

# *Salem Public Schools School Committee*

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



*AJ Hoffman  
Mary A. Manning  
Veronica Miranda*

## *Mayor Dominick Pangallo, Chair*

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

### **REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on May 5, 2025 at 7:00 p.m.** This meeting will take place in person at **29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.

**Zoom Link to participate:**

<https://us06web.zoom.us/j/85611662807?pwd=MIHvBVJClb42efmQDcoYiiSBZcKOeB.1>

**Passcode: 153435**


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

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

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

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

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

1. Click **Interpretation** 
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

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

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

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

4. **Approval of Consent Agenda**
  1. Approval of Minutes of Regular School Committee meeting held on April 28, 2025
  2. Approval of FY25 Warrants:
    1. 05/01/2025 - \$404,932.00
5. **Student Representative Report**
6. **Superintendent's Report**
  1. School Choice Discussion
  2. Bentley Innovation Plan
  3. Massachusetts School Building Authority (MSBA) Update
  4. Finance and Operations Report
    1. Budget Transfer Request
7. **Subcommittee Reports**
  1. Finance Subcommittee
  2. Personnel Subcommittee
  3. Building & Grounds Subcommittee
  4. Curriculum Subcommittee
  5. Policy Subcommittee
8. **Motions and Resolutions**
  1. School Choice Vote
  2. Budget Transfer Request
  3. Policy 5103: Controlled Choice Student Assignment - Third Reading
  4. Policy 5501: Responsible Use Policy and Media - Third Reading
9. **Announcements**
10. **Adjournment**

Respectfully submitted by,

***Shirley Dorai***

Executive Assistant to the School Committee and Superintendent

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

# *Escuelas Públicas de Salem Comité Escolar*

*Amanda Campbell  
Beth Anne Cornell  
Manny Cruz, Vicepresidente*



*AJ Hoffman  
Mary A. Manning  
Veronica Miranda*

## *Alcalde Dominick Pangallo, Preside*

“Conozca sus derechos bajo la Ley de Sesiones Públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la normativa municipal”

### REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 5 de mayo, 2025 a las 7:00 p.m.** Esta reunión **tendrá lugar en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace de a continuación.

#### **Enlace Zoom para participar:**

<https://us06web.zoom.us/j/85611662807?pwd=MIHvBVJClb42efmODcoYiiSBZeKOeB.1>

Passcode:153435


#### **1. Orden del día**

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

*Lectura en voz alta: Al Comité Escolar de Salem le gustaría escuchar al público sobre temas que afectan al distrito escolar y que están dentro del ámbito de las responsabilidades del Comité. Habrá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes de la reunión a modelar un discurso público respetuoso y productivo para nuestros jóvenes estudiantes.*

##### **2. Interpretación en directo al español.**

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

#### **2. Aprobación del orden del día**

### **3. Comentarios del público**

Consulte las instrucciones anteriores para participar en los comentarios públicos.

### **4. Aprobación del orden del día**

1. Aprobación del acta de la reunión ordinaria del Comité Escolar celebrada el 28 de abril de 2025.
2. Aprobación de órdenes de pago Año Fiscal25:
  1. 1-may-2025 - \$404,932.00

### **5. Informe del representante estudiantil**

### **6. Informe del Superintendente**

1. Debate sobre la elección de escuela
2. Plan de innovación de Bentley
3. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
4. Informe financiero y operativo
  1. Solicitud de transferencia presupuestaria

### **7. Informes de los subcomités**

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Planes de Estudios
5. Subcomité de Política

### **8. Mociones y resoluciones**

1. Voto sobre la elección de escuela
2. Solicitud de transferencia presupuestaria
3. Política 5103: Elección controlada - Tercera lectura
4. Política 5501: Política de uso responsable y medios de comunicación - Tercera lectura

### **9. Anuncios**

### **10. Clausura**

Respetuosamente presentado por,

***Shirley Dorai***

Asistente Ejecutiva del Comité Escolar y del Superintendente

*“Las personas que necesiten ayudas y servicios auxiliares para una comunicación eficaz, como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital, o una modificación razonable en los programas, servicios, políticas o actividades, pueden ponerse en contacto con el Coordinador de la ADA de la Ciudad de Salem en el (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento..”*

**Minutes of the Regular Session  
of the Salem School Committee  
Monday, April 2, 2025  
Rm. 227, 29 Highland Ave.  
Hybrid Meeting**

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

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

**Members Absent:** None

**Call of Meeting to Order**

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

**Approval of Agenda**

Member Campbell made a motion to approve the agenda. Member Hoffman seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz ABSENT

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

**Public Comment**

There were no public comments.

**Approval of Consent Agenda**

1. Approval of Minutes of Regular School Committee meeting held on April 7, 2025
2. Approval of Minutes of FY26 Budget Public Hearing held on April 14, 2025
3. Approval of Minutes of Special School Committee meeting held on April 15, 2025
4. Approval of Field Trip to New York City for Collins and Saltonstall Grade 8 on May 29-30, 2025
5. Donation from fundraising at Horace Mann in the amount of \$3,902.85 from the Scholastic Book Fair, \$2,137.60 from Read-A-Thon and \$1,765.25 from the Book Fair.

6. Donation for Salem High School Wicked Wrench Club from The Antique and Classic Boat Festival in the amount of \$10,000.00.
7. Approval of FY25 Warrants:
  1. 04/03/2025 - \$856,096.08
  2. 04/10/2025 - \$475,508.31
  3. 04/17/2025 - \$640,127.17
  4. 04/24/2025 - \$640,028.60

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

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Mayor Pangallo and Member Manning acknowledged the generous donation from the Antique and Classic Boat Festival Committee.

### **Student Representative Report**

Student Representative Qualkenbush said that the student advisory group voted in the secretary, press secretary and officer-at-large for the remainder of this year as well as the coming year. May 29th is the last day for seniors. Superintendent Zrike added that based on the feedback from the student advisory group, a lot of work has been done to the bathroom facilities in the school.

### **Superintendent's Report**

Superintendent Zrike attended the end of the week celebration at the YMCA for a group of middle schoolers who completed a week-long program in CPR, babysitting, swimming and volunteering in the pantry. Superintendent Zrike said it was a good event and thanked the Salem Public Schools who helped organize the event. Community meetings will be held on April 29 and 30 by the Salem High School Building Committee to gather feedback about the 4 options for the design of the new building. The SHS Building Committee will vote on this matter at their May 8th meeting. Superintendent Zrike said that Arbor Day was celebrated earlier in the day at SaltonStall with a tree planting and thanked the Tree Commission.

### **1. FY26 Proposed Budget Discussion**

Superintendent Zrike provided the FY26 budget presentation taking into account the comments and input from various stakeholders. Assistant Superintendent Pauley provided further explanation about the changes made. The total budget for approval is

\$78,173,061. The personnel budget is \$60,462,704.36 and the non-personnel budget is \$18,615,959.

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

Superintendent Zrike said that over the April vacation, visits were made to the Somerville High School, Belmont High School and Billerica High School. Waltham High School is also another high school that the team might potentially visit. Mayor Pangallo commented that the 4 design options which will be considered will not be the final design as there will be many more weeks of detailed design discussions.

**5. Finance and Operations Report**

There was no report.

**Subcommittee Reports**

**1. Finance Subcommittee**

No report at this time.

**2. Personnel Subcommittee**

No report at this time.

**3. Building and Grounds Subcommittee**

No report at this time.

**4. Curriculum Subcommittee**

No report at this time.

**5. Policy Subcommittee**

No report at this time.

**Motions and Resolutions**

**1. Adoption of FY26 Proposed Budget**

Clarification was made that hiring will be done without compromising values and not just based on lower salaries. Superintendent Zrike mentioned that principals need to be thoughtful of many factors when making hiring decisions.

Vice Chair Cruz thanked Superintendent Zrike and the administrative team for taking into account the comments received. Both Vice Chair Cruz and Member Manning emphasized that this is the first of a series of difficult budget years which will prompt difficult conversations about how education is being offered in the district. Vice Chair Cruz mentioned that the district is being shortchanged by the Chapter 70 formula, negatively impacted by inflationary issues in addition to the rising costs of different services within the district. Vice Chair Cruz added that advocacy is needed. Vice Chair

Cruz said that families whose first language is not English should be engaged more in this process next year so that they are aware how the decisions made would affect them.

Member Campbell thanked Superintendent Zrike and the team for having thoughtful and transparent conversations around the budget. Mayor Pangallo thanked everyone for their feedback. Mayor Pangallo said that the uncertainty of federal funding, the pressure of rising cost centers and the limited revenue options of the city is a tremendous challenge. Mayor Pangallo added that the contract with the educators is appropriate. Mayor Pangallo also referenced the flawed Chapter 70 formula. Mayor Pangallo said that he will continue to ask for a state review of the formula and hoped that the district, teachers union and legislators will work together on this matter.

Member Miranda made a motion to approve the personnel budget of \$60,462,704.36.

Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Member Manning made a motion to approve the non-personnel budget of \$18,615,959.

Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Superintendent Zrike said the budget will now go before the City Council on May 27th. In response to Member Manning, Superintendent Zrike said that the City Council can vote to provide more funding or less funding but they do not have line item authority.

**2. Policy 5103: Controlled Choice Student Assignment - Second Reading**

Member Campbell made a motion to approve Policy 5103: Controlled Choice Student Assignment for second reading. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES  
Member Manning voted YES  
Member Miranda voted YES  
Mayor Pangallo voted YES  
Motion passed unanimously.

**3. Policy 5501: Responsible Use Policy and Media - Second Reading**

Member Miranda made a motion to approve Policy 5501: Responsible Use Policy and Media for second reading. Member Campbell seconded. A roll call vote was taken.  
Member Campbell voted YES  
Member Cornell voted YES  
Vice Chair Cruz voted YES  
Member Hoffman voted YES  
Member Manning voted YES  
Member Miranda voted YES  
Mayor Pangallo voted YES  
Motion passed unanimously.

**Announcements**

Member Hoffman announced the NAGLY Prom which will take place on May 3rd at the Community Life Center. Mayor Pangallo announced that together with the City Clerk's Office, voting locations at Bates and Salem High School that have separate entrances to the outside have been identified. Superintendent Zike said that the Salem Children's Alliance is hosting a free drop-in at the Community Life Center on April 30th about local camps and summer programs.

**Adjournment**

Vice Chair Cruz made a motion to adjourn at 8:05 pm. Member Campbell seconded. A roll call vote was taken.  
Member Campbell voted YES  
Member Cornell voted YES  
Vice Chair Cruz voted YES  
Member Hoffman voted YES  
Member Manning voted YES  
Member Miranda voted YES  
Mayor Pangallo voted YES  
Motion passed unanimously.

Respectfully submitted by,

***Shirley Dorai***

Executive Assistant to the School Committee & Superintendent



*FY 26 Budget Updates  
School Committee  
Discussion/Reflections  
April 28, 2025*

# Budget: Reminders

- ❑ 4.8% increase (+\$3,580,445.57)
- ❑ Complicated architecture
  - ❑ Looked for efficiencies
  - ❑ Using recurring revenue to reduce expenses
  - ❑ Final budget recommendation includes 57 position reductions & reductions to Non-Personnel

**\$78,173,061**  
appropriation



# Budget: Adjustments

Adjustments	Notes
<ul style="list-style-type: none"><li>Return position at <b>HMLS</b> (partially art and partially intervention)</li><li>Eliminate floater PreK <b>HMLS</b> paraprofessional position</li><li>Eliminate 0.5 math specialist at <b>Saltonstall</b></li></ul>	<ul style="list-style-type: none"><li>More specialists (art, music, PE and library) will be able to remain full time at their school</li><li>Elementary specialists will need to be flexible- supporting literacy/math intervention and a variety of coverages at each school.</li><li>See reading/math support and enrichment allocations <a href="#">here</a>.</li></ul>
<ul style="list-style-type: none"><li>Return full reading specialist and literacy coach position to <b>Bates</b></li></ul>	<ul style="list-style-type: none"><li>Works to address inequities in reading/math supports across elementary schools</li></ul>



# Budget: Adjustments

Adjustments	Notes
<p><b>Salem High School</b></p> <ul style="list-style-type: none"><li>• Eliminate vacant guidance counselor position (C3), replace with support from outside partner</li><li>• Eliminate vacant internship coordinator role, work shifted to existing CTE position</li><li>• Eliminate 1 vacant paraprofessional position</li><li>• Eliminate 2 hall monitor positions</li><li>• Shift one position to a continuing grant</li></ul>	<ul style="list-style-type: none"><li>• These adjustments reflect the remaining Salem High School budgetary changes</li></ul>



# Budget: New Personnel Numbers

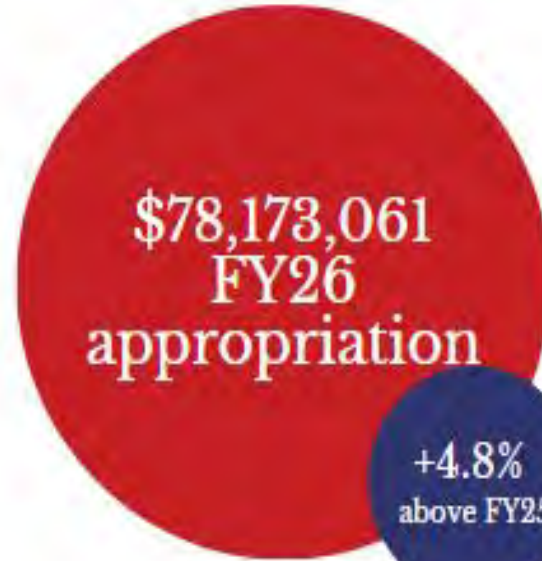
- New personnel cuts total: \$3505,040.09  
(was \$3,585,276.35)
- New personnel total: \$60,462,704.36  
(was \$60,382,468)

\* An additional \$30,767.35 will be cut from a Revolving Account.



# Appropriation vs. Actual Expenses

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



# Budget: Closing our Gap

● Restore 2 positions	Additional cost to the GF: \$115,936.41
● Eliminate .5 GF position*	Offset new expense: \$35,700.15
Total additional GF expense:	\$80,236.26

\* An additional \$30,767.35 will be cut from a Revolving Account.



# Budget: Path to Balance

Planned offsets included (\$825,366.10)

- Pre-Payment of Special Education tuition
- Maximizing Grant/Revolving Revenue

Now planning to offset additional (\$80,000) expenses with:

- Salary differences (hiring to budget)
- (as needed) tapping into reserves
  - If needed, that will become clear after new hiring is complete

Total anticipated offsets: \$905,366.10



# Budget: Looking Ahead

- SPS came into FY25 with a structural deficit & relied on pre-paying tuition, one-time funds (ESSER) & reserves;
- Budget reductions in FY26 balanced the budget & helped to shrink the gap between the annual appropriation & actual expenses;
- Rising expenses, and intentional choices mean that SPS expects to have a deficit in FY27;
- The size of next year's deficit is unknown, difficult choices will need to be made again next year.



# Next Steps:

Requesting School Committee approval of the  
FY26 **\$78,173,061 appropriated budget**





**MEMORANDUM**

To: Salem School Committee

From: Steve Zrike, Superintendent

Date: May 5, 2025

Re: Salem's Participation in MA's Inter-District Non-resident School Choice Program for 2025-26

Under the school choice law, G.L. c.76, § 12B, all school districts in Massachusetts are presumed to participate in and to admit non-resident students through school choice. [See G.L. c. 76, § 12B\(d\)](#). A few key aspects of the law:

- A receiving district can withdraw from school choice only if a School Committee holds a public hearing on this issue and then votes to withdraw from the school choice program prior to June 1st.
- A School Committee that intends to continue participating in non-resident school choice is not required to hold a hearing or to vote because the law contains a presumption that all school districts will participate in non-resident school choice.
- As you know, for the last four years, the Salem School Committee decided to open non-resident school choice to all grades (not just high school).

**For next year, the recommendation is to continue Salem's participation in the Inter-district non-resident School Choice program.**

**Incoming Grades 9-12, Salem High School**

- Allow up to 10 students to enter at each grade level (up to 10 at the 9<sup>th</sup> grade, 10 at the 10<sup>th</sup> grade, 10 at 11<sup>th</sup> grade, and 10 at 12<sup>th</sup> grade). *Note: This does not include Salem Prep High School unless a student who chooses into Salem High School is placed there based on their IEP. NEW- This also does not include New Liberty Innovation School unless a student who chooses into Salem High School ultimately meets the New Liberty Innovation School student profile.*

**Incoming Grades K-5**

- Allow up to 10 students to enter at each grade level (up to 10 at the Kindergarten, 1st, 2nd, 3rd, 4th, 5th).

**Grades 6-8**

- **NEW-** I am recommending that we not accept non-resident school choice students in middle school. With the Saltonstall middle school transition, we want to focus on ensuring a smooth experience for students, staff and families. Additionally, our class sizes at the middle school are larger and more full than at other grade levels.

**Conditions for Participation:**

1. A non-resident school choice application is required for each student applying and must be received by the deadline in order to be considered in the priority round lottery. **Applications must be received by Friday, June 13, 2025 in order to qualify for the priority round lottery.** Notification of acceptance, rejection or waitlist status will be sent to priority round lottery





applicants by July 1, 2025. Those applying after the priority round deadline will be considered on a first come, first serve basis, based on availability, or placed accordingly at the end of that grade's waitlist. Applications for non-resident school choice will **close for the school year on Friday, September 5, 2025**. Non resident school choice applications received after September 5, 2025 will not be considered for the 2025-26

2. The number of available spaces per grade level does not guarantee placement within a specific school. Once accepted in a specific grade level, the criteria of the district's student assignment policy will be used to assign students to specific schools.
3. Resident students shall be given priority for all placements based on the district's choice-based student assignment policy.
4. Applications from siblings of non-resident choice students already enrolled in Salem Public Schools (via the Inter-District non-resident school choice program) and who will remain in the non-resident school choice program during that school year will, by law, receive priority in placement. Such students will be accepted first, **IF** space is available in the grade they are seeking.
5. Should the number of applications exceed the number of vacancies after the placement of siblings, the remaining vacancies will be filled by a random drawing. All applicants not accepted through the random drawing will be randomly selected and placed, in the order of their selection, on a waitlist.
6. Students currently receiving special education services will be required to provide a current proposed and last-accepted IEP prior to the enrollment process for IEP planning and implementation purposes. However, an applicant is not required to provide an IEP or disclose disability status to Salem Schools during the application process. Salem Schools do not consider whether students have a disability or the nature of their disabilities in determining whether to admit them under school choice, and similarly do not rescind any offers of admission on the basis of a student's disability or disability-related needs.
7. With respect to students requiring special needs, in accordance with current law, the district will charge the sending district of the non-resident student the actual cost of educating any special needs student accepted as part of the choice program, including the cost of a substantially separate program or private Chapter 766 day or residential school placement, if applicable.
8. The District may not deny an application for non-resident School Choice based on a record of a serious discipline problem within the non-resident district (see [April 2019 DESE Advisory](#)). If an application indicates the student has been suspended or expelled, the District may proceed with its own disciplinary process once the student begins attending the Salem Public Schools.
9. Transportation is not available for non-resident school choice students through the Salem Public Schools. Therefore, it is the responsibility of the parents/guardians to provide daily roundtrip transportation and to ensure students arrive at school every day on time and are promptly picked-up after school.
10. Non-resident School Choice students may fully participate in all school activities including after school programming and are subject to the same rules, and guidelines as resident students.
11. Former residents of the Salem Public Schools who move out of the District but wish to have their children remain as students in Salem Schools do not have a unique claim to the seats their children vacated and must apply for non-resident school choice as any other non-resident, except as provided in School Committee Policy 5102.01, which allows a student to continue attendance in Salem Public Schools under two circumstances outside of non-resident school choice: 1) with principal permission in consultation with the superintendent, to continue attendance for purposes



of completing the school year, provided that the period of time since the relinquishment of residence and the end of the school year does not exceed three (3) calendar months (note: in situations of hardship, a family may appeal to the superintendent to waive this condition); or 2) a student who has continuously attended a Salem elementary for three (3) continuous school years or a middle or high school for two (2) continuous years may complete his or her schooling to the highest grade level offered at the respective elementary, middle, or high school, regardless of the residence of his or her parents. Students who do not qualify for the above exceptions may seek to remain in the district via the inter-district school choice program, should Salem participate in the program in the following year.

