

***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”

September 13, 2022

SCHOOL COMMITTEE RETREAT

Notice is hereby given that the Salem School Committee will hold a **School Committee Retreat on Saturday, September 17, 2022 from 8:00a.m. to 12:00p.m.** to discuss the topics below. The meeting will be held in person at Witchcraft Heights Elementary School, 1 Frederick St., Salem, MA in the library.

AGENDA

- I. Discussion regarding Student Opportunity Act
- II. Discussion of SPS Master Facilities Plan

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & 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



School Committee Retreat

September 17, 2022

8:00 a.m.-12:00 p.m.

Witchcraft Heights Elementary School Library

1 Frederick St, Salem, MA 01970

Goals

- Refresh our shared understanding of the Salem Public Schools Facilities Master Plan (SFMP)-- purpose & recommendations;
- Provide input and come to consensus on near-term & longer-term operational and capital actions;
- Articulate clear next steps.

Agenda <i>Note: segment times may change, as needed. Nonetheless, we will start & end on time.</i>		
8:00-8:15	Welcome, Agenda Review, Ice-Breaker <i>Light breakfast will be available</i>	Steve
8:15-8:30	School Committee Business <ul style="list-style-type: none"> • committee schedule, other 	All
8:30-9:00	Funding Discussion: Ch. 70, the Student Opportunity Act, & what it means for Salem.	Facilitator: Mayor Driscoll
9:00-10:00	Facilities Master Plan: Discuss the Recommendations <ul style="list-style-type: none"> • Recap the recommendations; • Review the straw poll results; • Discuss areas of agreement & come to consensus on the others. 	Facilitators: Paul Mills, Cannon Design & Elizabeth Pauley
10:00-10:15	15 minute break	
10:15-11:00	Consensus Discussion: Where are we in agreement? What can we move forward with?	Facilitator: Paul Mills

11:00-11:45	Next Steps: Articulate a process for moving forward & a preliminary timeline.	Facilitators: Liz Polay-Wetten gel Elizabeth Pauley
11:45-12:00	Key Takeaways & Next Steps	Facilitator: Steve

School Facility Master Plan

City of Salem and Salem Public Schools
Final Report

June 2022
Sept 2022 (Updated)

CANNONDESIGN





CannonDesign and our partners GIS LLC and Cooperative Strategies extend sincere appreciation to the students, parents, teachers, school administrators, civil servants, elected officials, and community members who collectively contributed to the development of the Salem School Facility Master Plan.

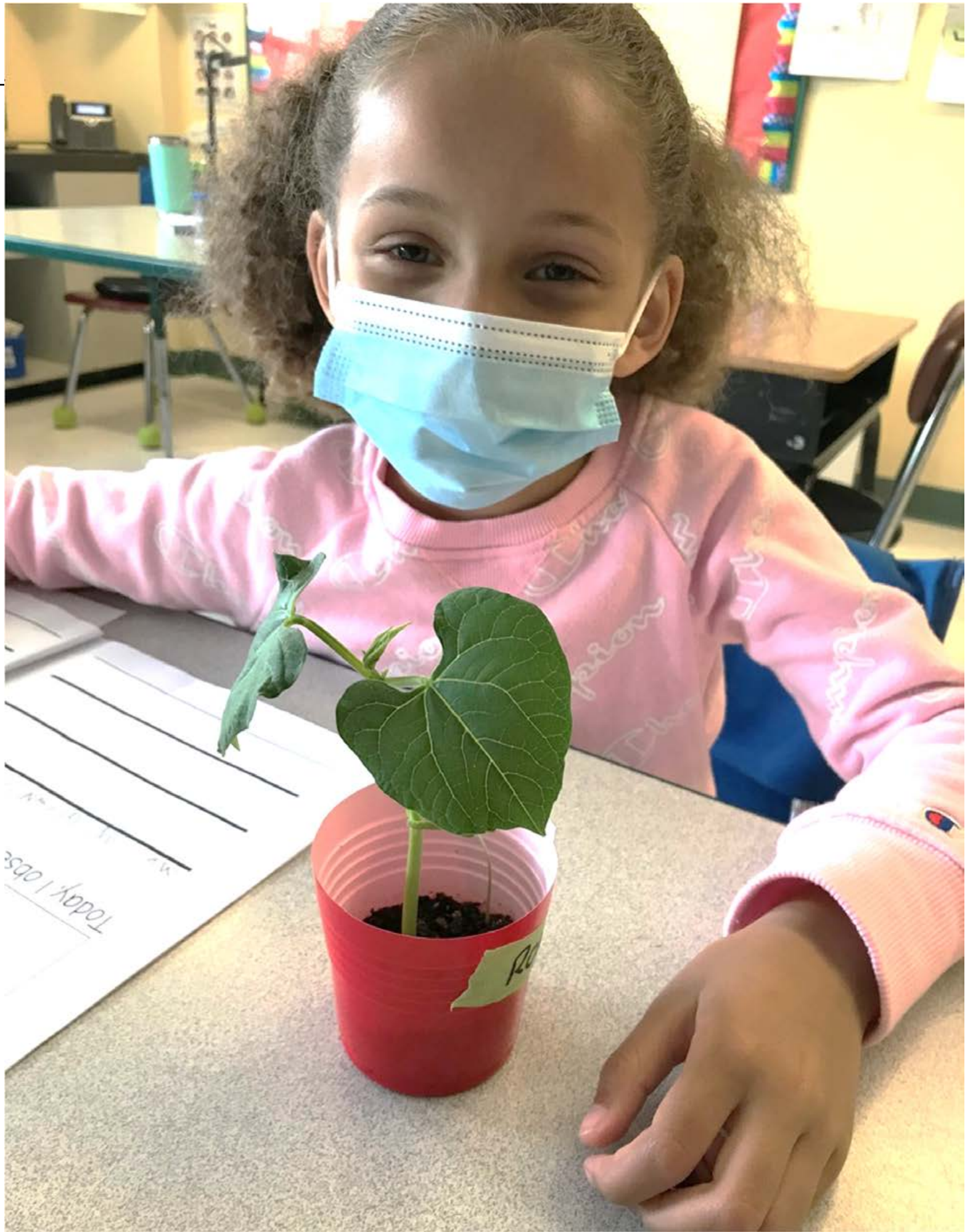
Your passion for students and the role that public education plays in the diverse Salem community is an inspiration to all.

This work is dedicated to you.

Consultant Team:
Paul Mills
Sharon Li-Bain
Chris Barlow
Camilo Belalcazar
Barrett Newell
Lynne Deninger
Lee Hwang
David Sturtz
Ann Hoffsis

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1 Executive Summary



For Salem to be competitive in the educational marketplace this plan is more than needed. The schools will benefit from improved facilities, enhanced marketing and competitive programming into the next generation. This will help us retain students and families while incorporating efficient changes for Salem's diverse needs.

- Salem teacher

Salem Public Schools Facility Master Plan

Start Here, Stay Here

Purpose

In 2021 the City of Salem commissioned CannonDesign to facilitate the development of a Districtwide Facility Master Plan in close collaboration with Salem Public Schools stakeholders in order to provide direction for capital investment aligned with district goals, enrollment, community needs, and educational future. The plan aims to address three challenges impacting SPS: 1) Sustained enrollment decline, 2) aging facilities built for a different era of education, and 3) expanding needs for a diverse student population.

Process

After a data collection phase that produced enrollment projections, student migration patterns, and a baseline of facility condition, adequacy, and capacity, the planning team facilitated an integrated planning and stakeholder engagement process tailored to meet the needs of Salem’s diverse community. This transparent, data-driven initiative featured the participation of dozens of Salem stakeholders who served on stakeholder committees and attended virtual and in-person community forums, as well as two surveys garnering input from nearly 900 students, parents, teachers, administrators and community members representing all of Salem’s schools.

Options

The team designed and considered facility solutions such as new schools, renovations, and building additions to support different systemic scenarios including grade reconfiguration, consolidation, magnet schools, and enrollment policies. The team iteratively examined the feasibility, costs, benefits and associated

challenges for these draft options, which were vetted through community stakeholder committees, open-invitation forums, and public surveys.

Recommendations

The Facility Master Plan prescribes a 10-year transformation with \$300 million in facility investments from State, local, and alternative funding sources. Recommended capital projects and operational actions will transition the District’s school portfolio to deliver a reimagined vision of the Salem PK-12 public school experience where all students are prepared for career and college to their full potential and families elect to **Start Here, Stay Here** from early childhood through graduation and beyond.

At full implementation of the plan, the Salem Public School portfolio will be comprised of the following schools:








- **One Specialized Early Education Center** concentrating district resources into a renovated and centrally-located school on the Horace Mann or Collins campus for all SPS Pre-School and Pre-Kindergarten students, or alternatively extended to Kindergarten pending continued planning and focused stakeholder engagement.

- **Six K-6 (or 1-6) Elementary schools** with an equitably uniform grade configuration city-wide and *continued open-enrollment choice policy*, each benefiting from ongoing facility renovations.









- **A new Salem Middle/High School** serving Salem’s 7th through 12th graders with a robust STEAM and CTE program in new, rebuilt facilities designed for age separation and shared access.

- **Salem Prep High School and New Liberty Innovation School**, continuing their successful behavioral and mental health alternative education programs for 7th – 12th grade students in new leased space or renovated spaces in the centrally-located Collins building.







Operational Scenarios

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












High School Options

- A. Salem High School Renovated in Place 
- B. Salem High School Rebuilt   
- C. Horace Mann repurposed as part of Salem Middle/High School campus    




Alternative Education Options

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



Pre-School Options

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

Elementary School Options

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

School Placement Policy

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

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

2 Purpose



We must redesign schools to reflect the more collaborative learning which is valued in our workplaces and post secondary education.

- Salem resident

We need to be certain that our schools continue to be institutions that provide diversity within our student population.

- SPS graduate and current employee

Purpose

Equitably providing safe and inviting schools that will nurture and inspire an increasingly diverse student population

Published in 2022, the Salem School Facility Master Plan (SFMP) is a long-range strategic capital improvement plan. It provides a roadmap for a 10-year transformation with \$300 million in facility investments and operational actions that will transition the District's school portfolio to deliver a reimagined vision of the Salem PK-12 public school experience where all students are prepared for career and college to their full potential and families elect to **Start Here, Stay Here** from early childhood through graduation and beyond.

Commissioned under the partnership of the City of Salem and Salem Public Schools, the SFMP was developed by the CannonDesign team in collaboration with dozens of school stakeholders and input from Salem community members in a transparent, data-driven process.

The Plan outlines a sequence of strategic local and state capital investments that provide all students and teachers a **safe, comfortable, and inspiring environment** to teach and learn in, with right-sized capacity in each facility to optimize District resources for improved student benefits. It also prescribes flexible, fully equipped classrooms needed to support best practices in **modern, student-centered instruction and learning**, as well as facilities to house vital community support programs that serve the **unique needs of Salem's most vulnerable populations**.



Background

A mature public school system facing a wide range of educational and operational challenges

In 2022, Salem Public Schools operates 11 schools on nine campuses and one leased facility encompassing over one million square feet of buildings spanning the eight square miles of dense, urban neighborhoods and mature suburbs comprising the City of Salem, one of the nation's earliest settlements with a rich, proud history and lasting lessons in civility and tolerance. Salem Public Schools range in size from the 236-student Carlton Elementary School to Salem High School, currently attended by 814 students.

