirement.

Name of Firm that performed the Study/Report (maximum of 50 characters):

BLW Engineers, Inc.

Date of Study/Report: 3/18/2022

Synopsis of Study/Report (maximum of 1500 characters):

The study evaluates all of the major MEP systems at Salem High School. The study notes the prevalence of outdated, failed, or failing mechanical systems throughout the older, non-renovated wing of the building. Other issues identified include potential fire safety concerns due to the age of electrical wiring and the main electrical service, non-code compliant equipment and material (including venting and CO sensing), and emergency communications.

Is the perceived Health and Safety problem related to asbestos?: YES

If "YES", please describe the location in the facility, if it is currently viable, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

ACM is pervasive throughout the non-renovated 1976 wing of the building including floor tile and mastic, sealant, caulking, window glazing, joint compound and associated wallboard, sink undercoat, Tectam ceiling panels, rubber flooring adhesive, pipe insulation, fire doors, rubber stair tread adhesive, and black flashing at the base of the brick wall and foundation (Salerno Automotive Center). Mitigation measures include compliance with all AHERA regulations and regular inspection and maintenance. However, due to the pervasive nature of the ACM and the age of the building, it is increasingly challenging to maintain the integrity of the ACM.

Is the perceived Health and Safety problem related to an electrical condition?: NO

If "YES", please describe the electrical condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Is the perceived Health and Safety problem related to a structural condition?: NO

If "YES", please describe the structural condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Is the perceived Health and Safety problem related to the building envelope?: NO

If "YES", please describe the building envelope condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Is the perceived Health and Safety problem related to the roof?: NO

If "YES", please describe the roof condition, any imminent threat, and the mitigation efforts that the district has undertaken to date (maximum of 2000 characters):

Is the perceived Health and Safety problem related to accessibility?: NO

If "YES", please describe the areas that lack accessibility and the mitigation efforts that the district has undertaken to date. In addition, please submit to the MSBA copies of any federally-required ADA Self-Evaluation Plan and Transition Plan (maximum of 2000 characters):

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Salem High School is the highest energy user by far in the district. The costs of running the 1970's electric system are significant on the whole as a City. It is 10% of the whole energy use of the City of Salem, just one building out of over 70 buildings, thousands of streetlights, and many other site uses.

The original building rooftop equipment (Mammoth) has long exceeded its useful life, has serious operational issues, replacement part issues and should be replaced with higher efficiency, more sustainable systems. In general, this equipment has failed or is in danger of immediate failure which would endanger the ability of the affected areas to properly heat during the winter months and ventilate/filtrate during the entire school year.

The original building air handling units and multizone units have long exceeded their useful life, have serious operational issues, have replacement part issues and should be replaced with higher efficiency, more sustainable systems. In general, this equipment has failed or is in danger of immediate failure which would endanger the ability of the affected areas to properly heat during the winter months and ventilate/filtrate during the entire school year.

The electric heat classroom unit ventilators and cabinet heaters should be replaced with higher efficiency, more sustainable systems.

Multizone units are not energy efficient and should be replaced with higher efficiency, more sustainable systems.

The district would like to pursue the possibility of adding Energy Recovery Ventilation to high, variable occupancy area (Auditorium, Library Field House, Cafeterias, etc.) systems.

In general, the systems that are original 1972 construction have long exceeded their useful life, have serious operational issues, have replacement part issues and should be replaced with higher efficiency, more sustainable systems. In general, this equipment has failed or is in danger of immediate failure which would endanger the ability of the affected areas to properly heat during the winter months and ventilate/filtrate during the entire school year; replacement should be an immediate priority.

The boilers, chiller and dual water pumping system were installed in 2007 and still have approximately 10 years of anticipated operation life; the equipment is standard efficiency and should be replaced with higher efficiency, more sustainable systems at the end of their anticipated life.

The rooftop units, exhaust fans and split air conditioning systems were installed in 2007 and still have approximately 5 years of anticipated operation life; the equipment is standard efficiency and should be replaced with higher efficiency, more sustainable systems at the end of their anticipated life.

The 2006 renovation interconnected heating only terminal equipment to the dual water temperature system which likely has resulted in significant condensation issues on hot water coils due to thermal migration; a new heating only piping/pumping system should be provided for heating only terminal equipment. This is critical to mold mitigation strategies.