### Non-resident School Choice Data

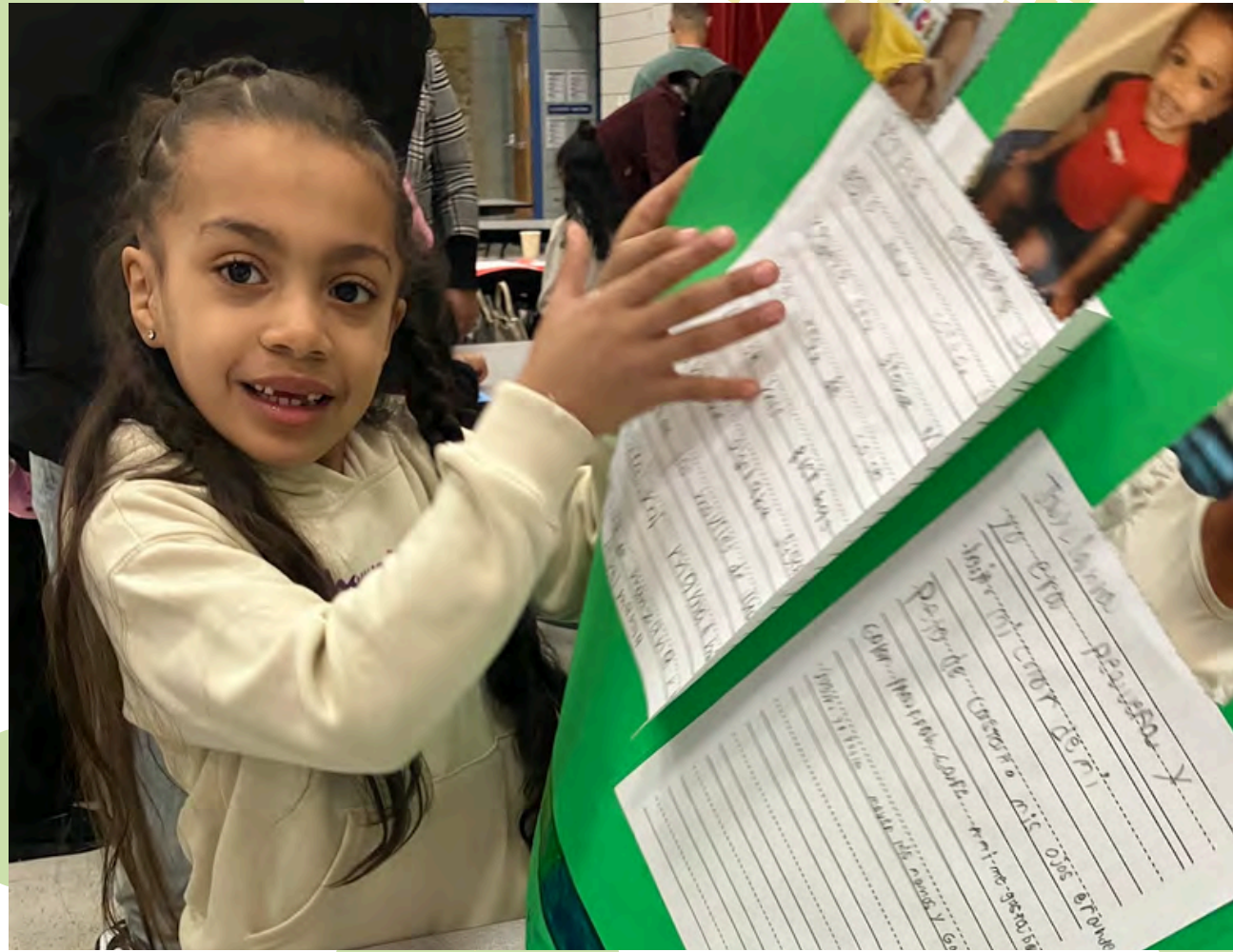
	KF	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
<b>Bates</b>	1	1		2		3								7
<b>Bentley</b>	1	1		1	1	1								5
<b>Carlton</b>	2	1	1		1	1								6
<b>ECC</b>														0
<b>HLMS</b>	3		2	2										7
<b>Salts</b>	1	2					2							5
<b>WHES</b>		2		3	3	2								10
<b>Collins</b>							5	3	3					11
<b>SHS</b>										6	11	5	6	28
<b>NLIS</b>												2		2
<b>Salem Prep (N/A)</b>														0
	<b>8</b>	<b>7</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>7</b>	<b>6</b>	<b>81</b>

**Current Total = 81 Students**

- We currently have a total of 81 non resident school choice students who are registered in the Salem Public Schools. We are expected to receive \$595,846 of non-resident school choice revenue in FY26..



- Annual non-resident School Choice Enrollment:
  - During the 24-25 school year, we accepted 21 choice students (grades KF-12).
  - During the 23-24 school year, we accepted 32 choice students (grades KF-12).
  - During the 22-23 school year we accepted 9 choice students (grades 1-12).
  - During the 21-22 school year we accepted 40 choice students (grades 1-12).
  - During the 20-21 school year we accepted 21 choice students (high school only).
  - During the 19-20 school year we accepted 21 choice students (high school only).



# Bentley Academy

Innovation Plan Renewal

# Tonight's TEAM

Thea Stefanov  
Kelly Quinn  
Laura Towey  
Liz Rogers

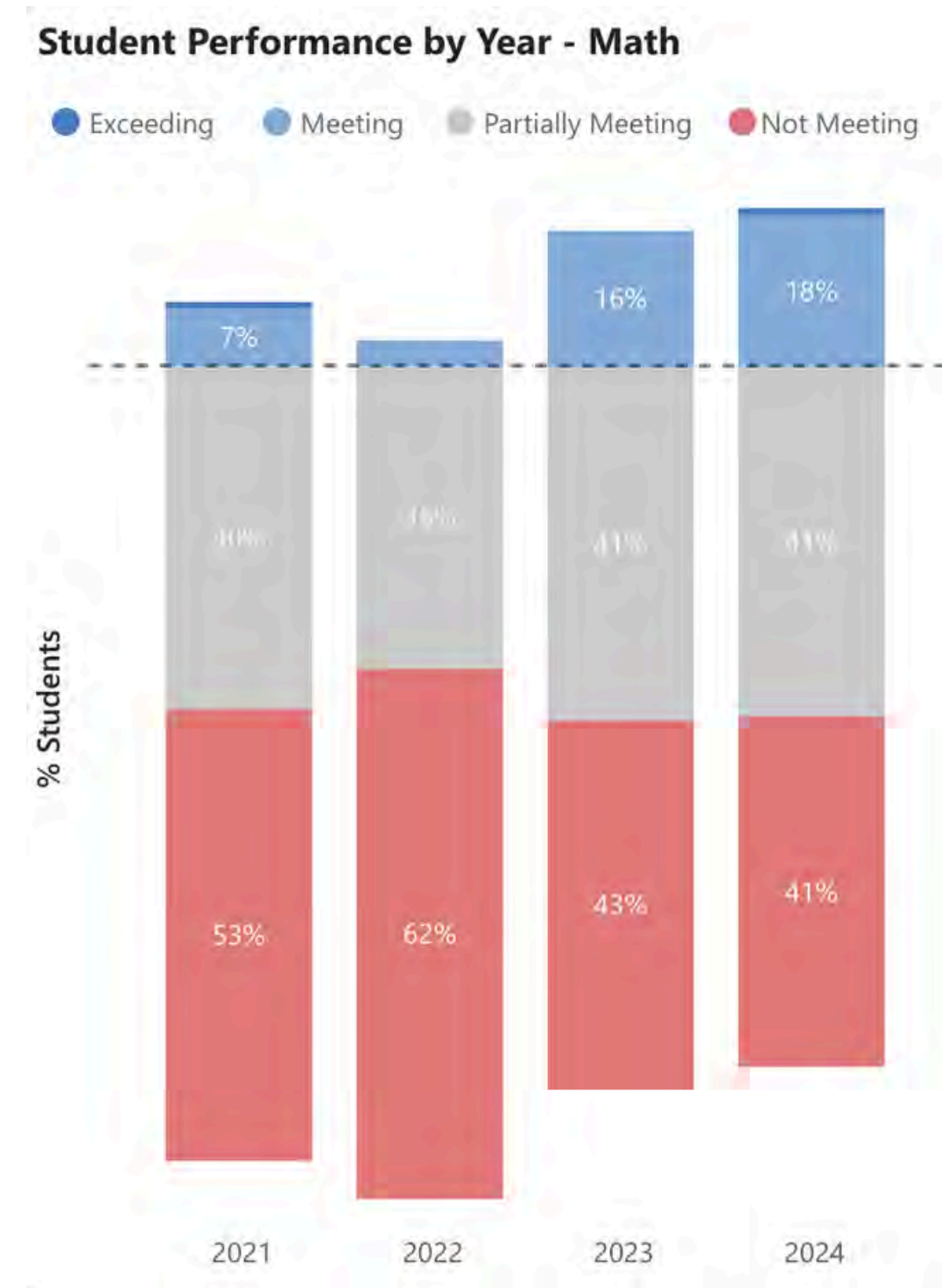
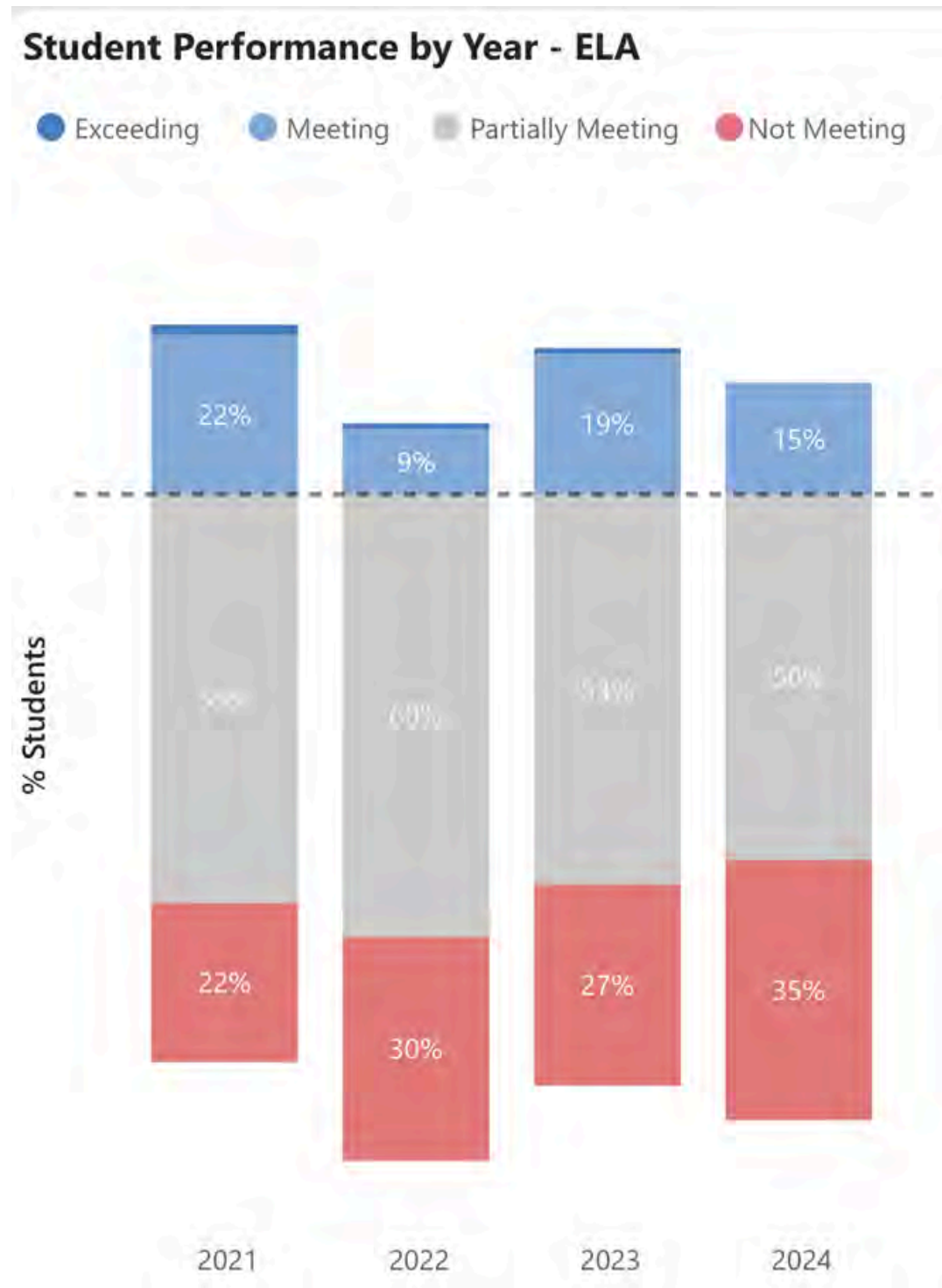


# Building on Success




Enrollment waitlist since 2023  
DL Pre-K in 2025  
Increased # of ML students  
Improved Attendance


# Academic Growth





# Clear, Consistent Core Values

**Circulo**


**R**espeto → Escuchar a la maestra y sentarme calladito -cuidar el gallo 

**E**quidad → Levantar tu mano y esperar tu turno 

**G**anar Crecimiento → Aprender cosas nuevas 

**A**utenticidad → Enfocarte en ti mismo 

**R**esponsabilidad →

- Quedarte en el circulo
- Escuchar y ayudar a tus amigos
- Sentarse criss-cross applesauce 

Whole group learning

**RESPECTO/RESPECT**

Nivel de voz 0 para que todos puedan escuchar.

Voice level 0 so everyone can hear.

**0**

**EQUIDAD/EQUITY**

Siéntate para que todos tus compañeros puedan ver.

Sit down so all your classmates can see.

**GANAR CRECIMIENTO/ GROWTH**

Escuche, aprenda y participe

Listen, learn and participate

**AUTENTICIDAD/ AUTHENTICITY**

Céntrate en ti mismo

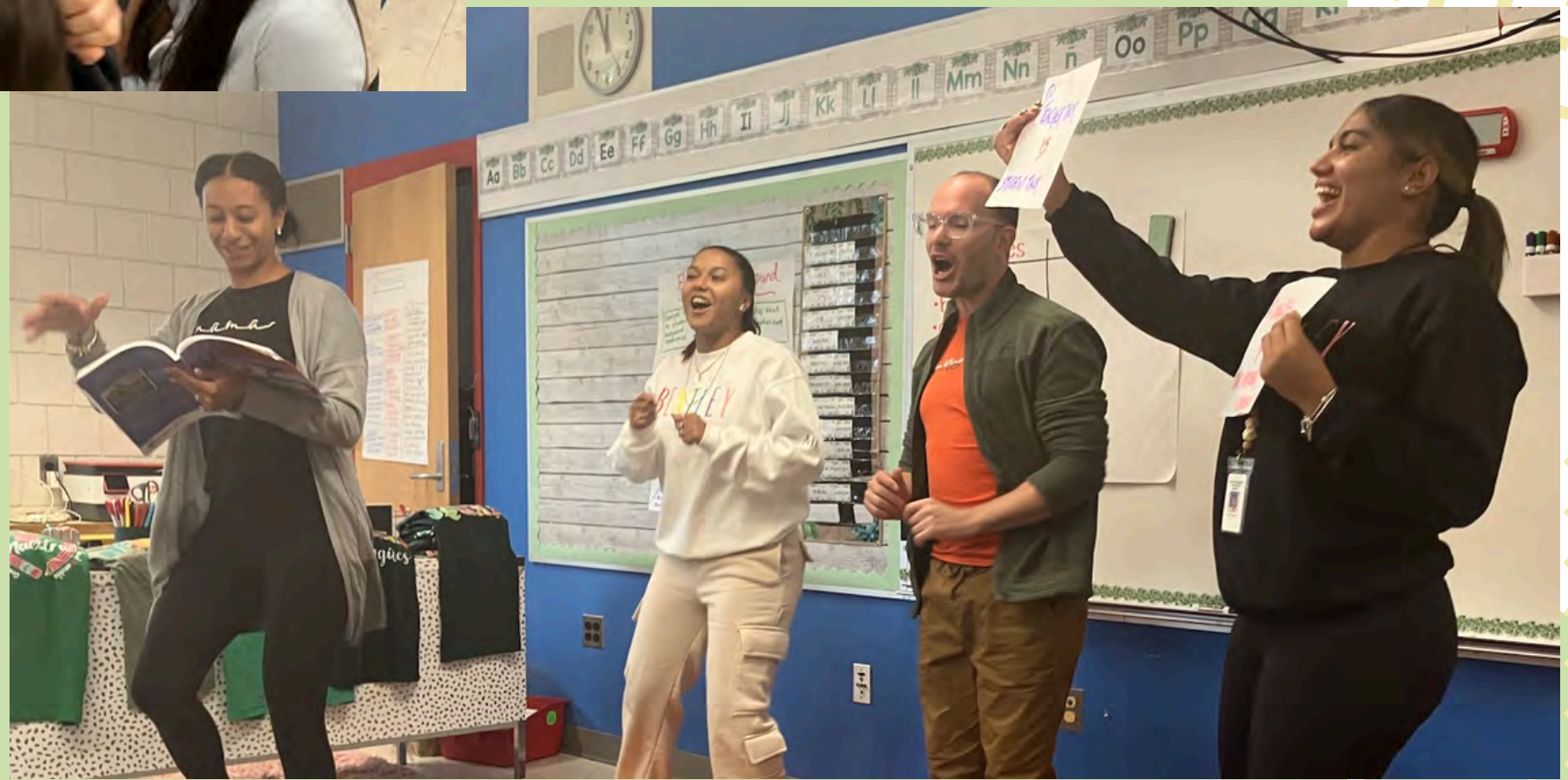
Focus on yourself

**RESPONSABILIDAD/ RESPONSIBILITY**

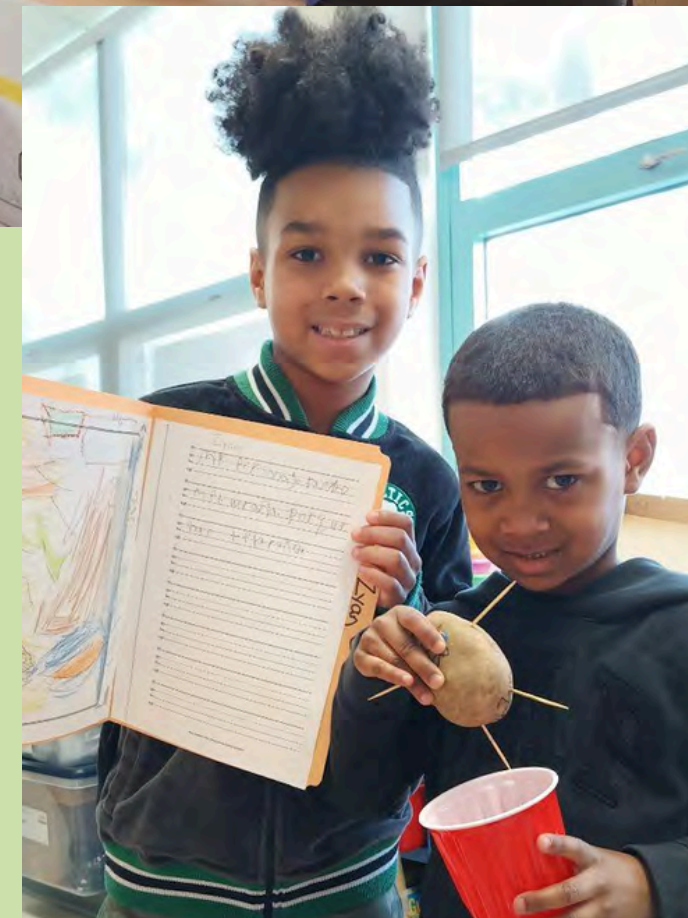
Sigue las instrucciones.

Follow directions.

# Improved School Culture



# Building Community



# PROCESS

1. Original Team member & Principal: Review & Plan
2. BAB (School Council): Feedback on Plan and Overview
3. BALT (ILT) : Review & revise specific sections
4. Paraprofessionals & non-teaching staff: Feedback & further revisions
5. Teachers: Feedback, revision of instruction sections
6. BALT & School Committee Member: Final Revisions



# Community Working Sessions





# Applicant Team

**Laura Towey, ML Coach, BAIS**

**Elizabeth Rogers, Principal, BAIS**

**Stephen Zrike, Superintendent of Salem Public Schools**

**Amanda Campbell, Salem School Committee**

**Monique Casallas, Parent**

**Anna Dietrich, Literacy Coach**

**Marieli Torres, Teacher**

**Meghan Holtz, ML Teacher**



# Major Shifts to the Plan

## SEL/Behavior Systems

- 20-25 “in development”
- Complete 

## Dual Language Bilingual Education

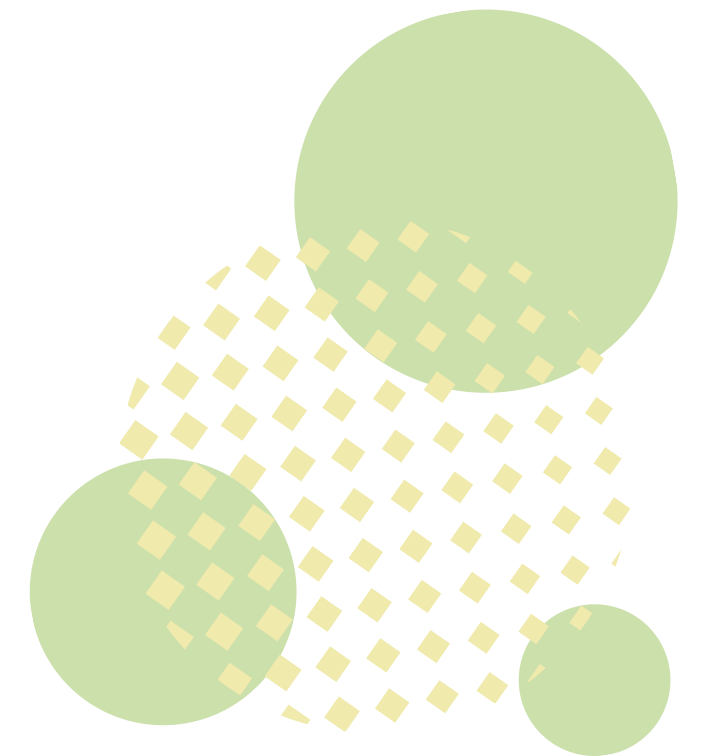
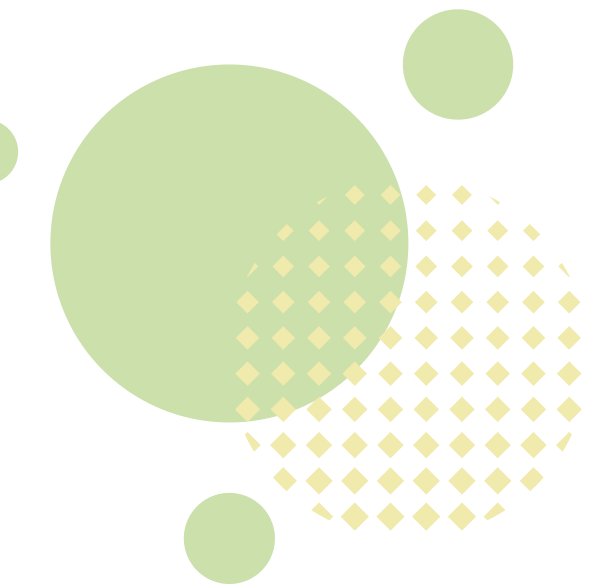
- Wall-to-wall DL, Pre-K-5
- Educational Program
- Collaborative Model



# Autonomies

Autonomy Area	Autonomies Used
Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"><li>• Benchmark Biliteracy Curriculum in 24-25</li><li>• Bridges Math Curriculum in 25-26</li><li>• Assessment Calendar</li></ul>
Schedule and Calendar	<ul style="list-style-type: none"><li>• 2020-2025 - <b>Extended Day*</b></li><li>• 25-26 - Match the District</li></ul>
Staffing	<ul style="list-style-type: none"><li>• Tutors, STEAM teacher</li><li>• Bilingual Staff</li></ul>
Professional Development	<ul style="list-style-type: none"><li>• Co-Teaching biliteracy model - co-planning</li></ul>
District Policies and Procedures	<ul style="list-style-type: none"><li>• Enrollment</li><li>• Dual Language Bilingual Educational Model</li></ul>
Budget	<ul style="list-style-type: none"><li>• <b>None at this point</b></li></ul>

**Q & A**





Thank You



# **Bentley Academy Innovation School**

## **INNOVATION PLAN 2025-2030**



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## INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	<b>Bentley Academy Innovation School</b>
New/Conversion/Academy within a school:	RENEWAL
Proposed School Address (if known):	25 Memorial Drive Salem, MA 01970
Lead Applicant Name:	Laura Towey
Lead Applicant Phone Number(s) :	978-740-1260
Lead Applicant Fax Number(s) :	978-740-1164
Lead Applicant Email Address:	ltowey@salemk12.org

Proposed Innovation School opening school year: 2020-21

Innovation School Renewal school year: 2025-26

Proposed duration of innovation plan (up to five years):  3 years     4 years     5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year (2025-26)	Pre-K-5	315*	56*
Second Year (2026-27)	Pre-K-5	295*	54*
Third Year (2027-28)	Pre-K-5	295*	54*
Fourth Year (2028-29)	Pre-K-5	295*	54*
Fifth Year (2029-30)	Pre-K-5	295*	54*

\* *Estimated enrollment and staff*

## INNOVATION PLAN CERTIFICATION STATEMENT

Innovation School Name:	<b>Bentley Academy Innovation School</b>
City/Town Location:	<b>Salem, MA</b>

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

<b>Affiliation</b>	<b>Name</b>	<b>Resume Included</b>
Lead applicant ML Coach	Laura Towey, ML Coach, BAIS	
Principal	Elizabeth Rogers, Principal, BAIS	
Superintendent or designee	Stephen Zrike, Superintendent of Salem Public Schools	
School committee member or designee	Amanda Campbell, Salem School Committee	
Parent/Family Member	Monique Casallas, Parent	
Teacher	Anna Dietrich, Literacy Coach	
Teacher	Marieli Torres, Teacher	
Teacher	Meghan Holtz, ML Teacher	

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief.