With the backdrop of the coronavirus pandemic and looming environmental vulnerability, in 2022 the City of Salem faces numerous operational challenges: shifting demographics driven by housing gentrification and charter school competition, declining enrollment and corresponding financial imbalance, aging and under-enrolled facilities.

The purpose of the School Facility Master Plan is to systematically address three primary strategic challenges:

1. Declining enrollment

Declining enrollment. After decades of stable enrollment growth leading to a historic peak of roughly 5,000 students twenty years ago, the district has experienced gradual enrollment decline ever since, with 3,600 students currently attending SPS schools. Demographic studies performed by Cooperative Strategies indicate that another 3% decline will occur over the next five years based on declining birth rates, demographic shifts, and housing market trends.

Longitudinal studies indicate a consistent drop in enrollment at the transition points between fifth

and sixth grade and eighth and ninth grade, as many Salem families opt for competing middle and high school alternatives at Salem Academy Charter, Essex North Shore Regional, and neighboring districts.

Capacity Underutilization. Schools are ideally enrolled within a balanced range of 80% - 100% of permanent capacity making efficient use of the cost to operate buildings. 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.

2. Aging facilities built for a different era of education

Facility Age and Condition: Salem school buildings date back to 1907 and 1913 (Collins and Saltonstall), and even newer buildings in 2001 and 2004 (Horace Mann and Carlton), the **average building is 63 years old** (weighted by square foot).

Many of Salem's aging facilities require age-driven upkeep that has begun to outpace current funding levels as confirmed in a recent third-party facility assessment.

Adequacy. The bulk of Salem Public Schools' buildings were originally designed in the 1960s and 1970s to support an outdated instructional model that has since evolved. Most fall short to some degree against modern standards, lacking sufficient up-to-date specialized facilities for critical academic content areas of Science, Technology, Engineering, and Math (STEM), Career Technical Education (CTE), and Visual and Performing Arts, as well as specialized spaces for language learner services.

Declining Historical Enrollment

(Source: NCES Enrollment Data 2000-1 through 2019-20 - pre-pandemic)

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
12	234	251	225	268	256	283	294	275	265	258	264	266	279	265	288	260	247	247	248	227
11	258	293	283	290	323	329	311	308	313	291	276	295	277	333	276	240	236	247	241	264
10	302	278	313	375	359	351	339	360	332	310	326	335	357	294	254	252	250	232	260	206
9	364	398	454	410	438	420	415	370	358	367	361	373	297	245	256	250	245	257	233	248
8	335	388	407	395	391	359	342	278	320	292	346	321	278	298	282	303	260	247	283	268
7	386	427	403	386	353	332	271	316	273	324	309	280	306	291	312	262	257	270	265	256
6	451	419	407	396	348	268	316	267	305	310	279	314	302	335	276	259	280	255	265	277
5	427	420	427	405	302	387	309	345	349	330	371	368	393	356	347	360	342	345	368	353
4	420	440	429	337	401	316	347	349	319	364	357	415	376	358	366	338	348	368	362	336
3	451	427	338	416	322	367	353	317	354	345	392	391	355	375	342	360	382	362	350	363
2	437	337	422	332	364	352	304	349	339	407	400	360	365	351	368	382	376	339	379	362
1	350	435	356	370	357	334	338	344	415	401	370	399	354	386	379	386	336	377	354	346
K	418	354	370	375	353	366	362	413	372	370	394	370	382	390	398	347	371	346	352	350
PK	174	163	166	168	148	173	132	131	128	124	116	109	100	97	104	99	92	93	91	87
ALL	5,007	5,030	5,000	4,923	4,715	4,637	4,433	4,422	4,447	4,496	4,565	4,605	4,442	4,379	4,245	4,109	4,029	3,990	4,057	3,952



Capacity underutilization, especially at Collins MS and Salem HS

(Source: Cooperative Strategies, SPS student data 2011-2 through 2021-22, SPS facility inventory)
*School projections based on districtwide trends by grade level.

Site Name	2021-22 enr	2026-27 enr	5 yr growth	5 yr growth %	Classroom count base	Factored Capacity	Classroom count recapturable	Recapturable Capacity	Capacity Base + Recapturable	capacity surplus/shortage 2026-7	Capacity Utilization 2021-2	Capacity Utilization 2026-7	Capacity 'What-if' Parameters
Bates	389	367	-22	-6%	18	334	5	95	429	(33)	1.16	1.10	Classroom loading ES 20 Util factor ES 0.95 Classroom loading K-8 20 Util factor K-8 0.95
Bentley & EEC	472	449	-23	-5%	27	513	5	95	608	64	0.92	0.88	Classroom loading MS 23 Util factor MS 0.85 Classroom loading HS 25 Util factor HS 0.75
Carlton	259	243	-16	-6%	15	285	1	19	304	42	0.91	0.85	
Collins	750	609	-141	-19%	65	1,261	8	156	1,417	651	0.59	0.48	
Horace Mann	310	293	-17	-5%	21	399	9	171	570	106	0.78	0.73	
Salem HS	924	855	-69	-7%	113	2,175	5	94	2,269	1,320	0.42	0.39	
Salem Prep & New Liberty	87	80	-7	-8%									
Saltonstall	417	372	-45	-11%	20	372	4	76	448	1	1.12	1.00	
Witchcraft	527	492	-35	-7%	30	547	5	95	642	55	0.96	0.90	

Salem aims to refresh its portfolio from outdated buildings to modern, 21st century educational facilities that support best practices in teaching pedagogy. Modern facilities built new or retrofitted today provide a diverse array of learning spaces, arranged such that students and teachers have access to a variety of learning environments and tools in close-proximity with visual transparency and acoustic separation.

These challenges are not unique to Salem. The majority of US public schools were built in the mid-20th century in response to the Baby Boom with an expected serviceable life of 50-60 years. Suburban growth has continued as these buildings began crossing this age threshold, pushing growth and capital renewal needs well beyond available budgets.

3. Expanding needs for a diverse student population

One of the Salem community's greatest and most cherished strengths is its rich diversity. Salem students increasingly come from a broad variety of cultural, ethnic, and socioeconomic backgrounds, as well as varying physical and mental health conditions creating many opportunities for learners to build empathetic social skills and appreciation for others. This diversity also presents challenges and requires schools to provide a wide variety and heightened degree of academic, social, and health supports.

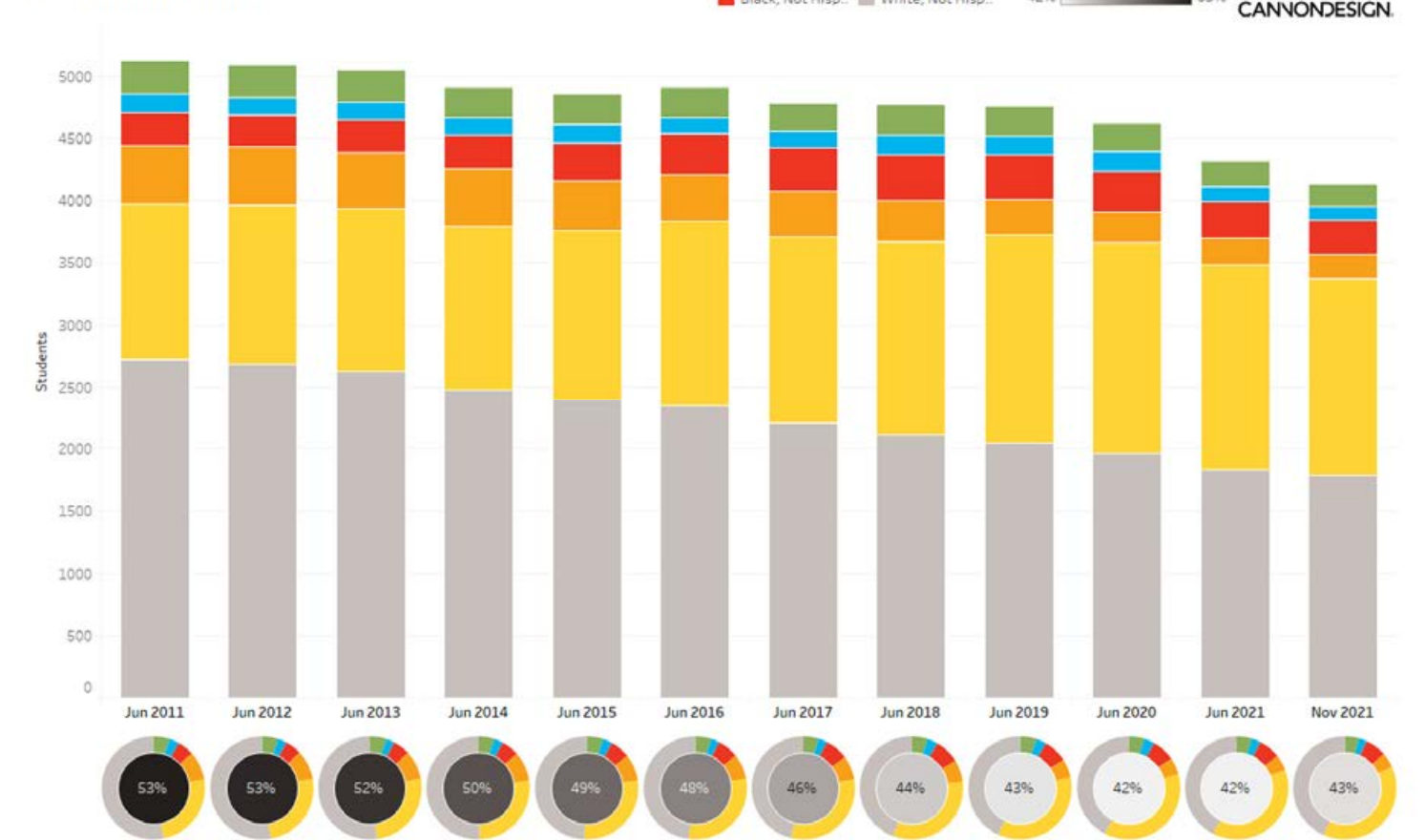
Diversity of needs. This diversity is born out in student demographic data. Minority students now comprise more than half of the total student

population, with 15% of Salem students enrolled in English Learner programs. More than 25% of the total student body is eligible for free or reduced meals, and of concern is a growing body of LBUSD students facing the challenge of homelessness, for whom the school building may offer a haven of security in an otherwise unstable environment. In addition, 18% of LBUSD students receive special education services, and LBUSD serves numerous students with disabilities. Many require specialized education programs to ensure that they achieve academic progress and personal development, ranging from one-on-one or small group instruction, to assistance from in-class aides, to electronic devices and programs to support their accommodation into the regular school environment.

Emotional and behavioral health. Moreover, the evolving pandemic has inflicted ubiquitous isolation, learning loss, and unprecedented emotional trauma to countless students, demanding a renewed focus on student mental health. At the same time, Salem's dedicated staff have endured these extreme challenges to the point of burn-out.

Pre-K. Additionally, Salem is leading evidence-based professional development and capital investments to **expand pre-kindergarten** opportunities in partnership with other local programs. Preliminary demographic analysis suggests that Salem's desire to serve the equivalent of a kindergarten cohort of full-day pre-k students would raise the pre-k population from the current 167 students served districtwide to nearly 300, which implies the need for additional staff and new and repurposed facilities to support a robust pre-school program.

SPS is an increasingly diverse school community
(Source: SPS student data 2011-2 through 2021-22)



Solution

A Strategic Capital Roadmap Founded on Values, Data, Stakeholder Voice, and Equity

It is within the context of these challenges in 2021 that elected leaders and civil service staff from both the City of Salem and Salem Public Schools envisioned a **new approach to planning and implementing facility projects**.

