

MPCSD

*Public Hearing on the Closure of Salem
Elementary at the Conclusion of the 2026-2027
School Year*

*Mount Pleasant Community High School
Media Center
March 23, 2026 @ 6:10PM*



MPCSD
Necessary General Fund
Budget Reductions

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Necessary General Fund Budget Reductions

- We are addressing the need for GENERAL FUND reductions
 - Personnel: Salaries, benefits
 - Instruction-related: Supplies, purchased services
 - Operations: Utilities, fuel, etc.

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Necessary General Fund Budget Reductions

- OTHER FUNDS (Not General Fund)
 - Construction
 - Physical Plant/Equipment
 - Management
 - Hot Lunch
 - Activities

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Necessary General Fund Budget Reductions

- Based on local analysis and outside expert analysis, MPCSD needs to reduce General Fund expenditures by \$1.8 million over the next two fiscal years.
- Outside expert analysis suggests, based on enrollment projections, the District should plan for \$500,000 in General Fund reductions through FY30

The General Fund

- In Iowa public schools, 80% - 85% of the General Fund budget is spent on personnel
- When a District has to reduce its expenditures in the General Fund by a significant amount, as MPCSD does, we have to look at gaining staffing efficiencies in the General Fund



How Did We Get Here?

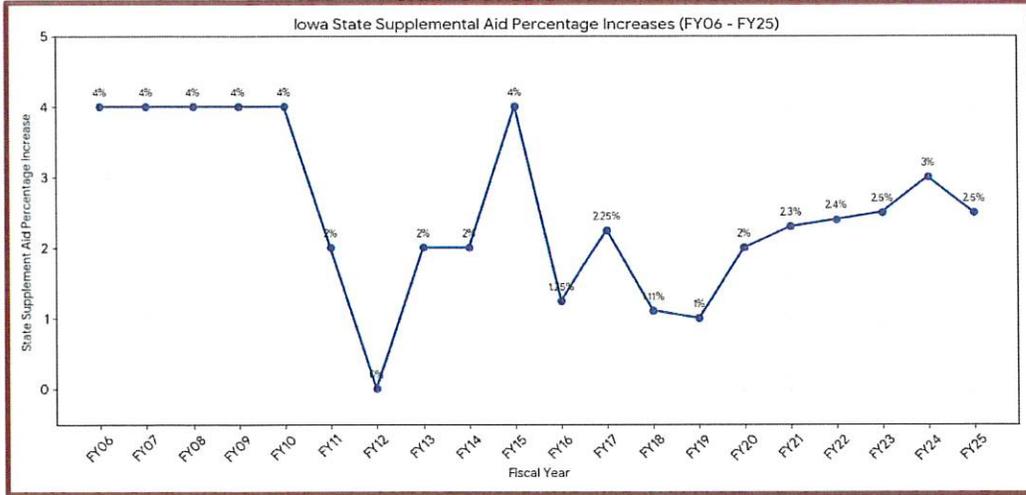
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How Did We Get Here.....?

- No single reason
 - Low State Supplemental Aid increases
 - Declining Enrollment
 - Increasing costs that the District doesn't control
 - Conclusion of Federal funding

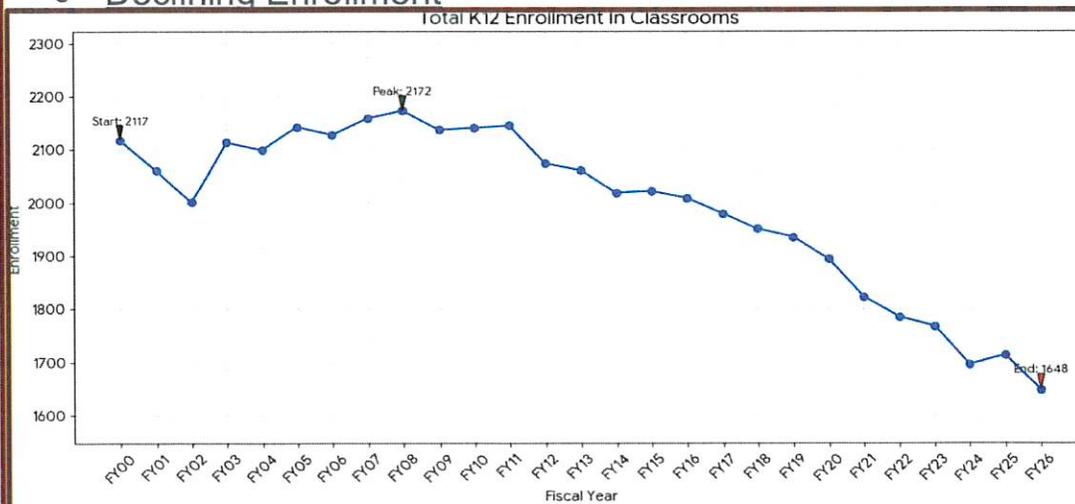
How Did We Get Here.....?

- Low State Supplemental Aid Increases



How Did We Get Here.....?

- Declining Enrollment



How Did We Get Here.....?

- Increasing Costs That the District Doesn't Control
 - Health Insurance
 - Utilities
 - Transportation - fuel, etc.
 - Other contracted services

How Did We Get Here.....?

- The Conclusion of Federal Funding
 - From FY21 through FY24 MPCSD received \$4,025,735 in federal Elementary and Secondary School Emergency Relief (ESSER)
 - COVID-19 relief funds
 - Amounts were based on Title 1 eligibility

How Did We Get Here.....?