**Signature of Lead Applicant Member** \_\_\_\_\_

**Date** \_\_\_\_\_

## I. Executive Summary

### A. Introduction

Over the past five years as an innovation school, Bentley Academy Innovation School (BAIS) has solidified its identity as a beacon of innovation, equity, and diversity within the Salem community. This period has been marked by a deliberate and thoughtful evolution, particularly in defining its Dual Language Bilingual Education (DLBE) program. BAIS has gone beyond simply teaching in two languages; it has cultivated an environment where multilingualism is celebrated and seen as an asset, fostering a sense of belonging and empowerment among its students and staff.

As BAIS transitions into the next phase as an innovation school, the focus sharpens on leveraging the granted autonomies to further enrich students' educational experience. This includes:

- Expanding Opportunities for Bilingualism:
  - The school aims to create more avenues for students to not only acquire language proficiency but also to develop a deep understanding of their cultural and linguistic strengths. This involves integrating culturally relevant pedagogy, providing opportunities for students to use both languages in meaningful contexts, and fostering biliteracy through rich and diverse learning experiences.
- Sustaining and Accelerating Academic Growth:
  - BAIS remains committed to ensuring that all students achieve academic excellence, as measured by state standards. The school will continue to use data-driven instruction, targeted interventions, and rigorous curricula to support student growth.
- Deepening Socio-Cultural Competency:
  - Recognizing that Dual Language Bilingual Education (DLBE) is more than just language acquisition, BAIS will place a heightened emphasis on the third pillar of DLBE: socio-cultural competency. This involves:
    - Promoting critical consciousness and social justice education.
    - Developing students' ability to navigate diverse cultural contexts with sensitivity and respect.
    - Fostering a sense of global citizenship and intercultural understanding.
    - Implementing programs that celebrate the diverse backgrounds of the student body.
    - Creating strong connections between school and family cultures.

By focusing on these areas, BAIS aims to create a truly transformative educational experience that empowers students to thrive as bilingual, biliterate, and culturally competent individuals, prepared to succeed in an increasingly interconnected world.

## B. Bentley/BAIS History & Summary

### **First Five Years of Innovation (2020-2025)**

Despite opening in 2020 amid the global Covid-19 pandemic, Bentley Academy Innovation School (BAIS) has undergone significant positive transformation. A key change reflected in this revised Innovation Plan is the evolution of our academic program to reflect the current reality of our Dual Language Bilingual Education program. As planned in Bentley's original innovation plan, BAIS has implemented a phased expansion of Dual Language Bilingual Education, adding two classes per grade annually. However, faced with declining district-wide enrollment, Salem Public Schools began to close non-Dual Language classrooms at BAIS starting in the 2021-22 school year. Subsequently, In August of 2024, the school also added one Dual Language pre-k classroom. The full transition will culminate in the 2025-26 school year with 13 Dual Language classrooms out of 14, and in 2026-27, BAIS will become a full Dual Language school, with 13 total Dual Language classrooms from pre-k to grade 5. Over the past 4 years, since this change began, BAIS has seen increased enrollment in the Dual Language program. For school years 2023-24 and 2024-25, a wait list was established for incoming kindergarten students by March preceding each school year.

Through professional development opportunities such as Dual Language school visits, conferences, workshops, and collaboration with outside consultants, staff have gained significant knowledge that has informed both curriculum and instruction specific to Dual Language Bilingual Education. Over the past two school years (2023-2025), over 30 Bentley staff have attended the local Multi-state Association of Bilingual Education (MABE) and the national (NABE) conference to further their understanding and knowledge in Dual Language instruction. To further build expertise in literacy instruction, staff have been trained in the Science of Reading, have regularly engaged in data-informed instruction protocols, and have been introduced to and have implemented new student discourse and language routines to use in all subject areas. During the school year 2023-24, instructional leaders were able to evaluate the literacy curriculum and make changes to the curriculum starting in 2024-25 that the school believes will strengthen outcomes in both English and Spanish for students. Over the course of the first 5 years, over 30 Bentley teaching and paraprofessional staff members have begun and/or completed requirements for the Bilingual Educator Endorsement.

A core initiative of the school since initial implementation of the innovation plan has been the development of a comprehensive Social-Emotional Learning system, grounded in Restorative Justice and Positive Behavior Intervention Systems (PBIS). This system, detailed herein, has cultivated a positive school culture and a robust foundation for academic achievement. To help integrate restorative practices and SEL strategies into the classroom, we've prioritized home-school collaboration. Specifically, early morning student learning showcases provide a platform for families and staff to engage, while home visits strengthen teacher-family relationships. This collaborative approach has fostered trust, significantly enhancing the learning

environment. One indicator of this growth is family attendance at report card conferences; 90% of families came to conferences in the spring 2024, which was an 18% increase from the fall. In addition, due to this work, Bentley's Student Support Team more than doubled the number of children that they were able to support through team meetings and support plans during the school year 2024-25. They were also able to have weekly meetings, review data, and support specific students in the classroom. They have been able to create data-driven intervention plans for students, based on need, including those without IEPs and 504s.

From these combined efforts, students have been able to show growth on district and state assessments. Bentley's students have been recognized by Salem for their proficiency in acquiring skills in both Spanish and English.

In the 2023-2024 school year, STAR English reading proficiency increased from 22.7% the year before to 31.5%. Early literacy (English) proficiency increased from 11.5% the prior year to 21.1% in 2024. Star Spanish reading proficiency reached 51.6% by the spring of 2024. This was the first year we collected data in Spanish reading as our students reached 3rd grade. Early literacy (Spanish) increased from 37% in 2023 to 50% in 2024. Our scores in math saw similar increases as well. Star math (English) rose from 11.7% to 24.5% and Star math (Spanish) rose from 33.9% to 41.8%. About 50% of students in all grades made high growth in math during the school year. As reflected in our Measurable Annual Goals (section VII), progress has been made in state measures such as chronic attendance, and ELA and Math MCAS.

Resulting from 2024 ACCESS testing, 18 of Bentley's students scored results that reclassified them as FELs (Former English Learners) and were exited from ELD at the end of the school year. This is 7 more students than in the year prior. 69% of our students met their state targets, a 4.2% increase from the year before. 85% of students made growth in 1 or more language domains.

To support the ongoing success of this school and its ability to fully implement the strategies that ensure sustained student achievement and growth, the renewal of BAIS will seek to continue previous autonomies in all six of the areas allowed under the law: Curriculum, Schedule and Calendar, Staffing, Professional Development, District Policies and Procedures, and Budget.

### **Educational Program Overview**

At the Bentley Academy Innovation School (BAIS) the following design elements will help ensure we meet our vision and mission, which includes:

- A culture of achievement that encourages and supports students to reach higher and achieve more. It is a culture of clear, consistent, and high expectations for all based around our five core values: *respect, equity, growth, authenticity and responsibility (REGAR)* and on achieving our mission.
- Teachers and staff that implement rigorous standards-based curricula for all students.
- Consistent use of data to differentiate instruction for students based on each student's individual needs.

- The development of excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.
- Expanded learning time that allows students to have additional time for instruction, remediation, and enrichment, and for teachers to have adequate time for common planning and professional learning.
- A commitment to engaging and partnering with families in their students' educational experience.
- Value high-quality Dual Language instruction that leads to strong academic achievement in two languages, bilingualism and biliteracy, and sociocultural competence among all students.

The Salem Public Schools are multicultural and multilingual. Bentley Academy Innovation School (BAIS) houses the SPS Dual Language Education (DLE) program. Due to the number of Spanish-speaking students in Salem Public Schools, the Dual Language Spanish-English program at BAIS was established in the 2020-21 school year.

**Rationale:** Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content in both English and the partner language (Spanish).

Although some instructional components of the Two-way Immersion Dual Language program will look different from instruction in the other classrooms in the Salem Public Schools district, the grade level standards and content, as well as many of the instructional strategies are the same. English Learners learn alongside Spanish Learners as the students forge friendships and learning partnerships across race, culture, and linguistic backgrounds. During periods of Spanish content instruction, English Learners are experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles reverse, providing clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments.

### C. Summary of Autonomies Requested

Bentley Academy Innovation School (BAIS) is seeking full autonomy across six key areas to enhance its educational program and better serve its diverse student population. These autonomies, including curriculum, scheduling, staffing, professional development, district policies, and budget, are designed to provide flexibility for school leaders to adapt to student and staff needs. While some autonomies have been implemented, others will be utilized as the school evolves. Collaborative decision-making structures, such as the Bentley Advisory Board and Leadership Team, will ensure that changes benefit all stakeholders. These autonomies are based on the successful model of the previous Bentley Academy Charter School and the first five years as the Bentley Academy Innovation School and are crucial for the long-term sustainability and success of BAIS.

#### D. Capacities of Applicant Group & Measurable Annual Goals

The core applicant team for Bentley Academy's Innovation School renewal application includes a range of experience, encompassing both deep institutional knowledge and diverse perspectives. Several members served on the original application team that successfully transitioned the school to innovation status in 2020, providing invaluable continuity and historical context. This seasoned group is complemented by individuals with varied backgrounds, enriching the team's problem-solving and strategic planning capabilities. Crucially, the renewal process prioritized inclusivity, ensuring that every member of the school community – including collaborative bodies outlined in the plan, professional teaching staff, paraprofessionals, and student support team members – had ample opportunity to contribute to and refine the revised innovation plan.

See [Appendix A](#) for resumes of primary applicants.

See [Timetable for Development of Renewal/Revised 2025-2030](#) Timeline in Section VI in section for names of all participants)

Bentley Academy's Measurable Annual Goals are strategically aligned with state requirements, as detailed in Section VII, to demonstrate Bentley Academy Innovation School's commitment to continuous growth and improvement. By prioritizing these state-mandated metrics, we ensure accountability and transparency, while also providing a clear framework for evaluating our progress. These goals serve as benchmarks for student achievement, educator effectiveness, and overall school performance, enabling us to track our impact and identify areas for further development. This data-driven approach allows us to make informed decisions, refine our strategies, and ultimately, ensure that BAIS consistently meets and exceeds state expectations, fostering a culture of excellence and sustained progress.

## II. Public Statement

Bentley Academy Innovation School (BAIS) serves up to 300 Salem students in grades Pre-K-5. The school is committed to laying the groundwork for each of its students to go to and through college and/or be career-ready. By creating a culture of achievement based on core values, providing a rigorous and personalized curriculum, and developing deep partnerships with the families and community, the school supports each student in academic and personal growth. BAIS features a committed staff, with opportunities for additional time for learning and professional development, robust coaching, and teacher leadership opportunities. In 2020-21, the school began a two-way immersion Dual Language Program with two Kindergarten classes, and has grown year-by-year. In 2025-26, the school will house one Pre-K class and 2 of each K-5 classes, all Dual Language.

## III. Mission, Vision, Statement of Need, and Proposed Partnerships

### A. Mission Statement

The mission of the Bentley Academy Innovation School (BAIS) is to lay the groundwork to prepare all students for personal and academic success to get to and through college and/or be career ready. BAIS engages both students and adults in high quality learning, collaboration for continuous, data-driven school improvement, and harnesses the language and multi-cultural learning opportunities presented by a two-way

Spanish-English Dual Language Bilingual Education program. Guided by the core values of (REGAR) Respect, Equity, Growth, Authenticity, and Responsibility, the BAIS staff applies the school's design elements to ensure that all students are academically successful, culturally curious, and possess the personal mindset to succeed in the future.

## B. Vision Statement

All BAIS students will achieve at the same high levels regardless of socio-economic status, race, language, or other element of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BAIS will eliminate the opportunity gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post-secondary options are available to them.

*At the Bentley Academy Innovation School:*

- A strong principal and school leaders regularly monitor classroom teachers for efficacy and collaborate to encourage continuous improvement gauged against consistent and high standards of practice.
- Teachers are committed to ongoing evaluation and reflection to ensure their students are supported by data-informed methods. They are empowered to select strategies that best serve their students, as determined by regular assessments and relevant professional development.
- Students are held to clearly communicated uniform standards of behavior, which are reinforced by school staff throughout the school day.
- Family and community members are welcomed and invited to participate in the life and values of the school with regular communications and guided support for how to reinforce our core values and high academic achievement.
- When this vision is realized students will achieve at the highest proficiency rates according to state standards enabling them to advance past elementary school and be enthusiastic about their future.

## C. Statement of Need

Bentley School was, in its inception, a grades 1-3 school on lower Essex Street. The current location of the school was built and opened in 1961 as a K-5 elementary school. The school has a rich history, beginning with being named after one of Salem's "most productive and beloved citizens," Reverend William Bentley. In the fall of 2011, the original Bentley Elementary School was named a Level 4 school by the state of Massachusetts based on student achievement data. The school went through many changes to try to recapture the spirit of Rev. Bentley, changing from a transformation model to a restart model which allowed a 'fresh start' to take place after a year and a half of student achievement data not meeting benchmarks. The next step in Bentley Elementary School's journey was to become a Horace Mann charter school in 2015. Under this model, the school shed its level 4 status and continued to improve student academic outcomes.

The school also increased enrollment, serving 350 students for the 2019-2020 school year, up from 275 students in its first year of operation.

BAIS embarked on its journey as an innovation school in the heart of the COVID-19 pandemic, a time marked by unprecedented challenges in education. The school year commenced in September 2020 with its inaugural Dual Language cohort, navigating the complexities of remote and hybrid learning while striving to provide equitable access to education. This period was particularly demanding, as students grappled with the social and emotional repercussions of isolation, and teachers faced the daunting task of adapting their instructional approaches to virtual and socially distanced environments. The transition back to full-time, in-person learning in school year 2021-22 further compounded these struggles, with students needing intensive support to readjust to classroom routines and address learning gaps exacerbated by pandemic-related disruptions. It was at this time that it was determined that Bentley Academy would slowly transition to a full, wall-to-wall Dual Language program, eliminating non-Dual Language classrooms over the next several years.

Despite these obstacles, BAIS remained steadfast in its commitment to serving its diverse student population and building expertise in Dual Language pedagogy and instruction. Of all elementary schools in Salem, BAIS serves the highest percentage of economically disadvantaged students (71.7%) and also educates the highest percentages of English Language Learners (45.5%). In order to ensure continued academic improvement and achievements for students, autonomies including extended day and year, ongoing teacher development and leadership, commitment to a rigorous curriculum based on meeting the needs of students, flexibility in aligning monetary resources to meet the needs of students, and strong partnerships with families and community partners laid out in this prospectus are needed.

#### D. Primary Proposed Partnership(s)

BAIS does not currently propose to rely on one particular outside partner to support the creation or ongoing governance or operation of the school. That said, BAIS currently engages many different partners to provide academic and enrichment support for students, outreach to families, professional development for staff, and the like. One partner that has been consistent is the Salem YMCA, with their Executive Director serving on our Bentley Advisory Board. The partnership with Salem YMCA includes weekly swimming lessons for our youngest students. In addition, BAIS continues to partner closely with members of the Salem Public Schools district leadership.

## IV. How Autonomies and Flexibilities will Improve Student Achievement

BAIS seeks autonomy in each of the six areas allowed under the law. The table below summarizes all of the autonomies sought. While most of the below autonomies have been exercised and implemented as part of the school's structure, operations, and educational programming in Year 1 of the initial innovation plan, some have not been fully utilized. Inclusion of these autonomies in the enclosed innovation plan, however, provides a foundation and a framework for allowing the school to evolve, over time, while providing a degree of flexibility to

allow school leaders, in collaboration with other staff members, to make adjustments based on student and staff needs, over time.

The proposed structures to support ongoing, collaborative decision-making between teachers, school leaders, and others, are key to ensuring that the school evolves in a way that benefits all, and most especially the students enrolled at Bentley. In the future, should any additional autonomies be sought via an amendment or should the exercise of any of the below autonomies lead to a change in working conditions for Bentley teachers, a vote of 2/3 of the faculty would be required before any changes could be adopted. School Committee approval would also be required. Other proposed changes to the innovation plan such as staffing or other proposed adaptations as the school evolves over the course of the next five years will follow the decision-making processes outlined within this document.

**Table I: Summary of Autonomies Sought by the BAIS**

Autonomy Area	Autonomies Sought
A. Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <li>● The autonomy to develop and/or select our own curriculum</li> <li>● The autonomy to develop and/or select our own assessments</li> <li>● The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data</li> <li>● The autonomy to use our own standards-based report card and system</li> <li>● The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system</li> </ul>
B. Schedule and Calendar	<ul style="list-style-type: none"> <li>● The autonomy to establish the school’s daily schedule for both students and teachers that includes an extended day for additional instruction as well as common planning time</li> <li>● The autonomy to establish the school’s own schedule and calendar for teacher professional development within the bounds of the school’s annual calendar (for all required professional development)</li> </ul>
C. Staffing	<ul style="list-style-type: none"> <li>● The autonomy to require staff to work a longer school day than a traditional elementary school in the district</li> <li>● The autonomy to create unique roles and job descriptions to support the implementation of the innovation plan</li> <li>● The autonomy to allocate resources to support key staff positions and roles that may be different than the district approach but are deemed critical to implement the innovation plan</li> <li>● The autonomy to offer stipends for unique roles as proposed in the innovation plan or as needs are determined by the principal in collaboration with others</li> <li>● The autonomy to organize leadership teams that may be different and have different roles from those in other district schools</li> <li>● The autonomy to continue with our home visit program</li> <li>● The autonomy to prioritize hiring of highly effective, diverse staff that reflects the backgrounds of our students</li> </ul>

D. Professional Development	<ul style="list-style-type: none"> <li>● The autonomy to design our own focus for teacher and coach professional development</li> <li>● The autonomy to attend district professional development when this professional development supports the needs of BAIS teachers and students</li> </ul>
E. District Policies and Procedures	<ul style="list-style-type: none"> <li>● The autonomy to create a Bentley Advisory Board (BAB) consisting of staff, community members, and families of current BAIS students</li> <li>● The autonomy to create a Bentley Academy Leadership Team (BALT)</li> <li>● The autonomy to create the Bentley All Staff Assembly (BASA) to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty and paraprofessionals to vote on school matters brought to them</li> <li>● The autonomy to consider a unique process for enrolling some or all students in the school that may differ from the district’s student assignment policy</li> <li>● The autonomy to create our own student handbooks</li> <li>● The autonomy to have a mandatory uniform policy for students</li> </ul>
F. Budget	<ul style="list-style-type: none"> <li>● The school may wish to exercise the autonomy to receive an annual, “lump sum budget” that is based on a set of factors mutually agreed to by the school and the district.</li> <li>● The autonomy to raise and spend funds from grants, private foundations, and third-party sources</li> <li>● The autonomy to establish a 501 C-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school</li> <li>● The autonomy to retain (carry over) unspent funds from one fiscal year to the next</li> </ul>

These autonomies were selected based upon the key elements that contributed to the success of the Bentley Academy Charter School (BACS) which operated in Salem from 2015 through 2020 and Bentley Academy Innovation School, which has operated since 2020.

**A. Curriculum, Instruction and Assessment**

**Educational Program**

BAIS’ educational program centers the Dual Language Bilingual Education model while maintaining a rigorous, standards-aligned curriculum delivered via high quality instruction that is based on each student’s needs as a learner.

Differentiated and targeted instruction is delivered throughout the day, but also supported through a What I Need (WIN) Block that allows students to be grouped based on their abilities relative to the standards based on formative assessments.