With new leadership committed to drafting a compelling case for Massachusetts School Building Authority competitive capital grant funding, the **School Facility Master Plan** was launched and facilitated by CannonDesign to deliver a long-range facility master plan highlighted by transparency, data-driven and equity-focused decisions, and overt stakeholder and community participation that would improve opportunities and outcomes for all Salem students, no matter which school they attend.

in June 2022, the SFMP is complete and achieves the following primary goals:

- It provides a **long-term overview of facility needs**, balancing current demands with future requirements and creating an orderly process to accommodate the many competing factors that affect decisions about the utilization and enhancement of school facilities.
- The planning process established a **forum for discussion** where all stakeholders, from students to community members to government officials, expressed their views, nurturing the community

engagement that is essential in a democratic society.

- It represents a **stable guideline for future action**, preserving the essential goals while providing a flexible structure within which detailed decisions on project scope, schedule, and cost will be made over many years.
- In an environment of fiscally constrained capital resources, it allows the funding entities – the City of Salem Government and the Commonwealth of Massachusetts – to **reasonably predict the funding required** for school construction, so that facility needs can be balanced with other pressing governmental imperatives.
- It allows the staff of Salem Public Schools to rationally **plan for the staffing and other resources it will need** to carry out its ambitious, complex capital program.
- It is developed to formulate projects strategically in such a way as to support Salem’s MSBA Core Program grant funding application.



3 Process



I'm glad the district is thinking about growing, changing, adapting...

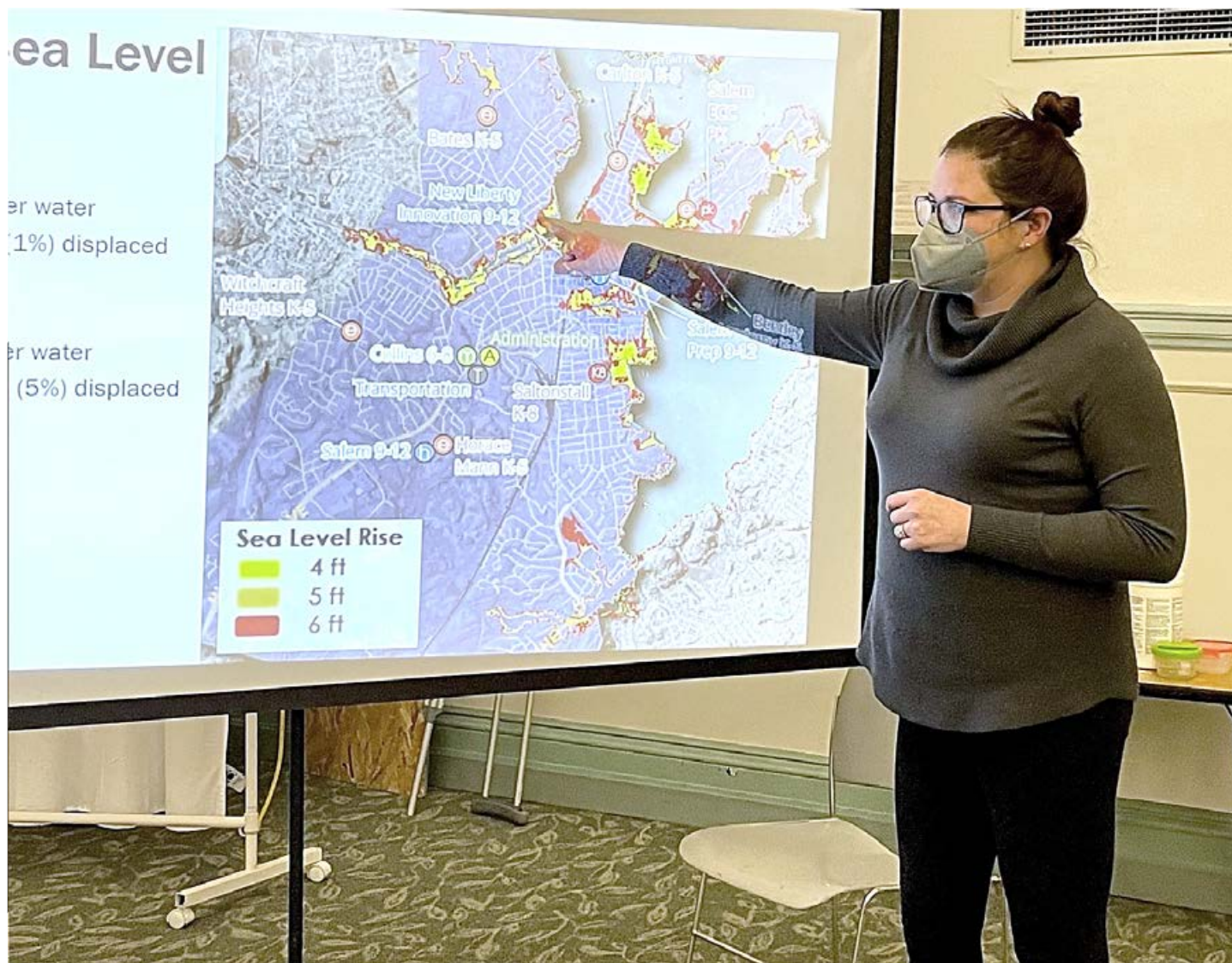
- Salem Public Schools teacher

Thank you so much for considering the community's wants and needs.

- Parent of future Salem student

Process

Uplifting Student and Community Voice in Long-Range Capital Planning



With the united goal to improve Salem Public Schools, the SFMP was developed with the participation of **dozens of local Salem stakeholders** from all parts of the city who served on stakeholder committees and attended virtual and in-person community forums as part of a collaborative, transparent planning process tailored to meet the needs of Salem’s diverse community. Moreover, the plan has been informed by **survey responses from nearly 900 students, parents, teachers, administrators and community members** representing all of Salem’s schools.

The SFMP is:

- A districtwide plan for all 11 Salem Public Schools with extensive data analysis of facility condition, capacity, enrollment, and funding, making this the first comprehensive strategic plan of its kind in Salem.
- A partnership between the City of Salem, the District, and the broader Salem community in which cross-sectional focus groups and planning committees collaborated iteratively to articulate a long-range vision, review data prepared by third party experts, consider options, and express priorities for solutions, yielding transparent design-thinking, and informing transparent recommendations.
- Developed by a third-party consultant team with overt engagement of Salem stakeholders under a structured planning process, allowing community values and grassroots agency to drive outcomes.
- Data-driven, as stakeholders considered a comprehensive study of each campus, projected enrollment and capacity of each school, and the availability of capital available funding while developing solutions.
- The product of inspired collaboration, conceived and developed in respectful “safe-zone” discussions with an openminded “yes, if...” perspective about obstacles (instead of dismissing ideas with a facile “no, because...”), resulting in innovative, transformative recommendations that genuinely reflect community needs and preferences.

Process Overview

Designing 'with, not for'

The Salem School Facility Master Plan was launched during the global pandemic which caused abrupt and near-complete disruption of face-to-face school operations and community functions. CannonDesign worked closely with Salem to design the means and processes necessary to deliver on the project's intent while keeping everyone safe. Deploying innovative technologies such as web-based video-conferencing, virtual breakout rooms, cloud-based documents, and live polling, these unprecedented challenges were overcome to facilitate critical interactive educational visioning workshops, building early momentum and stakeholder enthusiasm.

With the goal of establishing consensus among Salem's diverse stakeholders, the SFMP planning process featured authentic school community engagement in which stakeholders were actively involved in the strategic design process.

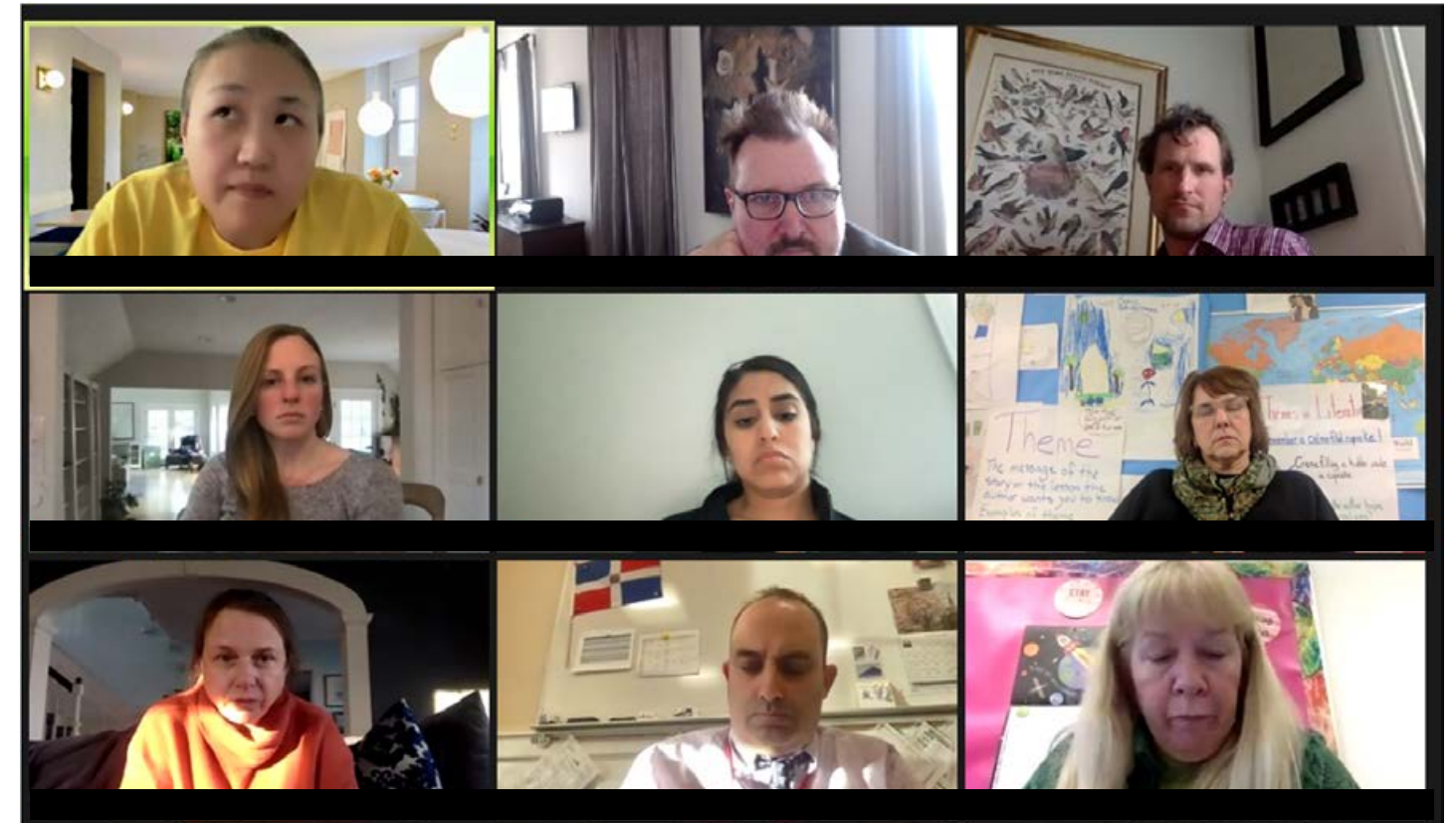
Participants

CannonDesign helped Salem commission cross-sectional representative committees of internal and external school stakeholders working in facilitated partnership to define guiding principals, validate and understand planning data, and co-design and vet operational and capital scenarios.