- The Conclusion of Federal Funding
 - MPCSD added and/or maintained staff to support our students during the COVID-19 pandemic. Those staff were supported by Federal funds and those funds have ended.
 - Teaching
 - Guidance
 - Social Services
 - Health Services



The Need to Reduce
General Fund
Expenditures is Not
Unique to MPCSD

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Declining Enrollment

Area School K-12 Served Enrollment 2007-2008

- Oskaloosa: 2,358
- Knoxville CSD: 1,993
- Fairfield CSD: 1,795
- Keokuk CSD 2,119
- Mount Pleasant CSD: 2,172
- Fort Madison CSD: 2,210
- Burlington CSD: 4,197

Declining Enrollment

Area School K-12 Served Enrollment 2025-2026

- Oskaloosa: 1,953 (405)
- Knoxville CSD: 1,440 (407)
- Fairfield CSD: 1,352 (433)
- Keokuk CSD 1,595 (524)
- Mount Pleasant CSD: 1,648 (524)
- Fort Madison CSD: 1,662 (558)
- Burlington CSD: 2,892 (1,305)



The Need to Reduce General Fund Expenditures

[General Fund Forecasting - No Reductions](#)

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The Need to Reduce General Fund Expenditures

[General Fund Forecasting With Reductions](#)

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GF Forecast - No Reductions

	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26 (est.)</u>	<u>FY27 (est.)</u>	<u>FY28 (est.)</u>
Maximum District Dollars	\$18,960,510	\$19,265,621	\$19,631,433	\$19,486,251	\$19,414,029	\$19,595,201	\$19,974,041	\$20,261,919	\$20,070,738	\$19,825,285
Miscellaneous Income	\$2,546,434	\$2,870,655	\$3,191,298	\$4,187,790	\$4,365,813	\$4,741,259	\$3,275,289	\$3,344,071	\$3,427,672	\$3,513,164
Instructional Support Levy	\$557,029	\$557,603	\$668,168	\$573,931	\$956,660	\$963,897	\$977,207	\$978,991	\$972,568	\$960,664
Preschool Foundation Aid	\$276,176	\$237,360	\$352,400	\$271,013	\$259,455	\$278,678	\$332,605	\$295,556	\$291,773	\$330,127
Current Year Authority (CYA)	\$22,340,149	\$22,931,239	\$23,743,299	\$24,517,985	\$24,995,957	\$25,579,035	\$24,559,142	\$24,860,537	\$24,762,741	\$24,629,240
Previous Year Unspent Authority	\$4,087,492	\$4,568,190	\$4,955,419	\$5,394,741	\$5,605,620	\$6,313,667	\$6,916,609	\$6,185,428	\$5,154,122	\$3,460,872
Maximum Authorized	\$26,427,641	\$27,499,429	\$28,698,718	\$29,912,726	\$30,601,577	\$31,892,702	\$31,475,751	\$31,065,965	\$29,916,863	\$28,090,122
Total Expenditures	\$21,859,451	\$22,544,010	\$23,303,977	\$24,307,106	\$24,287,910	\$24,976,093	\$25,290,323	\$25,911,843	\$26,455,991	\$26,985,110
Expenditures as a Percent of CYA	97.80%	98.30%	98.14%	99.14%	97.16%	97.60%	103%	104%	106.80%	110%
Unspent Authorized Budget (UAB)	\$4,568,190	\$4,955,419	\$5,394,741	\$5,605,620	\$6,313,667	\$6,916,609	\$6,185,428	\$5,154,122	\$3,460,872	\$1,105,012
UAB as a Percent of CYA*	20.40%	21.60%	22.72%	22.90%	25.25%	27%	25.18%	20.71%	13.97%	4.50%

*Recommended 10% - 20%

**General Fund Forecast
With Reductions**

	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26 (est.)	FY27 (est.)	FY28 (est.)
Maximum District Dollars	\$18,960,510	\$19,265,621	\$19,631,433	\$19,485,251	\$19,414,029	\$19,595,201	\$19,974,041	\$20,261,919	\$20,070,738	\$19,825,285
Miscellaneous Income	\$2,546,434	\$2,870,655	\$3,191,298	\$4,187,790	\$4,365,813	\$4,741,259	\$3,275,289	\$3,344,071	\$3,427,672	\$3,513,164
Instructional Support Levy	\$557,029	\$557,603	\$568,168	\$573,931	\$956,660	\$963,897	\$977,207	\$978,991	\$972,558	\$960,664
Preschool Foundation Aid	\$276,176	\$237,360	\$352,400	\$271,013	\$259,455	\$278,678	\$332,605	\$295,556	\$291,773	\$330,127
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Maximum Authorized	\$26,427,641	\$27,499,429	\$28,698,718	\$29,912,726	\$30,601,577	\$31,892,702	\$31,475,751	\$31,065,965	\$29,916,863	\$29,120,724
Total Expenditures	\$21,859,451	\$22,544,010	\$23,303,977	\$24,307,106	\$24,287,910	\$24,976,093	\$25,290,323	\$25,911,843	\$25,425,379	\$25,102,586
Expenditures as a Percent of CYA	97.80%	98.30%	98.14%	99.14%	97.16%	97.60%	103%	104%	102.68%	101.90%
Unspent Authorized Budget (UAB)	\$4,568,190	\$4,955,419	\$5,394,741	\$5,605,620	\$6,313,667	\$6,916,609	\$6,185,428	\$5,154,122	\$4,491,484	\$4,018,138
UAB as a Percent of CYA*	20.40%	21.60%	22.72%	22.90%	25.25%	27%	25.18%	20.71%	18.14%	16.31%

*Recommended 10% - 20%

*Budget reductions of \$985,000 for FY27
 *Budget reductions of \$815,000 for FY28
 *Assumes 2% increase in expenditures each year
 *Assumes 35 student decrease for FY28



A Framework for Reductions - A Two Phase Approach

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A Framework for Reductions: A Two Phase Approach

Phase 1

- **2026-2027: Approximately \$985,000 in
General Fund Reductions**
 - Staffing reductions and reassignments
 - Programming Reductions
 - Purchased Services Reductions
 - Attendance Center Consolidation -
WisdomQuest

A Framework for Reductions: A Two Phase Approach

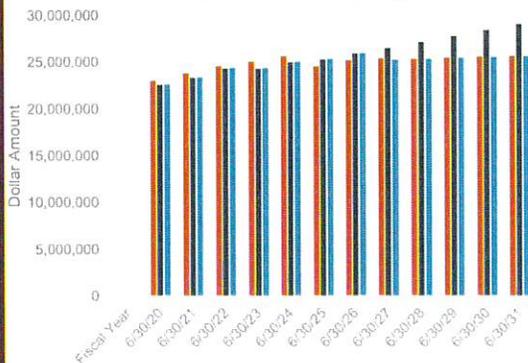
Phase 2

- **2027-2028: Approximately \$815,000 in General Fund Reductions**
 - Staffing Reductions and reassignments
 - Attendance Center Consolidation - Closure of Salem Elementary