The Dual Language program will continue to be implemented at the school. In addition to the research-based benefits to English Learners, the Dual Language program also serves native English speakers and speakers of languages other than English and the other program language (Spanish). Although some instructional components of this Two-way Immersion Dual Language program will look different from instruction in the other classrooms in the district, the grade-level standards and content as well as many of the instructional strategies will be the same. English Learners will learn alongside Spanish Learners as the students forge friendships and learning partnerships across diverse racial, cultural, and linguistic backgrounds. During periods of Spanish content instruction, Spanish-speakers will be experts and resources to their peers who are acquiring basic and academic language in Spanish. When the instruction switches to English, the roles will also reverse, providing clear leadership and collaborative opportunities for students to see the inherent benefit of their home language in their learning environments. We seek to continue with the autonomies and flexibilities granted in the original innovation plan in the areas of curriculum, instruction, and assessment. Specifically, we seek autonomies in the following areas:

Autonomy Area	Autonomies Requested
Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <li>● The autonomy to develop and/or select our own curriculum</li> <li>● The autonomy to develop and/or select our own assessments</li> <li>● The autonomy to continuously use data to monitor student progress and make curricular decisions based on this data</li> <li>● The autonomy to use our own standards-based report card and system</li> <li>● The autonomy to develop an innovative approach to social-emotional learning with an aligned student behavior system</li> </ul>

**I. Curriculum, Instruction, and Assessment: Academics**

In order to achieve our ambitious vision, we must ensure our curriculum is both rigorous and aligned to state standards. Our instruction must be based on each student’s needs as learners. We will also utilize assessments that measure mastery of standards and quarterly benchmarks.

**Overview of the Dual Language Program**

Bentley Academy's innovative Two-Way Dual Language Immersion program represents a forward-thinking action following the 2017 Massachusetts legislation concerning English Learner Education and a resurgence of community interest in bilingual education. This program leverages the linguistic assets of Salem's diverse population, particularly its significant Spanish-speaking ML community, through a modern, asset-based approach. Building on Salem's prior experience with Dual Language programs from the late 1980s to the early 2000s, and fueled by renewed community demand from both Latinx families and English speakers, Bentley is well-positioned to cultivate a thriving Dual Language environment. Beginning with two kindergarten classrooms in the 2020-2021 school year, the program strategically expanded each year as the initial cohorts advanced, creating a full Pre-K-5 Dual Language school by the 2026-2027 school year. This phased implementation has allowed for careful planning, ongoing evaluation, and program refinement, ensuring its long-term success and positive impact on student achievement.

Beyond its proven benefits for English Learners, the Dual Language program at Bentley Academy also provides significant advantages for native English speakers. By learning alongside their

Spanish-speaking peers, students develop valuable cross-cultural understanding and forge friendships that transcend racial, cultural, and linguistic differences. This integrated learning environment fosters empathy and respect, preparing students to thrive in a diverse and interconnected world. The program's structure creates a dynamic where students become both learners and teachers. During Spanish content instruction, Spanish speakers become valuable resources for their classmates, supporting their acquisition of basic and academic Spanish. Conversely, when instruction shifts to English, the roles reverse, empowering English-speaking students to share their expertise and contribute to the learning community. This reciprocal learning model highlights the inherent value of each student's home language and fosters a collaborative spirit, demonstrating the tangible benefits of bilingualism within the classroom.

### **Hiring and Staffing for the Dual Language Program**

Bentley Academy's commitment to excellence in Dual Language Bilingual Education is reflected in its rigorous approach to staffing. The program demands highly qualified, biliterate, and bilingual educators who possess the necessary credentials to effectively serve its diverse student population. Spanish teachers will hold the Massachusetts Bilingual Educator Endorsement, while English teachers will be equipped with the Sheltered English Immersion Endorsement. Recognizing the importance of comprehensive student support, the program will also prioritize the recruitment of bilingual and biliterate support staff, including special education teachers and counseling professionals.

Therefore, recruitment efforts will actively seek candidates from a variety of backgrounds and experiences, prioritizing the recruitment of bilingual/biliterate support staff and candidates whose diverse backgrounds reflect the population of our school and families.

To ensure the highest caliber of candidates, the district's Multilingual Learner (ML) Director and the Bentley Academy Principal will collaborate on a competency-based hiring process for all Dual Language program positions. This comprehensive process may include a model lesson presentation, in-person interviews, assessments of both Spanish and English proficiency, and valuable input from current Bentley teachers at the relevant grade level. This collaborative approach ensures that new hires are not only linguistically proficient but also possess the pedagogical skills and cultural sensitivity necessary to thrive in a Dual Language environment. Ultimately, the ML Director and the Bentley Academy Principal, will make the final hiring decisions, ensuring alignment with the program's vision and goals.

### **Professional Development in the Dual Language Program**

Bentley Academy's innovative Two-Way Immersion Dual Language program will implement a robust professional development plan centered around a tandem teaching team model. Depending on the grade-level, this model pairs a Spanish-speaking teacher with an English-speaking teacher in many grades, requiring specialized training and collaboration time to maximize its effectiveness. Professional Development will focus on several key areas: tandem teaching strategies, SEI/SIOP strategies, differentiated instruction, shared classroom management, and collaborative lesson planning. Ongoing goals of Professional Development include deepening understanding of bilingualism, biliteracy development, and cross-linguistic transfer; culturally sustaining teaching practices that affirm the linguistic and cultural assets of all students; and curriculum development. Furthermore, professional development will address the unique needs of the 90/10 to 50/50 language allocation shift, ensuring teachers are equipped to support students' language acquisition at each stage. This comprehensive plan will utilize various formats, including workshops, peer observation, mentoring, and collaborative planning time, fostering a

culture of continuous improvement and ensuring that all teachers are equipped to excel in the tandem teaching model and create a rich, engaging learning environment for all Dual Language learners.

### **Budget for the Dual Language Program**

The Dual Language program at Bentley Academy, as a district-wide English Learner Education (ELE) initiative, will be fully funded by Salem Public Schools through a combination of local, state, and federal grants, including Title III funding. This diversified funding model ensures the program's sustainability and equitable resource allocation. As the program expands by one grade level annually, converting a traditional SEI classroom to Dual Language instruction each year, Bentley's school budget will reflect corresponding staffing costs. This strategic budget adjustment allows for the seamless integration and growth of the Dual Language program without impacting the overall financial resources available to the school.

### **Core Content in Literacy and Math**

*Biliteracy Instruction:* Our biliteracy model follows best practices from the research and evidence-based practices for developing literacy in multilingual learners to guide our students toward becoming excellent, life-long readers and writers. Thematic units that use strategies such as interactive read-alouds, explicit and systematic phonics and grammar instruction, text-based writing instruction, small group learning, and independent reading develop skills in the four domains of literacy: speaking, listening, reading, and writing as well as science and social studies content knowledge.

*Math Instruction:* BAIS will use a Math program that provides content-rich tasks, creates productive struggle and honors both procedural fluency and conceptual understanding. The program will include grade level “grapple” problems that provide opportunities for students to work in pairs or small groups to increase mathematical discourse such as justifying their thinking and questioning each others’ thinking. The program will also include pair and small group hands-on activities that provide practice with the concepts from current lessons. Finally the program will be available in both English and Spanish across grade levels.

*WIN Block:* BAIS will also provide differentiated and targeted instruction to students through the WIN (“What I Need”) block which will be scheduled for extended blocks of time each day. These blocks will be created using ARC, STAR, and MCAS data, and other assessments as identified by the school leaders in collaboration with teachers. WIN blocks will occur in homeroom classes. The classroom teacher will have access to technology resources such as 1:1 technology and/or curriculum resources for planning interventions and other support. In addition, the school will strive to provide support to achieve a student-teacher ratio of less than 10:1 for the WIN blocks whenever possible. ESL and Special Education teachers will also make use of the WIN block time.

### **Core Content in Science & Social Studies**

In Science and Social Studies, teachers will source their curriculum from Amplify and Salem’s district Social Studies curriculum.

*Science Curriculum:* Teachers will have autonomy to create a curriculum that is based on multiple sources including; the Massachusetts Curriculum Frameworks, district curriculum maps, and the Amplify Science curriculum, in addition to supplemental resources such as Mystery Science and other websites and resources.

*Science Instruction:* In order to prepare students for science success through college, students will be engaged in experiential, hands-on learning as often as possible. Students will participate in weekly STEAM activities during specialist blocks in grades PK - 5th. Emphasis will be placed on scientific thinking and process skills as well as on content, with ample opportunities for engineering design challenges, learning through experimentation and integrating real world phenomena.

*Social Studies Curriculum:* Teachers will have autonomy to supplement aspects of the Salem Public Schools curriculum that is based on multiple sources including the Massachusetts Curriculum Frameworks, district curriculum maps and district-provided books and curricular resources.

*Social Studies Instruction:* The 2018 Massachusetts History and Social Science Framework is designed with three strands: Content standards, nonfiction ELA standards, and History and Social Science practice standards. Current best practices from the field, which encourages an integration of historical and civic thinking and drawing information from text, in addition to learning about historical facts, will be used to plan lessons. Lessons will include practice standards, content standards, and, when appropriate, nonfiction reading, writing, speaking or listening standards.

### **Specialist Content in Art, Music, Physical Education, and Other Subjects**

BAIS will offer instruction in specialist content areas of Art, Music, STEAM, and Physical Education. The school will follow the district's curriculum for these 4 areas. In addition, the Bentley students will benefit from a fifth specialist of Digital and Library Instruction taught by a Full-Time bilingual Librarian, who will follow the SPS curriculum. All specialists have the autonomy to supplement curriculum to meet the needs of students.

### **Assessment**

BAIS will continuously collect student data to drive instruction throughout the year. This data will be collected through various forms of assessment in both English and Spanish such as:

#### Formal Assessments:

- a. STAR Periodic Assessments (Grades K-5): ELA, SLA and Math, 4 times per year
- b. ENIL (Spanish) and IRLA (English) Reading Assessment (Grades K-5) continuously assessed throughout the year
  - i. Reading assessment tools used to assess students' independent reading levels in English and Spanish to provide targeted instruction at students' current reading levels.
- c. District Common Assessments (K-5): all content areas
- d. WIDA Model Writing and Oral Language Assessments for ML students, 2 to 3 times per year
- e. LAS Links assessing all 4 domains of language development in Spanish, 2 to 3 times per year
- f. Benchmark End of Unit Assessments in English and Spanish
  - i. Benchmark Advance/Adelante is a K-5 English and Spanish literacy curriculum based on the Science of Reading
- g. Math End of Unit Assessments in English or Spanish

#### Informal Assessments:

- h. Exit Tickets (Daily/Weekly)
- i. Conferencing and Feedback (Daily/Weekly)
- j. Informal Observations (Daily/Weekly)

### **Special Populations**

The term “Special Population” represents English Learners (MLs), students with Individualized Education Programs (IEPs), and students who identify with both groups. Students who receive ESL and special education services do so in a similar manner through pull out and push in services administered by ML and special education teachers. In order to be identified as an English Language Learner, students must first be identified through the state and district processing including the home language survey, linguistic interview and intake, and WIDA Screener. English Learners in the Dual Language program receive a specialized model of English Language Development (ELD) through a co-teaching model including a certified ESL teacher and the classroom teacher, in accordance with the Dual Language approach and model, as outlined in the innovation plan.

Similarly, students who receive an IEP undergo testing and a team meeting to determine their disability. If a student is determined to have a disability, they will then acquire an IEP that includes accommodations, modifications and learning goals that will enable them to make academic progress. The members of these two groups require state-mandated service hours which must be coordinated between Dual Language, ML, and special education teachers to determine the times and ways in which the services will be administered. The following information will outline special education and ML ESL services as they relate to Bentley Academy Innovation School.

#### **Approach for Multilingual Learners (English Learners)**

Through the end of school year 2025-26, while BAIS still has classrooms that are not Dual Language, BAIS will follow the district’s standards and practices to provide services and supports to English Learners enrolled in the school who are not in the Dual Language program. These supports and services, including the deployment of ESL Teachers will be based on the level(s) of student needs within the school and will be determined by the district’s Multilingual Learner Department. English Learners who are part of the school’s Dual Language program, however, will receive ESL support through that program, and as such, look different than MLs enrolled in the rest of the school.

#### **Approach for Multilingual Learners (English Learners) in the Dual Language Program**

Dual language ML services consist of educational programs designed to develop Multilingual Learners’ (MLs) proficiency in both English and Spanish. Through a balanced approach students learn academic content in both languages, with a goal of obtaining high academic achievement while simultaneously becoming bilingual and biliterate. ML teachers ensure that every multilingual learner has access to a rigorous and equitable curriculum and instruction that is asset-based, language-driven, and accessible for students at all levels. Our educators are committed to helping our students become independent learners whose backgrounds are valued through authentic, student-centered learning experiences. The ML teachers work in tandem with the Dual Language

classroom teachers to create a language experience that supports students where they are linguistically while developing language acquisition.

### **Approach for Students with Disabilities**

Instruction for students with disabilities will rely on a combination of district practices and supports and school-developed practices. BAIS follows the district inclusion support services which is defined as, “Moderate special needs teachers and paraprofessionals support students with an Individual Educational Program in various inclusion classes, including general education courses and within skills classes. In addition, special education teachers work in conjunction with the general education teachers concerning course offerings and requirements to provide appropriate assistance for the students.”

- It is the special education teacher’s responsibility to create his/her own daily schedule in collaboration with the special education team. This schedule should align with the grade(s) that he/she teaches and must cover all minutes designated for all academic services in students’ IEPs.
- Special education teachers and the Special Education Team Chairperson are responsible for writing students’ IEPs in correspondence with the new IEP protocols, completing academic testing and writing corresponding reports for students on their caseload, as well as for writing progress reports based on IEP goals and objectives every trimester following the schedule for report cards. Special education teachers must also distribute IEPs to students’ general education and specialty teachers prior to the start of the school year.
- Special education teachers will use content time for push-in (b-grid) academic services and may use WIN block time and content time for pull-out (c-grid) academic services. Special education teachers may also utilize Science and Social Studies periods to push-in (b-grid) for reading and writing services.
- Push-in and pull-out services must be coordinated with students’ general education teachers. Special education and general education teachers must meet prior to the start of the school year to discuss students’ IEPs, as well as when special education teachers will be in the classroom or will be pulling students out of the classroom.
- For push-in services, it is the special education teacher’s responsibility to differentiate lesson plans sent by the general education teachers. Push-in services will depend on the student’s IEP and should reflect the appropriate goals, objectives, accommodations and modifications. The students’ service delivery grids specify which goal(s) should be taught in which setting (pull-out, push-in) and which language (Spanish or English). The “measurable annual goals” section of students’ IEPs specify how all objectives should be taught (e.g., small group, individual, etc.).
- It is also the special education teacher’s responsibility to ensure that students with IEPs have the appropriate accommodations and modifications and that general education teachers are aware of these needs and understand how to apply them when the special education teacher is not in the classroom.
- When the special education teacher is not in the classroom, it is the general education teacher’s responsibility to enact all parts of students’ IEPs (e.g., accommodations, modifications, etc.) aside from academic and related services goals and objectives.

- It is also the special education team’s responsibility to be in accordance with current DESE guidelines regarding dually identified students (English Learners with Disabilities) as per the Massachusetts Law.
- The ultimate goal is that students on IEPs are accessing the general education curriculum through appropriate accommodations and modifications while also reaching their IEP goals/objectives.

For students who have IEPs, BAIS will rely on the district to allocate the appropriate number of special education inclusion teachers based on students’ IEPs in any given year. Instruction and support for students with IEPs will follow the district practices in these cases.

## II. Curriculum, Instruction, and Assessment: Social-Emotional Learning (SEL)

At Bentley Academy Innovation School (BAIS), social-emotional learning (SEL) is a priority. To ensure the well-being and success of all students, BAIS has implemented a framework that is deeply rooted in the school’s core values: **Respeto (Respect), Equidad (Equity), Ganar Crecimiento (Growth), Autenticidad (Authenticity), and Responsabilidad (Responsibility)**. All SEL and MTSS practices are designed to be fully bilingual and consistent with the practices and philosophies of the Dual Language program.

### Tier 1: Universal Practices – Supports for All Students

Tier 1 practices are implemented universally to promote a positive, inclusive environment for all students.

BAIS draws from **Positive Behavioral Interventions and Supports (PBIS)** and **Restorative Justice** practices as proactive approaches to foster positive behaviors and reinforce expectations. These practices are designed to promote a positive school culture and prevent conflict by fostering connection, emotional expression, and community building for all students. Restorative practices are embedded in daily interactions and conflict resolution processes to create a positive, supportive school environment. This includes but is not limited to:

- **Daily Community (Morning & Closing) Circles in Classrooms** – These circles provide students with the opportunity to express their emotions, build connections, and form a supportive classroom community, benefiting all students.
- **Social Stories** – Personalized narratives that help all students navigate social and emotional challenges, guiding them through various situations.
- **Family Engagement** – Actively involving families in restorative processes to strengthen the partnership between home and school, supporting student growth and development. Ongoing collaboration with families to reinforce SEL and behavioral supports at home, including an SEL section of a biweekly Family Newsletter
- **Town Hall and Flocks** – School wide assemblies (“Town Hall”) and meetings (“Flocks”) of multigrade groups of students to build community and reinforce BAIS’ core values.
- **REGAR Jar Pom Poms** – A recognition system for classrooms demonstrating core values throughout the day in each classroom and school wide. Pom poms are collected until classroom jars and a whole-school jar is filled, at which times students select classroom and school wide rewards.
- **Classroom Regulation Station** - Each classroom will establish a space in the classroom and teach self-regulation skills to all students for use when needed.

- **Roostar Recognition** – Individual recognitions for students that include a note home and rooster “feather” or “chick” that hangs in our main lobby.
- **Bejeweled Roosters (2)** - Individual staff recognitions that are passed along by staff members at staff meetings.
- **Classroom and Schoolwide Matrices** – Clear behavioral expectations across all settings, including recess, town hall, lunch, hallways, and bathrooms.
- **Lanyards with Zones of Regulation and De-Escalation Strategies** – Tools in both languages to support student self-regulation and emotional awareness
- **Behavior Flow Chart (see [Appendix B](#))** – A structured guide for responding to behavioral concerns
- **Morning Video Announcements** – Daily messages that reinforce SEL principles.
- **Recess Support Practices** – Strategies to promote structured, inclusive, and cooperative play.

## **Tier 2: Targeted Practices – Supports for Some Students**

These practices are designed to support students who need additional assistance with conflict resolution, behavior, or emotional challenges.

- **Restorative Conversations and Problem-Solving Stations** – Student-led discussions focused on repairing harm and resolving conflicts. These conversations are aimed at students who require more targeted support in addressing interpersonal issues.
- **Rooster Reset** – A restorative practice aimed at students who have not met behavioral expectations, providing them with an opportunity to reflect, build accountability, and understand the impact of their actions.
- **Check-In/Check-Out (CICO)** – Intervention for students needing additional skills development
- **Lunch and Recess Groups** – Targeted social skill development in structured settings
- **Behavior and Response Plans** – Individualized strategies to address student needs
- **Choice Boards and Token Boards** – Visual tools for promoting positive behaviors
- **Family Meetings** – Collaborative problem-solving sessions with families

## **Behavior/Student Support Team**

A dedicated team of professionals meets weekly to review student needs, analyze data, and implement targeted interventions. Classroom teachers participate as needed to provide insights and collaborate on student support plans. Meetings follow a structured agenda focused on behavioral and SEL objectives. This team may include the following members:

- Principal
- Assistant Principal
- City Connects Coordinator
- School Adjustment Counselor
- School Nurse
- Student Success Advisor
- Family Engagement Specialist

## **Data-Driven Practices and Interventions**

BAIS integrates behavioral and SEL goals into the School Improvement Plan (SIP). BALT and the Behavioral Support Team regularly analyze data from the sources below to refine interventions and strengthen support systems.

- **Aspen Referral System** – Documentation and tracking of behavioral concerns
- **City Connects Systems** - BAIS includes the City Connects program present in all SPS schools that supports students in need of services in the areas of health, academic, social emotional learning, and family.
- **Rooster Reset Data** – Analysis of trends at both classroom and schoolwide levels
- **DESSA (Devereux Student Strengths Assessment)** – Assessment tool for measuring SEL competencies
- **Quaver SEL Curriculum** – Instructional resources supporting SEL development
- **Student Interventions** – Multidisciplinary team reviewing student progress and interventions
- **External Partnerships** – Collaboration with pediatricians, mental health providers (e.g., Cartwheel), and community counseling services

**Other Related Areas**

- **Family Engagement** – Leads initiatives such as home visits, facilitators, and structured academic conferences to strengthen school-family partnerships.
- **Attendance Team** – A collaborative effort among the principal, nurse, family engagement facilitator, and City Connects coordinator to address attendance concerns.
- **Safety Team** – SEL integration into safety protocols, including bilingual presentations and social stories related to emergency drills.

Through these comprehensive SEL and MTSS practices, BAIS ensures a supportive, inclusive, and equitable learning environment for all students.

**B. Schedule and Calendar**

Autonomy Area	Autonomies Requested
<b>Schedule and Calendar</b>	<ul style="list-style-type: none"> <li>● The autonomy to establish the school’s annual school calendar independent of the school district</li> <li>● The autonomy to establish the school’s daily schedule for both students and teachers that includes an extended day for additional instruction as well as common planning time</li> <li>● The autonomy to establish the school’s own schedule and calendar for teacher professional development</li> <li>● The autonomy to consider a possible extended year in the future should all mutual agreement to do so arise in the future</li> </ul>

Research is clear that some learning processes, especially for students who may have started late with English language skills acquisition, learning or developmental disabilities, or challenges accompanying poverty, require more time than available in the standard school schedule.

### **Length of the Day -- Extended School Day**

During STU contract negotiations for the contract starting in 2024-25, an agreement was made that all elementary schools will have the same amount of time in their day (6 hours, 35 minutes). Starting in school year 2025-26, BAIS' student day will reflect this.

Bentley Academy Innovation School will retain the autonomy to extend the length of the day in the future. In the future, should all parties mutually agree to propose additional time that would potentially extend the school day, an engaged process involving the BALT, BASA, faculty vote, and approval of the School Committee would be required.

Some elements included in Bentley Academy's extended day will be carried over:

- Longer lunch/recess block for students
- Morning Circle in all grades for students to engage in a social-emotional learning
- WIN ("What I Need") (ENIL/IRLA) intervention blocks
- Town Hall (on early release days) used to celebrate students' achievements, reinforce core values, and cross-grade activities
- Common planning time once a week for teacher collaboration
- See [Appendix C](#) for a detailed example of daily schedule

In the spirit of the school's proposed "collaboration for continuous improvement" theme, it will be important to ensure that teachers are engaged in discussions and planning for the school's schedule each year. While the principal shall maintain the authority to set the schedule, it will be incumbent on him/her to utilize the leadership groups and structures built into this innovation plan to allow teachers to have a voice in the process. For example, if the school is considering a major change to the schedule for a future year, this topic should be included as part of the agenda for discussion during the spring Bentley All Staff Assembly (BASA). The principal will rely on the BALT team members to engage teachers in the process and ultimately to finalize any changes to the schedule.