The district is unable to upgrade ventilation and filtration (MERV13) systems for all occupied areas including hallways due to the constraints of the original HVAC distribution systems or failed system components.

The district needs to upgrade duct penetrations at floors and shafts with proper fire dampers and smoke/fire dampers as required by code.

The existing automatic temperature controls are a mix of systems installed in 1972 and 2007; the systems do not interact, the system control is outdated and the 1972 system is failing resulting in serious operational issues throughout the original school. The district would like to upgrade the existing systems to a new DDC Building Management System incorporating all building operating systems with energy conservation measures such as Demand Control Ventilation, Occupancy Setback Controls, Time Scheduling and Optimization of Equipment.

Lighting systems are predominantly T-8 and T-12 lamps. The district would like to upgrade all LED fixtures throughout the building to provide better lighting that is more energy efficient and cost effective to operate.

The plumbing fixtures original to the building are not water conservation type and have outlived their life span.

The City of Salem has ambitious climate action and resiliency goals that pave a path toward a carbon neutral community by 2050. Many of our school buildings are home to solar arrays that have environmental, operational, and educational benefits to our school communities. To that end, the City has investigated the possibility of adding solar arrays to Salem High School. Unfortunately, due to having only 10% surplus load capacity, current solar technology could not be installed without significant reconstruction or reinforcement of the High School roof.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

Salem has invested considerable operational and capital resources to maintain and operate Salem High School. Regular preventative maintenance tasks are now performed on all HVAC equipment components including regular filter changes, routine cleaning of units, proper lubrication and maintenance of parts, and regular testing and inspection of equipment. In addition, in 2021, the district hired its own Licensed HVAC technician to strengthen our preventative maintenance program. This position, currently funded through ESSER, is included in the recommended budget for Fiscal Year 2023.

While the newer equipment has responded well to preventative maintenance, maintaining the original equipment and keeping it operational has been a significant challenge. Finding replacement parts has been the most significant challenge and some repairs have necessitated using parts from redundant equipment such that the redundant equipment is no longer operational or repairable.

Maintenance and operation is further challenged by the original automatic temperature control system which is not able to consistently and reliably communicate with most of the packaged and terminal end units and is not able to interface with the newer system that controls the renovated portion of the building. Salem Public Schools contracts with ENE Systems, the proprietary ATC vendor, to service the building automation systems. However, even they are unable to resolve the issues.

The City and the district are presently working toward the implementation of a comprehensive ESCo project across most if not all city and school buildings under Chapter 25A. Requests for quotes for an Investment Grade Energy Audit are expected to be released this spring with the hopes of commencing the IGA later this year. We expect the audit to show a significant number of opportunities for energy efficiency and conservation improvements at Salem High School that can be funded by leveraging the energy savings.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The disproportionate amount of dollars required to heat and operate Salem High school is a significant draw on district resources and directs critical dollars away from the classroom, instructional supports, and meeting the needs of students and staff.

Suboptimal ventilation rates in portions of the building cause an excess of CO2 in the school environment which has been shown to lead to impairment of cognitive function and adversely affect student performance.

The auditorium has been unusable at times due to lack of heat and ventilation; this has also affected the ability of the space to be used for student performances.

Vocational and technical classes have had to be shifted from their program spaces to classes in the academic wing due to inadequate ventilation and filtration. Instruction was constrained without the use of proper instructional equipment and student opportunity for hands-on learning was limited during these times.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Replacement of the original HVAC equipment will extend the useful life of the facility by replacing failing system components with high performance, high efficiency equipment that will provide reliable and consistent heating, cooling, ventilation and filtration that ensures an optimal environment for learning and teaching.

Replacement of the outdated building automation system with a new DDC system that incorporates all building operating systems with energy conservation measures such as Demand Control Ventilation, Occupancy Setback Controls, Time Scheduling and Optimization of Equipment, will allow for more optimized learning and teaching conditions, and maximize opportunities for energy savings.

Incorporating innovative energy conservation and alternative energy technologies into a newly renovated building will provide outstanding learning opportunities for students and support a potential alternative energy technology strand as part of our CVTE program offerings.