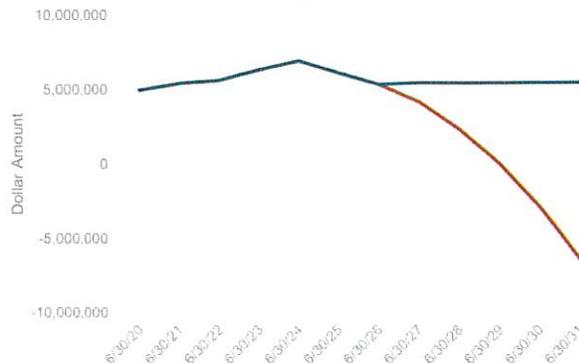
Enrollment Assuming Gain of -35 students per year

Fiscal Year	Current Year Authority	Baseline Expenses	Revised Expenses	One-time Cuts	Ongoing Annual cuts	Ending UAB Baseline Spending	Ending UAB Revised Spending	Max. Year Authority	Spending as a % of current yr authority
6/30/20	22,931,239	22,544,010	22,544,010			4,955,419	4,955,419	27,499,429	
6/30/21	23,743,299	23,303,977	23,303,977			5,394,741	5,394,741	28,698,718	
6/30/22	24,517,985	24,307,106	24,307,106			5,605,620	5,605,620	29,912,726	
6/30/23	24,995,957	24,287,910	24,287,910			6,313,667	6,313,667	30,601,577	
6/30/24	25,579,035	24,976,093	24,976,093			6,916,609	6,916,609	31,892,702	
6/30/25	24,487,829	25,290,323	25,290,323			6,114,116	6,114,116	31,404,438	
6/30/26	25,124,950	25,911,843	25,911,843			5,327,223	5,327,223	31,239,066	
6/30/27	25,330,373	26,518,180	25,222,006	-1,300,000	0	4,139,415	5,435,590	30,657,596	99.57%
6/30/28	25,303,997	27,138,706	25,316,141	-500,000	0	2,304,707	5,423,446	30,739,587	100.05%
6/30/29	25,419,852	27,773,751	25,412,597	-500,000	0	-49,192	5,430,702	30,843,299	99.97%
6/30/30	25,530,758	28,423,657	25,511,431	-500,000	0	-2,942,092	5,450,029	30,961,460	99.92%
6/30/31	25,637,538	29,088,771	25,612,704	-500,000	0	-6,393,324	5,474,862	31,087,567	99.90%

Baseline, Revised Spending



Ending UAB



A Framework for Reductions: A Two Phase Approach

Phase 2 Reductions

- MPCSD System-wide Reductions: \$290,000

- Closure of Salem Elementary: \$523,656
 - Estimated Savings

Total for Phase 2: \$813,656

Total for Phase 1 and 2: \$1,798,656



Rationale for the Closure of Salem Elementary

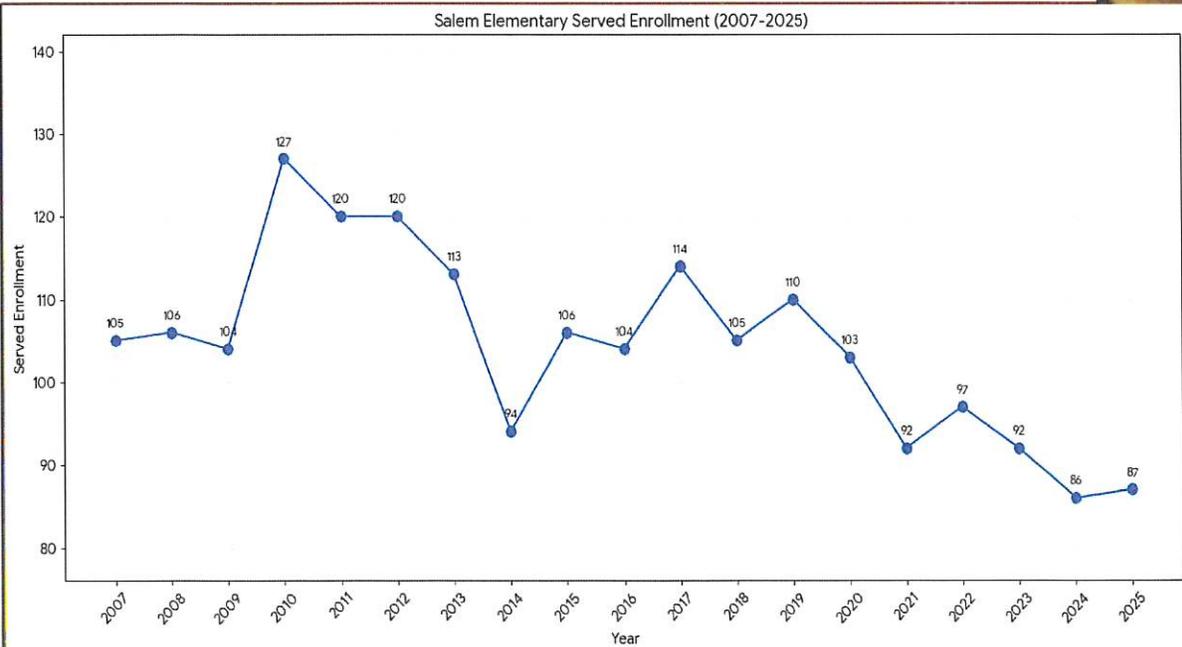
- Enrollment
- Section Sizes
- Cost per Student
- Functional Space