To achieve transparency and procedural equity, participants were organized in an intentional committee framework and sequence of steps to participate in developing facility plans on a districtwide scale, weighing in on the needs of all students at all schools. These participants served in two cross-sectional committees:

- **District Planning Committee (DPC)** was comprised of ## educational and operational leadership of the district's administration, who reviewed data findings, suggested operational and capital options, considered community and Stakeholder Advisory Committee input, and informed consultant third party recommendations.
- **Stakeholder Advisory Committee (SAC)** comprised of ## students, teachers, parents, and local business and community leaders. SAC members were nominated by Salem and school leadership with intentionally balanced cross-sectional composition, to ensure diversity of perspective, location/school affinity, and role/relationship to Salem. The role of the SAC membership was to act as liaisons to the community at large, study background data, review and provide feedback on the DPC's draft options in diverse small groups, and inform the DPC with their relative level of support for proposed recommendations.

All participating stakeholder committee members are listed in Appendix A acknowledging their contributions to SFMP and a positive equitable future for all Salem students.





25+

planning
committee
members

600+

stakeholders
engaged

8

planning
workshops

2

community
surveys

25

planning
options
developed

40+

hours of
community
forums

Community Engagement

Central to the engagement strategy was a series of open-invitation virtual community forums highlighted by small group workshops and live polls with facilitated discussion.

- **2 Community Forums** (CF) were held with 5+ opportunities each for community members to participate in each in virtual video conferences and in-person discussions with available language translation services. Participants had an opportunity to review proposed options and considerations, and provide feedback, both through facilitated discussion and online surveys.
- **2 Community Surveys** were conducted to 1) inform strategic priorities, and 2) to weigh in on draft options.

Using an online and hard copy survey deployed in English, Spanish, and Portuguese, 900 community member responses were successfully solicited including 70 from students, yielding significant measures of stakeholder values and broad understanding of priorities. By harnessing objective survey data disaggregated by role, school, language, and ethnicity, option design discussions were heightened with otherwise immeasurable perspective into the different needs and values of all students and community groups, empowering SFMP stakeholders to confidently embrace nuanced solutions to accommodate differentiated needs.

Survey results for planning options are included in the next report section: Options.

4 Options



I appreciate the thoughtful considerations that went into identifying these options and the opportunity to weigh in through this survey.

- Carlton Elementary School parent

Options

All Outcomes Considered 'On-The-Table'



Renovation



Additions



New School



Replacement



Consolidation/Repurpose



Grade Reconfiguration



Attendance Policy Change

Central to the SFMP planning process was a transparent and iterative sequence of design workshops in which the **District Planning Committee** and **Stakeholder Advisory Committee** members contributed to the development, vetting, and revision of a series of 25 draft options for programs and facilities at all 11 SPS schools.

These options were explored and developed with consideration of a comprehensive set of data:

- student demographics and enrollment;
- educational programs such as CTE, Special Education, Alternative Programs, and Pre-K;
- facility condition and capacity; campus size, developable site, and proximity to students, other schools, and community assets;
- measures of stakeholder preferences for planning criteria.

In addition to facility solutions such as **new schools**, **replacement schools**, **renovations**, and building **additions**, SFMP stakeholders considered systemic solutions and alternative operational outcomes, including **grade reconfiguration**, **enrollment policy**, 'newer-fewer' **consolidation** scenarios, and thematic **magnet programs**. At minimum, all schools were planned for prioritized renovations and enhancements.

Draft options were communicated to the Salem School Committee and presented to open-invitation virtual and in-person Community Forums featuring small group discussions, and a districtwide survey was deployed solicit community preferences. The community survey findings were disaggregated by geography, school affinity, ethnicity, and relationship to Salem to inform final recommendations.

Options Development

Thorough documentation of the Draft Options is included in the following pages.

Not only do these reports indicate the results, but they also serve as a journal of the planning process outlining planning data considered, color-coded iconographic indicators of project outcomes, cost/benefit and challenges associated with each option, graphic measures of community survey responses broken down by affected school affinity, and indicators for the CannonDesign team's final recommendations.

Multiple Mutually-Exclusive Options/Scenarios

- Description of actions and outcomes with Icon Indicators
- Relative up-front capital and annual operating cost indicators
- Benefits and Challenges
- Community Survey Results
- Recommendation Summary

Operational Scenarios: (All Schools)

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

Scenario	1 Current Operational Model	2 P/K-5 Districtwide	3 P/K-8 Districtwide	4 P/K-6 Districtwide plus new Salem Jr/Sr High School
Description of actions and outcomes with Icon Indicators	<ul style="list-style-type: none"> Maintain current grade configurations (one PK, two PK-5, three K-5, one K-8, one 6-8 middle, one 9-12 high school, plus two alternative programs). Saltonstall continues to serve ~120 6-8th graders in small K-8 program separate from Collins MS program. All schools undergo prioritized repairs and renovations. 	<ul style="list-style-type: none"> Transition Saltonstall School to a PK-5 from the current K-8 grade configuration. All schools undergo prioritized repairs and renovations. 	<ul style="list-style-type: none"> Transition all elementary and middle school programs to three P/K-8 schools each serving ~900-1200 students. This would require the transition of Collins into a P/K-8 and construction of two new schools on current or new sites. Other schools would be repurposed for other uses. 	<ul style="list-style-type: none"> Renovate or reconstruct the Salem High School campus to support a new 7-12 program, designed with appropriate separation of younger students from older students. Transition all elementary programs to P/K-6. The Collins MS building could be used to house an elementary school and/or alternative educational programs.
Relative up-front capital and annual operating cost indicators	One-Time Capital Cost / Annual Operational Cost \$\$\$\$\$ / \$\$\$\$\$	One-Time Capital Cost / Annual Operational Cost \$\$\$\$\$ / \$\$\$\$\$	One-Time Capital Cost / Annual Operational Cost \$\$\$\$\$ / \$\$\$\$\$	One-Time Capital Cost / Annual Operational Cost \$\$\$\$\$ / \$\$\$\$\$
Benefits and Challenges	Benefits <ul style="list-style-type: none"> Maximizes options for choice policy. Challenges <ul style="list-style-type: none"> Higher operational costs. Saltonstall K-8 program difficult to sustain at small scale. Doesn't take action to address declining enrollment. 	Benefits <ul style="list-style-type: none"> Saltonstall would have space for a PK program. Saltonstall, near the most densely populated section of Salem, would also have more space for neighborhood students, improving walkability and reducing transportation time, cost, and carbon footprint. Saltonstall would no longer have operate a middle school program with only two classes per grade. Expanded 6-8 educational opportunities at Collins. Challenges <ul style="list-style-type: none"> Potentially lose ~120 Saltonstall 6-8 grade students to charter, other districts. 	Benefits <ul style="list-style-type: none"> Fewer transition year disruptions. Fewer drop-offs for families. Challenges <ul style="list-style-type: none"> To have sufficient scale would require schools much larger than Salem is accustomed to: ~900-1200 K-8 students at three sites. Some families prefer more rigorous programs that Collins 6-8 offers. 	Benefits <ul style="list-style-type: none"> 7-8 grade would have access to state-of-the-art facilities shared with high school. Some families may appreciate 6th graders staying at elementary school, possibly stay in Salem for the long haul. Challenges <ul style="list-style-type: none"> Building must be designed with separation of middle school aged students from high school students - a difficult challenge within footprint of existing Salem HS building. Collins building underutilization.
Community Survey Results	Stakeholder Support (All & Directly Impacted) ★★★★★ (569) ★★★★★ (100) 	Stakeholder Support (All & Directly Impacted) ★★★★★ (570) ★★★★★ (101) 	Stakeholder Support (All & Directly Impacted) ★★★★★ (575) ★★★★★ (101) 	Stakeholder Support (All & Directly Impacted) ★★★★★ (573) ★★★★★ (102)
Recommendation Summary	CannonDesign Recommendation: Operational Scenario 4 is recommended as SPS' long-range grade configuration model. With an anticipated 5+ year timeline to secure MSBA Core Program Grant funding, design, and construct the new Salem Jr/Sr High School, it is also recommended that SPS explore a transitional implementation of Scenario 2 with focused engagement of current and potential new Saltonstall School stakeholders.			

Facility Options At-A-Glance

Below is a consolidated listing of facility, operational, and policy options developed and vetted with community input during the School Facility Master Plan, which in the following pages are each described in further detail, comparing relative costs, benefits and associated challenges for each, as well as community survey feedback.



Operational Scenarios

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












High School Options

- A. Salem High School Renovated in Place 
- B. Salem High School Rebuilt   
- C. Horace Mann Building Repurposed as part of new Salem Middle/High School    




Alternative Education Options

- A. Salem Prep and New Liberty Continue operating in their current location in the Witch City Mall
- B. Salem Prep and New Liberty Move to new/renovated building close to but separate from SHS 
- C. Salem Prep and New Liberty Move to another site, but not near Salem High School 



Pre-School Options

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

Elementary School Options

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

School Placement Policy

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

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

1 Current Operational Model

- Maintain current grade configurations (one PK, two PK-5, three K-5, one K-8, one 6-8 middle, one 9-12 high school, plus two alternative programs). Saltonstall continues to serve ~120 6-8th graders in small K-8 program separate from Collins MS program.
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

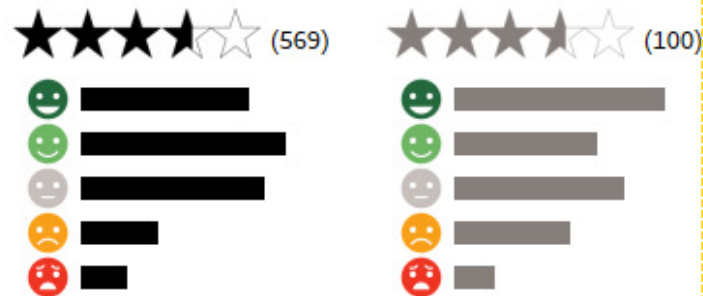
Benefits

- Maximizes options for choice policy.

Challenges

- Higher operational costs.
- Saltonstall K-8 program difficult to sustain at small scale.
- Doesn't take action to address declining enrollment.

Stakeholder Support (All & Directly Impacted)



2 P/K-5 Districtwide

- Transition Saltonstall School to a PK-5 from the current K-8 grade configuration.
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

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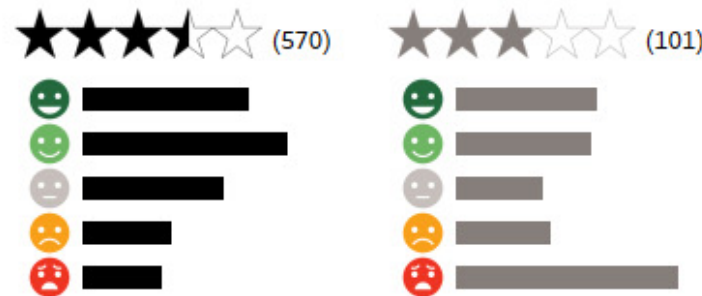
Benefits

- Saltonstall would have space for a PK program.
- Saltonstall, near the most densely populated section of Salem, would also have more space for neighborhood students, improving walkability and reducing transportation time, cost, and carbon footprint.
- Saltonstall would no longer have to operate a middle school program with only two classes per grade.
- Expanded 6-8 educational opportunities at Collins.

Challenges

- Potentially lose ~120 Saltonstall 6-8 grade students to charter, other districts.