Improvements in lighting will have a direct positive impact on student learning and teacher effectiveness. The district would plan to leverage the opportunities a reconstruction or renovation would offer to both install more energy efficient lighting, but also to incorporate more daylighting strategies that have been demonstrated to have significant positive effects on student learning and student health and wellbeing.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Ken Beck, Principal, PE, LEED AP, MCCPO, CPHC, BLW Engineers, Inc. 311 Great Road, PO Box 1551, Littleton MA 01460

The date of the inspection: 3/3/2022

A summary of the findings (maximum of 5000 characters):

The summary of findings can be found under Priority 1, referencing this same report by BLW Engineers from March of 2022. It is attached to this submission and details a long list of system deficiencies and opportunities for energy efficiency upgrades.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

Currently our carpentry program is being operated as a non-chapter 74 program due to lack of height and space requirements and proper dust collection system. Chapter 74 requirements for carpentry is 18' height and 3375 square feet of space. We are also restricted from bringing on additional programs due to space limitations. Currently, our advisory board is exploring the feasibility of creating a Dental Assisting, Biotechnology, Criminal Justice, and Manufacturing programs. All of these programs would allow for additional scholar enrollment and access to in demand fields. However, the infrastructure currently is not able to accommodate these programs based on Chapter 74 square feet area requirements.

The non-renovated portions of the building do not contain fire sprinkler systems, do not meet current fire code requirements, and present a significant risk to life and property.

The current set up of Salem High School restricts the ability of the administrative team to effectively monitor building access. The main office is situated at the rear of the building, adjacent to the library. The office has no sight lines to the entry of the building and is difficult for visitors to find. The entry way does not meet current state or federal guidelines for safe and secure school buildings.

The current design of the Salem High School cafeteria across three levels hinders the ability of the district to provide a cost effective food service program at Salem High while meeting the requirements of the federal school nutrition program.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Modifications have been made to existing spaces within the unified arts wing to accommodate the rapidly growing demand for CVTE classes. Large spaces have been subdivided into smaller spaces that are not appropriately sized. Due to the nature of Career and Technical Education there is typical large equipment or lab spaces that generate a large amount of noise and to mitigate the sound traveling from space to space partition walls were erected to dampen the sound. Additionally, we are looking to create outside projects to help cover certain aspects of the frameworks as well as to create additional storage space for the construction cluster programs. The auto program is equipped with a two-way radio connected to administration for emergency reporting and educators allow scholars to leave a few minutes before the bell rings so they have time to walk around to the main door of the building and to get to their next class on time.

Salem High School performs regular evacuation drills to ensure that the building could be safely and quickly evacuated in the event of a fire.

The district has invested in enhanced door monitoring systems and access control to assist with managing safe and secure building operations. In addition, the school has had to hire a full time staff member to be present at the entry of the building and to monitor visitor access, diverting instructional dollars to operational needs.

Equipment has been purchased to create cooking stations on each floor of the cafeteria to minimize the amount of food transported between the kitchen and each cafeteria. That equipment, however, now needs to be regularly serviced and maintained, and replaced at regular intervals.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

CTE programs are limited in growth due to classroom and lab sizes. Culinary currently is over capacity. To accommodate students and increase capacity, the program is utilizing a home economics classroom. In order to comply with safety and curriculum, the space must be adapted into an additional Kitchen and classroom. This has included and will include additional partition walls, plumbing and electrical work to bring it to minimum safety standards. While the additional room will accommodate capacity, it still creates a hardship on educators and scholars to operate the culinary program out of two different locations since this requires advanced preparation for correct equipment in the correct kitchen and a split between what both kitchens are doing. Additionally, our Medical Assisting program has also been designed and built into this large home economics space which creates a large common area with no true separation between the two programs. High enrollment in our Medical Assisting class is requiring additional classroom space as well but access to the lab and the logistics of the building and free space limits the location of an overflow or related classroom. The current plan is to create an additional partition wall that will adequately house both medical assisting and culinary in the overflow room while creating two separate learning spaces.

Similarly, our Carpentry and Building and Property Maintenance program share the same shop space and each has one classroom space of up to 15 scholars' capacity. These two programs are limited on enrollment due to spacing restrictions and are unable to meet all of the frameworks due to height restriction in the program. Additional equipment that is recommended under Building and Property Maintenance frameworks is unable to be brought into the building for storage due to lack of space and fire separation areas and along with that our exhaust system is under rated for the use.