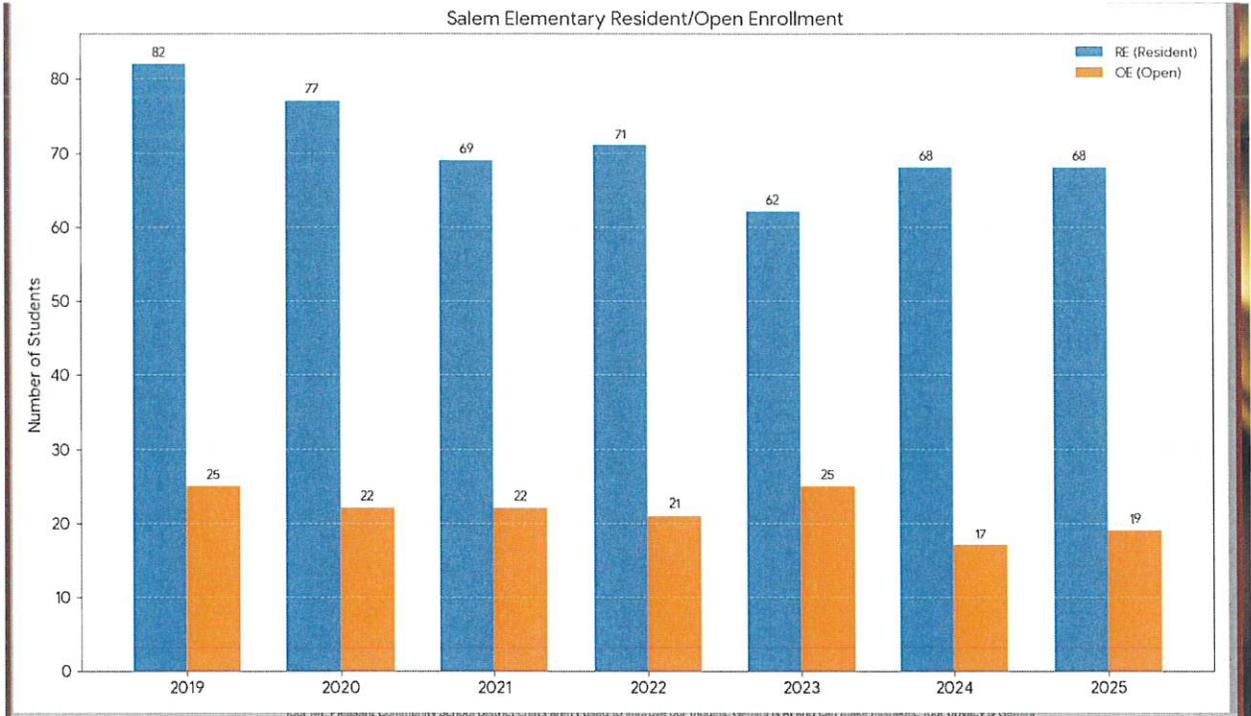
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Enrollment

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Section Sizes

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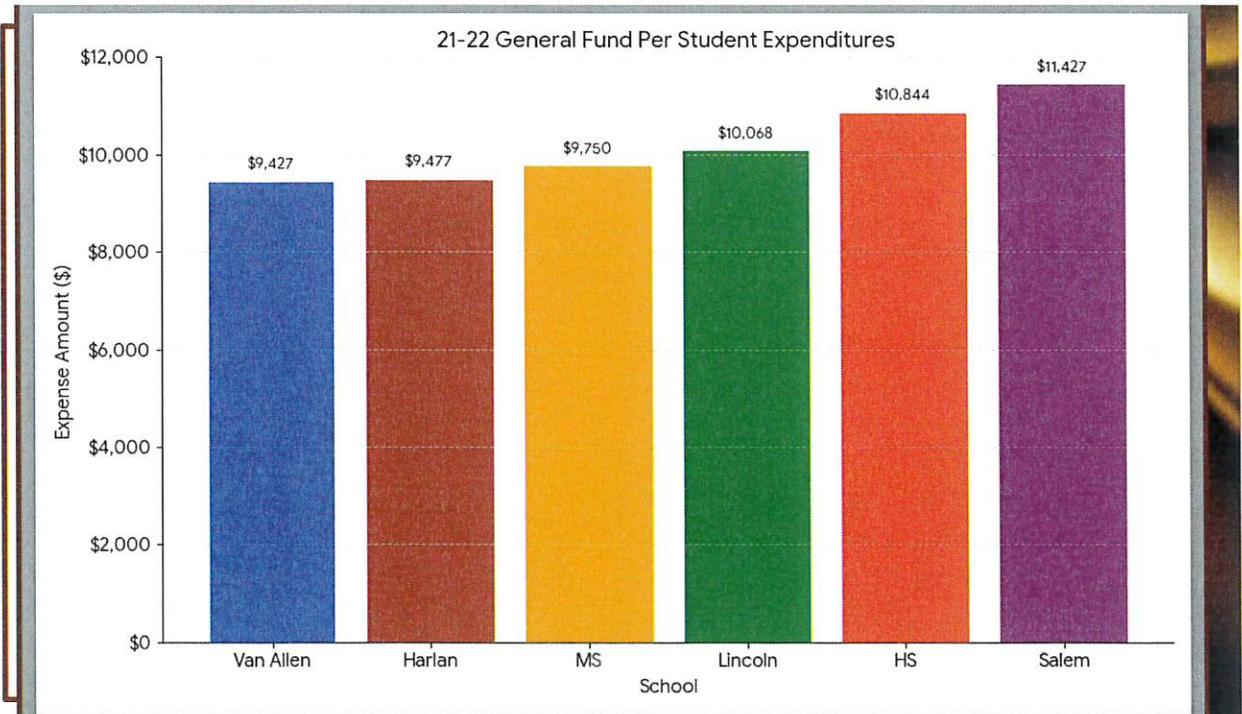
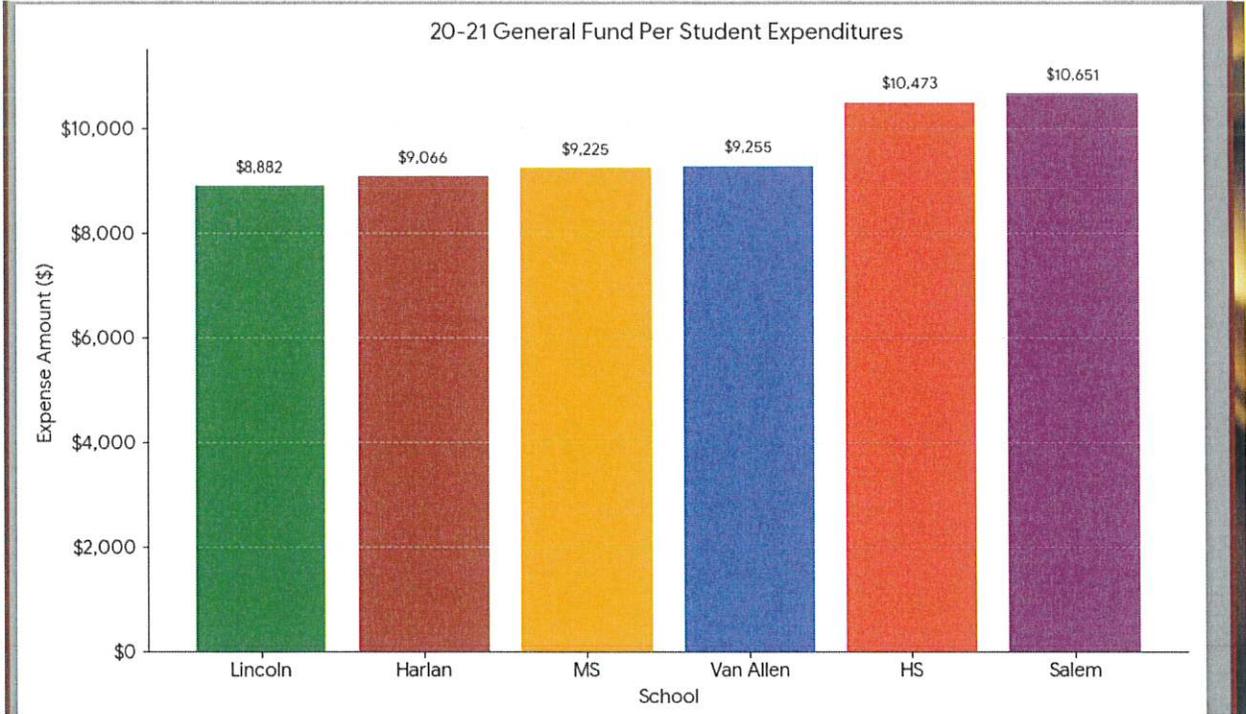
2025-2026 Section Sizes