Stakeholder Support (All & Directly Impacted)



3 P/K-8 Districtwide

- Transition all elementary and middle school programs to three P/K-8 schools each serving ~900-1200 students.
- This would require the transition of Collins into a P/K-8 and construction of two new schools on current or new sites. Other schools would be repurposed for other uses.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

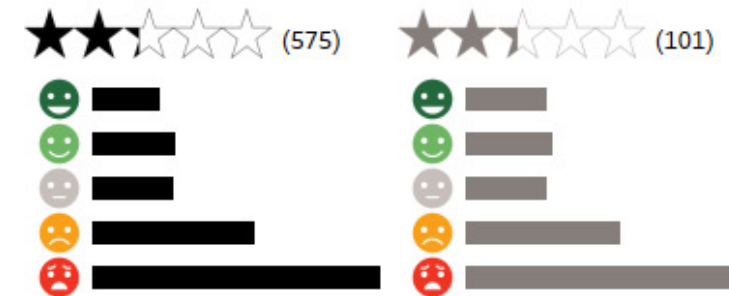
Benefits

- Fewer transition year disruptions.
- Fewer drop-offs for families.

Challenges

- To have sufficient scale would require schools much larger than Salem is accustomed to: ~900-1200 K-8 students at three sites.
- Some families prefer more rigorous programs that Collins 6-8 offers.

Stakeholder Support (All & Directly Impacted)



4 P/K-6 Districtwide plus new Salem Middle/High School

- Renovate or reconstruct the Salem High School campus to support a new 7-12 program, designed with appropriate separation of younger students from older students.
- Transition all elementary programs to P/K-6.
- The Collins MS building could be used to house an elementary school and/or alternative educational programs.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

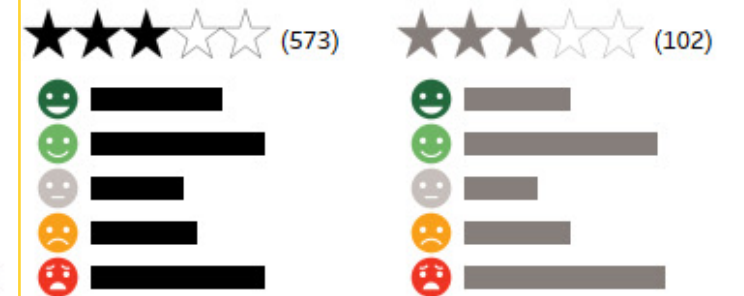
Benefits

- 7-8 grade would have access to state-of-the-art facilities shared with high school.
- Some families may appreciate 6th graders staying at elementary school, possibly stay in Salem for the long haul.

Challenges

- Building must be designed with separation of middle school aged students from high school students – a difficult challenge within footprint of existing Salem HS building.
- Collins building underutilization.

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Operational Scenario 4 is recommended as SPS' long-range grade configuration model. With an anticipated 5+ year timeline to secure MSBA Core Program Grant funding, design, and construct the new Salem Middle/High School, it is also recommended that SPS explore an interim implementation of Scenario 2 with focused engagement of current and potential new Saltonstall School stakeholders.



Renovations



Additions



New School



Replacement



Grade Reconfiguration



Consolidation / Repurpose



Attendance Policy Change

A Salem High School Renovated in Place (for either grades 9-12 or 7-12)

- Perform prioritized deferred maintenance, educational enhancements, and sustainability upgrades to existing SHS building.
- Consider a new adjacent but separate building for Salem Prep & New Liberty programs.
- (See Operational Scenario 4 outlining option for Salem Middle/High School.)

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- Ample onsite swing space in surplus capacity, which could be reconfigured for flexible collaborative learning suites.

Challenges

- Older building has higher life cycle cost.
- Perpetuates inefficient utilization of under-enrolled and outdated high school.
- Difficult to maintain separation of 7th/8th students from 9th-12th.

Stakeholder Support (All & Directly Impacted)



B Salem High School Rebuilt (for either grades 9-12 or 7-12)

- Rebuild SHS on site for phased long-term growth (900 classroom capacity and 1600 core capacity for 9-12 or 1500 classroom and 2000 core if 7-12).
- Consider replacing on same building footprint, new footprint, or partial selective demolition.
- Consider a new adjacent but separate building for Salem Prep & New Liberty programs.
- (See Operational Scenario 4 outlining option for Salem Middle/High School.)

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

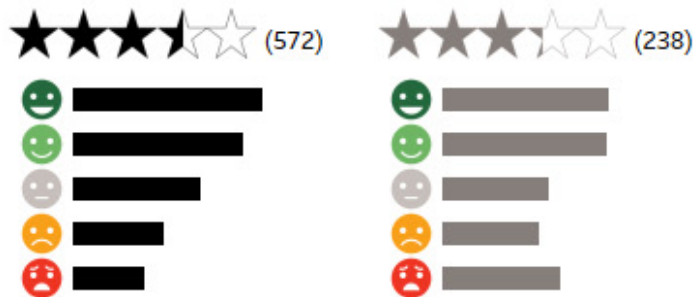
Benefits

- Right-sized facility for long term operational efficiency and life cycle cost.
- New facility will better support modern pedagogy.

Challenges

- Phased construction over extended timeline to minimize safety and operational disruption.

Stakeholder Support (All & Directly Impacted)



C Horace Mann Building Repurposed as part of new Salem Middle/High School campus

- Renovate the Horace Mann building for 7th and 8th grade programs of new Salem Middle/High School, as component of either Renovation Option A or Reconstruction Option B.
- Consolidate Horace Mann's program with other SPS elementary schools or relocate to Collins Middle School campus.
- (See Operational Scenario 4 outlining option for Salem Middle/High School.)

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

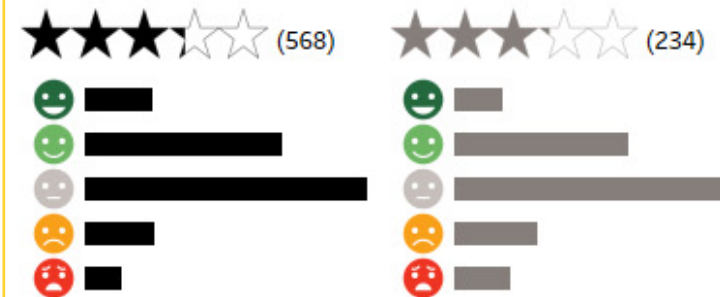
Benefits

- Improved access to athletic fields.
- More efficient use of elementary capacity district-wide.

Challenges

- Collins building underutilization.
- Head Start program currently operating at Horace Mann would be displaced.

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Option B is recommended based on significant educational and long-term operational cost benefits. Concurrent with the MSBA Core Program Grant funding application process, it is recommended to conduct a feasibility study to determine the viability of retaining and updating the existing academic wing (last renovated in 2006) as part of the long-term campus design.

A Salem Prep and New Liberty Continue operating in their current location in the Witch City Mall

- Renew lease and continue operating at current downtown location.
- Negotiate better terms with facility owner to improve security and welcoming environment.

One-Time Capital Cost / Annual Operational Cost

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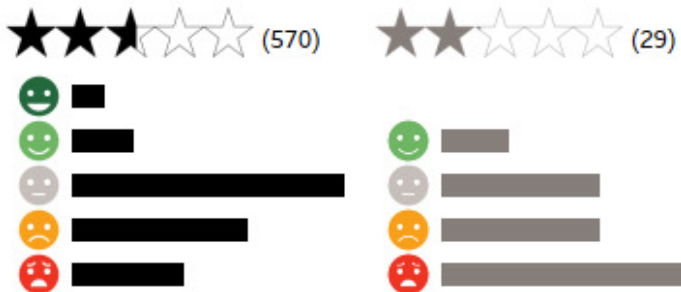
Benefits

- Central location is accessible to many of the students.
- Close to city and community services.

Challenges

- Lease costs operational budget more than \$300,000 per year.
- SPS doesn't control entire site.
- Negative influences surround school.

Stakeholder Support (All & Directly Impacted)



B Salem Prep and New Liberty Move to new/renovated building close to but separate from SHS

- As component of the renovation or reconstruction of Salem High School, construct new facility for Salem Prep and New Liberty adjacent to but separate from the comprehensive high school.
- Include specialized spaces suitable for educational development and social and mental health of at-risk students.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$

Benefits

- Saves lease costs, which can be redirected back into educational programs.
- Provides separation from Salem High School, but access to specialized facilities and programs.

Challenges

- More distance from SHS might be preferable.
- Longer timeline of SHS capital projects keeps schools where they are longer than Option C.

Stakeholder Support (All & Directly Impacted)



C Salem Prep and New Liberty Move to another site, but not near Salem High School

- Acquire/lease a new facility or renovate surplus space within an existing SPS facility for Salem Prep and New Liberty.
- Include specialized spaces suitable for educational development and social and mental health of at-risk students.
- Of existing facilities, Collins Middle School or Horace Mann buildings are most likely candidates.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$

Benefits

- Feasible to relocate by end of summer 2023 when lease expires.
- Saves lease costs, which can be redirected back into educational programs.
- Locates alternative programs in close proximity of SPS support staff and resources.
- Creates opportunity for SPS and NLIS students to find community-based purpose in providing mentorship to younger students.

Challenges

- Removes schools from central location close to city and community services.

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Option C is recommended. In near term, seek new lease opportunities and/or conduct a programming and feasibility study of moving SPS and NLIS to Collins Middle School which has sufficient surplus capacity to house a contiguous group of spaces for these schools.



Renovations



Additions



New School



Replacement



Grade Reconfiguration



Consolidation / Repurpose



Attendance Policy Change

A PK Programs Remain at Bates, Bentley, & Horace Mann

- Continue offering PK programs at current locations. Note - District plans to expand PK from current ~160 students by an additional ~100 students to be similar in size as current Kindergarten cohorts.
- Establish collaborative vertical program alignment strategy with dual language program at Bentley Elementary School.
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- No changes to implement.

Challenges

- Inequity as some schools do not offer PK.
- Transportation, additional drop-offs for some families.

Stakeholder Support (All & Directly Impacted)



B PK Programs at Every Elementary

- Offer general PK programs at every elementary school. Note: There would likely continue to be one specialty center for PK students with disabilities.
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- Reduced transportation and drop-offs.

Challenges

- Resources for PK students with disabilities likely need to be at one site.
- Would need to find space for and construct more PK playgrounds and restrooms.
- Saltonstall doesn't have space for PK as a K-8.

Stakeholder Support (All & Directly Impacted)



C One Specialized PK Center

- Establish a citywide specialized center for pre-k education, to include dual language and special education offerings, with collaborative vertical program alignment strategy with dual language program at Bentley.
- Consider locating in renovated space at centrally-located Horace Mann or Collins.
- Elementary schools would then be either K-5 and K-8 (Scenario 1), K-5 (Scenario 2), K-8 (Scenario 3), or K-6 (Scenario 4).
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- Concentrates resources for preparatory skills and social development at one site.
- Could introduce new families to SPS in a very positive way.
- If located at Horace Mann, could enrich a new child development CTE pathway at Salem HS.

Challenges

- Transportation.
- Multiple drop-offs.
- Separate locations would complicate Bentley's planned collaboration with EEC for dual language Pre-K.