Our Automotive program also creates hardship especially for scholars and educators. It is set up in a standalone facility about 100 yards away from the main building where scholars have to exit the building when they are scheduled to report to the Auto program. This creates a couple of safety concerns, one concern is scholars exiting the building in the elements they often have to retrieve their jacket from their locker to make their way to auto arriving there often much later than the late bell. This creates an environment where scholars are walking unattended and it has led to some physical altercations between scholars, along with that you have only one educator in the Auto facility with several scholars with no easy access to the nurses or administrative team in case of an emergency.

Salem High School seeks to offer a warm, welcoming and safe teaching and learning environment. Salem High administrators and staff are committed to engaging families and community members and key to that engagement is visibility. The entry to Salem High School lacks the sense of safety and security that we expect from our schools. The large concrete structure that visitors first encounter, and the lack of any clear wayfinding guidance does not support the kind of engaging or welcoming environment we want for our visitors. While there is a double vestibule, it is not large enough nor is it set up to allow for initial contact with staff prior to entry into the building. This is a less than ideal set up and prevents us from meeting current safety and security guidelines.

Salem Public Schools is a CPE district offering free nutritious breakfast and lunch to all of its students. The school nutrition department is solely reliant on federal and state reimbursements. The ability to maintain a cost neutral program hinges in large part on staffing needs. The current design of the Salem High School cafeteria, with meals needing to be transported to and served on three floors, requires nearly three times the staffing of a similarly sized high school with a one or split level cafeteria. Additional equipment had to be added to each level and that equipment now has to be serviced regularly, maintained, and replaced. This puts tremendous pressure on the ability of the department to provide healthy meals to students at a cost low enough to be supported by state and federal reimbursements.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * School Committee Chair Superintendent of Schools

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

MEMORANDUM OF UNDERSTANDING
Between the City of Salem and the Salem Public Schools
Regarding Oversight and Management of Information Technology
Revised: July 1, 2022

WHEREAS, the City of Salem and the Salem Public Schools consolidated the Information Technology (IT) function of the municipal departments and the school department effective July 1, 2016 as authorized by a vote of the Salem City Council and the Salem School Committee;

WHEREAS, since 2016 the Salem Public Schools has determined that there is a need to for it to have more direct control over certain technology functions that affect student information, instruction, and communication with families to optimize both student learning and the operational success of the district;

WHEREAS, the City of Salem and the Salem Public Schools wish to detail which IT functions within the School Department will remain provided for by the City of Salem IT Department and which will be the responsibility of the newly created department within the Salem Public Schools;

THEREFORE, the City of Salem, acting by and through its Mayor, and the Salem Public Schools, acting by and through its Superintendent, hereby agree as follows:

A. City of Salem IT Department - Functions, Services, and Supports for the Salem Public Schools

1. Information Technology Services to be provided to the Salem Public Schools by the City of Salem IT Department

The following aspects of IT functions and services that affect the Salem Public Schools (SPS) shall remain consolidated and managed by the City of Salem IT Department (City IT Department) for SPS:

a. Network operations, services and security

The City IT Department will manage the organizational network, internet access and related services including, but not limited to, on-site content filtering, security, and telephony for SPS in the same manner as provided for other City departments. SPS IT will ensure industry standards and best practices are maintained and promoted to safeguard the environment. The City IT department will manage the federal E-Rate Program and will coordinate with SPS with respect to any modifications.

b. Enterprise software systems

The City IT Department will administer all enterprise software systems that are used by both the City and SPS for various business functions including email, facilities and financial management systems.

c. Access, Training and Assistance

The City IT Department will provide access, training, and assistance with enterprise systems, network services, and equipment consistent with that provided to other City departments and in accordance with standard industry practices for providing IT support.

d. Data integration and reporting

The City IT Department will maintain existing system integrations and assist as appropriate with data reporting and requests associated with enterprise systems consistent with the support it provides other City Departments and will collaborate with SPS IT employees as necessary. The parties agree to discuss any new integrations added by SPS after the date of this MOU in order to determine the apportionment of costs and responsibilities.