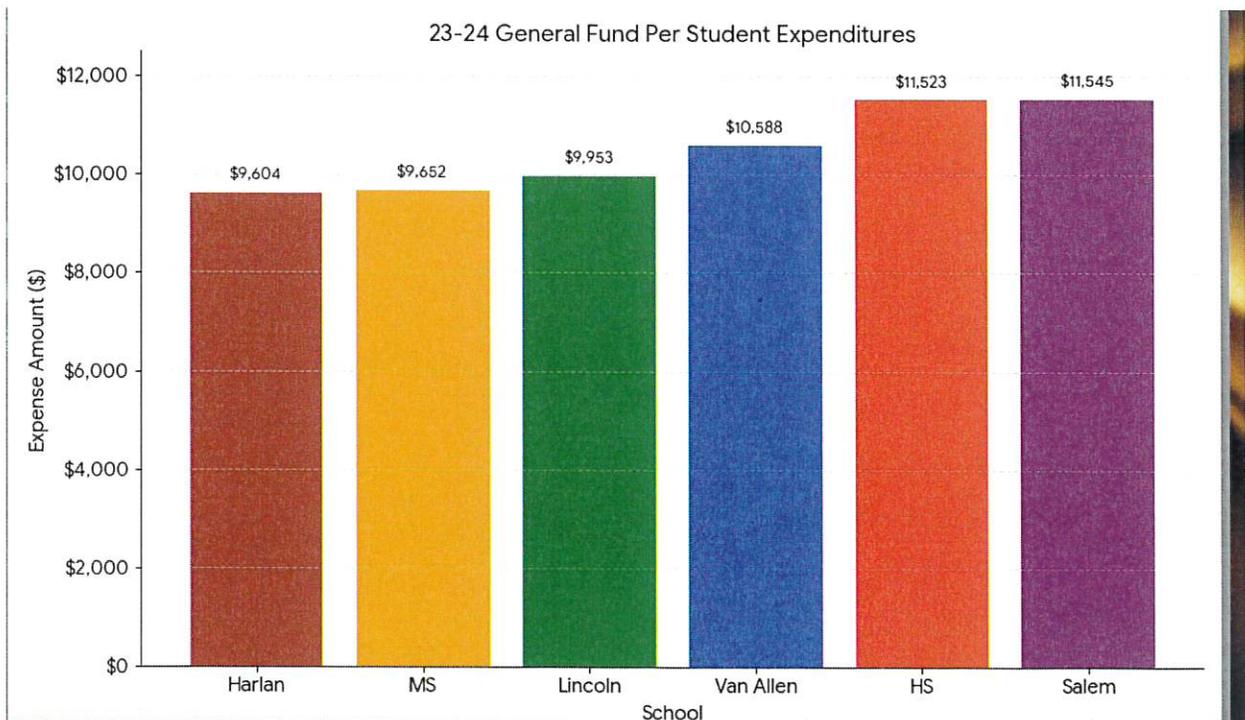
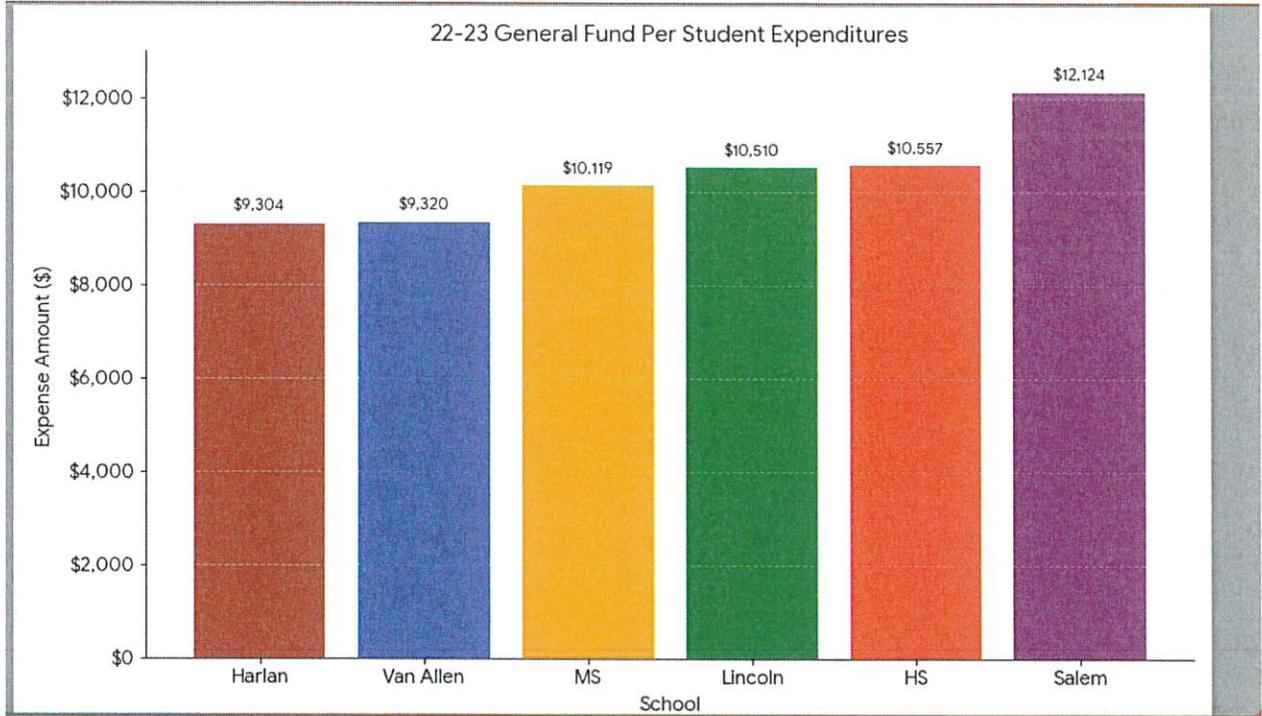
- [Elementary Section Sizes](#)