Stakeholder Support (All & Directly Impacted)



D One Specialized PK-K Center

- Like Option C, except early education center would include all SPS kindergarten students as well.
- Elementary schools would then be either 1-5 and 1-8 (Scenario 1), 1-5 (Scenario 2), 1-8 (Scenario 3), or 1-6 (Scenario 4).
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

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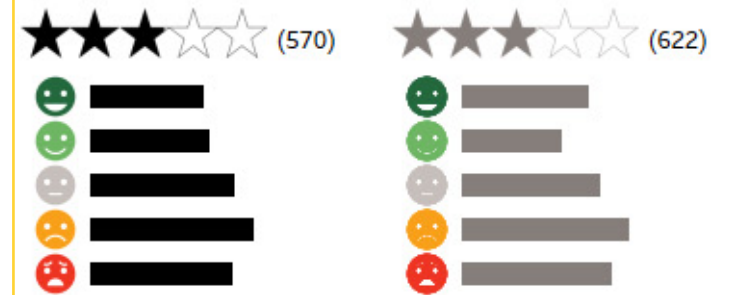
Benefits

- Concentrates resources for preparatory skills and social development at one site.
- Could introduce new families to SPS in a very positive way.
- Boosts PK and K staff collaboration.
- If located at Horace Mann, could enrich a new child development CTE pathway at Salem HS.

Challenges

- Transportation.
- Multiple drop-offs.
- Eliminates K and 1st staff collaboration (as tradeoff for PK-K collaboration).

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Option C is recommended, with continued study and engagement to determine if Option C (Pre-K-K) would be a superior alternative for Salem. Commission near-term feasibility study for siting this program at Horace Mann and/or Collins.

A Continue operating all current elementary schools

- Continue offering elementary programs at current locations: Bates, Bentley, Carlton, Horace Mann, Saltonstall, and Witchcraft Heights.
- Grade configurations would depend on selected Operational Scenario and Pre-K option. (PK-5, K-5, 1-5, PK-6, K-6, or 1-6)
- All schools undergo prioritized repairs and renovations.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- Central location is accessible to many of the students.
- Close to city and community services.

Challenges

- Lease costs operational budget more than \$300,000 per year.
- SPS doesn't control entire site.
- Negative influences surround school.

Stakeholder Support (All & Directly Impacted)



B "Newer-Fewer" Elementary Consolidation

- Consolidate one of the smaller elementary programs with other schools, concentrating capital investments such as renovations, educational enhancements, and sustainability upgrades at the remaining schools to create 'trade up' opportunities.
- Repurpose surplus building for other educational, community, and/or revenue generating uses, such as a PK center or new home for Salem Prep and New Liberty.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- Saves lease costs, which can be redirected back into educational programs.
- Provides separation from Salem High School, but access to specialized facilities and programs.

Challenges

- More distance from SHS might be preferable.
- Longer timeline of SHS capital projects keeps schools where they are longer than Option C.

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Option A is recommended, with potential caveat that if the Horace Mann building is preferred for the new Early Childhood Center (over Collins or an alternate site), the Horace Mann program would relocate to a renovated Collins building upon completion of the new Salem Middle/High School. Renovations should be defined, prioritized, and scheduled based on periodically updated facility assessments with careful consideration of storm surge and sea level risks at Bentley and Carlton.

A Continue Enrollment Choice Policy

- Current policy allows families to elect the schools to which they wish to enroll.
- Spaces are allotted by lottery based on space available, with consideration of proximity to school and economic balance.

One-Time Capital Cost / Annual Operational Cost

\$\$\$\$\$ / \$\$\$\$\$

Benefits

- Offers families options.

Challenges

- Choice comes with tradeoffs in terms of transportation and administrative costs, student commute times, and community impacts of traffic and carbon footprint.

Stakeholder Support (All & Directly Impacted)

- Survey included a single question gauging community support for changing enrollment policy. See option B.

B Neighborhood School Assignment Policy

- Change policy such that enrollment is based on student residence.
- Attendance boundaries would be established with goal of maintaining socio-economic balance.

One-Time Capital Cost / Annual Operational Cost

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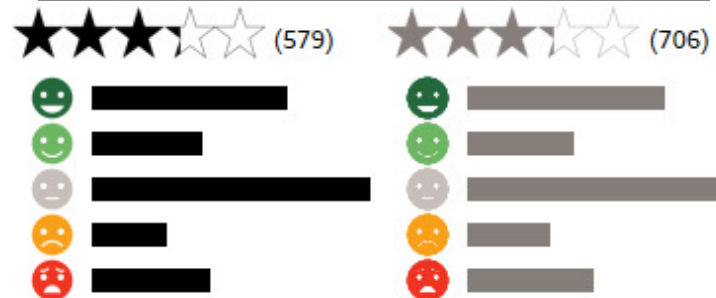
Benefits

- Unifies neighborhoods.
- Reduced transportation costs could be redirected into educational programs.
- Less student time in commute.
- Reduced local traffic.
- Reduced carbon footprint.
- Resources for managing choice system could be redirected into educational programs.

Challenges

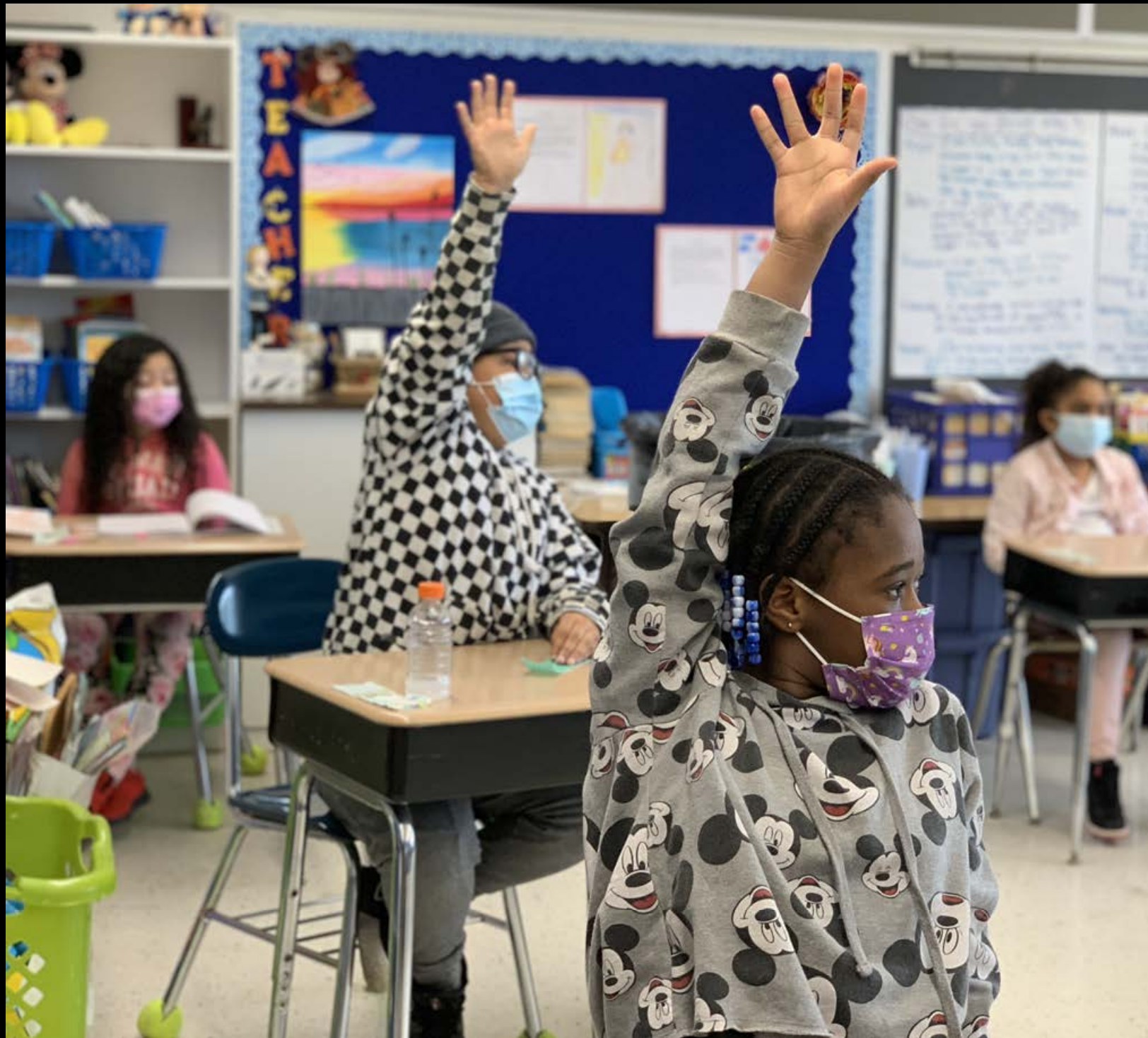
- Building consensus for policy change.

Stakeholder Support (All & Directly Impacted)



CannonDesign Recommendation: Option A is recommended to continue current enrollment choice policy. While stakeholder surveys lean slightly in favor of reverting to a policy of neighborhood schools, it is recommended to defer action at this time based on the high degree of indifference and polarization in survey responses. Stakeholder feedback suggests that this may topic for revisiting in future.

5 Recommendations



I strongly feel that any decisions that are made should be forward-looking and not about what is easiest in this moment. Making smart choices now that can make education more equitable across the board and give our city the opportunity to invest in both its students and teachers will be well worth the up-front costs in the long run.

- Parent of future Salem student

I would like to see the most funds available go to enriching school programs for the kids. Thank you so much for considering the communities wants and needs.