2. City IT Department Budgeting Responsibilities

The City IT Department shall follow the established City of Salem policies and procedures for both budget and staffing. The City’s Chief Information Officer (CIO) shall propose an annual operating budget as well as a five-year capital budget that fully reflects the enterprise cost of the City IT functions as well as those IT functions within SPS. The operating and capital budgets shall include an allocation plan identifying expenses related to SPS operations and City operations for the purpose of complying with federal, state, and local reporting requirements.

a. Budget planning

SPS shall provide budget input with respect to technology needs to the City’s CIO as appropriate throughout the year. In addition, in order to comply with the City’s budgeting process, SPS shall provide written input no later than December 31st of each year, for any items to be included in the City’s budget for the upcoming fiscal year. The Superintendent (or his/her designee) shall initiate a meeting to review proposed budget items that are relevant to the Salem Public Schools at least two weeks prior to the deadline for submitting the City IT budget to the Mayor. The final budget proposal will be reviewed and approved by the Mayor prior to the submission to the City Council for its approval.

b. Budget administration

The CIO shall manage the final, approved budget, under the supervision of the Mayor. Nothing in this section shall be construed to limit or supersede the overall budget responsibilities of the parties as provided for by the General Laws or City Ordinance.

3. City IT Organization and Staffing

a. City IT CIO

The City IT Department shall continue to be under the management and supervision of the CIO who shall be appointed by the Mayor. The CIO shall be responsible for the operation and staffing of the City

IT Department, outside of staffing for those functions relating to the school technology functions that directly affect student information, student instruction, and communication with families that may be employed by SPS.

b. City IT staffing

The CIO shall manage, supervise and evaluate all members of the City IT Department. SPS shall assure building access to City IT offices for City IT employees. Should SPS determine that this space is needed for other uses and the City IT Department must relocate, SPS shall provide the City IT Department with at least six months' of notice prior to any changes and the parties shall negotiate the apportionment of costs associated with any move. City IT staff shall also be permitted access to other school facilities as needed to support district staff members' use of technology, internet and/or phone service, or other supports and services as outlined in this MOU. City IT staff shall participate in any trainings required for employees working in school buildings and follow all school and building safety protocols expected of district staff. The parties acknowledge that all City IT staff members are employees of the City of Salem and are not SPS employees subject to the provisions of Chapter 71 of the Massachusetts General Laws, except those that may apply to staff members working in public school buildings.

B. Salem Public Schools IT Department - Functions, Services, and Supports

1. Information Technology Services to be Provided by the SPS IT Department

On July 1, 2020, with the formal establishment of a separate SPS IT Department, the following aspects of IT functions and services shall be managed and supported by SPS IT Department and its employees:

a. Staff Devices

The SPS IT Department will purchase, deploy, and support all personal computer hardware (desktops/laptops/tablets), classroom audio visual (smartboards), and related presentation devices for SPS staff.

b. Student instructional technology devices and initiatives

The SPS IT Department shall be responsible for purchasing, preparing, provisioning, and supporting all devices and related equipment provided by SPS to Salem Public Schools students. This includes all computer hardware, printers, and related equipment.

c. Software and systems that support instruction, student information, and family communications

The SPS IT Department shall be responsible for administering all software systems that are used to support instruction, student information, and family communication. A complete list of these systems currently in operation can be found in Appendix A, which shall be updated as needed to reflect any changes to this list.

d. Other devices

SPS IT employees administer, manage, and support all other devices, including but not limited to, cell phones and copy machines used by SPS.

e. Help desk support and assistance for students and staff

The SPS IT Department will establish and operate its own “Help Desk” function (accessed both by telephone and online) to capture and route requests for assistance from all SPS students (or from teachers or other staff members on behalf of students). As requests for assistance are reviewed, depending on the issue of concern, some may be routed to the City IT Department to assist.

The SPS IT Department will operate a “Help Desk” function (accessed both by telephone and online) to capture and route requests for assistance from all SPS staff members. As requests for assistance are reviewed, some may be routed to City IT staff members.

f. Training/professional development

The SPS IT Department will ensure that the appropriate SPS staff or students have appropriate access, support, and training to all of the necessary software systems. In addition, the SPS IT Department will share knowledge and information pertaining to the use of these systems in a timely fashion to address concerns and planning issues.

g. Data and technology integration support; cross-functional uses of systems

The SPS IT Department will work cooperatively with the City IT Department with respect to data requests or reporting requirements. The SPS IT Department will consult with and/or assist the City IT Department with any issues that may arise involving the cross-functional uses of various systems.

h. Security

The SPS IT Department will ensure that best practices and policies are implemented to prevent loss or breach of data, compromise of individual systems or network operations.