### **Length of the School Year**

The original Innovation Plan eliminated the extended year elements of the Bentley Academy Charter School and both students and staff have followed the district's school calendar for the foreseeable future. In the future, should all parties mutually agree to propose additional time that would potentially extend the school year, an engaged process involving the BALT, BASA, faculty vote, and approval of the School Committee would be required.

### **Other Extended Learning Opportunities**

Bentley may continue to offer optional extended learning opportunities for students and for those teachers who wish to work and receive additional compensation for these times. The availability of these opportunities will be budget dependent, whether part of the school's general operating budget or available through additional fundraising efforts. Such opportunities may include:

#### **Saturday Students**

“Saturday Students” is both additional time in the school year and differentiation for students. Teachers may encourage a select group of students that are struggling academically to attend intervention sessions on Saturdays throughout the school year with BAIS teachers. These lessons are meant to engage students in remediation work (e.g., decoding) while continuing to make learning enjoyable. Teachers and other staff members may volunteer to work to support this program and compensation shall be awarded.

**Acceleration Academies**

Acceleration Academies have shown results in both Boston Public Schools and Lawrence Public Schools and initial success at BAIS since 2015. Since the 2020-21 school year, BAIS has partnered with Salem Public Schools to offer vacation academies during February, April and summer vacations. During the summer of 2023-24, Salem Public Schools and Bentley started the first summer program specifically designed to address the needs of students in the Dual Language program (Academia de Verano en Español/English - AVES). BAIS and SPS will continue this partnership to support students during school breaks. At any point, BAIS may choose to offer its own vacation academies in the future.

**After School Clubs/Enrichment Programs**

The 21C BAIS Program is a free after-school program funded by federal 21st Century Community Learning Centers. This program aims to support additional learning opportunities and close proficiency gaps for students at BAIS in grades 2, 3, 4, and 5. Through project-based learning, twice a week students explore real-world problems and challenges through hands-on projects. Instead of traditional lectures, students work collaboratively to investigate, create, and present solutions, developing critical thinking, creativity, and teamwork skills. In addition to PBL, students also participate in several enrichment activities including, but not limited to, sports clubs, karate, photography, STEM building, and various arts and music opportunities.

Bentley staff members may propose to organize structured enrichment opportunities such as clubs, sports, STEM, Art, Music, or other types of programs after school. Families whose schedules may be adversely affected by the reduction of the extended day time will be given priority to enroll in these opportunities should they be offered during the first year of this plan.

**C. Staffing**

We seek autonomies and flexibilities in the area of staffing. Specifically, we seek the following autonomies in these areas:

Autonomy Area	Autonomies Requested
<b>Staffing</b>	<ul style="list-style-type: none"> <li data-bbox="505 1808 1308 1873">• The autonomy to require staff to work a longer school day than a traditional elementary school in the district</li> </ul>



### **Bilingual Tutors (2)**

- Provide individual and small group instruction and practice
- Plan tutoring sessions based on recent data, classroom observations, and teacher consultation
- Provide progress-monitoring for students receiving additional supports
- Maintain a weekly schedule; collaborate with interventionists, coaches, classroom teachers

### **Bilingual Library/Digital Literacy Specialist**

A Library/Digital Learning Specialist will create and manage a library that is the “heart of the school”, where students, educators, and members of the community will feel welcome and inspired to collaborate, and acquire and create new knowledge. This candidate will perform the duties of a librarian, a Pre-K-5 technology teacher, and an instructional technology consultant, all towards ensuring that students have the skills to safely and independently access information and content without barriers but with healthy skepticism. With the guidance of their Library/Digital Learning Specialist, students will learn to see their diverse world with critical lenses, learn to work harmoniously and productively with others, and create new and significant knowledge within both print and digital environments.

Additional unique roles may be developed in the future. The school principal will have the authority to add, revise, or eliminate unique roles. In doing so, the principal will collaborate with the members of the Bentley Academy Leadership Team (BALT). For any additional revisions or changes to unique roles, the principal must obtain the support of the BALT. As part of their responsibilities, the BALT will work collaboratively with the principal to discuss potential new unique roles or any changes to the job duties of existing unique roles. If the majority of BALT members support such changes and/or additions, the proposed change may proceed. The BALT may choose to refer items to the rest of the teachers and staff for additional feedback before agreeing to any changes. The BALT may also request that the rest of the teachers and staff vote on any new positions or changes to existing positions. If the majority of BALT members wish to refer items to the rest of the teachers and staff, any proposed changes to unique roles within the school will not proceed until approved by the BALT and/or the rest of the teachers and staff.

The above provision and approval procedures only apply to unique roles and not to traditional school roles. For traditional roles, the principal shall retain his/her authority to formulate the appropriate staffing plan that aligns to the innovation plan and annual budget. In doing so, the principal will work closely with the district via the annual budget and staffing planning procedures.

### **Proposed BAIS Staffing Model for 2025-2026 and Going Forward**

Bentley Academy Innovation School will maintain a level of staffing that is comparable to its current staffing level and model. This will allow the school to foster teacher collaboration, provide individualized learning and supports to every student, offer a unique array of enrichment opportunities to students, and engage in frequent, authentic connections with families. An outline of the staffing model planned for year one is below.

### **Roles for the School Administration Team**

<b>Job Title</b>	<b>Description of the Role</b>
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Principal	Oversight and management of all staff, the educational program, and implementation of the innovation plan
Assistant Principal	Supports principal with oversight and management of staff, educational program, and implementation of the innovation plan

### Roles for BAIS Faculty and Other Staff (based on 2025-26 Projections)

*Positions projected here may be impacted by budget and other factors.*

	Job Title	Licensure	Description of the Role
DL Pre-K	1 Bilingual Spanish Pre-K teacher	Pre-K-2 Bilingual Endorsement	Teaches Pre-Kindergarten curriculum to up to 18 students.
	1 Bilingual Spanish Pre-K paraprofessional		Provide support in the DL Pre-K classroom.
DL Kindergarten	2 Bilingual Spanish teachers	Pre-K-2 Bilingual Endorsement	Teaches Kindergarten curriculum up to 25 students each
	2 Bilingual Spanish Paraprofessionals		Provide support in each Kindergarten classroom in the school
DL Grade 1	2 Bilingual Spanish Teachers	Pre-K-2 or Elementary Bilingual Endorsement	Teach Gr 1 curriculum to up to 25 students each
DL Grade 2	2 Bilingual Spanish Teachers	Pre-K-2 or Elementary Bilingual Endorsement	Teach Gr 2 curriculum to up to 25 students each
DL Grade 3	1 Gr3 Elementary Teacher (Spanish)	Elementary Bilingual Endorsement	Teach Gr 3 curriculum to up to 50 students (shared)
	1 Gr3 Elementary Teacher (English)	Elementary SEI Endorsement	Teach Gr 3 curriculum to up to 50 students (shared)
DL Grade 4	1 Gr4 Elementary Teacher (Spanish)	Elementary Bilingual Endorsement	Teach Gr 4 curriculum to up to 50 students (shared)
	1 Gr 4 Elementary Teacher (English)	Elementary SEI Endorsement	Teach Gr 4 curriculum to up to 50 students (shared)
DL Grade 5	1 Gr 5 Elementary Teacher (Spanish)	Elementary Bilingual Endorsement	Teach Gr 5 DL curriculum to up to 50 students (shared)
	1 Gr5 Elementary Teacher (English)	Elementary SEI Endorsement	Teach Gr 5 DL curriculum to up to 50 students (shared)
Grade 5 (school year 2025-26 only)	1 Gr 5 Elementary Teacher	Elementary SEI Endorsement	Teach Gr 5 DL curriculum to up to 25 students
All Grades	2 Special Education Inclusion Teachers <i>(assigned by PPS based on IEPs in the school)</i>	Appropriate DESE Licensure SEI Endorsement OR Bilingual Endorsement	Provide support to students with IEPs

All Grades	5 Specialists: Art Music PE Digital Library/ STEAM Specialist	Appropriate DESE Licensure	Learning enrichment opportunities for all students <i>Starting in school year 2023-2024, BAIS specialists are shared with the Early Childhood Center</i>
Gr 1-5	Bilingual Instructional Paraprofessionals	The number of Bilingual Instructional Paraprofessionals will be based on each year's budget and student needs	Provide support to all students as well as other duties as assigned
All Grades	1 Special Education Paraprofessional <i>(assigned by PPS based on IEPs in the school)</i>		Provide support to students with IEPs, per services allocated in IEP
All Grades	1 School Adjustment Counselor	Appropriate DESE Licensure Bilingual Endorsement	Provides a spectrum of therapeutic interventions and supports to identified students, family, and with staff.
All Grades	1 Student Success Advisor	N/A	Provides support for students in non-academic spaces (recess, lunch); supports with behavior data collection
All Grades	1 Family Engagement Facilitator	N/A	Provide supports to families in areas including: attendance, supporting newcomer families, PTA, school events
All Grades	1 City Connects Coordinator	Appropriate DESE Licensure Bilingual Endorsement	Implements the City Connects model and provides a spectrum of therapeutic interventions and supports to identified students, family, and with staff.
All Grades	1 Literacy/Reading Specialist	Appropriate DESE Licensure Bilingual Endorsement	Provides direct service to students who demonstrate the need for additional reading/literacy instruction and support.
All Grades	1.5 Bilingual Reading Specialist  <i>1 FTE Supported through SPS ML Department</i>	Appropriate DESE Licensure Bilingual Endorsement	Provides tier 2 and tier 3 reading services to students who demonstrate the need for additional reading/literacy instruction and support.
All Grades	.8 ML Coach  <i>Supported through SPS ML Department</i>	Appropriate DESE Licensure Bilingual Endorsement	Builds capacity for high-quality, accessible standards-based instruction in every classroom. Provides coaching and support to deepen teacher content knowledge, strengthen literacy instruction (specifically in the area of making content accessible to diverse learners), and promote learning across all classrooms.

All Grades	1 Literacy Coach <i>Supported through SPS Academics Department</i>	Appropriate DESE Licensure Bilingual Endorsement	Builds capacity for high-quality, accessible standards-based literacy instruction in every classroom. Provides coaching and support to deepen teacher content knowledge, strengthen literacy instruction (specifically in the area of making content accessible to diverse learners), and promote learning across all classrooms.
All Grades	1 STEAM Coach		Builds capacity for high-quality, accessible standards-based math & science instruction in every classroom. Provides coaching and support to deepen teacher content knowledge, strengthen instruction (specifically in the area of making content accessible to diverse learners), and promote learning across all classrooms.
All Grades	4.5 ESL Teachers <i>Supported through SPS ML Department</i>		Provides direct language instruction to ML students to increase English proficiency, academic language acquisition, and biliteracy in the Dual Language program. and student achievement.
All Grades	1 Nurse		Administers prescription and non-prescription medications according to school policy and in compliance with 105 CMR 210. Assesses illness and injury and provides care as indicated.

### **Staffing for Special Education**

BAIS will rely on the district to provide a level of support for students with IEPs through an allocation of special education inclusion teachers that are budgeted and deployed by the district based on the special education caseload that exists within the school. BAIS will also rely on the district to allocate the appropriate number of instructional and/or intensive paraprofessionals based on the caseload at the school, as the district does with all schools. BAIS reserves the right to add additional paraprofessionals so that there is at least one for each grade level, should the budget allow.

### **Staffing for the Dual Language Program**

The Dual Language program requires properly licensed and qualified staff who are bilingual and biliterate and who hold the Bilingual Educator Endorsement (Spanish teachers) or the Sheltered English Instruction Endorsement (English teachers). In order to serve the program, there will need to be bilingual and biliterate support staff including special education teachers and counseling staff. The ML Director, along with the Bentley school principal, will partner to recruit and run competency-based hiring processes for each opening in the Dual Language program. The hiring processes will include a demo lesson, in-person interview, Spanish proficiency component, as well as input from Bentley teachers in the grade-level to which each position will be hired.

**D. Professional Development**

The Bentley Academy Innovation School seeks autonomies in the area of professional development. Specifically, the school seeks the autonomy to design and schedule our own calendar and focus for professional development:

Autonomy Area	Autonomies Requested
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● The autonomy to design and schedule our own calendar and focus for teacher professional development</li> <li>● The autonomy to attend district professional development when this professional development supports the needs of teachers and students</li> </ul>

Presently, Bentley school will continue to follow the district’s calendar, including the professional development days outlined. This will allow the school to participate in district-wide professional development. The autonomy to schedule time that is different from the district (but within the traditional school calendar year) is retained with this innovation plan so that the school may utilize that as needed in the future.

**E. District Policies and Procedures**

The Bentley Academy Innovation School seeks autonomies and flexibilities in the area of district policies and procedures. BAIS will continue to use many of these autonomies to promote collaboration for continuous improvement. Specifically, we seek the following autonomies:

District Policies and Procedures	<ul style="list-style-type: none"> <li>● The autonomy to create a Bentley Advisory Board (BAB) consisting of staff, community members, and families of current BAIS students.</li> <li>● The autonomy to create a Bentley Academy Leadership Team (BALT)</li> <li>● The autonomy to create the Bentley All Staff Assembly (BASA) to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty and paraprofessionals to vote on school matters brought to them.</li> <li>● The autonomy to consider a unique process for enrolling some or all students in the school that may differ from the district’s student assignment policy</li> <li>● The autonomy to create our own student handbooks.</li> <li>● The autonomy to have a mandatory uniform policy for students.</li> <li>● The autonomy to continue with our home visit program.</li> </ul>
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**Structures to Promote Collaboration for Continuous Improvement**

When Bentley operated as a Horace Mann Charter school, and over the first 5 years as an Innovation School, many successes and achievements were realized through the hard work and dedication of numerous committed school community members. As the school looks ahead to the next five years, there is a desire to both inspire and continue to harness a spirit of collaboration to guide school-level decision making. Recognizing that decisions are best made when all voices

and perspectives are valued and considered, the BAIS will include multiple structures to support collaborative decision making for the betterment of the school as a whole. The overall goal of all of these structures is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind. These include:

1. The Bentley Advisory Board (BAB) will include teachers, parents, community members, and other staff and will focus on and advise the principal on policy, budget, and other school-wide decisions.
2. The Bentley Academy Leadership Team (BALT) will focus on all matters pertaining to curriculum, instruction, and assessment.
3. Bentley All-Staff Assembly (BASA) is a Forum/Town Hall that will allow all staff members an opportunity to share their perspectives and to work together to solve shared problems of practice .

### **The Bentley Advisory Board (BAB)**

#### Scope of Authority and Responsibilities

The Salem School Committee will have the legal and fiduciary responsibility and be the ultimate governing body for Bentley Academy Innovation School. As such, the Superintendent will retain the authority to recruit, hire, select, evaluate, and dismiss the school's principal. Under this innovation plan, BAIS seeks to continue to have an Advisory Board whose membership reflects all members of the school community. The Bentley Advisory Board will be a collaborative body that deeply understands the Innovation Plan and will advise the Principal on important decisions and policies affecting the school. Specifically, the BAIS Advisory Board will have the following scope of authority and responsibilities:

- Serve as a mechanism for collaboration, discussion, and communication that engages all key participants
- Serve as the school's site council
- Approve the school's annual budget
- Support and advise the school principal on the implementation of the BAIS Innovation Plan
- Advise the school's principal on the ongoing usage of the school's approved autonomies
- Advise the principal on all major decisions affecting working conditions for staff members
- Annually review the school's progress with respect to implementation of its Innovation Plan and especially its progress in meeting its Measurable Annual Goals
- Provide feedback and input on the annual School Improvement Plan each year and on all efforts to collaboratively engage all staff and other community members to continuously improve student learning outcomes for all students
- Develop partnerships that further the school's mission and goals
- Assist with efforts to raise additional funds to support the implementation of the innovation plan

#### Membership

The makeup of the BAIS Advisory Board, including community representation and how those representatives are to be selected, is outlined below. Every effort shall be made to select governing board members who represent the demographic makeup of the school community. Service on this board shall not be compensated.

<b>Representatives</b>	<b>Number of Representatives</b>	<b>How Selected</b>
Parents	2	1 Selected by the school Parent Teacher Organization (PTO) 1 Selected by the Principal
Teachers	2	Elected by the faculty of the school
Paraprofessionals	1	Elected by the paraprofessionals at the school
School Principal	1	Appointed by the district Superintendent
SPS Dual Language Program Representative	1	Appointed by the Superintendent
Community Members	1	1 Selected by the Principal

Term of Service

With the exception of the principal, who shall serve so long as employed in this role, BAIS Advisory Board members shall serve one-year terms that commence on July 1 and end on June 30 of each year. Terms may be renewed should the same individuals be selected to continue their service by selection methods described above. Elections and other selections of members (or confirmations of re-appointment) should occur by June 15th of each year.

Decision Making and Board Leadership

The BAIS Advisory Board will strive to make decisions using a consensus model. Where consensus cannot be reached, decisions will be made by majority rule. The Principal shall serve as the Co-Chair of the BAIS Advisory Board. Another Co-Chair shall be selected from among the members during the first meeting of each term. The only decision-making authority of the BAB will be the approval of the school budget, a responsibility taken on due to the BAB serving as the School Site Council. Other than the budget approval, the BAB will be advisory in nature.

Meetings

The BAIS Advisory Board will hold regular meetings once per month. The times and location of the meetings should be scheduled at a time that is mutually convenient for all members. Co-Chairs shall work collaboratively to develop the agenda for each meeting and to ensure that an organized record of Board discussions and decisions made is kept. The Principal is responsible for regularly communicating discussions and decisions made by this body to the broader school community.

## **Bentley Academy Leadership Team**

BAIS believes that teacher leadership is essential in order to improve student outcomes. BAIS will offer teachers a variety of leadership opportunities throughout the life of this innovation plan. The below set of teacher leadership opportunities will be offered with the corresponding structures established. The school will continue to research and explore additional opportunities for teacher leadership within the school, including possibilities for mentoring, hybrid roles, peer observation, and other cutting-edge ways to expand and build leadership among teachers.

The primary opportunity for teacher leadership will be for those who serve on the Bentley Academy Leadership Team (BALT). The BALT is a group of teachers and other staff representatives that focus on instructional improvement and school culture. This group serves as an Instructional Leadership Team (ILT), Culture Team (CT), and Student Support Team (SST) all rolled into one. The BALT will be comprised of a mix of representatives from grade levels and content areas, selected from among the following categories:

- |                      |                                      |
|----------------------|--------------------------------------|
| 1. PK-2              | 1 grade level teacher                |
| 2. Grades 3-5        | 1 grade level teacher                |
| 3. STEAM Coach       | 1 Coach                              |
| 4. Special education | 1 teacher                            |
| 5. ML/ESL            | 1 teacher                            |
| 6. Literacy Coach    | 1 Coach                              |
| 7. ML Coach          | 1 Coach                              |
| 8. Student Support   | 1 staff member (SAC, CCNX, SSA, etc) |
| 9. Specialist        | 1 Specialist                         |
| 10. Para             | 1 Paraprofessional                   |

All BALT members will serve two-year terms. One teacher may fulfill more than one category, in which case, the total number of BALT members may vary from year to year. Teachers may serve a second term, but only once all others have been offered the position and declined.

Those serving as BALT representatives may have the following leadership responsibilities:

- Serve as the school's Instructional Leadership Team (ILT) that meets monthly to plan and implement supports and practices that will continuously improve instruction and student learning throughout the school
- Plan, coordinate, and lead professional development in the school
- Review, update, and modify Bentley curriculum, assessment systems, report cards, and other academic matters
- Meet regularly with the school principal to discuss school wide issues, provide input and feedback on plans and initiatives, and plan and coordinate school wide events and functions
- Support the principal and others with planning the Bentley All Staff Assembly as well as forming and finalizing the Bentley School Improvement Plan and all other schoolwide documents and/or policies

- Annually, in the summer, work with the principal to articulate a clear School Improvement Plan that clearly outlines the school’s plans for curriculum, instruction, and assessment for the coming year. The SIP also includes action steps for student behavior and social & emotional learning.
- Communicate with and engage fellow teachers in various opportunities to share ideas and provide feedback
- Explore and expand teacher leadership opportunities for the future
- Serve in additional capacities and roles as directed by the principal

The school will allocate a stipend for each of the BALT team members. In addition to the BALT, two BAIS teachers will have the opportunity to serve on the BAIS Advisory Board. Additional leadership roles may be developed and offered in the future.

### **Bentley All Staff Assembly (BASA)**

The BASA will allow all of the school’s staff members an opportunity to share their perspectives and to work together to solve shared problems of practice. The BASA will be organized in a way that allows for all staff members to provide deep and meaningful feedback on key issues the school is facing, weigh in on decisions affecting the school, and to share their ideas and areas of interest for the future.

The BASA will meet at least one time per year in the Spring, between March-May, but may meet more frequently. The BASA will be convened by the school Principal and facilitated by the Principal and the BALT. The BASA will serve as an opportunity for open discussion and collaboration about the school’s plans and decision making. During the Spring meeting of the BASA the staff will have opportunities to provide feedback and input into the School Improvement Plan (SIP) which shall include the school’s academic plan, a plan for managing student behavior, an overview of the school’s staffing plan, and any proposed modifications to the innovation plan.

The specific processes and methods used for engaging all staff, including the possibility of having staff vote on something<sup>2</sup> will be based on the nature of the issues that need to be discussed and shall be determined by the school principal who will collaborate with the BALT groups. The BASA is intended to facilitate collaboration, provide input on the progress of the innovation plan, and provide a mechanism for faculty and other staff to vote on school matters brought to them.

These structures for Collaboration for Continuous Improvement are proposed in the spirit of both innovation and collaboration. As the school transitions from what was previously a Horace Mann Charter School to an innovation school model, there is a broad base of support for the idea of increased collaboration and engagement of all school community members in both planning and decision-making processes. By building these structures into the school’s innovation plan, the goal is to ensure that when key decisions are made, all voices and perspectives are valued and considered, and that ultimately, decisions are made with the best interest of all students in mind.