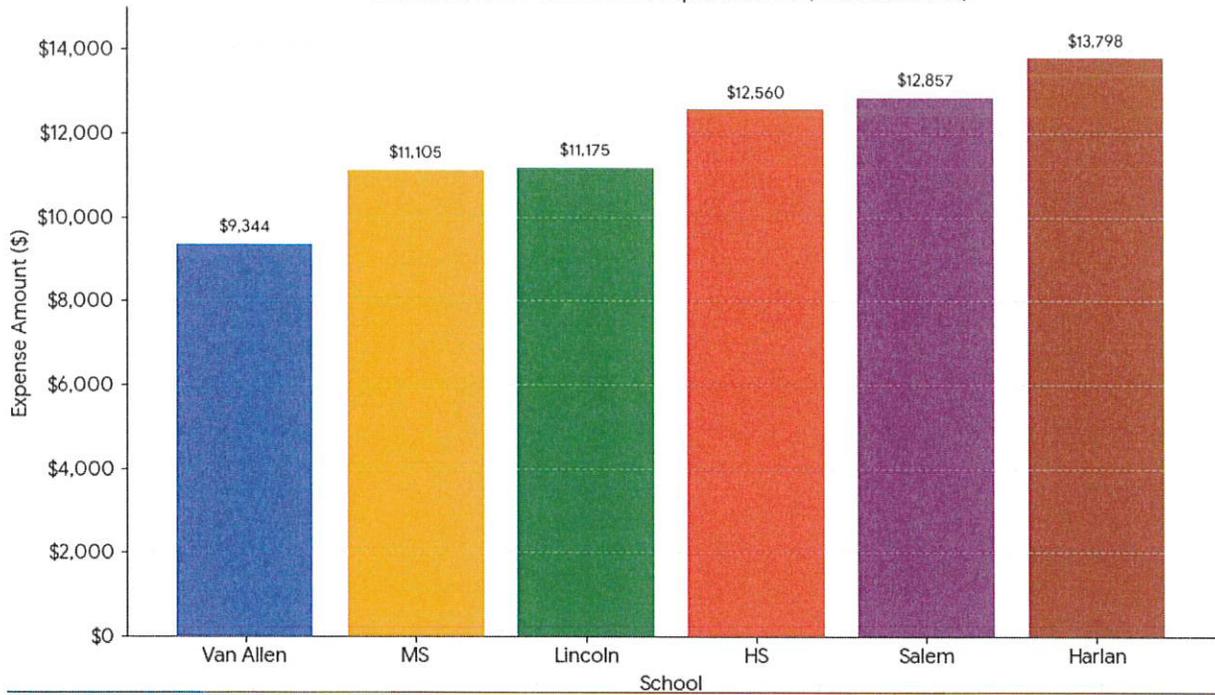
Cost per Student

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General Fund Per Student Expenditures (Final Data Set)



Cost per Student*

*A Cost Per Student of all funds can be found by going to the Iowa School Performance Profile

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Fiscal Report Card - Per Pupil Expenditures (PPE)

Overview - School PPE			Detail - School PPE			
School Name	ADM	Total PPE	Expenditure Type		Revenue Source	
			Personnel	Nonpersonnel	State/Local	Federal
Van Allen Elementary School	276.8	\$15,662	\$11,816	\$3,845	\$13,431	\$2,230
Mount Pleasant Middle School	408.4	\$13,951	\$10,130	\$3,821	\$12,929	\$1,022
WisdomQuest Education Center	19.4	\$12,679	\$8,806	\$3,873	\$11,943	\$736
Lincoln Elementary School	213.6	\$14,848	\$11,218	\$3,630	\$12,553	\$2,295
Salem Elementary School	90.0	\$16,670	\$12,741	\$3,929	\$15,135	\$1,535
Mount Pleasant High School	513.6	\$17,058	\$12,119	\$4,940	\$15,765	\$1,293
District Total	1,773.8	\$15,161	\$11,068	\$4,093	\$13,513	\$1,648

Other District Expenditures	Total Amount	Amount per Pupil
Construction and facility acquisition	\$3,564,849	\$2,010
Students not directly served by the District	\$1,366,862	\$771
Other Expenditures as determined by the District	\$0	\$0
Total Other District Expenditures	\$4,931,711	\$2,780

Total Overall District Expenditures	Total Amount	Amount per Pupil
Expenditures included in PPE Calculation	\$26,892,506	\$15,161
Other District Expenditures	\$4,931,711	\$2,780
Total Overall District Expenditures	\$31,824,217	\$17,941



Functional Space

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Functional Space - Elementary Building Square Footage

- Van Allen Elementary: 39,550 sq. ft.
- Harlan Elementary: 37,410 sq. ft.
- Lincoln Elementary: 35,935 sq. ft.
- Salem Elementary: 13,617 sq. ft.