2. Budget and Staffing - SPS IT Department

a. Budget

The Superintendent shall be responsible for proposing an appropriate budget to support the SPS IT Department to the Salem School Committee. Ultimately, the Salem School Committee is responsible for the budget allocated to support this department.

b. Staffing

The SPS IT Department shall be the responsibility of the Superintendent who shall hire a Director of Instructional Technology to oversee this department. The Director and any subsequently hired SPS IT Department employees shall be employees of SPS and the employment relationship shall be in accordance with the policies of the Salem School Committee and all laws and regulations applicable to

public school districts within the Commonwealth.

C. Transition Plan, Collaboration and Strategic Planning

1. Transition Plan

In the months leading up to the effective date of July 1, 2022, both parties agree to develop a plan and a budget that will support the smooth transition of knowledge, functions, and supports to ensure that both entities are able to successfully carry out this MOU. SPS shall propose a transition plan and budget for the parties to review within two weeks of the execution of this MOU.

2. Ongoing Collaboration

Both parties agree to the importance of ongoing collaboration and knowledge sharing in service to the improvement of technology services for the residents of Salem, including its students. The parties agree to timely communicate plans and changes affecting both departments and meet as necessary to facilitate these goals.

3. Strategic Planning

Both parties agree to collaborate in the development of both short- and long-term strategic plans to support the advancement of technology use throughout the City of Salem.

D. Amendment/Revocation

This MOU shall take effect July 1, 2022 and shall be reviewed annually thereafter by both parties to identify any possible changes or amendments. Should any aspect of this MOU become problematic for either party, additional amendments may be incorporated as needed, by the agreement of both parties. In the event the City Council or the School Committee votes to rescind acceptance pursuant to the provisions of Chapter 71, Section 37M, subsection (b) of the Massachusetts General Laws, this MOU shall be revoked and deemed invalid.

Approved by:

Stephen Zrike, Superintendent of SPS

Kimberley L. Driscoll, Mayor

Date: _____

Date: _____

The UPS Store 
Print & Business Services

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4/7/2022

Salem School District
29 Highland Ave.
Salem MA 01970

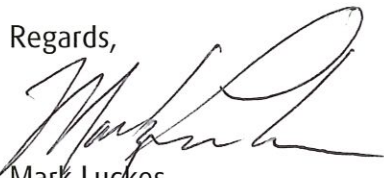
Dear Sirs/Madam,

See attached Toys-for-Tots Literacy program. Each Holiday Season the Individual UPS Store Franchises collect funding for this program. I, as the franchisee, can allow UPS Stores Headquarters to determine who receives this funding, or I can select an agency in my area to receive this book donation.

I have worked closely with your school district in the past and have elected to contribute these books to your school district. This year we collected over \$1600.00 for this book drive. The books can be distributed to each grade and are available in English or Spanish.

I hope that these books can be used to the benefit of your students.

Regards,



Mark Luckes
Owner
The UPS Store - Salem



Fact Sheet

Mission: The Toys for Tots Literacy Program offers our nation's most economically disadvantaged children the ability to compete academically and to succeed in life by providing them direct access to resources that will enhance their ability to read and to communicate effectively.

Background: For more than 70 years, Toys for Tots has been bringing smiles to the faces of needy children through the gift of a new toy. While Toys for Tots is committed to this tradition and continues its toy program, it is extending its reach through the Toys for Tots Literacy Program.

After supporting Toys for Tots since 2005 and collecting \$1.3 million to help brighten the lives of thousands of children nationwide, The UPS Store network launched the Toys for Tots Literacy Program, a year-round initiative, in March 2008 to expand upon its existing partnership.

The Toys for Tots Literacy Program extends the organization's reach and impact in a meaningful way by providing children in need with the gift of a book. Since 2008, the program has contributed nearly \$8 million to purchase more than 44 million books for less fortunate children. This program not only brings the joy of reading to these children, but also serves as an important tool in breaking the cycle of poverty.