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<sup>2</sup> As required by the Innovation Schools Act, any proposed change to the school or amendment to the innovation plan that impacts teacher working conditions would require a 2/3 vote of the eligible faculty.

## **Student Assignment**

The key aspect of the programmatic design of two-way immersion programs is having both English Learners who are native speakers of the target language (in this case, Spanish), and Partner Language Learners who are native speakers of English.

Entry and enrollment in the Dual Language program will be in accordance with the School Committee Controlled Choice Student Assignment Policy #5103 or otherwise determined by the School Committee. Trained staff at the Parent Information Center (PIC) oversee all aspects of the enrollment. The enrollment procedures were approved by the School Committee for the 2020-21 school year and revised in school year 2022-23. See [Appendix D](#) for the full policy.

## **Code of Conduct and Student Handbooks**

The Bentley Academy Innovation School seeks the autonomy to create its own handbook(s) for students. All required sections of the student handbook from the district will be incorporated. Each year, the handbook will be revised prior to the start of school and disseminated among all students and families, with translated copies available, as needed.

## **School Uniforms**

BAIS seeks the autonomy to require student uniforms.

## **Home Visits**

BAIS believes that families are essential partners in helping students achieve academically and socially. Teachers will be trained before the school year on how to complete successful home visits and will be encouraged to complete home visits for their students within the first few months of school. These home visits will create the foundation for productive communication and authentic engagement with families. The home visits are all about building a relationship. During the home visit teachers ask the parents to do most of the talking. They describe the goals and expectations they have for their child, explain their child's strengths and weaknesses as they see them, and any hopes or concerns they have for their child. The teachers are there to listen and answer questions that the parents ask. By the end of the home visit it is hoped that the parent and the teacher have created the beginning of a bond that will grow and develop throughout the year(s) that the student attends BAIS. This bond will be fostered through communication, events, and opportunities for the teacher and the parent to engage in new and different ways. As long as we continue to receive funding through the CDBG Block grant, teachers and staff are paid \$45 per visit. The rate of pay for home visits will increase in accordance with any negotiated increase to the teacher hourly rate found in the STU teachers' Collective Bargaining Agreement.

## **F. Budget**

As we look to the next five years of implementation and sustainability as an innovation school, we seek the opportunity to sustain our model with an appropriate level of staffing. To do so, we seek to retain the following budget autonomies:

Autonomy Area	Autonomies Requested
<b>Budget</b>	<ul style="list-style-type: none"> <li>● The autonomy to explore the concept of an annual “lump sum” budget</li> <li>● The autonomy to collaborate with the district to identify potential discretionary services that the school may “opt out of” in exchange for additional budget dollars</li> <li>● The autonomy to allocate the school’s lump sum budget to support and sustain the school’s staffing model as determined annually by the school’s principal and leadership team.</li> <li>● The autonomy to allocate available funds to support additional teacher stipends</li> <li>● The autonomy to raise and spend funds from grants, private foundations, and third-party sources</li> <li>● The autonomy to establish a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school</li> <li>● The autonomy to retain (carry over) unspent funds from one fiscal year to the next</li> </ul>

**Possibility of an Annual Lump Sum Budget Methodology**

A lump-sum budgeting process operates differently than a traditional approach to school budgeting. Instead of building the school’s budget each year according to the traditional method of determining the school’s personnel and non-personnel costs, a school using a lump sum budgeting method would have the autonomy to receive an annual allocation of a “lump sum” amount that is mutually agreed to by the school and the district based on a clear set of factors. Those factors may be based on the number and type of students enrolled or they may be based on a staffing model or other agreed to criteria. Should the Bentley Academy Innovation School wish to explore the possibility of employing a “lump sum” budgeting methodology in the future, the principal shall notify the Superintendent no later than November 15<sup>th</sup> of the year in which the budget planning process for the following year begins.

Should a lump sum budget methodology be employed, each year, the lump sum will increase to cover the cost of contractual obligations for all personnel. The lump sum allocation for the remainder of the personnel will be increased in accordance with increases approved by the School Committee for similar personnel in the district.

In addition to the overall basis for the lump sum allocation, a determination of which staff member salaries would be budgeted as part of the school’s lump sum amount and which would be budgeted and managed by the district would need to be determined. Further, depending on the type of lump sum factors involved, an amount of “hold back” to cover the in-kind costs from the district would also be determined.

The methodology for allocating resources to the school shall be reviewed annually and both parties will collaborate to address any concerns that may arise.

### **Opting out of Discretionary District Services**

While the district does not currently offer schools the ability to opt out of specific services in exchange for funding (based on a per pupil amount), BAIS hopes to participate in future conversations to collaborate with the district to explore this possibility. We look forward to the opportunity to explore this type of innovation in the future.

### **External Sources of Funds and Establishing a 501-c-3 Non-profit Organization**

We seek the autonomy to raise and spend funds from external sources such as grants, private foundations, individuals, and other external sources including anonymous sources. In addition, we seek the autonomy to explore the possibility of establishing a 501-c-3 nonprofit organization to, among other things, serve as a fundraising arm for the long-term sustainability of the school.

### **Retention of Unspent Funds**

As specified in MGL 71, Section 92 b, an innovation school “may retain any unused funds and use the funds in subsequent school years.”<sup>3</sup> The Bentley Academy Innovation School seeks to explore the possibility of obtaining this autonomy in its innovation renewal plan. Having this ability will allow the school to maintain and re-invest any savings resulting from staffing transition or other shifts to be re-invested in the future of the school. We look forward to collaborating with the district to identify the feasibility and best approach to leverage this opportunity to support the future of our school over the long-term.

## **V. Capacity of Applicant Group**

The primary team that revised and compiled data for the Innovation Plan Renewal included several members of the Bentley Academy Leadership Team (BALT) as well as other representation. All other instructional staff members of BAIS, including paraprofessionals, tutors, and all professional instructional staff were included in the revision of this plan as listed in the “Timetable for Development of Renewal/Revised Innovation Plan” below. See [Appendix A](#) for core applicant’s resumes.

## **VI. Timetable for Development of Renewal/Revised 2025-2030 Innovation Plan**

Date(s)	Task(s)	Team Members
10.7.2024 11.13.2024	Initial review and revisions	L. Towey, ML Coach (Lead Applicant) E. Rogers, Principal
1.8.2025 1.22.2025 1.24.2025 2.6.2025	Planning for school community participation (BALT, BAB, all staff)	

<sup>3</sup> See: <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92>

2.12.2025		
1.29.2025	Input & feedback at Bentley Advisory Board Meeting	C. Lezama, Community Partner, Salem YMCA A. Alvarez, PSRP/Tutor M. Baez, Teacher A. Fonseca, Director of Multilingual Learners E. Rogers, Principal
2.12.2025	Revisions and input at Bentley Academy Leadership Team	A. Dietrich, Literacy Coach L. Towey, ML Coach B. Dietrich, Math Coach K. Nicolais, Special Education Teacher V. Diaz, Library Teacher S. Rodriguez Serna, Special Education Teacher/DL K. Quinn, School Adjustment Counselor M. Torres, Grade 3 Teacher/DL C. DiOrio, Grade 5 Teacher Y. Cruz, Assistant Principal E. Rogers, Principal
2.26.2025	Staff grouped in teams to provide input, revisions, and edits to specific sections of their choosing	A. Dietrich, Literacy Coach D. Bradley, Paraprofessional D. Lugo, Paraprofessional M. Castillo, Paraprofessional C. Montesinos, Paraprofessional K. Engel, Reading Specialist J. Garcia, Bilingual Reading Specialist L. Towey, ML Coach B. Dennie, Math Coach E. Rogers, Principal C. Montesinos, Paraprofessional C. Reynoso, Paraprofessional C. Madruga, Nurse G. Nutt, City Connect Coordinator Y. Cruz, Assistant Principal S. Nova, School Engagement Specialist I. Collazo, Paraprofessional K. Feurt, STEAM Teacher A. Alvarez, Tutor J. Rubiera Genao, Tutor

		M. Rodriguez, Paraprofessional
3.19.2025	Edits and Revisions	All Available Staff (at after-school PD)
3.26.2025	All available teachers in grades K-2 provide a summary & revisions to specific sections	N. Carmona, Kindergarten Teacher S. Valles, Grade 1 Teacher K. Benoit, Grade 1 Teacher D. Fernandez, Grade 2 Teacher A. Larson, Grade 2 Teacher
4.2.2025	Final Revisions/Edits	BALT (see above)
4.4.2025	All available/remaining teachers in grades 3-5 provide input/feedback for any final revisions	N. East, Special Education Teacher A. Lilly, Grade 4 Teacher

## VII. Measurable Annual Goals

The Bentley Academy Innovation School will focus on the following Measurable Annual Goals (MAGS) over the next five years, which are also specified in our School Improvement Plan. The annual evaluation will provide updated measures showing progress and areas for improvement in each of the below areas.

MAG Category	Measure	2024-2025
Student Attendance	% student attendance	March, 2025: 93.9%
	% chronically absent	March, 2025: 19.2%
Student Safety and Discipline	(add risk-ratio)*	Not available at this time*
	% out of school suspension	4/586 incidents resulted in suspension
Student Promotion & Graduation	% of students repeating a grade	<1%
Student Achievement in MCAS	ELA Achievement	Spring 2024: 15% M/E
	Math Achievement	Spring 2024: 18% M/E
	ELA SGP for all students	Spring 2024: 50
	Math SGP for all students	Spring 2024: 62.8
	Science Achievement	Spring 2024: 18% M/E
	Science SGP for all students	N/A
ACCESS for English Learners	% students increased level	93.7%

	% made progress	69%
<b>School Defined Measures</b>		
Family & Student School Perceptions		53% students report that they belong (student survey) % families feel school is a "good fit" (not available at this time)
Spanish Language Assessment LAS Links	Grade 3 % Proficient (Speaking)	61.9%
	Grade 3 % Proficient (Reading)	28.57%
	Grade 3 % Overall Proficient	33.3%
	Grade 4 % Proficient (Speaking)	70%
	Grade 4 % Proficient (Reading)	55.5%
	Grade 4 % Overall Proficient	52.5%

## Appendix A: Resumes of Applicants

### Laura J. Towey

19 Wisteria Street

Salem, Ma 01970

[lauratowey@bentleyacademy.org](mailto:lauratowey@bentleyacademy.org)

### EDUCATION

Salem State University, Salem, MA

Bachelor of Arts and Science May 2016

Major: English Minor: Elementary Education

Master: MAT/TESOL May 2017

CAGS: Ed. Leadership and Teacher Leadership (pending, May 2025)

### LICENSURE

TESOL MAT

Administrator Licensure-Pending

SEI Endorsement – Summer 2014

### EXPERIENCE

**Bentley Academy Innovation School**, Salem, Ma

ML Coach, August 2024-present

- Support teachers in developing instructional practices aligned with the *Guiding Principles for Dual Language Education*
- Conduct weekly meetings with teachers to analyze student data and plan instructional moves to improve student learning towards proficiency standards
- Participates in weekly meetings with other coaches and administrators to develop a shared understanding of Dual Language instruction, coaching norms and indicators, and data leadership
- Coaches teachers on how to improve their teaching practice in areas related to English language development, making content accessible and comprehensible, classroom management, lesson and unit planning, and equitable learning and assessment practices for all students.
- Teaches ELD (English Language Development) classes to EL students as needed; lessons that are aligned to WIDA Standards, Common Core Standards
- Works collaboratively with Dual Language and multi-lingual teachers to plan curricula and daily lesson plans that are accessible, scaffolded, and utilize complex texts
- Leverages extensive knowledge of first, second and Dual Language acquisition in planning and collaborating with ELD, Dual Language and general education teachers and coaches
- Supporting teachers in implementing student's formative assessments in English and Spanish
- Supports the coordination and implementation of ACCESS for ELLs testing at multiple schools

ESL teacher, August 2016 – June 2024

- Create and teach relevant English lessons focusing on building proficiency.
- Assess progress of students to ensure successful language acquisition.
- Develop reading, writing, speaking and listening skills in students.
- Create Data Action Plans for students
- Provide push in and pull out instruction based on individual students Wida levels
- Create language acquisition through theme based units.
- Member of the Bentley Leadership Team

## ANNA E. DIETRICH

194 Marlborough Road Salem, MA • 781-254-0906 • amasciola@gmail.com

### EXPERIENCE

#### **Bentley Academy Innovation School**

*Literacy Coach*

July 2022- present

Salem, MA

- Coaches teachers and builds teacher capacity to develop and implement lessons, interpret and respond to student data, and utilize best practices in literacy instruction
- Monitors progress towards school-wide student achievement goals in literacy
- Facilitates data cycles, curriculum planning, and professional development

#### **Bentley Academy Charter School**

*Fifth Grade Teacher*

August 2018- June 2022

Salem, MA

- Created and delivered fifth grade reading and writing lessons based on MA ELA curriculum frameworks and best practices; collaborated with fifth grade team and Literacy Coach at weekly meetings to align instruction across classrooms
- Analyzed data to drive instruction, creating Data Action Plans to target specific areas of growth and increase student learning outcomes
- Participated in monthly BALT meetings (Bentley Academy Leadership Team) as grade level representative to help make school wide decisions and present this information through meetings and professional developments; acted as a liaison between team and administration

#### **Community Day Arlington Elementary School**

*Third Grade Teacher & Teacher Leader for English Language Arts*

August 2015 – June 2018

Lawrence, MA

- Developed and implemented grade level reading and writing plans for all third grade classrooms; collaborated closely with Network Curriculum Advisor to create lessons and materials for school and network use
- Collected and utilized data to increase learning outcomes for students, resulting in classroom proficiency on state testing of 40% (school proficiency average 29.8%); strategized with grade-level team members to develop and plan instruction based on learning needs; adjusted curriculum to improve learning outcomes for English Language Learners
- Represented grade level on Literacy Committee to collaborate with teachers from different schools on literacy techniques to improve outcomes for students; established and led professional development on school level based on techniques such as “Control the Game”
- Mentored beginning teachers to provide support in behavior management, curriculum, and classroom culture; modeled teaching techniques for grade level team teachers
- Collaborated with English Language Arts teachers from all grade levels to vertically align curriculum
- Led professional development on classroom organization and behavior management for beginning teachers

#### **Teach For America / Everetts Elementary School**

*Lower Elementary Grades Teacher*

August 2013 – June 2015

Roanoke Rapids, NC

- Designed and implemented lessons for grades one and two based on the Common Core Standards
- Received training and weekly feedback from reading coach from Targeted Reading Intervention (TRI) program to effectively deliver direct phonics instruction based on individualized needs to students in need of reading intervention
- Actively contributed to School Improvement Team (SIT) to develop strategies for schoolwide growth

### EDUCATION

East Carolina University July 2015

Masters of Middle Grades Education Greenville, NC

Northeastern University May 2012

Bachelor of Arts: Sociology; Minor: Psychology Boston, MA

Honors: Magna Cum Laude, Dean’s List

Semester Study Abroad: Lorenzo de’ Medici, Florence, Italy

## ELIZABETH ROGERS

5 Roslyn Street  
SALEM, MA  
508-527-0589 – [erogers@salemk12.org](mailto:erogers@salemk12.org)

### Education

Salem State University  
Salem, Massachusetts  
Certificate of Advanced Graduate Studies, Educational Leadership  
Completed: May 2017

Lesley University  
Cambridge, Massachusetts  
Master of Science, Ecological Teaching & Learning  
Completed: January 2015

Salem State College  
Salem, Massachusetts  
Bachelor of Arts, Elementary Education  
Completed: May 1991

### Experience

Salem Public Schools  
*Principal, Bentley Academy Innovation School (since July, 2020)*  
*Assistant Principal*  
*Instructional Coach/Coordinator, STEM Magnet After School Program*  
September 2014 – Present

Salem Sound Coastwatch  
*Educator/Curriculum Development*  
September 2013 – August 2014

Swampscott Public Schools  
*Middle School Science Teacher/Team Leader*  
September 2008 – August 2013

Salem Public Schools  
*Teacher – Grade 5 Dual Language (Spanish)*  
*Science Integration Specialist*  
September 1998 – August 2008

### Instructional Leadership & Professional Culture

*These areas go hand-in-hand, as a successful school leader strives to provide staff with a respectful and supportive environment where they are encouraged to grow their instructional craft. Shared leadership, open dialogue, and high expectations for teaching and learning are the keys to continued growth of instructional improvement that meets all students' needs.*

- Develop positive, supportive relationships with teachers and other staff to ensure high expectations and access for all students by providing ongoing support and feedback.
- Provide ongoing evaluative feedback and formative and summative assessments to non-professional and professional status staff and professional status teachers with Directed Growth Plans. Collaborate with other administrators to hone skills in providing ongoing written and verbal feedback to all staff.
- Facilitate school-based Instructional Leadership Team, School Site Council, and other collaborative bodies to write school improvement goals that promote educational equity, high-quality standards-based instruction, and family engagement.
- Plan and facilitate ongoing school-based professional development aligned with district goals on topics such as Race & Equity, Culturally Responsive Teaching, Trauma-Informed Teaching, Project-Based Learning, Behavior Strategies and Systems, and Support for English Learners.
- Collaborate with instructional coaches to implement and refine data-driven work.
- Design “Cycle of Inquiry” process for teachers to identify and address problems of practice in professional learning communities. Lead professional learning communities both as facilitator and collaborator to engage teachers in inquiry-based dialog about best instructional practices, student data, and accommodating diverse social, emotional, and cognitive needs.

## **Management & Operations**

*Staff and students alike benefit from having a leader who provides clear, well-managed systems, allowing the focus to be on teaching and learning.*

- Collaborate with members of the Instructional Leadership Team, teachers, and others to create an equitable daily school schedule and early release day schedule.
- Work with the school secretary to improve systems: staff absence and meeting coverage, new student/family on-boarding, student attendance.
- Create, improve and manage systems to improve Multi-tiered Systems of Support for both academics and behavioral learning.
- Design and maintain an equitable school academic and event calendar.
- Manage district assessments, ACCESS, and MCAS for all grades, including scheduling and accommodations for ELL students and students with disabilities.
- Collaborate with the Assistant Principal and Student Support Team to create, improve and manage systems for managing and reporting student behaviors.
- Work with district leaders to create an equitable school budget.
- Develop structures that support School Improvement Plan goals embedded into schedules, professional development, and overall school systems.

## **Family & Community Engagement**

*When students and families are supported by community organizations and school staff, both in and out of school, they have a greater chance of being successful in school and becoming confident citizens who contribute to their communities.*

- Ensure all families have equitable access to school events, field trips, parent/teacher conferences, after-school programs, community programs and services, and information that can help families engage in their child's academic growth by maintaining constant communication with and among the two School Adjustment Counselors, the City Connects Coordinator, and the Family Engagement Facilitator.
- Collaborate with the district's Director of Communications to share school and Dual Language program events.
- Advocate for underrepresented students both in the school and the greater community.
- Collaborate with the Student Support Team to support families whose children struggle social emotionally or academically in a variety of ways including informal meetings and phone calls, the Student Support Team process, IEP meetings, 504 meetings, school and community events, and through ongoing efforts to improve home-school communication and attendance.
- Work with community organizations to build a network of support for the school and for individual students.
- Participate in the district's Dual Language Task Force to build community support for expansion of the DL program to middle school starting in September, 2026.

## **Licensure - MA Educator License # 298335**

Principal/Assistant Principal, Pre-K-6, Initial and 5-8, Professional  
English as a Second Language, K-6, Professional  
Elementary, 1-6, Professional (SEI Endorsed)  
Science, 1-6, Professional and 5-8, Professional

## **Related Skills and Experience**

Bilingual English-Spanish  
Successful grant-writing  
Science Ambassador for DESE from 2014-2016  
Trained in *Responsive Classroom* for K-8  
Proficient in using ATLAS for curriculum mapping and ASPEN for student data, report cards, and scheduling

**Meghan Donoghue Holtz**  
19 Lincoln Rd. Salem, MA 01970  
978.395.5480  
Work: [mholtz@salemk12.org](mailto:mholtz@salemk12.org)  
Personal: mdholtz@comcast.net

### **CERTIFICATIONS**

Middle School Humanities, 5-8  
English as a Second Language, Pre-K-9

### **EDUCATION AND TRAINING**

**North Shore School of Yoga**, Salem, Massachusetts. 100 hr YTT, 2021.  
**Salty Buddha School of Yoga**, Peabody, Massachusetts. 200 hr YTT, 2021  
**Salem State College**, Salem, Massachusetts. M.Ed. cum laude, 2000. English as a Second Language.  
**University of Saint Thomas**, Houston, TX. Master's Degree coursework in teaching English as a Second Language, 1993-1994.  
**Mount Holyoke College**, South Hadley, MA. B.A. cum laude, 1991. German major and English minor.  
**Wayne State University**, Detroit, MI. Junior Year in Freiburg study abroad program, Freiburg in Breisgau, Germany, 1989-1990.

### **TEACHING EXPERIENCE**

#### **ML Teacher, Bentley Academy Innovation School, Salem, MA**

Currently teaching pull-out ELD classes for Newcomer students in grades 3-5, responsible for collaborating with classroom teachers and creating and delivering English language curriculum in order to prepare students for ACCESS testing and developing overall second language skills. 2023-present

#### **ESL Teacher, Breed Middle School, Lynn, MA**

Taught pull-out ELD classes for students in grades 6-8, WIDA Levels 1-4, responsible for delivering district-wide curriculum in order to prepare students for ACCESS testing and developing overall second language skills. 2019-2023

#### **ESL Teacher, Collins Middle School, Salem, MA**

After restructuring of SEI/ESL program model in district, taught pull-out ELD classes for students in grades 6-8 WIDA levels 2-5, responsible for working and planning closely with ELA mainstream teachers to provide additional ELA instruction and support. Also team-taught in grade eight math, science, and social studies classes which contain Newcomer MLs. 2013-2019

#### **Grade Eight ESL Teacher, Collins Middle School, Salem, MA**

Team-taught eighth grade in a 6-8 middle school, adapting and modifying curriculum for ELLs levels 1-3 in an inclusion setting. Also taught pull-out English classes for students levels 1-5. 2007-2013

#### **Grade Seven Teacher, Nathaniel Bowditch School, Salem, MA**

Taught seventh grade in a K-8 school, responsible for developing and delivering Social Studies and English Language Arts curriculum while working as a grade level team with the Math/Science teacher and Spanish teacher. 2002-2007

**ESL Teacher, Nathaniel Bowditch School. Salem, MA**

Team taught with first, third and fourth grade teachers to assist with planning and delivering curriculum to students who spoke English as a second language. 2001-2002

**Grade Five Teacher,** Federal Street School, Salem, MA

Taught on the English side of a Spanish/English Two-Way bilingual program. Integrated fifth grade class consisted of first- and second-language English students.1996-2001.