Estimated Section Sizes with the Closure of Salem Elementary

- Combined Section Sizes
- Closing Salem Elementary will have a negligible effect on section sizes

2026-2027 Estimated Elementary Grade Level #'s (Combined)

	<u>Total</u>	<u>Sections</u>	<u>Students per Section</u>	<u>Sections</u>	<u>Students per Section</u>
Pres School					
Kindergarten	95	6	15/16	5	19
First	119	6	19/20	5	23/24
Second	127	6	21/22	5	25/26
Third	112	6	18/19	5	22/23
Fourth	112	6	18/19	5	22/23
Fifth	137	6	22/23	5	27/28

2027-2028 Estimated Elementary Grade Level #'s (Combined)

	<u>Total</u>	<u>Sections</u>	<u>Students per Section</u>	<u>Sections</u>	<u>Students per Section</u>
Pres School					
Kindergarten					
First	95	6	15/16	5	19
Second	119	6	19/20	5	23/24
Third	127	6	21/22	5	25/26
Fourth	112	6	18/19	5	22/23
Fifth	112	6	18/19	5	22/23

- Wrap Up.....



Addressing Questions

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- The Piper-Sandler and ISFIS consultants whose recommendations underpin this entire two-phase reduction plan appear to have produced a written report. That report was not included in the public records provided to me and has not, to my knowledge, been made publicly available.
- The board voted on March 9 to set this public hearing for March 23 — just 14 days later. Families in the Salem community have had two weeks to review complex financial documents and formulate meaningful input on a decision that will affect their children for years to come.

I am not asking this board to abandon fiscal responsibility. I recognize that the district faces genuine financial pressure from declining enrollment, the conclusion of federal ESSER funding, and insufficient state supplemental aid increases. Those are real challenges that deserve real, well-supported solutions.

What I am asking is that before this board permanently closes a school and displaces an entire rural community's children, the financial case for doing so be complete, accurate, and honestly presented — and that the community be given a genuine opportunity to evaluate it. The questions below identify the specific informational gaps I have found. I respectfully request that written responses be provided to each question prior to any board vote on the closure of Salem Elementary School.

Section 1: Financial Assumptions

1. The district's closure cost analysis identifies \$523,656 in annual savings from closing Salem Elementary. Please provide a line-by-line breakdown of that figure showing specifically which positions will be eliminated versus reassigned to other buildings.
2. Of the staff currently employed at Salem Elementary, how many will be laid off as a result of closure and how many will be transferred to other district buildings? If staff are transferred rather than eliminated, how does that transfer generate the savings claimed?
3. The General Fund expenditure data shows Salem's total school-wide budget at approximately \$706,000, yet the stated closure savings is \$523,656. What accounts for the roughly \$183,000 difference, and where do those costs go after closure?
4. Has the district produced any document that compares the cost of repairing and maintaining Salem Elementary against the projected savings from closing it? If so, please provide that document. If not, please explain why that comparison was never made prior to the board considering closure.
5. The 2021 facility assessment identified numerous deficiencies at Salem Elementary but explicitly states that no contractor bids, quotes, or cost estimates were ever obtained for repairs. How can the board make a financially sound closure decision without knowing what it would actually cost to repair the building? Will the district obtain repair cost estimates before the closure vote?
6. What is the projected annual cost to transport Salem students to receiving buildings after closure, and was that cost factored into the net savings calculation? Please provide the transportation cost analysis.
7. Salem's high cost-per-pupil figure is central to the financial argument for closure. How much of that premium is attributable to fixed overhead costs — such as a building principal, custodial staff, utilities, and kitchen staff — that exist regardless of enrollment size? How much of that overhead is truly eliminated versus redistributed to other buildings upon closure?
8. The Piper-Sandler and ISFIS consultants reportedly recommended \$1.8 million in General Fund reductions. Was a written report produced by those consultants? If so,

please provide it. This document was not included in the public records response I received on March 13, 2026.

Section 2: Enrollment Projections

9. The district's enrollment projections have previously underestimated actual enrollment — for example, the projection for 2024-25 was 1,709 but actual enrollment came in at 1,757. What is the margin of error in the projections being used to justify this closure, and has the board considered the financial implications if enrollment stabilizes or declines more slowly than projected?
10. Has the district studied whether closing Salem Elementary could accelerate enrollment loss by causing Salem-area families to open enroll their children in neighboring districts? If so, please share that analysis. If not, please explain why that risk was not evaluated.

Section 3: Building Condition

11. The facility assessment of Salem Elementary was conducted in the summer and fall of 2021 — more than four years ago. Has any updated assessment been conducted since that time? If not, please explain why a four-year-old assessment is considered a sufficient basis for a permanent closure decision.
12. The 2021 facility assessment notes that Salem's HVAC was upgraded with new units and that classroom electric heat units were recently replaced at the time of the assessment. Given that recent capital investment, what is the district's current estimate of the building's remaining useful life if properly maintained?
13. Several deficiencies noted in the 2021 assessment — such as missing grab bars, exterior sealing, and grease interceptor installation — appear to be routine maintenance items rather than major capital expenditures. Has the district distinguished between deferred routine maintenance and major structural deficiencies, and if so, what are the estimated costs in each category?

Section 4: Process and Timeline

14. The board voted on March 9 to set the public hearing for March 23 — just 14 days later. The Iowa Department of Education's own guidance recommends sufficient notice and timeline for the public to meaningfully participate in decisions of this magnitude. Was this timeline reviewed with legal counsel for adequacy, and does the board consider 14 days sufficient for affected families to prepare and respond?
15. At what point were Salem Elementary families formally notified that closure was being actively studied and that a vote on a public hearing date was imminent? Was that notification made before or after the March 5 committee meetings where the Phase 1 and Phase 2 reductions were first discussed?
16. The Iowa Department of Education recommends following the Barker Guidelines even though they are no longer legally required. Step 4 of those guidelines requires consideration of transportation costs, program offerings, and staff assignment in addition to financial and enrollment data. Can the superintendent confirm that each of those elements was formally studied? If so, please provide those documents, as they were not included in the public records response I received.
17. What is the board's stated timeline for a closure vote? Will there be any additional opportunity for public input between tonight's hearing and that vote?
18. The board approved Phase 1 budget reductions on March 9 by a 4-2 vote, with two board members dissenting. Phase 2, which includes Salem's closure, is presented as a

continuation of that plan. Will the board formally consider alternatives to closure as part of Phase 2 deliberations, or has the decision to close Salem Elementary effectively already been made?