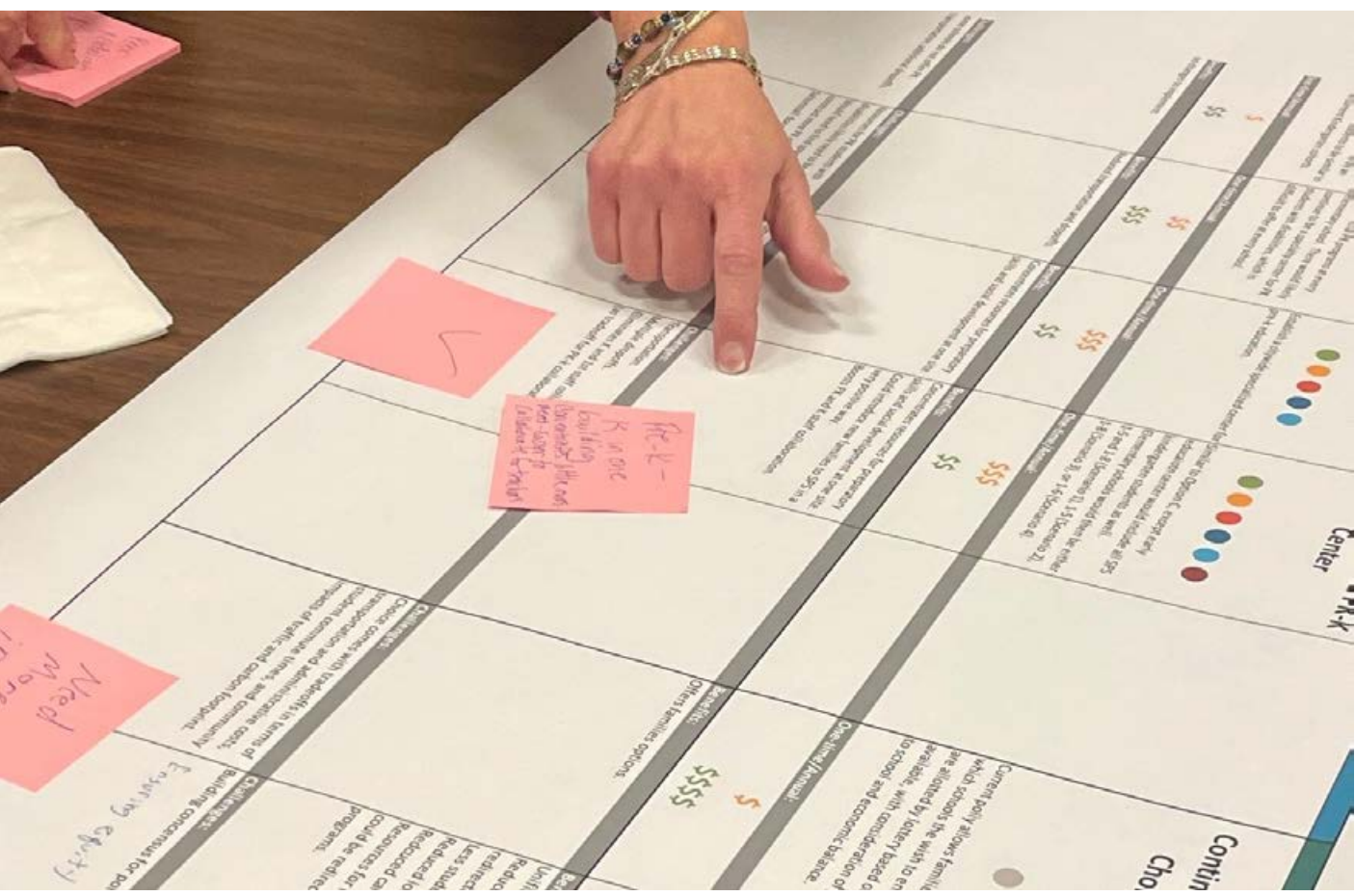
- Parent of future Salem student

Recommendations

Setting a course of equitable investments in Salem's educational infrastructure

Commissioned by the City of Salem and developed by the CannonDesign team in collaboration with dozens of school stakeholders and input from hundreds of community members in a transparent, data-driven assessment process, the Facility Master Plan is a multi-year operational and capital improvement plan that outlines a strategic framework for district operational scenarios and prioritized sequence of project implementation.

This framework outlines scope, baseline costs, recommended actions, schedule milestones, and benefits for six strategic classifications of capital projects.





Educational Strategies

Innovation in education and project delivery

Recommended Actions:

Strategic Grade Reconfiguration. With the goal of enhancing the Salem PK-12 student experience from early childhood through graduation, transition the SPS school portfolio and operational resources to a redesigned vision conceived of and vetted by Salem stakeholders during the School Facility Master Plan, as follows:

- **One Specialized Early Education Center** concentrating district resources into a state-of-the-art school for all SPS Pre-School and Pre-Kindergarten students, or also extend to Kindergarten as well pending focused planning and stakeholder engagement.
- **K-6 or PK-6 Elementary schools** with an equitably uniform grade configuration city-wide. With an anticipated 5+ year timeline to secure funding, design, and construct the new Salem Middle/High School, it is also recommended that SPS explore an interim PK-5 implementation (Scenario 2) with focused engagement of current and potential new Saltonstall School stakeholders.
- **A new Salem Middle/High School** serving the majority of Salem’s 7th through 12th graders with a robust STEAM and CTE program.
- **Salem Prep High School and New Liberty Innovation School**, continuing their successful mission as two collocated specialized alternative education programs providing specialized behavioral and mental health supports to 7th – 12th grade students who thrive better outside of the traditional school setting.

No building closures at this time. Based on ongoing and projected enrollment decline, it is technically feasible to reduce the District’s elementary programs by one and tightly fit within the remaining capacity. However, the degree of capacity under-utilization does not rise to the level of inefficiency that warrants elementary school consolidation. It is recommended to annually

monitor enrollment levels, student migration patterns, and housing infill developments (especially near the new south Salem rail-stop).

Maintain current choice enrollment policy. While stakeholder surveys lean slightly in favor of reverting to a policy of neighborhood schools, it is recommended to defer action at this time based on the high degree of indifference and polarization in survey responses, and instead focus stakeholder attention on other recommended strategies.

Secure traditional and alternative funding.

- In addition to driving the MSBA’s Core and Accelerated Repair Program grant funding processes that could result in State participation in capital project costs, it is also recommended to test the community’s openness to bond levies for increased local funding for school improvements.
- It is also recommended to Study the potential for **cost-neutral delivery of capital improvements** by leveraging existing assets through Public-Private Partnerships (PPP or P3).

Sustained Stakeholder Engagement. These recommended strategies imply an operational transformation designed to improve opportunities and outcomes for Salem students. While these recommendations were developed in collaboration with district and community committees and informed by public surveys, it is recommended to continue focused stakeholder engagement activities throughout implementation.



Schedule / Milestones

- MSBA Core Program Grant process began in April 2022.
- Explore Saltonstall PK5 in SY 2022-23.

Benefit to Salem Students

- 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.



Salem 7-12th Grade School (\$235-275M)

Fulfilled promises and preserved momentum

Recommended Actions:

Rebuild SHS for shared 7-12th Grade School campus with intentional separation of younger students from older students, and shared core facilities and specialized instructional program spaces including music, Career Tech Ed, STEM, and athletics.

For cost efficiency and long-term flexibility, master plan the site with oversized core spaces and pre-determined future classroom expansions for phased growth from initial 1500 classroom capacity to eventual 2000 design enrollment.

Explore feasibility of design scenarios that retain part (or all) of the west academic wing structure (last renovated in 2006) in the campus design for cost savings.

Capitalize on surplus capacity in the existing Salem High School and Collins High School buildings as swing space to facilitate phased reconstruction of the campus, resulting in safer, faster, less disruptive, and more cost-effective construction.

This investment will be a once in a lifetime opportunity for Salem students to gain practical real-world and personally relevant exposure to technical careers in architecture, engineering, construction trades, and project management. Consider requiring service providers to include a CTE internship program as part of their proposals, building on local community enthusiasm for the new school, and inspiring local talent to fulfill the SFMP mission to *Start Here, Stay Here*.



Schedule / Milestones

- Approximate timeframe for completion of this project is 4-5 years.

Benefit to Salem Students

- Enhanced student opportunities with shared faculty and state-of-the-art 21st century facilities that support best practices in instruction.
- 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.



Center for Alternative Education (\$4-6M)

Prioritized needs of Salem's most vulnerable students

Recommended Actions:

Alternative Education

- In the near term, conduct a programming and feasibility study for potentially moving SPHS and NLIS to Collins Middle School which has sufficient surplus capacity to house a contiguous group of spaces for these schools.
- Implement renovations at Collins or an alternate site to enable the schools to vacate the Witch City Mall location by summer of 2023.

Schedule / Milestones

- Feasibility study complete summer of 2022.
- Design fall and winter of 2022/23.
- Bid and renovate spaces for move in summer of 2023.

Benefit to Salem Students

- Intentionally addresses educational environments for at-risk students in and around Salem.
- Saves lease costs, which can be redirected back into educational programs.
- Locates alternative programs in close proximity of SPS support staff and resources.
- Creates opportunity for SPHS and NLIS students to find community-based purpose in providing mentorship to younger students.



Early Learning Center (\$6-12M)

Preparing life-long learners for a brighter future in Salem

Recommended Actions:

Continue Salem and County research and professional development for the strategic expansion of preschool programs in concert with local partners with goal of providing full-day Pre-Kindergarten for children from disadvantaged households and a balance of public schools.

Initiate an [Early Childhood Education Master Plan](#) in collaboration with district leadership and school leaders to understand the operational and capital impacts of expanded Pre-K and define a [systemwide portfolio strategy](#) for a singular regional centers.

Include vertically-aligned educational programming with Salem’s elementary schools for collaboration on age-appropriate skills development and early exposure to dual/immersion language programs for families inclined to enroll at Bentley Innovation School.

Monitor legislative requirements, geographical demand, availability of private partners, and advocate for additional State funding.

Renovate spaces at an existing elementary school such as the underutilized Horace Mann School, adjacent to SHS, which could fuel collaborative curriculum alignment for a potential new high school childhood development CTE pathway, enabling the new Early Learning Center to serve as a real-world learning laboratory and innovative community-building model.



Schedule / Milestones

- Continue to monitor legislative requirements, demand, capacity of private vendors, and advocate for additional State funding.
- Develop Pre-Kindergarten Master Plan and site selection by 2024.

Benefit to Salem Students

- Improved staff collaboration and student skills development by concentrating integrated early childhood resources on one site.
- Early skills development in language and literacy, thinking, socialization, and self-esteem.
- Closes equity gaps.



Sustainable Investments

A place in the permanent building for every student

Recommended Actions:

Secure traditional and alternative funding streams.

- Study the potential for cost-neutral delivery of capital improvements by leveraging existing assets through Public-Private Partnerships (PPP or P3).
- Of particular relevance to Salem is the potential for achieving **sustainability goals** and cashflow-neutral financing of energy conservation and generation projects through **performance-based contracting** arrangements in which a private entity is compensated for up-front capital costs through guaranteed future operational savings.

Energy conservation and solar projects.

- Implement strategic energy conservation projects with reasonable life-cycle cost savings payback by replacing aging HVAC infrastructure, controls, and inefficient lighting systems, as well as expanding solar photovoltaic systems on additional schools.

- Using internal staff and external consultant expertise, explore the viability of cashflow-neutral financing of these projects through performance-based contracting, and innovative procurement arrangements in which the City enters into a contract with a private entity that is compensated for their up-front capital costs through guaranteed future operational savings.

Build for climate resiliency. Geospatial analysis of third-party research suggests that due to climate change, the Massachusetts coast faces a higher frequency and intensity of hurricanes as well as sea level rise with moderate probability of impacting Salem's coastal neighborhoods within the next several decades. As such, long-term capital investments should be made with consideration of the risk of loss and the viability and insurability of facilities for future generations. This particularly impacts Bentley and Carlton in their low-lying coastal sites.

Schedule / Milestones

- Initiate a baseline energy modeling study and energy conservation feasibility assessment in 2022 to define potential future savings.
- Implement energy conservation and generation projects, possibly funded through a public-private performance-based contract.

Benefit to Salem Students

- Furthers the District's commitment to reducing carbon footprint while creating a healthier, more equitable environment.



Prioritized Renovations (\$20-25M)

Proactive stewardship of Salem's existing assets

Recommended Actions:

Strategic Systemic Renovation Program

Concurrent with the SFMP's recommended large, strategic capital projects that will consume the majority of the City's school CIP budget for several years, it is critical to continue to maintain and upgrade the balance of SPS facilities, conforming at minimum to the City's recent baseline systemic repair investments.

Larger near-term systemic renovation projects include building envelope repairs at Bates, and slab moisture remediation and VCT flooring replacement at Witchcraft Heights.

Conduct responsible stop-gap repairs at the Salem High School building in anticipation of full or partial replacement within 5 years, though consideration of student comfort and safety should govern cost decisions.

Seek MSBA's Accelerated Repair program for roofs, boilers, and windows, with various systems reaching eligible age within the next four years.

Prioritized Renovations

In order to focus resources on other priorities outlined in the SFMP, extensive renovations at Collins and the elementary schools should be curbed in the near term. However, it is recommended to allocate modest annual allowances for each school to define and implement site-determined high-impact, low-cost improvements, such as technology and furniture updates.

Schedule / Milestones

- Address Bates and Witchcraft Heights repairs in 2022/23.
- Establish modest annual allowances for site-based upgrades at all schools for next 5 years.
- Proactively schedule MSBA Accelerated Repair grant applications annually in January as systems reach eligible age.