How It Works: Every dollar makes a difference! Through their relationships with children's book publishers, the Marine Toys for Tots Foundation is able to purchase books at a deep discount. One-hundred percent of the proceeds benefit local children in need or the libraries, schools, and existing programs that serve them.

How to Support: Donate cash or new books at participating The UPS Store locations. Donations are also accepted online at toysfortots.org/literacy. Customers can check with their local The UPS Store location to find out if they are conducting a book drive. To find the nearest location, go to www.theupsstore.com.

Literacy Facts & Figures:

- 1 in 4 children in America grow up without learning how to read.
- Students who don't read proficiently by the 3rd grade are 4 times likelier to drop out of school.
- 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare.
- 75 percent of Americans that use food stamps have literacy issues.



FISCAL MANAGEMENT & NON-INSTRUCTIONAL OPERATIONS 3000

TRANSPORTATION **Annual Review** 3600

STUDENT TRANSPORTATION SERVICES 3601

1. Statement of Purpose & Scope of Policy

A. The purpose of school transportation is to get pupils who live an unreasonable walking distance from home to school and back in an efficient, safe, and economical manner. Other purposes consistent with this definition include the provision of transportation for academic field trips in direct support of the curriculum and transportation for the support of the co-curricular program (e.g., music, drama, athletics).

B. It is the intention of the School Committee to comply with the letter and spirit of the Massachusetts General Laws Chapter 71, Section 68 and other laws pertinent to the transportation of pupils, and these shall govern any questions not covered by specific declaration of policy herein.

MGL Ch. 71, section 68 states that “if the distance between a child’s residence and the school s/he is entitled to attend exceeds two (2) miles and the nearest school bus stop is more than one mile from such residence ..., the school committee (city) is responsible for providing transportation to students in grades K-6. Further, the school district is required to provide transportation for students with disabilities who have transportation included as part of their Individualized Education Plan (IEP) and 504 Plans.

~~The school committee may assess fees to the transported students in grades 7-12 up to the amount sufficient to cover the costs incurred by the district; provided however, that no student eligible for free or reduced lunch, under the federal school lunch program, shall be required to pay the fee.~~

2. Mileage Limits for Entitlement to District-Provided Transportation

A. The Salem School Committee has determined that student bus transportation shall be provided at no cost for students in grades K-6 in accordance with MGL CH. 71, section 68. In addition to what is required by MGL, the Salem Public Schools provides transportation. ~~The School Committee shall review and consider changes in these mileage limits on an annual basis as the transportation system and budget allow.~~ to students as per the following:

- Pre-K: Not eligible
- Grades K-2: Students who live 1 mile or more from school

Grades 3-5: Students who live 1.5 miles or more from school (~~should this be 1 mile for all elementary?~~)

Grade 6: Students who live 2 miles or more from school (students in grade 6 are required to be transported 2 miles or above per MGL)

Grade ~~7~~-12: Students who live 2 miles or more from school (~~should grade 6-8 be 1.5 miles?~~)

These students are considered **mandatory riders

B. The School Committee, at its discretion and to the extent permitted by Massachusetts' law, shall authorize transportation ~~for a fee~~ to students who are not entitled to District-provided transportation to and from school as stated above. **Such students shall be classified as non-mandatory riders.**

Student bus transportation shall only be provided to non-mandatory riders if there is excess capacity on buses being used to service mandatory riders. Additional seats shall be assigned on a priority basis to non-mandatory students using the following criteria:

- Economic status
- Walkable route access ~~Unsafe zones~~
- Younger sibling ridership

Providing seats are available, the SPS Transportation Director will assess the above criteria for non-mandatory ridership requests using the following tiered assignment process:

Tier One: applicants meet all three of the non-mandatory rider request criteria.

Tier Two: applicants meet two of the three non-mandatory rider request criteria.

Tier Three: applicants meet one of the three non-mandatory rider request criteria.

In the event that further limiting factors become necessary to assign seats to non-mandatory riders, the Transportation Director will give priority to younger students and students who live at the greatest distance, in that order.