Section 5: Practical Impact on Students and Families

19. Salem students would be assigned to buildings some distance from the Salem community. What is the estimated one-way travel time for Salem students to each receiving building, and has the district evaluated the age-appropriate impact on young children — particularly kindergartners and first graders — of extended daily commutes?
20. Salem Elementary serves a rural community with limited private transportation options. Has the district assessed how many Salem families do not have reliable personal transportation and would be entirely dependent on district busing after closure? What is the plan to ensure those families are not disadvantaged?
21. Please confirm capacity at each receiving building to absorb these students and their associated service needs.

Request for Written Response

I am submitting these questions in writing so that they are part of the official record of the March 23, 2026 public hearing on the proposed closure of Salem Elementary School. I am respectfully requesting that the board and administration provide written responses to each question above prior to any vote on closure.

A decision to permanently close a neighborhood school — one that displaces young children, burdens rural families who depend on proximity, and eliminates a community institution — requires a complete and verified financial record. The gaps identified in this letter are not minor. They go to the core of whether the financial case for closure has been adequately made.

I trust this board will ensure those gaps are filled before it acts. I am happy to discuss any of these questions directly and can be reached at jodyfuller0407@gmail.com.

Thank you for your time and your service to our community.

Respectfully,

Jody Fuller

Mt. Pleasant, Iowa
jodyfuller0407@gmail.com
March 22, 2026

1. Breakdown of Salem Elementary closure savings: See slide #24
2. Transfer of teachers from Salem Elementary: the savings model assumes a reduction of 4 certified teaching staff
3. Difference in estimated savings and current expenditures: the model assumes \$523,656 as a conservative estimate of actual savings, acknowledging that some funds will transfer
4. Cost of building repairs and maintenance vs closure: this General Fund reduction process has nothing to do with any repair or maintenance issues
5. Will the District obtain repair costs for Salem Elementary: this General Fund reduction process has nothing to do with any repair or maintenance issues

6. Change in transportation costs due to closure: There are no expected changes in transportation costs.
7. How much of Salem Elementary's high cost per pupil is attributable to fixed overhead that will be transferred: Salem Elementary's high cost per pupil is attributable to 1.0 FTE serving low section sizes and lack of efficiencies. The savings model assumes both the elimination of positions and transfer
8. Piper-Sandler Model: The Piper-Sandler reduction recommendations were livestreamed during the Feb. 23 Special Session public meeting. See slide #23
9. Enrollment Projections: The District is using enrollment projections provided by the Iowa Dept of Ed. No margin of error was assumed or applied.

10. Has the District studied whether closing Salem Elementary would accelerate enrollment loss: No. There is no way to predict with accuracy the education decisions of families. Salem-area preschool students currently attend Harlan Elementary
11. Why has the 2021 facility assessment not been updated as it relates to closure of Salem Elementary: this General Fund reduction process has nothing to do with any repair or maintenance issues
12. Current useful life of HVAC equipment: Installation in Summer of 2018. 15-year equipment. 7-8 yrs remaining.
13. Building deficiencies outlined in 2021 report: this General Fund reduction process has nothing to do with any repair or maintenance issues

14. Notification of Public Hearing: While a public hearing is not required, 14 days notice meets the Iowa requirements.
15. Notifying Salem Elementary families of Salem Elementary Closure Consideration: The first time Salem Elementary closure was part of a meeting document was the March 5 Site Committee meeting. Consolidation of attendance centers has been discussed for more than a year.
16. Dept of Ed and Barker Guidelines: Barker Guidelines are not a requirement. MPCSD legal counsel recommended following the intent of the guidelines, including sufficient notice, timeline, financial/enrollment studies and a public meeting where information is shared.

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17. **Board's timeline for a closure vote:** School Board agenda action items are determined by the Board President
 18. **Will the Board formally consider alternatives to closure as part of Phase 2 deliberations:** The Board has full fiduciary responsibility to consider how to best meet the financial obligations of the school district
 19. **Consideration of Increased Travel Times:** Increased or decreased travel times have been considered. Approximate increase could be 15-20 minutes. Decreased times could be approximately 10 minutes. In all cases, the District must adhere to Dept. of Ed. travel time regulations

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20. **Personal travel considerations of Salem-area families:** While the District has not considered the individual circumstances of each family, all Dept. of Ed. transportation requirements and obligations will continue to be met.
 21. **Capacity at receiving buildings:** See slide #39. Combining sections will have a negligible effect on section sizes.

- For the Board of Directors:
 - “Does the Board of Directors intend to ensure the continued operation of an elementary school in the town of Salem, regardless of circumstances?”
 - If that is the case, reductions will have to be made in other areas

How to Reduce and Additional \$815,000 Without Closing Salem Elementary

- Reduce another 11 certified staff
 - Teacher Leadership and Compensation
 - Direct loss of teacher (beginning and veteran) supports
 - Direct effect on District Leadership Team and Collaborative Team processes
 - Intervention Supports
 - Direct effect on less than proficient learners
 - iJAG
 - Direct effect on students
 - CTE
 - Direct effect on students

Closing remarks in response to comments:

- *You should have never purchased the old IWU central campus. We don't even have kids there.*
 - The purchase of Central Campus was done using Construction funds, unrelated to the General Fund budget reduction process.
 - Whether or not you agree or disagree with the District purchasing \$40 million of facilities for \$1.1 million, the fact is we have kids there all the time.
 - WQ, events, practices, etc. Hundreds of students have been better served through the use of Central Campus. Central Office and HSAP will be moving there this summer, saving approximately \$60,000 in lease costs.
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Closing remarks in response to comments:

- *Why is it always Salem?-* The facts show otherwise. Salem Elementary has maintained a uninterrupted k-5 program, without reductions, no matter the enrollment or section sizes. Grade levels at other elementary buildings have been reduced based on enrollment. Teaching staff at other attendance centers have been reduced relative to enrollment declines.
 - Reductions to the General Fund over the past 10 years have come from other other areas/buildings, and not Salem Elementary