**Grade Six Teacher,** Briscoe Elementary School, Houston TX.

Taught self-contained sixth grade of ESL students. 1993-1994.

Taught Language and Social Studies to ESL and Bilingual sixth grade students.1994-1995.

Taught Language Arts to ESL, Bilingual and Regular Education sixth grade students 1995-1996.

**Teacher,** English Language Services, Houston, TX.

Taught adults aged 16-64 English as a Foreign Language, prepared and presented lessons and field trips to promote language acquisition and knowledge of American culture. 1992-1993.

**Teaching Assistant,** Anne Frank Gesamtschule, Dortmund, Germany.

Planned and presented own lessons, team-taught with English teachers grades 6-13, created and led school's first English club. 1991-1992.

**Teacher,** Berlitz Language School, Dortmund, Germany.

Was trained in the Berlitz method, instructed beginning and intermediate levels, taught private English classes on a freelance basis. 1991-1992.

**Teacher,** State Institute for Adult Education, Dortmund, Germany.

Taught beginning and intermediate English classes, instructed students aged 25-75. 1992.

## **ACTIVITIES**

Yoga Practitioner, 2000-present

Actor, Marblehead Little Theater, Marblehead, MA 2006-present.

Member of Tabernacle Church Choir, Salem, MA 2000-2006

Member of Paul Madore Chorale, Salem, MA, 1996-1997

Member of the Houston Symphony Chorus, Houston, Texas, 1995-1996.

Member of the Asseln Evangelical Church Choir, Dortmund, Germany, 1991-1992

# Amanda Campbell

8 ½ Daniels Street | Salem, Massachusetts 01970

**Education**                      **Ph.D. in Curriculum and Instruction**                      **Anticipated**  
**2028**

*Focus Areas: Language, Literacy, and Culture & Measurement and Evaluation*  
Boston College, Boston, MA

**Master of the Arts in Teaching English as a Second Language**                      **May 2010**  
Salem State College, Salem, MA

**Bachelor of Arts in International Affairs and Economics**                      **May 2007**  
**Minors in Spanish and Political Studies**  
Gordon College, Wenham, MA

**Licensure** Superintendent/Assistant Superintendent  
Supervisor/Director  
English as a Second Language pre-K to 6 and 6-12  
Elementary 1-5  
World Language (Spanish) pre-K to 6 and 5-12  
Bilingual Endorsement (Spanish), SEI Endorsement

**Experience**                      **Lynn Public School District**                      **September**  
**2015-Present**

*Interim Executive Director of Multilingual Education*  
Lynn, MA

- Collect and analyze data for over 8,600 ELs and former ELs across the district to make district-wide programmatic decisions and evaluate current program structures.
- Oversee approximately \$4.5 million in appropriations and grant funds, ensuring that funds are expended in a timely fashion while complying with all municipal, state, and federal regulations and requirements.
- Supervise and evaluate the district's Multilingual Education team, including 3 Assistant Directors of Multilingual Education, 3 Language Assessment Specialists, 1 Language Assessment Manager, and 1 Family and Community Coordinator.

*Deputy Director of Multilingual Education*  
Lynn, MA

- Write grants (both competitive and entitlement) to support English Learner programming.
- Oversee the planning, implementation, and expansion of the Compañeros dual language program.
- Lead curriculum development teams to analyze grade level standards and create engaging thematic units in dual language.
- Develop and deliver professional development for administrators and teachers on a variety of topics,  
  
including language and literacy development in English and Spanish, differentiating instruction, holistic multilingual assessments, data literacy, and education laws and regulations.
- Observe and evaluate dual language teachers, ESL specialists, and district coaches to provide targeted feedback and support.

*Assistant Director of English Learner Education*  
Lynn, MA

- Observed and evaluated ESL Specialists at the elementary and secondary level and provided targeted feedback and support.
- Developed ESL curriculum and enhanced core-content curricula to meet the needs of English Learners.
- Communicated with students and families about intake testing and program placement, administered intake assessments as needed, and assisted families with any concerns.

*ESL Specialist*  
Lynn, MA

- Coordinated ACCESS testing for 300+ English Learners.
- Assisted in administration of state-mandated standardized testing such as MCAS and NAEP.
- Facilitated grade level meetings, professional learning time, and data meetings.
- Administered and scored the WIDA MODEL for incoming kindergarten students.

**Salem School Committee**

**January**

**2018-Present**

*School Committee Member (Elected)*  
Salem, MA

- Chair of Curriculum subcommittee and Equity subcommittee, member of Finance subcommittee.
- Liaison to the Salem Student Advisory Council, Salem Dual Language Task Force, Bentley Innovation Planning Committee, and New Liberty Innovation Planning Committee.
- Serve on search committees for various district and school administrative positions.

**Salem Public School District**

**October 2007-August 2015**

*Sheltered English Newcomer Teacher, Grades K&1*  
Salem, MA

- Responsible for classroom instruction in all subject areas to kindergarten first grade students who have recently arrived in the United States.
- Emphasis on literacy development through guided reading, Leveled Literacy Intervention, and reading and writing workshop models.
- Provided English Language Development and vocabulary support.
- Established relationships with parents to communicate student progress and provide ways to support at home.

*Curriculum Development & Instructional Coach*  
Salem, MA

- Developed content-based curriculum units for beginning ESL students arranged thematically.
- Selected fiction and non-fiction texts to correspond with units to enhance learning.
- Designed activities and demonstrations of learning across four domains (listening, speaking, reading, and writing) for thematic units and their corresponding assessments.
- Provided professional development for staff in areas of literacy, language acquisition, and state education regulations.
- Coordinated and administered the MEPA, MELA-O, and ACCESS testing.
- Conducted annual meetings with principal and classroom teachers to monitor progress of students.
- Evaluated progress of Formerly Limited English Proficient (FLEP) students at the conclusion of each trimester, in coordination with mainstream classroom teachers.

*ESL Teacher*  
Salem, MA

- Instructed students in grades K through 8 from a variety of language backgrounds in English as a Second Language.
- Assisted in developing curriculum for beginning to transitioning level students.
- Monitored and communicate progress of language acquisition to mainstream teachers, school administration, other faculty members, and parents.
- Trained school faculty in English as a Second Language methods.

**Center for Secondary School Redesign**

**August 2008-May 2010**

*Research Assistant*  
Salem, MA

- Collected and analyze data supporting project on experiential learning.

- Researched and applied for external funding for the project.
- Assisted in the preparation of research articles and professional presentations.

**United Kingdom Parliament, House of Commons**

**August 2006-December 2006**

*Parliamentary Intern  
London, England*

- Researched legislation, briefings, and other parliamentary affairs.
- Monitored media events and coverage.
- Coordinated all incoming and outgoing correspondence with constituents and government agencies.
- Assisted with the planning and administration of events.

**Massachusetts State House**

**August 2005-December 2005**

*Press Office Intern  
Boston, MA*

- Prepared daily news clips and monitored and analyzed news coverage of the Governor, Lieutenant Governor and other members of the administration.
- Responded to media inquiries.
- Wrote news summaries and press releases.

**U.S. Senate**

**May 2005-August**

**2005**  
*Congressional Intern  
Allentown, PA*

- Tracked and summarized press coverage of relevant policy issues.
- Assisted with coordination of local public appearances and press conferences for the Senator.
- Handled inquiries from government agencies and constituents.

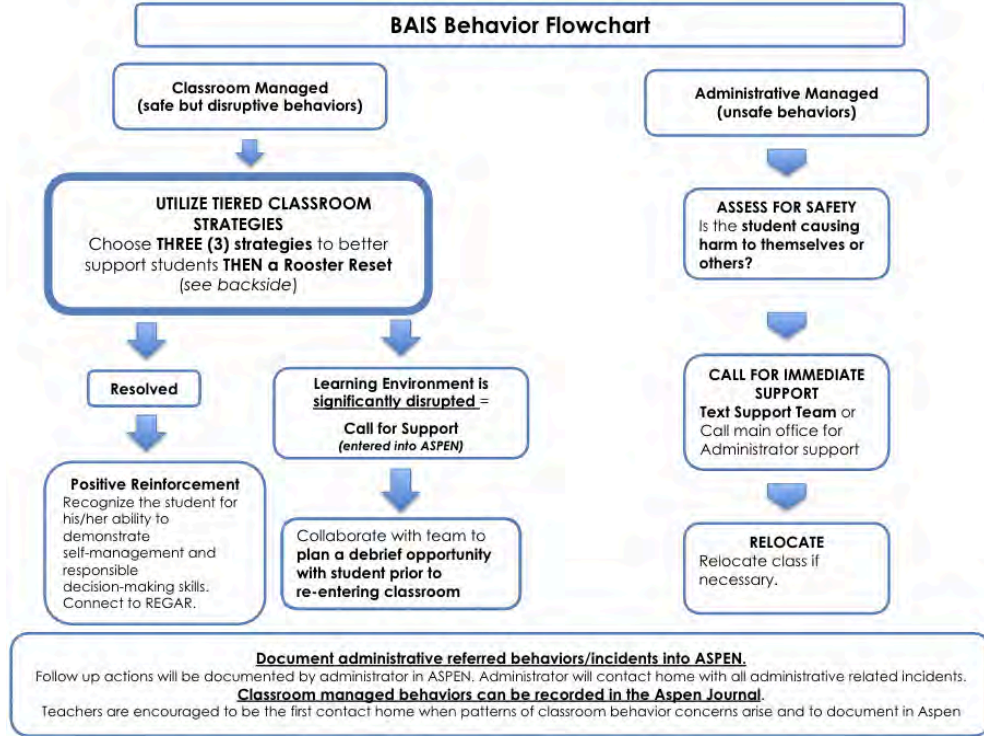
**Additional Related Experience:**

- Adjunct Faculty, Boston College (Courses: Foundations of Bilingual Education, Practicum in Bilingual Education)
- Massachusetts Assessment Development Committee for English Language Proficiency Benchmarks
- Massachusetts Dyslexia Guidance Reviewer
- Massachusetts DESE Early Literacy Screener Guidance Reviewer
- Massachusetts Educator Diversity Act Taskforce Member
- Bilingual Education Endorsement MTEL Committee
- AERA 2024 and 2025 Conference Proposal Reviewer: Literacy, Bilingual Education

**Selected Conferences:**

- “Voices Unidas: Leaders for Successful Dual Language Bilingual Education (DLBE),” Roundtable Discussion Panel, Multi-State Association for Bilingual Education, Springfield MA, March 2025
- “Supporting Dual Language Learners Through a Standards-Based Interdisciplinary Approach,” National Association for the Education of Young Children, Nashville TN, November 2023
- “Creating Interdisciplinary Units to Leverage Language and Content Connections and Build Biliteracy,” National Association for Bilingual Education, Portland OR, February 2023
- “Equity and Implications of the Science of Reading on Dual Language Programs,” Roundtable Discussion Panel, Multi-State Association for Bilingual Education, Hartford CT, March 2023
- “What to Expect When You’re Expecting a Dual Language Program,” Multi-State Association for Bilingual Education, Hartford CT, March 2023
- “Connecting Language and Content: How to Create Interdisciplinary Units,” Multi-State Association for Bilingual Education, Virtual, March 2022

## Appendix B: BAIS Behavior Flowchart



When using these strategies/logical consequences, remember:		
1. Neutral tone      2. Consistency      3. Follow-through		
	<b>Classroom Managed Behavior</b>	<b>Examples of Logical Consequences</b> (*"Make it Better" part on the Reset Sheet)
Inappropriate language	Write appropriate language alternatives	Proximity
Work refusal	Unfinished work as homework	Nonverbal redirection
Non-compliant behavior	2-3 min practice during "fun" time	Processing time
Off task behavior/disengagement	Make-up unfinished work as homework	Teacher modeling
Name calling/teasing	Write kind card/restorative conversation to affected student	Initiation strategies
Disruptive/disrespectful behavior	Write apology note/restorative conversation to those affected	<b>Neutral tone</b> verbal redirection
Minor technology violation	Loss of computer time	Redirect student to break/safe space
Calling out	2-3 min practice raising hand	1-1 conference/problem solving with student
Leaving class (but eyes on/nearby)	Role-play taking a break/going to safe space during their "fun" time	Restorative conversation
		<a href="#">De-Escalation strategies</a>
		Restorative class meeting
Office Managed Behavior		
<ul style="list-style-type: none"> <li>Fighting/aggressive physical contact</li> <li>Harassment/bullying/threats</li> <li>Destruction of classroom materials</li> <li>Leaving classroom multiple time/extended period of time</li> </ul>	<ul style="list-style-type: none"> <li>Bus incident</li> <li>Leaving school grounds</li> <li>Possession of weapons</li> <li>Possession of illegal substances</li> </ul>	<b>What happens?</b> Reset Room Conference with admin/support staff Call home from admin Loss of privilege/Logical Consequence

# Appendix C: Sample 25-26 Schedule

DLK	DL1	DL Grade 2: 70% Spanish Monday-Friday	DL Grade 3: 50/50 Pinas	DL Grade 3: 50/50 Mangos	DL Grade 4: 50/50 Dallas	DL Grade 4: 50/50 Cosmos	DL Grade 5: 50/50 Group 1	DL Grade 5: 50/50 Group 2
7:40 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL (20 min)	7:40-8:00 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL	7:40-8:00 Breakfast/Circle SEL
8:00	ELD	ENIL (30 min)	ELA (50 mins)	SLA (50 mins)	Specials DL5, DL4 & GE5 (3 classes) 8-8:45	Specials DL5, DL4 & GE5 (3 classes) 8-8:45	Specials DL5 & GE5 (3 classes) 8-8:45	Specials DL5, DL4 & GE5 (3 classes) 8-8:45
8:10		Number Corner (20 min)						
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## Appendix D: BAIS Kindergarten/Pre-K Enrollment Process

### Salem Public Schools Bentley Academy Pre-K and Kindergarten Dual Language Enrollment Protocol

Bentley Academy Innovation School's Dual Language enrollment will be available to all incoming Pre-K and Kindergarten students who attend the Salem Public Schools. The Dual Language program works by ensuring that there is a linguistic balance between students that attend the program, with half of the students speaking Spanish as native language models and half speaking English/non-Spanish languages as native language models. For enrollment purposes, students in the Pre-K and Kindergarten Dual Language program are separated into the following two linguistic groups:

- **Language Learning Group 1:** Spanish speakers who are identified as early proficient English Learners and who are measured at WIDA levels 1-3 of English proficiency and are at levels 2 and above on the Pre-Las Español for K, and as Limited English Speaking Students on the Pre-IPT Oral.
- **Language Learning Group 2:** Native English speakers and speakers of non-Spanish languages.

*Families interested in enrolling in the Dual Language program should select the Bentley Academy Innovation School as their first choice school in the Pre-K or Kindergarten application form and submit it no later than February 24th, 2025. The lottery for Dual Language will be held on March 10th, 2025 and families will be notified of lottery results no later than March 24, 2025.* Information will then be gathered from the home language survey (given to all students), the bilingual continuum, parent interviews, and the WIDA Screener or Pre-IPT oral (given to those who identify a language other than English on the Home Language Survey) to determine their language learning group.

A lottery will be held for seats in either or both language groups should there be more applicants than available seats. This means that for Pre-K, a total of 18 seats (1 classroom) are available and for K, a total of 32 seats (2 classrooms) are available. The 32 seats are due to the fact that the 18 students in Pre-K are expected to rise to grade K the following year. The lottery will be held on March 10th, 2025.

- **Seats for Language Learning Group 1 will be filled first.**
  - If there are more applicants than available seats, a waitlist list will be configured.
  - If there are available seats in this language group following the lottery, these seats will be filled with students who meet the criteria, enroll over the summer and choose to opt-into the Bentley DL program.
- **On the same day, a lottery for available seats in Language Learning Group 2 will be conducted.**
  - These seats will be assigned according to the district's assignment policy taking into consideration those students already enrolled in Language Learning Group 1.
  - Should there be more applicants for these seats, waiting lists for low income /non-low income will be configured. Applicants will be selected from the waitlist as space becomes available.
  - If there are open seats, space will be assigned based on the district's assignment policy.

Students who are selected for the Dual Language Pre-K classroom will be automatically offered seats in the DL K-5 program. This means that seats for students applying for the 2025 Dual Language K program will depend on seats available at that time.

**Frequently Asked Questions:**

***Why is language considered a factor in the enrollment process?***

Enrollment in the Dual Language program is determined based on the number of students needed to create and maintain robust programs in the school. Dual Language programs require a balance of English and Spanish speaking language models to maintain the integrity of the program.

***Will students who speak a language other than English or Spanish be able to enroll in the Dual Language program?***

Yes! Students who speak a language other than English or Spanish and are interested in enrolling in the Dual Language program will be considered English speakers for the purposes of the lottery groupings. ESL instruction will be provided for these students as part of the program.

***How will the waitlist work?***

Any student not selected during the lottery process will be placed on the waitlist. Separate waitlists shall be maintained for each language learning group, to ensure the linguistic balance of the Dual Language program. As space becomes available, families from the respective waitlists will be contacted in the order in which they were placed on the waitlist. Throughout kindergarten and first grade students from the language learning group 1 waitlist will be able to enroll, as space becomes available. Students from language learning group 2 will be able to enroll and be placed in the Dual Language program up through grade 5, as space becomes available.

***Will students be allowed to enroll in the Dual Language program later if they are not in the program during Kindergarten?***

In order to ensure that we set each student up for success, any student requesting enrollment in the Dual Language program in grades one to five will need proficiency in Spanish for academic success. Each new application will be considered on a case by case basis.

***What happens if a student who is enrolled in the Dual Language program moves?***

Enrolled students who move anywhere within the district will be able to remain in the program. If students leave the district of Salem, families can apply for school choice to remain in the Dual Language program.

***How will families learn about the Dual Language program, the possible benefits and challenges for their child, or the enrollment process?***

Ongoing information sessions will be offered throughout the process to engage with families who may have questions, need more information, or want to better understand the implications for their child/ family. If families are unable to attend the ongoing information sessions, they are encouraged to call Daylin Muñoz at Bentley Academy Innovation School at (978) 457-5578 for assistance.

## Dual Language Enrollment Linguistic Groups

	<b>Language Learning Group 1</b> Spanish-Speakers	<b>Language Learning Group 2</b> English Speakers and speakers of non-Spanish Languages
Student Profile	Students in group A are Spanish-speaking <b>English Learners</b> . Students may be newcomers who are recent arrivals to the country or U.S. born students who have been immersed in a Spanish-speaking home and have	Students in Group B are English speaking. These students have only put English on their home language survey and have no Spanish background or know very few words. There are <b>no</b> Spanish-speaking <b>English Learners</b> in Group B. *

	attended a Spanish-speaking daycare or Pre-K. Some are beginner or intermediate level <b>English Learners</b> .	
Pre-Las Español	Level 2-5 Group A students are Spanish dominant and may range in their Spanish oral language scores from Level 2-5.	Level 1 Group B students know very little or no Spanish.
Pre-IPT Oral for Pre-K WIDA Screener K	Level 1 - 3 Group A students are <b>English Learners</b> who are at WIDA Levels 1-3 in their English Proficiency.	N/A Group B students do not take the WIDA Model Screener K because they have not indicated any language other than English on the Home Language Survey.



**To:** Salem School Committee

**CC:** Dr. Stephen Zrike

**From:** Elizabeth Pauley, Camila Salazar

**Date:** April 30, 2025

**Re:** FY25

Below please find two transfers that are recommended for your consideration. The total amount requested for transfer is \$5,647.50. Because the total of these transfers cross cost centers, we are asking for School Committee approval to make these transfers.

The rationale for these transfers is described briefly below.

I recommend approval of these transfers.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Dual Language - Stipends	13711520-5150	\$5,437.24		
		\$5,437.24	DL Instructional Supplies	13711521-5514
To support fiscal year stipends.				
Dual Language - Stipends	13711520-5150	\$210.26		
		\$210.26	ML Instructional Supplies	13702030-5514
To support fiscal year stipends.				

*Camila Salazar*  
 29 Highland Avenue



**Salem, Massachusetts 01970**  
**Tel: (978) 740-1222**  
**[csalazar@salemk12.org](mailto:csalazar@salemk12.org)**



**To:** Salem School Committee

**CC:** Dr. Stephen Zrike

**From:** Elizabeth Pauley, Camila Salazar

**Date:** May 2, 2025

**Re:** FY25

Below please find a series of transfers that are recommended for your consideration. The total amount requested for transfer is \$32,527.65. Because the total of these transfers exceeds the \$15,000 threshold established by School Committee policy, and because these transfers are across cost centers, we are asking for School Committee approval to make these transfers.

The rationale for these transfers is described briefly below.