Consideration of the above will only be provided to:

- Grades ~~3-6~~5: Students who live between 1 and 1.5 miles from school
- Grade ~~7~~-12: Students who live over 1.5 but less than 2 miles from school

NOTE: Students in grades k-6 who live under 1 mile from school and students in grades 7-12 who live under 1.5 miles from school can seek a special exemption from the Superintendent if

the student does not have access to a designated walkable route to school. In approved cases, the student will be placed into tier three for ridership consideration. ~~Students who live under 1.5 miles from school can seek a special exemption from the Superintendent if the walking area to school is designated an unsafe zone. In approved cases, the student will be placed into tier three for ridership consideration.~~ See Section 3 below.

C. No mileage restrictions ~~nor any fees~~, shall apply to the transportation of a student whose individualized education program (IEP) or Section 504 plan includes entitlement to school transportation. In addition, ~~multilingual learners~~ ~~students~~ ~~who arrived in the United States within the last 12 months~~ ~~by the English Learner office~~ shall be eligible for bus transportation ~~at no cost and~~ with no mileage restrictions for the remainder of the school year that they arrive to SPS. ~~Students who are homeless or in foster care will be transported at no cost and in conformance with the requirements of the McKinney Vento Homeless Education Assistance Act.~~

D. ~~Schools that identify transportation as a contributing factor to a student's chronic absenteeism will~~ ~~Students who show early warning signs of chronic absenteeism and the cause is determined to be a lack of transportation will~~ be referred to the Superintendent (or designee) to proactively identify options for reducing transportation as a barrier to attendance.

E. A bus pass shall be required for each student who is transported by the Salem Public School District and will be issued to each eligible student. The bus pass is a valuable document and must be retained in order for students to ride the bus.

F. Neither rerouting an established bus route when said bus is at capacity ridership, nor the addition of a bus to create a new route, shall be required to accommodate a request for ~~a non-mandatory rider~~ ~~transportation for a fee~~. When either rerouting or adding a bus is the only way to accommodate a request for ~~a non-mandatory rider~~ ~~paid transportation~~, that request will be denied. The last ~~non-mandatory student rider who was provided transportation~~ ~~student who purchased transportation (or receives FRL ride privileges)~~ on a given route would be the first student to be denied transportation if that route should exceed capacity. ~~Prorated fees would be refunded.~~

G. ~~A~~ ~~When a non-mandatory student rider~~ ~~transported for a fee~~ ~~may be denied transportation~~ ~~is suspended from school, due to a violation of the district's or school's~~ ~~their or her school's~~ code of conduct or ~~is denied transportation due to a violation of the SPS transportation code of conduct.~~ ~~for students, neither the student nor his or her parent or guardian shall be entitled to reimbursement of any part of the fee paid for transportation, except when the suspension is for the remainder of the school year. Reimbursement shall be made pro rata, based on division of the fee by the number of months in the school year.~~

H. Eligibility for Transportation and Controlled Choice. Under the Salem School Committee's student assignment policy, parents have the opportunity to select a school other than their neighborhood school. Busing will be provided for those children who enroll in a school

other than their neighborhood school only if they meet the distance eligibility requirements detailed above and are consistent with the objectives of policy 5103 “Controlled Choice Student Assignment Policy.” For all others, transportation is the responsibility of the parent.

~~Additionally, school choice students who reside outside of the city of Salem are not entitled to transportation services.~~

I. Late Bus Transportation. “Late bus” transportation is for those students who stay past the normal dismissal times for school-related purposes at the middle school and high school. On occasion, when funds allow, “late bus” service will be provided to students at the elementary school level in conjunction with academic support programs.

J. Rider Eligibility. Any persons who are not employees and/or Salem students are not entitled to District transportation and are prohibited from Salem School District busses.

3. Superintendent Exception and Annual Review

In special circumstances, and in a limited number of cases, the Superintendent shall have the authority to make exceptions to this policy when a student’s or family’s circumstances may require additional supports. ~~including but not limited to a caregiver’s medical condition, economic status of a student, whether a student has a sibling that is a mandatory rider to the same school~~ These circumstances include but are not limited to economic hardship, sibling transportation status, ~~or or students who must~~ lack of access to a walkable route to school ~~travel through hazardous or unsafe areas. a if there are hazardous areas that~~.

The School Committee shall review this policy annually.

Legal Reference: Policy 5103, “Student Assignment”
M.G.L. c. 71 §§ 7A, 68
29 U.S.C. §794 (Sec. 504 of the Rehabilitation Act of 1973)
34 C.F.R. Part 104

Approved 1/19/21