Benefit to Salem Students

- Warm, safe, dry conditions and incrementally refreshed facilities that improve student and staff wellness.
- This strategy concentrates investments on larger strategic projects defined in the SFMP within the fiscal reality that Salem faces.

Implementation

Timeline

The general operational and CIP timeline by prioritized project classifications is illustrated to the right, with schedule priority in Years 1 to 3 given to launching MSBA grant applications for the new Salem Middle/High School, relocating Salem Prep and New Liberty, and initiating sustainability projects through performance-based contracts.

Timing is intended to outline the general sequence of projects with reasonable expectation of periodic changes and does not comprise a defined project delivery schedule. Durations shown here account for initial pre-design studies, design, bidding, and construction, and are subject to change, based on funding cashflow, enrollment fluctuations, educational priorities, and new mandates.

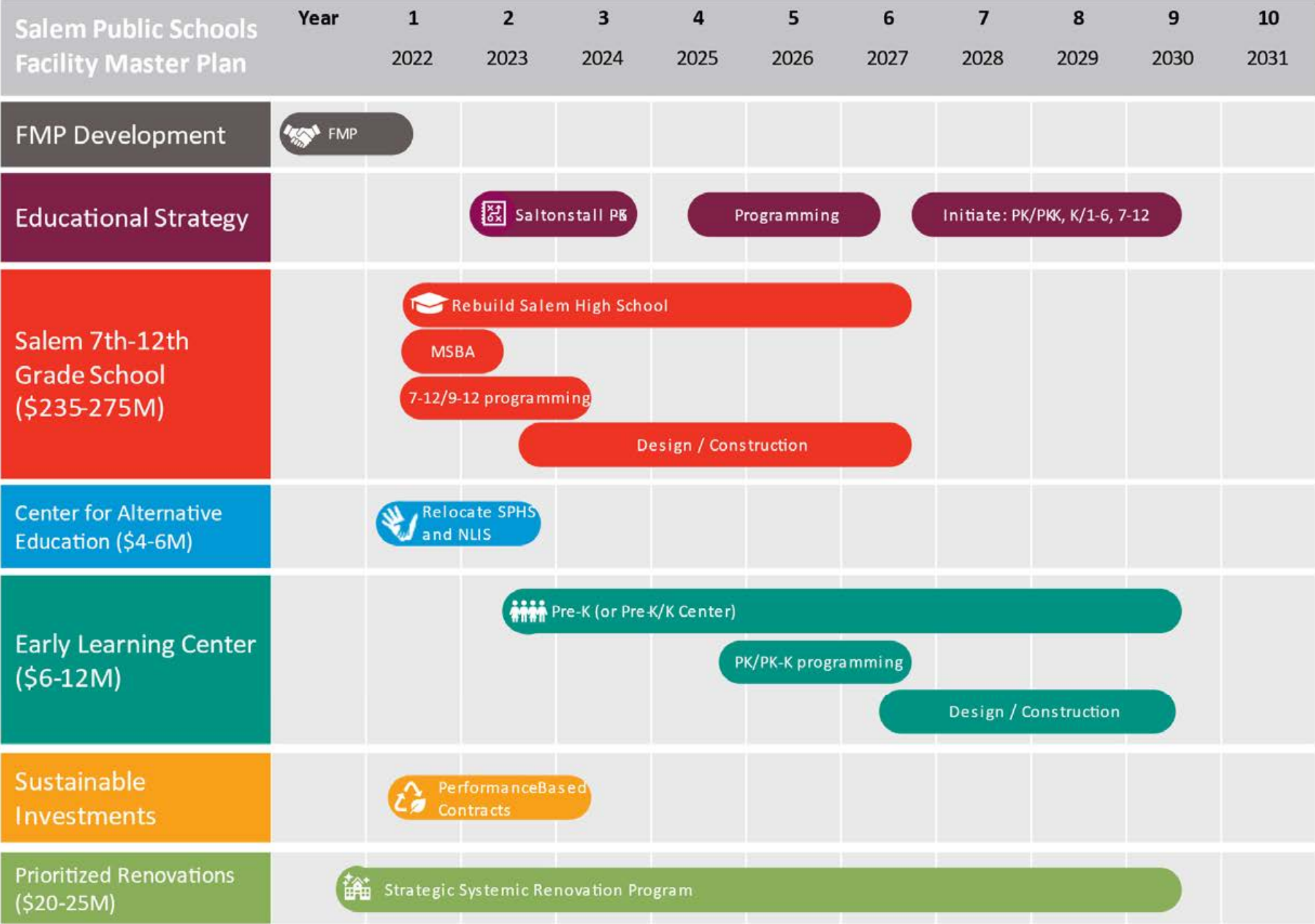
Best Practices

Salem Public Schools should establish procedures and responsible parties to monitor the progress of FMP implementation and ensure coordination between the FMP recommendations, the annual capital improvement program, and the annual maintenance program.

Salem Public Schools should also implement a budgetary control process to ensure that individual project scopes remain within budget bounds to ensure that all schools receive improvements within the 10-year timeframe of the plan.

Salem Public Schools should annually monitor enrollment projections and update facility assessments every five years to incorporate new information on facility condition, capacity, and educational adequacy, adjusting the scopes of projects and their priorities through a deliberative process that accounts for new educational and social needs that cannot be anticipated at this time.

Salem Public Schools and the City Government should advocate for increased State capital funding for schools, joining with the other school systems of Massachusetts to communicate the on-going need for school facility improvement and to stress the capital implications of legislative initiatives.

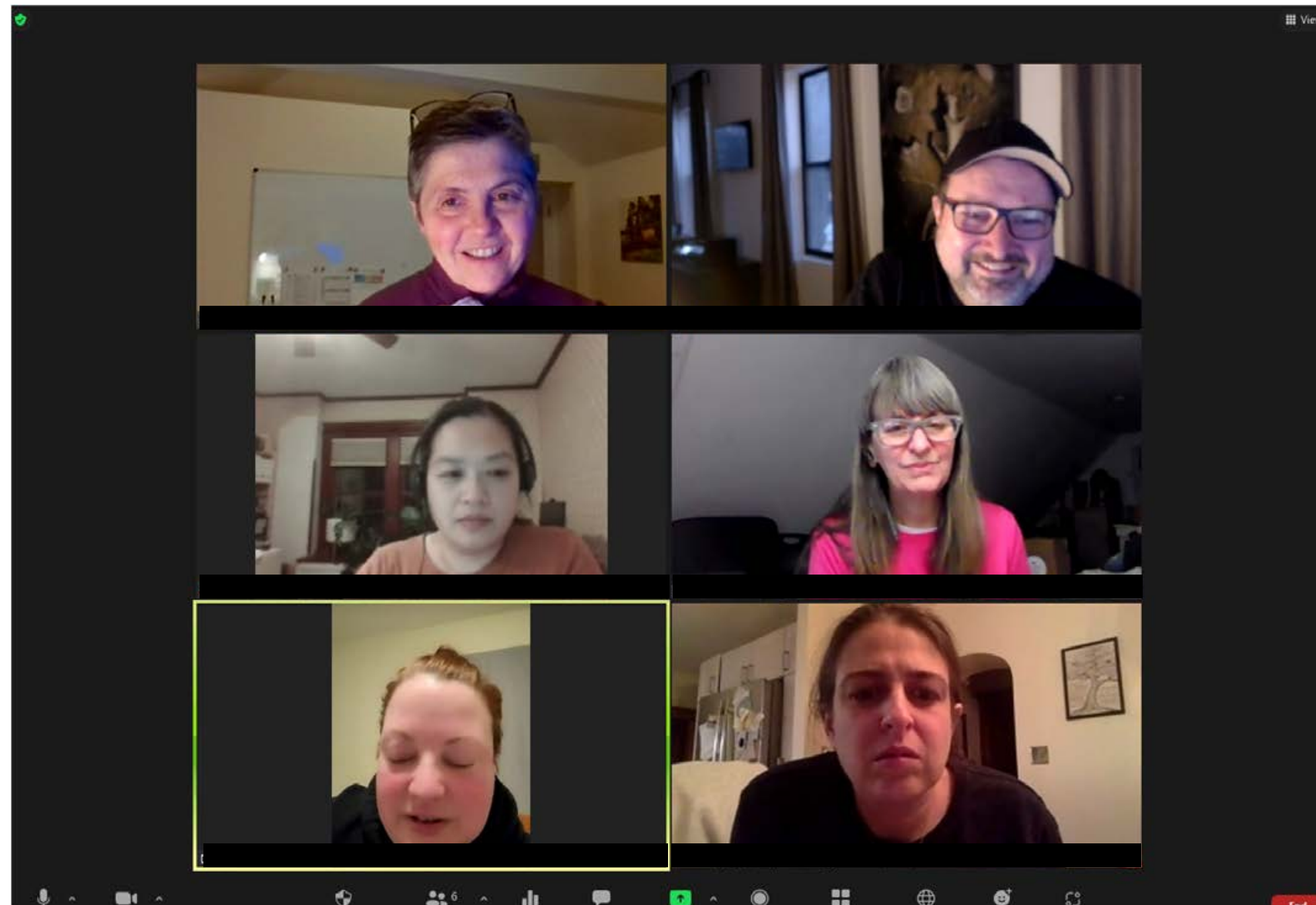


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Acknowledgements

Salem School Committee

Mayor Kimberley Driscoll	Chair
Ms. Mary Manning	
Mr. James Fleming	
Ms. Beth Ann Cornell	
Ms. Amanda Campbell	
Mr. Manny Cruz	Vice Chair
Dr. Kristin Pangallo	

Executive Steering Committee

Kim Driscoll	Mayor
Dr. Stephen Zrike	Superintendent
Mary DeLai	Assistant Superintendent, Finance & Employee Engagement
Jenna Ide	Director of Capital Projects, Sustainability, and Resiliency
Zissis Alepakis	Interim Director of Facilities

District Planning Committee

Dr. Stephen Zrike	Superintendent of Schools
Mary DeLai	Assistant Superintendent
Zissis Alepakis	Director of Facilities
Jenna Ide	Director of Capital Projects
Amanda Chiancola	Deputy Planning Director
Esmeralda Bisono	Sustainability and Resiliency Department Manager
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Adam Colantuoni	Executive Director of Student Services & Family Supports
Kate Carbone	Deputy Superintendent
Marc Leblanc	Executive Director of Instructional Technology
Glenn Burns	Principal, Salem High School
Matt Condon	Principal, Collins Middle School
Michael Lister	Principal, Saltonstall K-8 School
Dominic Pangallo	Chief of Staff, City of Salem

Stakeholder Advisory Committee

Christine MacTaylor	parent
Mandee Spittle	parent
David Barnard	SHS bldg/prop maintenance tchr
Geoff Millar	parent
Lea Gillis	Parent
Connor Ryan	City Bike Cmte
Ben Chertok	Teacher
Ann Berman	Bates Music Teacher; STU President
Karen Tucker	Collins ELA Teacher
Bridget Zanni	SHS Culinary Arts teacher
Cheryl Zimmermann	Salem Prep para; Salts parent
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Jake Fritz	SHS student
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Vanessa Pineda	City of Salem Energy Manager, Salem Resident
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Mandee Spittle	parent
David Barnard	SHS bldg/prop maintenance tchr
Geoff Millar	parent
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Ben Chertok	Teacher
Ann Berman	Bates Music Teacher; STU President
Karen Tucker	Collins ELA Teacher

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