I recommend approval of these transfers.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Academics - Instructional Supplies	13570141-5514	\$1,136.08		
		\$1,136.08	Academics - Stipends	13990160-5150
<b>To help fund SLI audio set up and screen rentals.</b>				
Academics - Office Supplies	13032061-5421	\$780.00		
		\$780.00	Academics - Stipends	13990160-5150
<b>To help fund SLI materials.</b>				
Academics - Contracted	13570141-5320	\$10,211.57		



<b>Services</b>				
		\$10,211.57	Academics - Stipends	13990160-5150
<b>To help fund SLI catering, event supplies and materials.</b>				
<b>Academics - EDU Training</b>	<b>13570141-5320</b>	<b>\$20,400.00</b>		
		\$20,400.00	Academics - Stipends	13990160-5150
<b>To help fund SLI presenter and supplies.</b>				

*Elizabeth A. Pauley*

29 Highland Avenue  
 Salem, Massachusetts 01970  
 Tel: (978) 740-1222  
 epauley@salemk12.org

**STUDENTS AND INSTRUCTION** **5000**

ATTENDANCE **5100**

CONTROLLED CHOICE STUDENT ASSIGNMENT **5103**

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**History and Rationale**

The Salem School Committee (the Committee) holds its core values of equity & access in high regard (see SC Policy #6101 for core values). The Committee further believes that **assigning** students ~~are assigned to~~ **S**Schools based solely on the geographic location of a student’s home address, **increases** the likelihood of creating **socioeconomically inequitable** schools ~~with student bodies that are inequitable in terms of socioeconomic status as well as other factors associated with diversity is increased~~. For this reason, since the 1980s, the Salem Public Schools has followed a voluntary ~~desegregation~~ plan known as a controlled choice student assignment policy.

**SPS Core Value of Equity and Access:**

SPS is committed to identifying and eliminating any and all barriers to educational achievement. To this end, we promote policies and practices that are fair and just and make learning opportunities – in and out of school – fully accessible to all. We commit to ensure *every* student, regardless of background, meets our high standards for achievement, participation, and growth.

~~A controlled choice student assignment policy, a choice-based system, also helps to ensure that the diversity of our community is reflected in the student body attending all of the city’s schools. Other benefits of a~~ A controlled choice student assignment system ~~include:~~

- Offers parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference.

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- Eliminates the need to continually redraw attendance boundaries due to changes in the housing patterns throughout the District
- Offers parents and students an assurance that once students are enrolled in a school, they may remain in that school through the highest grade available
- Promotes academic excellence in all schools by allowing students of different socioeconomic backgrounds to learn with and from each other
- ~~Promotes socio-economic (SES) and other forms of diversity in the schools.~~
- Allows the District to monitor and manage class size at each building
- Provides the District with the opportunity to monitor school choice trends to better understand the level of “demand” for each school as well as the opportunity to respond to those trends (e.g. intentionally expanding and replicating successful programs that are in high demand and/or addressing challenges in schools that have low demand)

Salem’s controlled choice student assignment policy is designed to create schools that are ~~demographically and socioeconomically economically~~ diverse and academically successful for all students who attend.

### **Goals of Salem’s Student Assignment Policy**

The goals of the Salem Controlled Choice Student Assignment Policy are to:

1. Increase the excellence of all schools. ~~so that there are great choices across all of Salem~~
2. Achieve a more equitable distribution of students across the district based on socioeconomic status. ~~and other educational risk factors~~
3. Maximize, to the extent possible, families’ opportunities to choose schools that best fits their children’s needs.
4. Keep siblings together (to the extent that this is the family’s choice).
5. Increase operational efficiency with regard to facilities and transportation.
6. Ensure that the entire process, from beginning to end, is clear, transparent, and easy to understand and follow.
7. Ensure that the District and schools conduct proactive outreach to families, especially to underrepresented populations, thereby increasing opportunities for all to exercise informed choices.

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- Continuously monitor policy implementation, including fidelity to the policy, and explore new ways to improve upon the policy or consider new methods to achieve the overall goals.

### **Policy Objective**

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable socioeconomic balance within each of Salem’s schools. To that end, each school’s enrollment shall reflect a deviation of no more than five (5) percentage points from the average socioeconomic composition of the district’s student enrollment, as measured by the MA Department of Elementary and Secondary Education’s most recently published ~~Low-Income Economically Disadvantaged~~ indicator.

### **District Procedures for Determining the Number and Type of Seats Available**

The following procedures shall be used to determine the number and types of seats available for family choice:

- Calculate enrollment projections and determine each school’s capacity to serve, by grade level.*

Each year, the Superintendent shall be responsible for reviewing all available enrollment and other demographic data together with the District’s programming needs as well as each school’s enrollment capacity, to make an annual determination as to the number of students who can be assigned at each grade in each school. The annual determination will be based on the projected district-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination shall include any spaces earmarked for programmatic needs such as substantially separate special education, English Language Learners including newcomers, or other specialized programs designated by the Superintendent, within each school.

- Set annual enrollment targets for each individual school that move each school closer to the policy objective of within 5% of the district-wide average for students’ socioeconomic status (SES).*

In January of each year, prior to the annual Early Childhood Expo, the Superintendent shall set annual enrollment targets for each individual school, based on the state’s most recently published data regarding each school’s percentage of Economically Disadvantaged students. In the event that these data are not published on the state website prior to the ~~Early Childhood Expo~~ ~~Kindergarten Information Night~~, enrollment targets shall be delayed until the data needed are published.

The goal of these annual, school-based enrollment targets is to increase the ~~equitable socioeconomic~~ distribution of students ~~in each of Salem’s schools of different backgrounds across the district and to~~

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~~ensure that students who face multiple barriers to success in education are not concentrated within one or more schools.~~

The socioeconomic status (SES) of each student in shall be determined by the degree to which the household income of each student meets the federal standards for low-income as published annually by the U.S. Secretary of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

These annual enrollment targets shall include two categories for each school:

- a) **Low-Income (LI):** Percentage of seats available for students whose household income qualifies them as low-income, according to the above criteria;
- b) **Non-Low Income (Non-LI):** Percentage of seats available for students whose household income does not qualify them as low-income, according to the above criteria.

The annual enrollment targets for each category shall be based on an analysis of each school’s October 1<sup>st</sup> enrollment in terms of its socioeconomic status (SES) as published on the state website -- based on the percentage of Economically Disadvantaged (ED) students enrolled – relative to the district-wide average of ED students. The target set for each school should give higher priority to the category that needs to be increased within that school, in order to move closer to the district-wide average, and a lower priority to the category that needs to be decreased. By prioritizing the targets for each individual school in this way, over time, the school’s enrollment will be within five percentage points of the district average.

~~For example, to illustrate how this might work, if the district’s average enrollment is 50% low income and 50% non-low income and one school’s current enrollment is 75% non-low income and 25% low income, setting an enrollment target for this school of 75% low income and 25% non-low income would prioritize the low-income category by allowing more of the available seats to be filled by students who fall into this category. This would mean that 75% of the available seats in the school would be assigned to incoming students who qualify as low-income and 25% of the available seats in the school would be assigned to incoming students who do not qualify as low-income. ¶~~

~~¶ Similarly, an enrollment target of 60% low-income and 40% non-low income would also weigh enrollment in the direction of the district-wide goal of being within 5% of the district’s average, but this target would be more moderate in terms of meeting the objective than the first example.~~

The Superintendent shall be responsible for setting enrollment targets based on each school’s enrollment data relative to the district-wide average for the previous year. No school’s enrollment target shall be set in a way that moves the balance of enrollment away from the objective, further contributing to inequitable enrollment within a school.

The school’s enrollment targets shall apply to the assignment of students entering Kindergarten.

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**3. *Examine and report on additional enrollment factors. ~~consider additional diversity factors for the future.~~***

~~While the current policy considers each student’s socioeconomic status as the primary factor for achieving a more equitable distribution of students, the School Committee acknowledges the importance of other factors reflecting the diversity of our student body. Educational research recognizes that additional risk factors are associated with a student’s success in school. The Superintendent is hereby charged with tracking and monitoring additional diversity factors reflected in the student body and reporting annually to the School Committee on the degree to which each school enrolls students based on these factors. The School Committee shall review and update on an annual basis. Diversity factors may include race/ethnicity, disability status, and English language learner status, homelessness (as defined by the McKinney Vento Act), foster care, parental level of education, and other factors identified by the Superintendent. Over time, the School Committee may consider updating this policy to include a “multi-factor” approach, as many other districts implementing controlled choice student assignment have, basing student assignment on multiple factors that are known to affect the educational outcomes of students, and seeking to achieve a balance of those factors across schools.~~

**4. *Determine the availability of any in-district charter, innovation, and/or other schools that may require exclusion from this policy and require alternative approaches to student assignment.***

Innovation Schools: Salem currently has three Innovation Schools (the Carlton Innovation School, a K-5 Innovation School and the New Liberty Innovation School, an alternative, competency-based high school serving Grades 9-12), and Bentley Academy Innovation School, a K-5 Innovation School). The Superintendent shall set enrollment targets for Bentley Academy Innovation School annually in consultation with the School Committee. Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5<sup>th</sup> birthday). In this school, children who turn five (5) at different times throughout the year, have the opportunity to enter Kindergarten at the start of three different trimesters -- Fall, Winter, and Spring, based on the timing of the child’s 5<sup>th</sup> birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester). This trimester enrollment system gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1<sup>st</sup> grade.

Preschool (3-year olds): Although student registration for Preschool is managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply.

High Schools: Although initial student registration procedures for Salem High School and the New Liberty Innovation School are managed by the district’s Parent Information Center, the assignment criteria

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outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend Salem Prep High School.

- 5. Develop materials and outreach plans to ensure the community is aware of all of the district’s enrollment options, the choices available to them, registration procedures and requirements, and deadline.*

Ensuring that all members of the Salem community who have school-aged children are aware of the educational options and choices available to them and have a clear understanding of what they need to do (and by what dates) in order to access their choices is critical to any choice-based student assignment system. It shall be the responsibility of the Superintendent to ensure effective outreach and communication to all members of the community, including those whose home language is not English as well as other frequently underrepresented groups. Communication and outreach activities may involve creation of a district choices guide, (translated into Spanish and Portuguese), providing information on the district’s website, holding community forums in various neighborhood locations, organizing school open houses, holding a “school options” fair, etc.

**Early Childhood Registration Timelines and Procedures**

The following procedures shall be used to assign students to the entering **Preschool, Pre-Kindergarten, and Kindergarten class** for each year included in the term of this policy:

- 1. Communication and Outreach:** In the fall and early winter of each year (November through January), the Superintendent shall execute a communication and outreach plan to ensure that all families with children who will turn three (3) years of age, four (4) years of age, and five (5) years of age by September 1<sup>st</sup> of the upcoming school year are made aware of the Preschool, Pre-Kindergarten, and Kindergarten schooling options available to them, upcoming opportunities to learn more about their choices (e.g., school expo, school open houses, information on the website, etc.), as well as the registration process and procedures.
- 2. Early Childhood Information Night:** In January of each year, the Superintendent shall schedule at least one Early Childhood -Information Night, inviting all families known to have a child who will be eligible for Preschool, Pre-Kindergarten, or Kindergarten in the fall. The purpose of this event is to inform families of the school options and choices available to them as well as the procedures, requirements, and deadlines for registration. The registration period shall begin after this event.
- 3. School Tours and Open Houses:** The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to them. Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.

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4. **School Choice Selection Procedures for Kindergarten:** All Salem parents/guardians are encouraged to review the information on school choices and procedures and shall be required to indicate on the application, in rank order, their top three (3) choices for each of their children eligible for Kindergarten. Ranking fewer than three different schools will significantly increase the student’s chances of remaining unassigned to a school following the initial school assignment period. The availability of seat assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the choice program.
  
5. **Student Registration Procedures and Requirements:** In order to qualify for assignment to a school, all parents/guardians must complete and submit all required student registration forms and required documentation, including: a) Proof of birth date; b) Proof of address (to verify residency within the City of Salem); c) Proof of parent/guardian identification; and d) Most recent immunization and physical examination records (students facing hardships may be registered and receive an assignment without immunization records. However, such records must be submitted prior to starting school).

In addition, the registration forms shall seek information about each child’s demographics, household income, home language, medical history, background, and information pertaining to educational risk factors associated with success in school.

6. **Early Childhood Registration Periods:** There shall be three registration periods between January and September, which is the start of Preschool, Pre-Kindergarten, and Kindergarten in the following year. The initial (first two) registration periods shall be processed in “batches” that have an established window with a clear deadline. Applications received within each batch window are processed according to the selection criteria, regardless of the date that each application was received (so long as it was within each respective batch window). Once a “batch” application has been submitted, families shall wait for assignments before making any changes, at which point in-district transfer procedures would apply.

Those applying after Batch 2 shall be processed using the same assignment criteria, but on a rolling basis, based on the date when each completed application is received. Families are encouraged to apply as early in the process as possible as the available space and choices become more limited later in the year.

- a. **Batch 1 :** All applications received between January (following the Early Childhood Information Night) and the last Monday in February, shall be processed as Batch 1 applicants. Applicants interested in exercising a sibling preference must apply within Batch 1 and must submit their application no later than the last Monday of February.

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- b. **Batch 2** : All applications received after the Batch 1 deadline and the last Monday of March, shall be processed as Batch 2 applicants.
- c. **Rolling Enrollment Period (End of Batch 2 through start of school)**: All applications received after the end of Batch 2 through the start of school in the following year, shall not be processed as a batch, but rather, on a rolling basis.

### Student Assignment Priorities and Criteria

The following priorities, presented in order of priority to be considered, shall be used when assigning students to a school.

1. **Programmatic Placements**: Students who qualify for one of the district’s specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs, regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.
2. **Sibling Preference**: Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, ***the deadline to submit a complete online registration and indicate a sibling preference for Kindergarten registration shall be the last Monday of February of each year.*** While every effort will be made to keep siblings of newly registering families together, Kindergarten applications received after the last Monday of February, will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category. Please note sibling preference does not apply to PreK except for the PreK dual language at Bentley Innovation School.
3. **Choice of School**: Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.
4. **Student Socioeconomic Status**: Within each batch and first choice of school, applicants shall be sorted into the following two categories:

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- a. **Low-Income (LI)**. Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.
- b. **Non-low Income (Non-LI)**. Non-low income families are those whose household income level does not qualify them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture.

5. **Proximity to the School:** Within each of the socioeconomic categories (within each batch), applications shall then be sorted by their proximity to the school, with those who live closest to their first choice of school to be processed first, followed by those who live further away. Those whose first choice of school is within 1 mile (as determined by Google Maps, walking distance), shall be given priority within the category and assigned first.

### **Student Assignment Procedures (Pre-Kindergarten and Kindergarten)**

1. **School-Level Student Assignment Targets:** Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
2. **Procedures When the Number of Applicants Exceed Space Available:** If the number of applicants within each category exceeds the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30<sup>th</sup> of each year. If the number of applicants for a second choice school exceeds the number of spaces available, remaining applicants shall be added to the appropriate subcategories for their third choice of school. If there is no space available within the appropriate subcategory for any of the three school choices, then the student shall be assigned to the closest school that has space availability within their respective subcategory.
3. **Processing Timelines:** Once the sorting of applications is completed according to the criteria described above, students will be assigned. Depending on the size of the applicant pool within each batch, this process may take several weeks to complete. Applications received within the Batch 1 period shall be assigned on or around the last Monday in March. Applications received within the Batch 2 period shall be assigned on or around the last Monday in April. Applications received after the Batch 2 deadline shall be processed as they arrive.

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Applicants who “opt in ” to the BAIS or other lottery within the district by the first batch deadline, will be notified by the school whether or not they were selected and will have up to 5 days to confirm acceptance of the seat. Applicants who participate in the BAIS lottery may remain within the district choice process as well.

4. **Notification and Confirmation of Assignment.** For Batch 1 and 2 applicants, families will generally be notified of their student’s assignment in writing. Parents/guardians are asked to return the confirmation form(s) to the Parent Information Center (PIC) within ten (10) calendar days so that any seats that are declined may be offered to others who have chosen that school. Applicants who apply during the rolling admission period may be notified of assignments and require confirmation over the phone within a shorter timeframe if the timing is close to the start of the school year.
5. **Waiting Lists.** Applicants who do not receive their first choice of school shall automatically be placed on a waiting list for that school within their respective socioeconomic and/or risk factor subcategory. The order of priority for Waiting Lists shall be those who did not receive their first choice within Batch 1 applications (sorted by order of proximity to the school), followed by those who did not receive their first choice within Batch 2 (sorted by order of proximity to the school). Should a space become available within the applicant’s respective socioeconomic and/or risk factor subcategory, applicants will be contacted by a representative from the PIC and offered the spot. Applicants shall have 24 hours to confirm acceptance of the spot. If the spot is declined, it will be offered to the next person on the waiting list and so on.

Waiting lists for Early Childhood Registration shall be maintained and processed between the Batch 1 deadline date and September 30<sup>th</sup> of each year. Families interested in changing their school assignments after that date, must submit a transfer application through the in-district transfer process.

6. **Walk-in Registrations During the Summer and School Year.** Families with school-age children who move to Salem over the summer or during the school year are considered “walk-in” registrations and shall be processed on a rolling basis, following the same procedures described above. Assignments shall be made according to the above criteria, to the extent possible. Should there be no seats available ~~in an applicant’s preferred school choices within the applicant’s subcategory for any of their three choices of schools, they will be assigned to the closest school with space available in their category. Should there be no space available within their category at any school in the district,~~ students will be offered placement options ~~at assigned to at~~ the schools with available space. ~~that is closest to their home. The Superintendent’s annual enrollment report shall include data regarding this population. shall be responsible for keeping a log of each instance where this occurs, reporting this annually to the School Committee, and using this information to inform enrollment targets for the future.~~

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### **Student Assignment Procedures for Incoming Students in Grades 1 to 5through 12**

The school choice, registration, and student assignment procedures, including the establishment of school enrollment targets described above shall also apply to applicants for Grades 1 through Grade 12. The processing timelines and deadlines for “batch” applications do not apply.

It shall be assumed that, unless otherwise requested by a parent/guardian or the Superintendent, all students enrolled in an existing school may continue within that school until they reach the highest grade level offered within that school. ~~For students who have completed 5<sup>th</sup> grade in one of the district’s K-5 elementary schools, it shall be assumed that they will matriculate to 6<sup>th</sup> grade at the Collins Middle School unless otherwise notified by the family.~~

#### **In-District Transfers**

Families seeking to transfer from one school to another must submit a transfer request application through the Parent Information Center (PIC). Transfer requests for the future school year shall be accepted at any time. Transfer requests pertaining to a current school year must be received prior to September 30<sup>th</sup> of that school year. Only the Superintendent can authorize a transfer for the existing school year after September 30<sup>th</sup>. When a student seeks an in-district transfer from one school to another, the guidelines of this policy regarding space availability within each school’s enrollment targets shall be applied.

#### **Withdrawals**

If a student is withdrawn from the school for any reason and later returns to the district, the student shall be considered under the same guidelines as a newly entering student (spaces within their former school shall not be held). To be eligible to return to the school, the family must submit a written request to the Superintendent within the school year prior to the family's return. Upon receipt of this request, the Superintendent shall determine whether or not the request to return to the student’s previous school can be accommodated based on the availability of seats.

The only exception shall be for an enrolled student whose parent or guardian relocated due to an active military member deployment and later returns to Salem. If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (=constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non- attendance. Should this occur, the student may not be eligible to return to the school he or she previously attended. Absence ~~without acceptable~~~~without an acceptable~~ documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

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### **Allocation of Resources to Support the Successful Implementation of Controlled Choice**

The Superintendent shall monitor the implementation of this policy and share data that can be used to evaluate its effectiveness in achieving the above goals and objectives. The Committee recognizes that in order to have an effective process for assigning students using a controlled choice policy, adequate resources and support are needed to ensure its success. The Superintendent shall be responsible for identifying and requesting the resources needed to implement this policy including the coordination and management of student assignment for the district, communication and outreach to families, and other necessary supports to ensure the successful implementation of this policy.

**Reviewed : December 2, 2024**

**Approved : February 3, 2025**

## STUDENTS AND INSTRUCTION 5000 INTERNET ACCESS NETWORK 5500

### RESPONSIBLE USE OF TECHNOLOGY 5501

**The Salem Public School District provides access to technology devices, Internet, data systems, and other applications to support teaching, enhance learning, and improve productivity.** The Committee recognizes, however, that the power of this technology brings with it certain responsibilities and risks for those who use it. The Committee therefore establishes that any use of the Salem Public Schools' technology and electronic media be permitted only after the prospective user, whether the user is a student or an employee, has read and signed a Responsible Use Agreement for the use of the District's technology and electronic media.

Any person signing a Salem Public Schools Responsible Use Agreement shall ensure that the uses to which that individual puts the district's electronic technology, including Internet access in school facilities, shall be consistent with the mission of the Salem Public Schools. Further, this policy governs the electronic activity of all employees and students when using and accessing the district's technology and data systems regardless of the user's physical location.

The Superintendent of Schools shall see to the drafting of a Responsible Use Agreement appropriate to the age and role of the technology and electronic media user. The School Committee shall review and approve the Responsible Use Agreements that are utilized in the Salem Public Schools. All materials produced and communications recorded in any fashion using Salem Public Schools technology are covered by the Massachusetts Public Records Law (MGL c. 4 § 7, c. 66 § 10), and may be subject to production pursuant to the provisions of the Public Records Law.

#### Guiding Principles for Responsible Use Agreements

The Superintendent shall ensure that the Responsible Use Agreement(s) developed align with the following guiding principles:

- Online tools, including social media, should be used in our classrooms, schools, and central offices to increase community engagement, staff and student learning, and core operational efficiency.
- SPS has a legal and moral obligation to protect the personal data of our students, families, and staff.
- SPS should provide a baseline set of policies and structures to allow schools to implement technology in ways that meet the needs of their students.
- All students, families, and staff must know their rights and responsibilities outlined in the Responsible Use Policy and government regulations.
- Nothing in this policy shall be read to limit an individual's constitutional rights to freedom of speech or expression or to restrict an employee's ability to engage in concerted, protected activity with fellow employees regarding the terms and conditions of their employment.

#### Annual Agreement and Review

The Superintendent shall ensure that the Responsible Use Policy is available to staff, ~~and~~ students, and families at the beginning of each year. Technology users are required to verify that they have read and will abide by the Responsible Use Policy annually.

## **Student Responsibilities**

\$30 invoice for intentional damage that is repairable

\$100 invoice for intentional damage that unable to be repaired

\$100 for a lost Chromebook

Free replacement if stolen with a police report provided

## References

MGL c. 4 § 7, c. 66 § 10

~~Policy 5805 Cell Phones and Electronic Devices~~

Policy 5401.01 Anti-Bullying and Cyber-Bullying

Policy 5413 School Property

The Superintendent's Responsible Use Agreement

See also Policy 4120 Responsible Use of Technology (for employees)

**Approved August 16, 2021**